

Mon cahier  
d'habiletés

3<sup>e</sup>

# Win Skills



Speaking  
Writing  
Listening  
Reading



**STOP**  
COVID 19



**3000** Fcfa

# Win Skills



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## Identification

Année scolaire : .....

Nom / Prénom (s) : .....

Établissement : .....

Classe : .....

Nom de l'enseignant : .....

SPÉCIMENT

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# NOTE DE PRÉSENTATION

Mon cahier d'habiletés « Win Skills 3<sup>ème</sup> », se particularise par des rubriques novatrices, qui sont :

## I. Proverbs, quotes, sayings...

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

## II. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de ton environnement socio-culturel ; faisant de toi l'artisan de ton propre apprentissage. Ainsi, à chaque fois que tu abordes une nouvelle leçon, un espace t'est réservé afin que tu y inscribes le nom de ton établissement et ta classe.

## III. Good to know

Cette rubrique se décline en deux sous-rubriques qui sont :

- **Vocabulary content** : c'est la liste des mots de vocabulaire et d'expressions à l'étude. En les parcourant, tu stimuleras ton intérêt pour ces nouveaux lexiques.
- **Language function** : ici, sont répertoriées les fonctions langagières et les structures y afférentes. Sur la base de ces outils et des exemples fournis, tu es désormais outillé (e) pour un meilleur maniement de la langue.

## IV. My dictionary

Dans cette rubrique, sont définis, en Français, les mots et expressions, afin de lever tout obstacle à la compréhension des consignes. Cela te donnera une plus grande autonomie d'utilisation de l'ouvrage. Alors, jettes-y un coup d'œil chaque fois que tu auras du mal à bien saisir les consignes des exercices.

## V. Practice activities

C'est la phase d'application. Elle se déroule en deux séances (session 1 ; session 2). Ces exercices variés et hiérarchisés concernent les contenus de vocabulaire et de grammaire (fonction langagière) de chaque leçon. Ils sont généralement agrémentés de belles illustrations.

## VI. Communication activity

Cette partie, qui intervient à la séance 3 (session 3), se focalise sur des exercices de synthèse qui te permettront de traiter des situations de communication : c'est la finalité de chaque leçon. C'est ainsi qu'au travers des leçons, tu développeras des compétences dans les quatre habiletés que sont : **Speaking** (expression orale), **Writing** (expression écrite), **Listening** (compréhension orale) et **Reading** (compréhension écrite).

NB : Dans la collection **Mon cahier d'habiletés « Win Skills »** un point d'honneur a été mis sur Listening ; une habileté bien souvent survolée ou tout simplement ignorée. Pour ce faire, ton professeur t'aidera à exploiter des enregistrements audio soigneusement préparés.

## VII. Let's recap

À travers cette rubrique, tu es amené (e) à t'autoévaluer. Ici, toutes les fonctions langagières ainsi que tous les mots de vocabulaire et autres expressions abordés dans l'unité sont passés au crible. En parfaite autonomie, tu feras correspondre à chaque structure, un groupe de mots, une phrase ou une expression.

## VIII. Test

Il s'agit d'une évaluation normative et sommative dans le format des sujets d'examen. **Mon cahier d'habiletés « Win Skills 3<sup>ème</sup> »** offre à l'apprenant une occasion privilégiée de bien se préparer et d'optimiser ses chances de réussir l'évaluation écrite du BEPC en Anglais.

Bonne utilisation à tous !  
Les auteurs

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UNIT 1

# SCHOOL LIFE



- Speaking -





## LESSON 1

# MY LAST HOLIDAYS IN MY VILLAGE

- Speaking -

1



### LEARNING CONTEXT

We are back from the long vacations in Collège / Lycée .....\* of .....\* During an English Club meeting, the students of 3<sup>ème</sup> are talking about how they spent their holidays in order to share their experiences.

NB : (\*) Mettre le nom de ton établissement.



« The holidays stress people out so much. I suggest you keep it simple and try to have as much fun as you can. »

— Giada De Laurentiis —

## GOOD TO KNOW

### VOCABULARY CONTENT

To rest ; To swim ; To play marbles ; To fish ; To travel ; To set a trap ; To go hunting ; To tap some palm wine ; To plant tomatoes ; To have a party ; To go to the beach ; To feel homesick ; To have fun ; To miss someone ; To cut mangoes ; To enjoy oneself

### LANGUAGE FUNCTIONS

#### 1- TALKING ABOUT PAST ACTIONS

A : Where **did** Zokou **go** for the holidays ?

B : He **went** to London.

A : When **did** Laura **arrive** ?

B : She **arrived** last Sunday.

A : What **did** Lamine **do** during the holidays ?

B : He **hunted** birds.

#### 2- USING TIME MARKERS WITH PAST ACTIONS

— She helped her mother plant seeds **yesterday**.

— Kofi left his village **two months ago**.

## MY DICTIONARY

**To trap** : piéger (poser un piège) ; **Hammock** : hamac ; **Suit** : costume ; **Movie** : film ;  
**Pounded** : pilé (e) **Seeds** : semences

## Session 1

**1** Use the following words or phrases to identify the actions in the different pictures below. **Number 1 is an example.**

*resting, swimming, playing marbles, fishing, travelling, setting a trap.*



1. *resting*



2. ....



3. ....



4. ....



6. ....



5. ....

**2** Put the verbs in brackets in the correct tense and complete the sentences below. **Number 1 is an example.**

- Sam (to rest) **rested** all day long last Saturday, in a hammock.
- Bli (to set) ..... traps in his grandmother's farm during the Easter holidays.
- Melki (to play) ..... marbles when he was a little boy.
- Yeo and his friends (to swim) ..... in the village river when they were in primary school.
- During the last Christmas holidays, Blé and his family (to travel) ..... to Ghana.
- Kouaho (to fish) ..... in the river two days ago.

**3** Complete the dialogue below, putting the verbs in brackets in the correct tense and form. Then check your answers with your neighbour's, and roleplay the conversation to the class. **Number 1 is an example.**

- A. : Where (be) **1. were** you for your holidays ?
- B. : I (be) **2. ....** in Diawala, I (have) **3. ....** a wonderful time there.
- A. : How about you ? (be) **4. ....** you with your parents in the city ?
- B. : No, I (not to be) **5. ....** We (be) **6. ....** rather in my village , Dribouo.
- A. : (do) **7. ....** you meet my friend Séry ? He lives there.
- B. : No, I (not to do) **8. ....** .

## Session 2

**1** Ask questions from the underlined words or phrases. **Do like in the example.**

1. a) I was born in 2008.  
b) When were you born ?
2. a) His parents went to Paris last week.  
b) Where ..... his parents ..... last week ?
3. a) My friends and I played tennis last Saturday.  
b) What ..... My friends and I ..... last Saturday ?
4. a) Gadou used to play marbles when he was young.  
b) What ..... Gadou ..... when he ..... young ?
5. a) Kate left home 2 days ago.  
b) When ..... Kate ..... home ?

**2** Put the verbs in brackets below in the correct tense. **Number 1 is an example.**

1. The movie **(to end)** **ended** five minutes ago.
2. Mike Zuckerberg **(to start)** ..... Facebook in 2004.
3. Charles and Koffi **(to wear)** ..... a suit to work yesterday.
4. She **(to leave)** ..... the hospital in the afternoon.
5. Mario Vargas Llosa **(to win)** ..... the Nobel Prize of Literature in 2010.

6. We **(to arrive)** ..... in this city a long time ago.
7. I **(to see)** ..... a game on TV last night.
8. On my last birthday I **(to have)** ..... the best party ever.
9. Her husband **(to die)** ..... ten years ago.

**3** Complete the dialogue below putting the verbs in brackets in the correct tense and form. Then check your answers with your partner, and role play the conversations to the class with your partner. **Number 1 is an example.**

- A. : Where did you spend your holidays ?
- B. : I **1.** (to spend) **spent** my holidays in my village Moapé. It was my first stay there.
- A. : What **2.** (to do) ..... you ..... during your holidays ?
- B. I **3.** (to play) ..... hide-and-seek with my friends and I often **4.** (to swim) ..... in the river with my cousins.
- A. Great ! Did you enjoy the food there ?
- B. Yes, of course I did ! I **5.** (to eat) ..... pounded plantain with peanut soup and bush meat every day. But I **6.** (not to drink) ..... our traditional palm wine called « Bandji ».

# Session 3

## COMMUNICATION ACTIVITY

Back from the holidays, you meet Akeem, a Ghanaian student who has just arrived in your school. Akeem and you start a conversation about your holidays in your village. Prepare this dialogue with the help of your neighbour. You will roleplay it at the next English class.

- Greet each other ;
- Ask and answer questions about the location of your village ;
- Ask and answer questions about the activities you did, the games you played and the people you met during the holidays.

# LESSON 2

## MEMORIES OF SCHOOL

- Speaking -

1



### LEARNING CONTEXT

You receive your Liberian pen friend at home during the long holidays. You talk about your habits and past attitudes towards your friends and your teachers when you were in primary school in order to exchange souvenirs.



« Learning is a treasure that will follow its owner everywhere. »

— Chinese proverb —

## GOOD TO KNOW

### VOCABULARY CONTENT

To bully ; To clean ; To fight ; To graduate ; To collect funds ; To punish ; To beat ; To weep ; To quarrel ; To break the rules ; To skip (school) ; To chat ; To disrespect ; To punish ; To remember

### LANGUAGE FUNCTION

#### EXPRESSING PAST HABITS WITH ...

##### USED TO + INFINITIVE :

- We **used to live** in the village when I was a kid.
- **Did** you use **to have** a garden ?

##### WOULD + INFINITIVE :

- Every Saturday I **would go** to play football.
- My dad **would read** me amazing stories every night at bedtime.

##### PAST SIMPLE :

- We **went** to the same beach during last holidays.
- We **played** educational games during our childhood.

### MY DICTIONARY

**To Bully** : persécuter, opprimer  
**Penalty** : pénalité, amende  
**Wicked** : méchant (e)  
**Treasure** : trésor

**Break** : récréation  
**Weaker** : plus faible  
**Mainly** : principalement

**Amazing** : incroyable, surprenant  
**Owner** : propriétaire

## Session 1

**1** Use the following words or phrases from the Box to identify the actions in the different pictures below. **Number 1 is an example.**

*bullying, cleaning, fighting, graduating, collecting funds, punishing.*



1. *bullying*



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Match the words or groups of words from Box A to their definitions or synonyms in Box B. **Number 1 is an example.**

BOX A	BOX B	ANSWERS
1. To remember	a. To have memories of	1. a
2. To beat	b. To dispute	2. ....
3. To weep	c. To hurt	3. ....
4. To quarrel	d. To hit	4. ....
5. To bully	e. To maltreat	5. ....
6. To harm	f. To cry	6. ....
7. To break (the rules)	g. To talk	7. ....
8. To skip (school)	h. To treat with no regard	8. ....
9. To chat	i. To inflict a penalty	9. ....
10. To disrespect	j. To swim	10. ....
11. To punish	k. To interrupt	11. ....
	l. To jump	

**3** Choose the correct verb in the box below and complete the dialogue about what Sory used to do when he was a student. **Number 1 is an example.**

*be, cry, quarrel, beat*

**A.** : My brother Sory (1) **used to be** a bad and wicked student.

**B.** : What did he use to do?

**A.** : He (2) ..... with his classmates when he was angry.

**B.** : Was he kind with other students?

**A.** : Not at all. He even (3) ..... smaller and weaker students to take their money.

**B.** : Did these students use to complain about his behaviour ?

**A.** : No. They only (4) ..... when he finished beating them.

## Session 2

**1** Choose and write the correct word from the brackets to make meaningful sentences. **Number 1 is an example.**

- There used **(to / too / for)** **to** be many restaurants in this district.
- People used to **(shops / shopping / shop)** ..... mainly in small shops.
- There **(used / use / using)** ..... to be lots of small shops.
- I used to hate cheese, but I **(to love / love / am loving)** ..... it now.
- They used **(for / to / too)** ..... have yam for breakfast.
- People used to **(taking / takes / take)** ..... the train to go to the Capital.

**2** Complete the following dialogue. Check it with your partner, then roleplay it to the class. **Number 1 is done as an example.**

A. : What would you do when you were in primary school ?

B. : (1) **I would attend school regularly.**

A. : Ok ! And what would you do when you were in class ?

B. (2) .....

A. : What would you eat at break time ?

B. : (3) .....

A. : How would you act with your friends ?

B. : (4) .....

**3** Re-order the words to make meaningful sentences. **Number 1 is an example.**

1. a) bully / I / schoolgirls / would / school / at  
b) **I would bully schoolgirls at school.**

2. a) would / Apo / school / foot / go / on / to  
b) .....

3. a) be / She / with / rude / teachers / very / would  
b) .....

4. a) well / would / Girls / water / fetch / the / from  
b) .....

## Session 3

### COMMUNICATION ACTIVITY

You are having a discussion with your Liberian friend, John, about your school memories. With the help of your partner, prepare the dialogue. In your conversation,

- ask and answer questions about your past habits and actions ;
- ask and answer questions about your attitudes with your teachers and classmates.

Then with your partner, roleplay the dialogue to the class.

.....

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# LESSON 3

## SCHOOL WORK

- Speaking -

1



### LEARNING CONTEXT

The students of 3<sup>ème</sup> ..... from Collège / Lycée ..... have just received the marks of their first English test. They discuss about their results (scores) in order to improve them.



« An investment in knowledge always pays the best interest. »

— Benjamin Franklin —

## GOOD TO KNOW

### VOCABULARY CONTENT

Examination ; Terms ; School year ; To take ; To pass ; Mock exam ; To neglect ; Conscientious ; To stay down ; Industrious ; Failure

### LANGUAGE FUNCTION

#### EXPRESSING CONDITIONS

##### IF + PRESENT SIMPLE / FUTURE :

- If I am free this evening, I **will watch** the match.
- If he comes, we **will play** video games.

##### UNLESS (IF ... NOT)

- **Unless** you ask him, you'll **never** know.  
→ If you don't ask him, you'll never know.
- You will feel cold **unless** you wear a warm jacket.  
→ You will feel cold **if** you **don't** wear a warm jacket.

## MY DICTIONARY

**Break** : récréation ;

**Either... or** : soit... soit ;

**Warm** : chaleureux, chaud ;

**Investment** : investissement ;

**Brilliantly** : brillamment ;

**Kind (of)** : type, genre, sorte.

## Session 1

**1** Complete the paragraph below with the following words or groups of words : *examination, terms, school year, taking, passed, mock exam*. **Number 1 is an example.**

Sansan is a student in 3<sup>e</sup>. He is **(1) taking** the BEPC exam in June.

But before the final **(2) .....**, there is a **(3) .....** organised either in January or in March. The **(4) .....** lasts 9 months and is divided into three **(5) .....**. His sister Florence was in CM2 last year. She got 120 points, and brilliantly **(6) .....** her CEPE exam.

**2** Complete the dialogue below putting the verbs in brackets into the correct tense and form. Check your answers with your partner's. Then roleplay the conversations to the class with him. **Number 1 and 2 are examples.**

**A.** : What are you doing ?

**B.** : I am revising my lessons.

**A.** : That's good ! If you **1. (to learn) learn** your lessons every day, you **2. (to have) will have** good marks.

**B.** : Thanks, but I am sad because my friend Guéi refuses to go to school.

**A.** : Oh, really ? If he **3. (not to attend) .....** school, he **4. (to fail) .....** this year again.

**B.** : That's exactly what I told him. He **5. (to have) .....** troubles with his parents if he **6. (to keep) .....** on cutting classes.

**3** Match the words or groups of words in Box A to their antonyms in Box B. One word in Box B is not concerned. **Number 1 is an example.**

BOX A	BOX B	ANSWERS
1. To like	A. Careless	<b>1. C</b>
2. Conscientious	B. Success	2. ....
3. To stay down	C. To dislike	3. ....
4. To neglect	D. To move up a class	4. ....
5. Industrious	E. To sit for an exam	5. ....
6. A failure	F. To take care	6. ....
	G. Lazy	

## Session 2

**1** Write the beginning or ending of each sentence.

**1.** If Melki **(to work) .....** hard , he will pass the exam.

**2.** If Boni understands the lessons, he **(to get) .....** good marks.

**3.** If you **(to revise) .....** your lessons, you will pass the examination.

**4.** They will be very happy if they **(to win) .....** the game.

**5.** She **(not to fail) .....** if she works hard.

**2** Circle the correct pronunciation of -ed at the end of each verb. *Number 1 is an example.*

- |                                      |                                     |                                    |
|--------------------------------------|-------------------------------------|------------------------------------|
| 1. Listened<br>a) d<br>b) id<br>c) t | 2. Cleaned<br>a) d<br>b) id<br>c) t | 3. Looked<br>a) d<br>b) id<br>c) t |
| 4. Accepted<br>a) d<br>b) id<br>c) t | 5. Smoked<br>a) d<br>b) id<br>c) t  | 6. Stayed<br>a) d<br>b) id<br>c) t |
| 7. Worked<br>a) d<br>b) id<br>c) t   | 8. Wanted<br>a) d<br>b) id<br>c) t  | 9. Closed<br>a) d<br>b) id<br>c) t |
| 10. Visited<br>a) d<br>b) id<br>c) t | 11. Payed<br>a) d<br>b) id<br>c) t  | 12. Coked<br>a) d<br>b) id<br>c) t |

**3** Transform the sentences to mean the same thing. *Number 1 is done as an example.*

- Unless you make more effort, you will fail your exam.  
b. *If you don't make more effort, you will fail your exam.*
- Unless you go to the station now you will miss the bus.  
b. ....
- Unless you revise your preterits you will fail the next test.  
b. ....

## Session 3

### COMMUNICATION ACTIVITY

After a month at school, you are having a conversation with your Nigerian friend, Adewale, about your current performance. Your parts (of speech) and Adewale's are organized in the table below, but in disorder.

- Match each question or statement in Box A to its corresponding answer in Box B. Number 1 is an example.

1	2	3	4	5
e				

- Re-organise the answers of the first task into the correct order to have a coherent dialogue.
- Role-play the dialogue with your partner to the class.

.....

.....

.....

.....

BOX A : Adewale	BOX B : You
1. Hello, my friend !	a. That's right ! But I neglected it. What are your current marks in French?
2. You would have 16 out of 20 if you revised your list of irregular verbs.	b. It is about 12.
3. Thank you my friend ! By the way, are you good at French ?	c. They are acceptable. We will revise together if you come to my home.
4. We did one test and one quiz. I got 10 and 11 out of 20.	d. Yes, of course ! I am the top of my class in French.
5. And what was your mark in the last English test ?	e. Hi, Adewale!



## Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1	<input checked="" type="radio"/> d	utiliser la forme affirmative des verbes réguliers au prétérit (past simple).	a	Every Saturday, I would play football.
2	<input type="radio"/>	utiliser la forme négative des verbes réguliers au prétérit (past simple).	b	I was in primary school while they were in secondary school.
3	<input type="radio"/>	utiliser la forme interrogative des verbes au prétérit (past simple).	c	Did you see your father last week ?
4	<input type="radio"/>	utiliser « TO HAVE » au prétérit.	d	We played educative games during our childhood.
5	<input type="radio"/>	utiliser les différentes formes de « TO BE » au prétérit.	e	worked, watched, stopped, washed
6	<input type="radio"/>	Exprimer des habitudes passées avec « USED TO ».	f	lived, arrived, enjoyed, played
7	<input type="radio"/>	exprimer des habitudes passées avec « WOULD ».	g	It happened 10 years ago.
8	<input type="radio"/>	exprimer des habitudes passées avec le « PAST SIMPLE ».	h	decided, started, wanted, needed
9	<input type="radio"/>	exprimer la condition avec « IF ».	i	She did not (didn't) pass her exam.
10	<input type="radio"/>	exprimer la condition avec « UNLESS ».	j	The boy had an accident two days ago.
11	<input type="radio"/>	identifier et utiliser correctement la prononciation « t » du prétérit des verbes réguliers.	k	We used to live in our village when I was a kid.
12	<input type="radio"/>	identifier et utiliser correctement la prononciation « d » du prétérit des verbes réguliers.	l	You will feel cold unless you wear a warm jacket.
13	<input type="radio"/>	identifier et utiliser correctement la prononciation « id » du prétérit des verbes réguliers.	m	If I am free this evening, I will watch the match.
14	<input type="radio"/>	demander des informations sur un endroit.	n	What kind of music do teens like ?
15	<input type="radio"/>	demander des informations sur le moment d'une activité.	o	Where did you go for holidays ?
16	<input type="radio"/>	demander des informations sur quelque chose.	p	When did Laura arrive ?

# TEST 1

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

#### THE DAY I GOT A NEW MOTHER

My first day at primary school is as clear as today. I remember the excitement I felt in the morning, putting on my new neatly ironed uniform and packing my big bag. Then I started the long journey to school. It was interesting riding through Galway City on the back of my mother's bicycle. Then we arrived at my new school, and I walked into the classroom. It seemed that I was the only child who was traumatised by the situation. Lots of little eyes looking at me cry while my mother tried to scramble away from me. I grasped onto her leg but she eventually got away. Miss Barbara, my kind and fat female teacher took me under her wing and quickly enough I forgot about my mother.

The teacher gave us a card with our names and gave us some stickers for the prizes. I thought, "It is just like our kindergarten." Then the teacher brought us to look around the school. The feeling of the new place and new life is the most valuable thing. We had lessons in the afternoon ; the textbooks were new, not like the old fairy tales books on the shelf in kindergarten. With the smiles and laughs, we left our school. When I think about my first day in school, I feel that day is one of the most interesting things that happened in my life.

*Adapted from Wikipedia*

#### A. VOCABULARY CHECK

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

Column A	Column B	Answer
1. excitement (L. 1)	a) appeared	1. C
2. neatly (L. 2)	b) bread	2. ....
3. journey (L. 2)	c) emotional agitation	3. ....
4. seemed (L. 4)	d) in the end	4. ....
5. scramble (L. 6)	e) move quickly	5. ....
6. eventually (L. 6)	f) in an orderly condition	6. ....
7. under her wing (L. 7)	g) preschool	7. ....
8. kindergarten (L. 10)	h) stories	8. ....
9. tales (L. 13)	i) travel	9. ....
	j) under her protection	

#### B. COMPREHENSION CHECK

Read the text again and decide if the following statements are true or false. Write T for «true» and F for «false», and then justify your choice by referring to the line (s) of the text. Do like in the example.

1. The narrator was happy to have his first day at school. **T (L. 1)**
2. The narrator was driven to school in his mother's car. ....
3. The narrator didn't want to let his mother go. ....
4. The narrator's teacher was a man. ....
5. The narrator's teacher was unkind. ....
6. The narrator didn't like his teacher. ....

## PART TWO : Language in use

**Task A.** Your sister Ozoua is trying to tell her school memories. Help her write her text by completing it with the words in the box. **Write your answers like in the example : 1. when**

where ; with ; when ; always

I just remember the whole thing as a good experience and a good place to be. I don't think I knew anybody **(1) when** I started, but it wasn't long until I got to know them. I was never a quiet child. I was **(2)** ..... talking to other people. We spent the day playing **(3)** ..... toys and talking to each other. I knew I had to have a good behaviour because I was going to the place

**(4)** ..... my Dad was working. But I don't think that I was interested in learning then – I was a kind of lazy boy.

**Task B.** Write « if » or « unless » where necessary to start each sentence. Example : **1. if**

- 1. If** he had permission from his parents, he would travel alone.
- ..... he had permission from his parents, he wouldn't travel alone.
- ..... we don't hurry up, we will be late for school.
- ..... we hurry up, we will be late for school.

## PART THREE : Writing

You are having a conversation with Anael, your small brother, about your school memories. He asks you a few questions in order to know more about your past. **Write your answers like in the example.**

**Melki :** Do you still remember your first day at school ?

**You (1) :** Yes, I do.

**Melki :** Were you stressed or excited that day ?

**You (2) :** .....

**Melki :** What kind of teacher did you have ?

**You (3) :** .....

.....  
**Melki :** Were your classmates kind to you ?

**You (4) :** .....

.....  
**Melki :** How did you go to school ?

**You (5) :** .....

.....  
**Melki :** Who was your neighbour in class ?

**You (6) :** .....

# WOMEN AT WORK



- Speaking -



# LESSON 1

## VILLAGE WOMEN ACTIVITIES

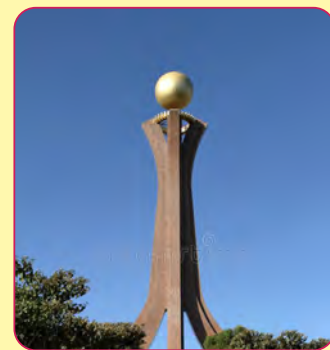
- Speaking -

2



### LEARNING CONTEXT

On the occasion of the International Women's Day, during an English club meeting of their school, the students of 3<sup>ème</sup> ..... from Collège / Lycée..... of ..... decide to give a presentation on rural women's activities so as to show their courage and honour them.



« A home without a woman is like a barn without cattle »,

— African proverb —

## GOOD TO KNOW

### VOCABULARY CONTENT

Weave baskets ; To grind cereals ; Spin cotton into thread ; To grow crops ; To sell farm products ; To rear poultry ; To weed ; To winnow ; Weaver ; Handicraft ; Knitting ; Wickerwork ; Dynamic.

### LANGUAGE FUNCTIONS

#### EXPRESSING ABILITIES WITH ...

##### 1. CAN

- I **can** do the work by myself.

##### 2. COULD

- My sister **could** help you yesterday.

##### 3. WAS ABLE/WERE ABLE

- After her recovery, old Grandma **was able** to walk without her cane.
- They **were able** to read and write after a few literacy classes.

##### 4. WILL BE ABLE

- Rural women **will be able** to develop cooperative organisation skills if they are trained.

#### REPORTING WHAT IS SAID IN THE PAST

- « *I can do the work by myself.* » What **did** she **tell** you ?  
→ She **told** me that she **could** do the work by herself.
- « *After her recovery old grandma is able to walk without her cane.* » What **did** he **announce** ?  
→ He **announced** that after her recovery, old Grandma **was able** to walk without her cane.
- « *We can read and write* », they claimed. What **did** they **claim** ?  
→ They **claimed** that they **could** read and write.
- « *Rural women will be able to develop cooperative organisation skills.* » What **did** you **say** ?  
→ I **said** that rural women **would be able** to develop cooperative organisation skills.

## MY DICTIONARY

**Barn** : grange, ferme    **Berry** : baie    **Canner** : conserveur    **Deed** : acte    **Cattle** : bétail  
**To fit** : assortir, convenir    **Beforehand** : auparavant    **To regard** : considérer    **To report** : rapporter  
**Woodchuck** : marmotte    **To roleplay** : faire un jeu de rôle    **To rote learn** : apprendre par cœur  
**To take turns** : alterner, prendre la parole à tour de rôle  
**Tongue twister** : virelangue, casse-langue, fourchelangue.

## Session 1

**1** Write the corresponding expression under each picture. **Number 1 is an example.**

weave baskets, grind cereals, spin cotton into thread, grow crops, sell farm products, rear poultry



1. sell farm products



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Work in groups of four. Use the clues below to generate correct sentences in turns, **like in the example.**

1. **Example** : Sell farm products on the market/ women

**A** : Women **can** sell farm products on the market.

**B** : Women **could** sell farm products on the market.

**C** : Women **were able** to sell farm products on the market.

**D** : Women **will be able** to sell farm products on the market

2. Weave baskets / rural women

3. Grind cereals / the young girls

4. Spin cotton into thread/older women of the village

5. Grow crops / the cooperative's members

6. Rear poultry / my aunt

**3** With your partner, complete the dialogue with the expressions in the box. Rote-learn and get ready to role-play it in front of the class. **Number 1 is an example.**

was able, were able, could, can, will be able.

**A.** : Please ! (1) **Can** you help me with this heavy basket ?

**B.** : Do you call this a heavy basket ? Some years ago, when I was a child, women in my village (2) ..... to carry more impressive loads, from the fields to their home.

**A.** : Really ! What kind of loads (3) ..... peasant women carry at that time ?

**B.** : A woman (4) ..... to cover very long distances with about 60 kilograms of farm products and other bundles on the head.

**A.** : Wow ! I am really impressed. I wonder if the coming generations (5) ..... to show such a devotion to farm work.

**B.** : Never ! But, personally, right now, I (6) ..... carry this ten-litre bucket from the tap to the bathroom.

## Session 2

**1** Odd-one-out : underline the item which does not fit with the others. **Number 1 is an example.**

1. weed ; sick ; winnow ; spin ; rear
2. wickerwork ; laughter ; weaver ; handicraft ; knitting
3. dynamic ; ambitious ; disciplined ; aggressive ; careful

**2** With your partner, take turns in a competition to say the following tongue twisters as quickly as possible. Your classmates will choose the winner.

1. The shells she sells by the Seychelles seashore are seashells, I'm sure.
2. Where she shines she sits, and where she sits she shines.
3. Can you can a can as a canner can can a can ?
4. How much wood would a woodchuck chuck if a woodchuck could chuck wood ?
5. How many cookies could a good cook cook if a good cook could cook cookies ?

**3** Report the following tongue twisters to your partner, **like in the example.**

1. a/ 'The shells she sells by the Seychelles seashore are seashells, I'm sure'.  
b/ The fisherman **said** that the shells she **sold** by the Seychelles seashore were seashells, he was sure.
2. a/ 'Where she shines she sits, and where she sits she shines.'  
b/ Olivia's colleagues commented that .....
3. a/ 'Can you can a can as a canner can can a can?'  
b/ The second boy wanted to know if his friend .....
4. a/ 'How much wood would a woodchuck chuck if a woodchuck could chuck wood ?'  
b/ She asked them .....
5. a/ How many cookies could a good cook cook if a good cook could cook cookies?  
b/ The two chefs, questioned a trainee .....

## Session 3

### COMMUNICATION ACTIVITY

On the occasion of the International Day of Rural Women, you have to interview Mr Kwasi Rachel, the Ghanaian Minister in charge of Rural Affairs. Beforehand, prepare the interview with your partner and get ready to role-play it in front of the class.

- Ask and answer questions about women's activities and capacities in rural areas.
- Ask and answer questions about what the

- government can, could, was able, or will be able to do to help these women.
- Report the actions the government has done to the class.

## LESSON 2

# WHAT ARE WOMEN'S RIGHTS AND DUTIES ?

- Speaking -

2



### LEARNING CONTEXT

During an English class, the teacher asks a group of his students of 3<sup>ème</sup> to prepare and give a presentation in order to better inform the rest of the class about women's rights and duties.



« Get up, stand up, stand up  
for your rights ... don't give up  
the fight »

— Bob Marley —

## GOOD TO KNOW

### VOCABULARY CONTENT

Gender ; Bodily ; Integrity ; Equality ; Educated ; Property ; Sexual violence ; Breadwinner ; Household management ; Role division ; Child rearing ; Sex discrimination act ; Counterpart ; To own a property ; To breastfeed a baby ; To take part in an election ; To take care of household affairs ; To give birth to a baby ; To raise children ; To bear children ; To have fair and equal pay ; To be free from sexual violence

### LANGUAGE FUNCTIONS

#### EXPRESSING RIGHTS WITH ...

##### HAVE THE RIGHT TO ...

All human beings **have the right** to life.

#### EXPRESSING DUTIES WITH

##### IT'S ... DUTY ( RESPONSIBILITY ) TO ...

- It's parents' **duty to** send their children to school.
- It's parents' **responsibility** to send their children to school.

#### COMPARING RIGHTS WITH ...

##### 1. MORE ... THAN ...

A man's life is not **more** valuable **than** a woman's life.

##### 2. LESS ... THAN ...

Women are not **less** important **than** men.

##### 3. AS ... AS ...

A girl is **as** intelligent **as** a boy.

## MY DICTIONARY

**Fortunately** : heureusement    **Beginning** : début    **Ending** : fin    **Fill in** : compléter

**To give up** : abandonner, renoncer    **Collocation** : classification, rangement    **Evidence** : preuve

**To breastfeed** : allaiter au sein    **Diaper** : couche (de bébé)

## Session 1

**1** Match the beginnings of the expressions in column A with their appropriate endings in column B to find meaningful collocations. **Write your answers like in the example.**

Example : **1.d** = Be educated

Column A	Column B
1. Be	a. integrity
2. Gender	b. for women
3. Free	c. equality
4. Bodily	d. educated
5. Votes	e. property
6. Own	f. from sexual violence

**2** Fill in the blanks with the correct collocations from **activity 1**. **Number 1 is an example.**

- Women and girls in rural areas should **be educated** on their rights and duties.
- In most African traditions, women have no right to ....., especially land property.
- All human beings have the right to health and .....
- Women's suffrage or ..... was obtained many years ago.
- The government must ensure protection for girls and women : they should be .....
- The same rights and opportunities are the evidence of .....

**3** Complete the following dialogue with the correct words or expressions from the word box and practise. **Number 1 is an example.**

*men counterparts ; breadwinner ; household management ; role division ; sex discrimination Act ; child rearing*

- A.** : Men pretend that they are not good at **1. household management**. For them, cleaning and cooking are part of women's natural duties.
- B.** : What rubbish ! Fortunately the **2. ....** exists to prevent men from taking advantage over women.
- A.** : You can't deny it ; women never do as well as men **3. ....** in the workplace.
- B.** : And I suppose that you believe that women are only good for **4. ....** changing babies' diapers and breastfeeding them.
- A.** : No, what I mean is that in a household, there should be a clear **5. ....**, man being known chiefly as the **6. ....**, providing food and shelter for the family.
- B.** : Come on, men at work and women at home ; these are the typical and everlasting stereotypes.

## Session 2

**1** The following ideas are about a girl or a woman's rights and duties. Rewrite each of them in the appropriate column. **Number 1 is an example.**

own property ; bodily integrity ; raise children ; choose my future husband ; be free from sexual violence ; bear children ; take part in elections ; breastfeed my baby ; have fair and equal pay ; take care of household affairs ; give birth to children ; education and empowerment ; have equal rights in family ; serve my husband ; cook food

I have the right to ...	It's my duty(responsibility) to ...
1. <b>Own property</b>	1. <b>bear children</b>
2. ....	2. ....
3. ....	3. ....
4. ....	4. ....
5. ....	5. ....
6. ....	6. ....
7. ....	7. ....
8. ....	8. ....

**2** Complete the sentences with **more** or **less**. **Number 1 is an example.**

- Abidjan is **more** equipped in school facilities than my little village.
- Nothing compares to health; for some peoples health is ..... important than money.
- Working with a machete on the plantation is ..... comfortable than using modern machines.
- A hoe is ..... modern than a tractor.
- Manual labour is ..... difficult than office work.
- City-dwellers complain that food is far ..... expensive in cities than in rural regions.

**3** With your partner, complete the dialogue below putting the adjectives between brackets in the indicated form of comparative. **Number 1 is an example.** Then rote-learn the dialogue and roleplay it before the class.

- Are women right to claim equal rights as men ?
- Yes, of course, men and women are equal. Women are **1. as intelligent as** men. They should have the same rights. (**intelligent / equality**)
- Some people say that women are **2. ....** men. Being so physically weak, they can't ask for equal pay at work. (**vigorous / inferiority**)
- Nonsense. Women are often **3. ....** men especially in manual labour. (**motivated/ superiority**)
- Do you mean that a woman is **4. ....** a man in the company ? (**useful/ equality**)
- Exactly, a woman is not **5. ....** (**resourceful/inferioty**). On the contrary, she usually **6. ....** men when it comes to the resolution of conflicts in the workplace. (**diplomatic / superiority**)

## Session 3

### COMMUNICATION ACTIVITY

It's the International Women's Day and you have to interview Mrs Mokoze (a South African expert) on women's rights and duties. With your partner, prepare this interview. In your work,

- ask and answer questions about women's rights and duties ;
- compare women and men's rights and duties ;

Come and roleplay the interview before the class with your partner.

The best roleplays will be selected for a national English Clubs competition.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



# LESSON 3

## GIRLS AT SCHOOL

- Speaking -

2



### LEARNING CONTEXT

During an English class, the teacher asks a group of his students of 3<sup>ème</sup> to prepare and give a presentation in order to better inform the rest of the class about women's rights and duties.



« Men make houses, women make homes »

— African proverb —

### GOOD TO KNOW

#### VOCABULARY CONTENT

Schoolgirl ; School fees ; Compulsory education ; Girls' school ; School-age child ; Vocational school ; Schooling ; To overcome ; To be expelled ; To be / get pregnant ; To make up one's mind ; To face challenges

#### LANGUAGE FUNCTION

##### EXPRESSING OPINION WITH ...

##### 1. I THINK

I **think** that you are right.

##### 2. I BELIEVE

I **believe** school is a social necessity.

##### 3. IN MY OPINION

**In my opinion**, school should prepare students to choose their future job.

##### 4. FROM MY POINT OF VIEW

**To my point of view**, it is possible to help all rural girls to read and write.

##### 5. TO MY MIND

**To my mind**, all human beings are equal.

##### 6. IN MY VIEW

**In my view**, school should prepare students to choose their future job.

##### 7. AS FAR AS I AM CONCERNED

**As far as I am concerned**, education must be compulsory for all little girls.

### MY DICTIONARY

**Compulsory** : obligatoire **Talk** : exposé, conférence **To deliver** : délivrer, prononcer

**UNICEF** : United Nations International Children's Emergency Fund (Fonds des Nations Unies pour l'Enfance)

**Wage** : salaire, revenu **Awareness** : conscience **Relevant** : pertinent (e) **To drop out** : abandonner

**Challenge** : défi

## Session 1

**1** Match the words or groups of words in Box A to their synonyms or definitions in Box B. One word in Box B is not concerned. **Number 1 is an example.**

BOX A	BOX B	ANSWERS
1. Schoolgirl	a. money charged by education institutions for instruction and other services	<b>1. e</b>
2. School fees	b. school for girls only	2. ....
3. Compulsory education	c. child having the appropriate age to go school	3. ....
4. Girls' school	d. school teaching skills to complete a particular job	4. ....
5. school-age child	e. girl attending school	5. ....
6. Vocational school	f. legal obligation to send children to school	6. ....

**2** First, work with your partner to reorder the words of the sentences in the dialogue. Next, Rote-learn and role-play it in front of the classroom. **Number 1 is an example.**

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

**B** : must / a / opinion / In / go / my / school / girl / to

**(1) In my opinion, a girl must go to school**

**A** : Why do you think so ?

**B** : think / because / same / so / I / and / girls / the / boys / rights / have

**(2)** .....

**A** : Many parents refuse to send their daughters to school. What is your opinion about that?

**B** : believe / parents / I / wrong / that / these / are

**(3)** .....

**A** : What solution do you propose to help many girls to go to school?

**B** : opinion / government / In / open / my / girl's / should / the / schools

**(4)** .....

**3** Here are some useful expressions for giving opinion. Use them to answer the questions below : *I think that ... / I don't think that ... / It seems to me that ... / In my opinion ...*

**1.** Which do you find more exciting, dancing or playing football, and why ?

**2.** It is good for children to watch TV ?

**3.** Do you think it is good to keep animals in zoos ?

**4.** Do you think walking to schools is fun ?

## Session 2

**1** Complete the paragraph below with the following words or phrases : *schooling ; overcome ; expelled ; pregnant ; make up her mind ; face challenges*. **Number 1 is an example.**

Last Year, Adjua was (1) **expelled** from public school because she got only 7/20 as a final average. Today, she has to (2)..... and choose between doing a small job and continuing her (3)..... in a private school. She knows that she has to (4)....., but she is ready to (5)..... any difficulties to come. Above all, she is aware that she must be careful and avoid getting (6) .....

**2** With your partner, reorder the words of the sentences in the dialogue, then come and role-play it in front of the class. **Number 1 is an example.**

**A :** Is it important to send girls to school ?

**B :** are / mind / To / my / school / girls / to / reasons / good / there / many / send / to

(1) To my mind, there are many good reasons to send girls to school.

**A :** Should pregnant girls be expelled from school ?

**B :** view / girls / continue / In / should / pregnant / schooling / their / my

(2) .....

**A :** Should girls drop out of school to get married ?

**B :** far / attitude / I'm / As / bad / concerned / as / is / this

(3) .....

**A :** What is the main problem that girls should overcome at school ?

**B :** mind / challenge / To / is / discrimination / main / my / the

(4) .....

**3** Complete the expressions below with the words in the box, and say them aloud to your partner.

eyes ; me ; opinion ; point

1. "My ..... is that."

2. "According to ....."

3. "From my ..... of view."

4. "In my ....."

## Session 3

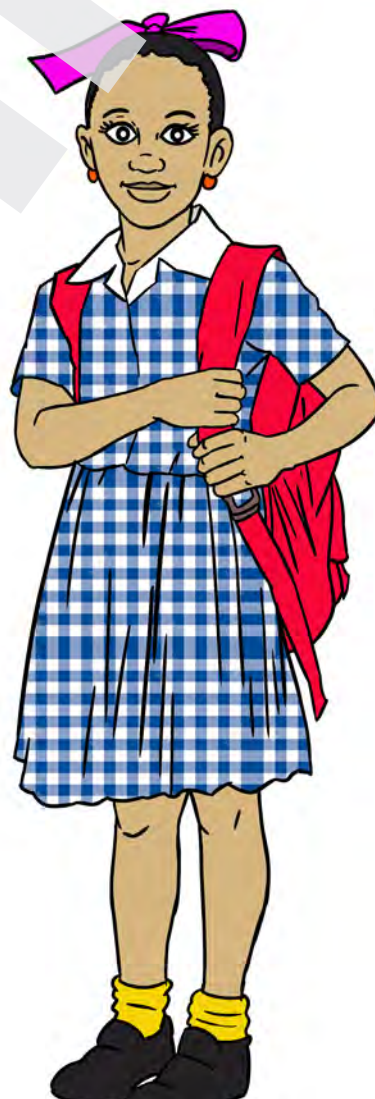
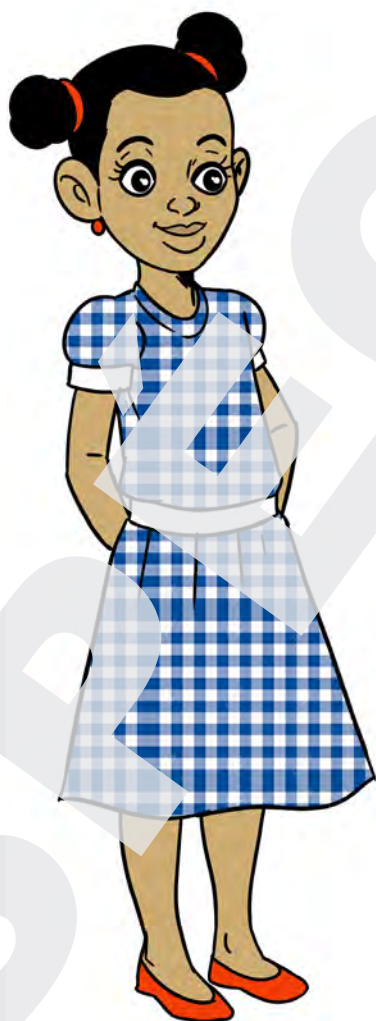
### COMMUNICATION ACTIVITY

As a UNICEF's expert, you have to deliver a talk in a Kenyan grammar-school on the advantages of girls' schooling and the measures to improve their access to school. Prepare the talk with your partner:

Use : *In my opinion..., I think..., I believe..., From my mind..., To my point of..., or In my view... to express your opinion.*

You can also use the following ideas :

- Education gives better job opportunities ;
- Education means better wages ;
- Education brings about awareness of one's rights ;
- Free or little cost for basic education ;
- Schools close to home ;
- Relevant learning materials.





## Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### 1 J'ai appris à ...

1	<input checked="" type="radio"/> e	identifier les mots et expressions relatifs aux activités de la femme rurale.	a	<ul style="list-style-type: none"> <li>– She said that rural women would create new cooperatives.</li> <li>– They claimed that they were able to read and write.</li> </ul>
2	<input type="radio"/>	exprimer la capacité à faire quelque chose.	b	<ul style="list-style-type: none"> <li>– A woman's life is not less valuable than a man's life.</li> <li>– A girl is as intelligent as a boy.</li> </ul>
3	<input type="radio"/>	clamer un virelangue pour améliorer mon expression orale.	c	<ul style="list-style-type: none"> <li>– Old Grandma was still able to work on the fields.</li> <li>– She will be able to do farm work for years again.</li> </ul>
4	<input type="radio"/>	utiliser les structures grammaticales pour rapporter un énoncé.	d	<ul style="list-style-type: none"> <li>– I think that a girl must go to school.</li> <li>– I believe it is good for a girl to go to school.</li> </ul>
5	<input type="radio"/>	identifier les mots et expressions relatifs aux droits et devoirs de la femme.	e	Collect firewood, clean, grind, tidy, harvest
6	<input type="radio"/>	utiliser les structures grammaticales pour comparer deux éléments ou groupes d'éléments.	f	Weave baskets, rear poultry, grind cereals, grow crops
7	<input type="radio"/>	identifier les mots et expressions relatifs à la scolarisation de la jeune fille.	g	How many cookies could a good cook cook if a good cook could cook cookies ?
8	<input type="radio"/>	exprimer une opinion.	h	Own property, be educated, egalitarian, breadwinner, struggle
9	<input type="radio"/>	demander ce que la femme rurale est capable de faire.	i	What do you think about sending girls to school ?
10	<input type="radio"/>	demander quels sont les droits et devoirs de la femme.	j	What are a woman's rights and duties ?
11	<input type="radio"/>	demander une opinion sur un sujet donné.	k	What will rural women be able to do to improve their situation ?

# TEST 2

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

#### WHY WE SHOULD SUPPORT GIRLS' EDUCATION

It is sad that some communities still discriminate against the education of the girl child. "About 57 million children around the world are not going to school. Girls make up 55% of the total and are often the victims of rape and other sexual violence that accompanies armed conflicts", UNESCO said.

- 5 Yet, there are valuable reasons for the girls' schooling. An African proverb says, "If we educate a boy, we educate one person. If we educate a girl, we educate a family and a whole nation". A girl sent to school is far more likely to ensure that her children also receive an education.

Educated women are also aware of the issues related to their health and that of their children. For example, they are less likely to get HIV/AIDS or pass it onto their children. They now have the

- 10 tools to build healthy educated families.

Child marriage almost results in the end of a girl's schooling. Educated girls typically marry later when they are able to bear and care for their children.

Most important, educated girls have a greater chance of escaping poverty, raising the standard of living for their families and their communities.

Adapted from [www.https://ikunda.org/en/why-we-should](https://ikunda.org/en/why-we-should)

#### A. VOCABULARY CHECK

The words or groups of words in column A are from the text. Match them to their meanings or synonyms in column B. One option in column B is not concerned. Write your answers like in the example. **Example: 1. f.**

Column A	Column B
1. discriminate against (line 1)	a) guarantee
2. make up (line 2)	b) generally
3. valuable ( line 5)	c) vote
4. ensure ( line 7)	d) means, instruments
5. aware ( line 8)	e) quality of life
6. tools (line 10)	f) treat unequally
7. typically ( line 11 )	g) beneficial
8. escaping ( line 13)	h) constitute
9. standards of living ( lines 13-14)	i) conscious
	l) avoiding

#### B. COMPREHENSION CHECK

Say if the following statements are true or false, according to the text. Write (T) if they are true or (F) if they are false, then mention the line (s) to justify your answers. Number 1 is given as an example.

**Example : 1.F (line 1)**

- All communities are in favour of the girl's education.
- There are more girls than boys who are not going to school.
- There is only one profitable reason to send girls to school.
- Educated girls will never get HIV/AIDS.
- Girls have more chance to improve the life quality of their families and their communities, if they are educated.

## PART TWO :

### Language in use

#### Task A

The following sentences are from the text. **Rewrite each sentence like in the example.**

**Example :** 1. "About 57 million children around the world are not going to school".

UNESCO **said** that about 57 million children around the world **were** not going to school.

2. "Girls make up 55% of the total and are often the victims of rape and other sexual violence".  
Some journalists reported that .....

3. "If we educate a girl, we educate a family and a whole nation".  
An African proverb says that.....

4. "An educated girl will ensure that her children also receive an education".  
An expert declared that.....

#### Task B

Here are some sentences about different situations on girls and women's education. Complete each sentence with the correct option. **Write your answers like in the example.** **Example :** 1.b healthier

1. Their children are.....than those of the illiterate women.  
a) healthy more b) healthier c) more healthier
2. School-girls are.....than school-boys.  
a) less numerous b) numerous c) as numerous
3. Educating girls is .....educating boys.  
a) less important as b) more important as  
c) as important as
4. A boy child is not.....than a girl child.  
a) intelligent b) more intelligent c) as intelligent

## PART THREE :

### Writing

You are interviewed by the English Club Magazine on girls' schooling. Answer the interviewer's questions and give your opinion when needed.

**Interviewer :** Do girls in the urban and the rural areas have equal education opportunities in your country ?

**You(1):**.....

**Interviewer :** What difference is there between urban and rural areas ?

**You(2):**.....

**Interviewer :** According to you, what can the government do to address the shortage of schools in rural areas?

**You(3):**.....

**Interviewer :** You just said that there are short-term and long-term measures to take, right ? Can you please give an example of a short-term solution?

**You(4):**.....

**Interviewer :** Well, next to building many schools close to homes, what other steps can the government take as a long-term solution ?

**You(5):**.....

**Interviewer :** Yes, you must be right, free cost for basic education will urge parents to send their little girls to school. Thank you very much for being available.

**You(6):**.....

# TRAVELLING



- Writing -



# LESSON 1

## DIFFERENT MEANS OF TRANSPORT

- Writing -

3



### LEARNING CONTEXT

The Nigerian pen-friends of the students of 3<sup>ème</sup> ..... from Collège / Lycée ..... are planning to visit them soon. They send them a message through whatsapp to get some information about the means of transport in their country. They write back to their friends in order to describe the different means of transports in Côte d'Ivoire.



« A developed country isn't a place where the poor have cars. It's where the rich use public transportation »

— Gustavo Petro —

## GOOD TO KNOW

### VOCABULARY CONTENT

Yacht ; Scooter ; Helicopter ; Hoverboard ; Ship ; Subway ; Gigantic ; Original ; To ride a bicycle ; To ride a horse ; To sail a boat ; To fly a plane ; To drive a car / a lorry / a train

### LANGUAGE FUNCTIONS

#### MAKING COMPARISON

##### SHORT ADJECTIVES

- Superiority** : adj + er + than  
A train is **longer than** a lorry.
- Equality** : as + adj + as  
Some motorbikes are **as fast as** cars.
- Inferiority** : less + adj + than  
A car is **less safe than** a plane.

##### LONG ADJECTIVES

- Superiority** : + more + adj + than  
A plane is **more expensive than** a car.
- Equality** : as + adj + as  
Sailing a boat is **as wonderful as** flying a plane.
- Inferiority** : less + adj + than  
Riding a bicycle is **less exciting than** riding a horse.

#### EXPRESSING PREFERENCE

##### STRUCTURE

- Prefer + noun**  
I **prefer** the plane to the lorry.
- Prefer + verb + ing**  
I **prefer** riding a horse to riding a bicycle.
- Prefer + to + verb**  
I **prefer** to travel by boat.

## MY DICTIONARY

**Clue** : indice  
**To sail** : voyage en bateau

**Subway** : chemin souterrain (métro)  
**Lorry** : car de transport

**Heavy** : lourd (e)

## Session 1

**1** Use the words below to name the following means of transport. **Number 1 is an example.**

yacht / scooter / helicopter / hoverboard  
/ ship / subway



1. yacht



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Find the comparative form of the adjectives below. **Number 1 and 5 are examples.**

Nº	Adjectives	Comparative forms	Nº	Adjectives	Comparative forms
1	Faster	Faster	5	Colossal	more colossal
2	Gigantic		6	Far	
3	Original		7	Powerful	
4	Light		8	Old	

**3** Use the clues below and write sentences of comparison. **Number 1 and 2 are examples.**

1. A plane / fast / a car.

→ **A plane is faster than a car.**

2. Travelling by horse / marvellous / travelling by car

→ **Travelling by horse is more marvellous than travelling by car.**

3. Two bicycles / cheap / one motorbike

→ .....

4. A train / gigantic / a bus

→ .....

5. A lorry / heavy / a bicycle

→ .....

6. A horse / familiar / a bicycle

→ .....

## Session 2

**1** Name the actions below. *Number 1 is an example.*

*To ride a bicycle ; to ride a horse ; to ride a motorbike ; to sail a boat ; to fly a plane ; to drive a car ; to drive a lorry ; to drive a train .*



**1. To ride a bicycle**



**2. ....**



**3. ....**



**4. ....**



**5. ....**



**6. ....**



**7. ....**



**8. ....**

**2** Use the clues below to write sentences that express preference. *Number 1 is an example.*

**1.** I / plane / helicopter

→ **I prefer the plane to the helicopter.**

**2.** Prisca / ship / yacht

→ .....

**3.** Eureka and Venance / travel by subway / travel by ship

→ .....

**4.** Thomas and Ousmane / ride a motorcycle / sail a yacht

→ .....

**5.** Evaflöre and Carlin / fly a plane / fly a helicopter

→ .....

**6.** We / a scooter / a hoverboard

→ .....

**3** Reorder the words to make meaningful sentences. *Number 1 is an example.*

(1) prefers / car / Amira / to / the / the /bicycle

**Amira prefers the bicycle to the car.**

(2) to a ship / Bipoya / a yacht / prefers /

→ .....

(3) a horse / prefer / to / Zedwen and Apisco / riding / going on foot

→ .....

(4) Silaire / a motorbike / riding / to riding / prefers / a scooter

→ .....

(5) sailing / Cherone / a / to / boat / riding / motorcycle / prefers / a

→ .....

## Session 3

### COMMUNICATION ACTIVITY

Your Nigerian friend thinks that the bicycle is the best means of transport. But you disagree with him. So, write a small paragraph to talk about the means of transport you prefer. In your production,

- name the means of transport used in your city ;
- talk about the negative aspects of the other means of transport ;
- express your preferences between these means of transport.

Your paragraph will be published in the English Club Magazine.

8 - 12 lines minimum

Handwriting practice lines for the communication activity.

## LESSON 2

# TRAVELLING BY PLANE

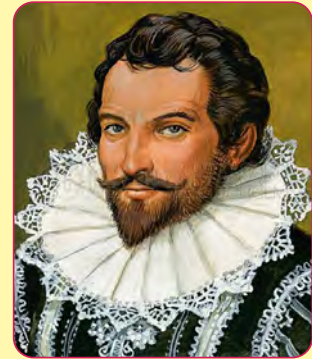
- Writing -

3



### LEARNING CONTEXT

Invited to London by his British pen-friend, a student of 3<sup>ème</sup> took the plane for the first time. Once back home, in Côte d'Ivoire, he writes a letter to thank his pen-friend and describe his travel. Then he compares the airport of London to that of Abidjan.



« The engine is the heart of an airplane »

— Sir Walter Raleigh —

## GOOD TO KNOW

### VOCABULARY CONTENT

Check-in counter ; Air ticket ; Airport ; Flight attendant ; To board a plane ; To disembark ; Trolley ; Departure ; Lounge ; To weigh luggage ; An ID card ; Flight ; Punctuations.

### LANGUAGE FUNCTIONS

#### MAKING COMPARISON : THE SUPERLATIVE

1. **Short adjective** : the + adjective + est

For me, the plane is not **the slowest** means of transport

2. **Long adjective** : the most + adjective

Travelling by plane is **the most exciting** experience.

#### PROGRESSIVE COMPARATIVE

1. **More and more + Adj**

Means of transport are **more and more sophisticated**.

2. **Less and less + Adj**

Planes are **less and less gigantic**.

## MY DICTIONARY

**Item** : élément

**Pen-friend** : correspondant

**To summarise** : résumer

**Heart** : cœur

**Safe** : sûr (e), sauf

**Cheap** : bon marché

## Session 1

**1** Use the following groups of words to name the pictures below. **Number 1 is an example.**

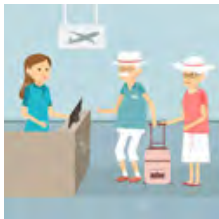
*A check-in counter ; An air ticket ; An airport ; A flight attendant ; To board a plane ; To disembark.*



**1.** An air ticket



**2.** .....



**3.** .....



**4.** .....



**5.** .....



**6.** .....

**2** Find the superlative form of the adjectives below. **Number 1 and 6 are examples.**

Nº	Adjectives	Comparative forms	Nº	Adjectives	Comparative forms
<b>1</b>	Faster	<b>The Fastest</b>	6	Colossal	<b>The most colossal</b>
2	Gigantic		7	Far	
3	Original		8	Powerful	
4	Light		9	Old	
5	Sensational		10	Far	

**3** Use the adjectives between brackets to compare the items below. **Number 1 and 2 are examples.**

1. the plane / the car / the ship (**fast**)

→ the plane is the fastest.

2. the plane's landing / the plane's take off / the plane's boarding ( **frightening** )

→ the plane's landing is the most frightening.

3. airports / bus stations / car parking (**large**)

→ Airports.....

4. a flight / a sea voyage / a hoverboard travel (**safe**)

→ A flight .....

5. a travel by plane / a road trip / a travel on foot (**expensive**)

→ A travel by plane.....

6. the subway tickets / the air tickets / the bus tickets (**cheap**)

→ The bus tickets .....

## Session 2

**1** Match the words or groups of words in Box A to their synonyms or definitions in Box B. **Number 1 is an example.**

BOX A	BOX B	ANSWERS
1. A trolley	a) a waiting room in an airport.	1. <b>e</b>
2. A departure lounge	b) to check the weight of the luggage.	2. ....
3. To fly	c) a journey by plane.	3. ....
4. To weigh luggage	d) a national card of Identity.	4. ....
5. An ID Card	e) a material used to transport luggage.	5. ....
6. A flight	f) to travel by plane.	6. ....

**2** Use the indications between brackets to express comparatives. **Number 1 and 2 are examples.**

- Planes / frightening / ( - - )  
→ **Planes are becoming less and less frightening.**
- Cars / electric ( + + )  
→ **Cars are becoming more and more electric.**
- Flight attendants / sympathetic ( - - )  
.....
- Pilots / skilled ( + + )  
.....
- Technology / limited ( - - )  
.....
- Flight / stressful ( + + )  
.....

**3** Complete the following table with the corresponding punctuation marks. **Follow the example.**

NAMES	SYMBOLS
1. <b>Full stop / Period</b>	●
2. Colon	
3. Comma	
4. Semi-colon	
5. Question mark	
6. Exclamation mark	
7. Ellipsis	
8. Dash	



## Session 3

## COMMUNICATION ACTIVITY

Back home from Ghana where you spent your holidays, the English Club of your school asks you to write a paragraph about what you saw at the airport and during your flight. Your paragraph will be published in the English magazine of your school. In your piece of writing,

- describe the jobs of those who work at the airport and on a plane ;
- mention the obligatory steps in the process of travelling by plane ;
- explain what is progressively changing in modern airports.

10 lines minimum

## LESSON 3

# VISITING THE USA

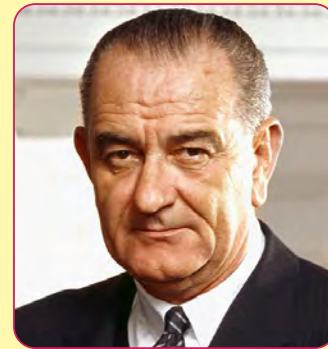
- Writing -

3



### LEARNING CONTEXT

The best students in English of your school were given the opportunity to visit the USA. Once back, the chairperson of their English Club asks them to write a paragraph about the tourist places they visited. The best paragraph is to be published in the Club's magazine.



« America is not merely a nation but a nation of nations »

— Lyndon B. Johnson —

## GOOD TO KNOW

### VOCABULARY CONTENT

The Metropolitan Museum of Art ; The Niagara Falls ; The Statue of Liberty Monument ; The Golden Gate Bridge ; Virginia Beach ; Manhattan Skyscrapers ; Tourists ; Tourist sites ; Amusement Parks ; Green Spaces ; Resorts ; Casinos

### LANGUAGE FUNCTIONS

#### MAKING SUGGESTIONS

##### 1. LET'S + VERB

**Let's visit** the Statue of Liberty.

##### 2. SHALL + SUBJ + VERB

**Shall I go** to the White House ?

##### 3. HOW ABOUT + NOUN

**How about the Museum ?**

##### 4. HOW ABOUT + VERB + ING

**How about going** to the beach ?

#### ACCEPTING OR REFUSING A SUGGESTION

##### 1. ACCEPTING

- It sounds like a good idea.
- Why not !
- Yes, with pleasure !

##### 2. REFUSING

- Sorry, I can't.
- Thanks, but I'm not interested.
- I'd rather not.

## MY DICTIONARY

**Emoticons** : émoticônes

**Woodland** : forêt

**To gamble** : jouer

**Once** : une fois

**Reply** : une réponse

**Famous** : célèbre

**Valley** : Vallée

## Session 1

**1** Match the following names to the corresponding tourist sites of USA. *Number 1 is an example.*

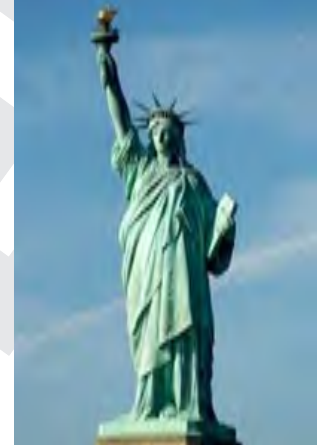
*the Metropolitan Museum of Art ; the Niagara Falls ; the Statue of Liberty Monument ; the Golden Gate Bridge ; Virginia Beach ; Manhattan Skyscrapers.*



**1. The Metropolitan Museum of Art**



**2.** .....



**3.** .....



**4.** .....



**5.** .....



**6.** .....

**2** Read the situations below and suggest some ideas (Activity 1 may help you). *Number 1 is an example.*

**1.** Tatiana wants to know more about art in the USA ( Metropolitan Museum of Art ).

- a) Let her go to the Metropolitan Museum of Art.
- b) How about going to the Metropolitan Museum of Art ?

**2.** Sékongo wants to see an important monument in the USA ( the Statue of Liberty Monument).

- a) How about .....
- b) Shall .....

**3.** Harley wants to visit very tall buildings in the

USA (Manhattan Skyscrapers).

- a) Let him .....
- b) How about .....

**4.** Major and Naminata want to relax and swim in the sea (Virginia Beach ).

- a) Let .....
- b) Shall .....

**5.** Indat Junior wants to see natural waterfalls. (Niagara Falls).

- a) How about .....
- b) Let .....

**3** Complete the paragraph below about tourism with the following words : tourists ; tourist sites ; amusement parks ; green spaces ; resorts ; casinos. **Number 1 is an example.**

The USA is a wonderful country where millions of (1) **tourists** come every year. Most tourists live in hotels or (2) .....where they can eat, sleep, practise sports and play games. Some tourists bring their children to (3) ..... like Disney Land. Other tourists go and spend their money by gambling in the (4) .....of Las Vegas. A last group of tourists prefer the tranquillity of the nature and (5) .....of Rochester's Highland Park. All these (6) .....are really amazing. Why don't you come to visit them one day ?

## Session 2

**1** Classify the following expressions in the box below : *Sorry, I am very busy. / It's a very nice idea. / I am afraid we can't. / yes , that is fine / No, I don't like the idea . / Yes, that will be good !*

Accepting a suggestion	Refusing a suggestion
- .....	- .....
- .....	- .....
- .....	- .....
- .....	- .....

**2** Read the sentences below and observe the emoticons to accept or refuse each suggestion. **Number 1 and 2 are examples.**

(1) I suggest we go to the Metropolitan Museum of Art.

→ ***I like that idea.***



(2) What about going to the casino ?

→ ***I don't feel like it.***



(3) Let's go to the beach !

→ .....



(4) I suggest we visit a green space.

→ .....



(5) How about visiting the Niagara Waterfalls ?

→ .....



(6) What if we crossed the Golden Gate Bridge ?

→ .....



**3** With your partner suggest some ideas about visiting tourist sites in Côte d'Ivoire. Refuse or accept some of them. **Number 1 is an example.**

1. a) You (Suggestion): How about visiting the old post office of Grand Bassam ?

b) Partner (Refusal) : Thanks, but I'm not interested.

2. a) You (suggestion) : .....

b) Partner (acceptance) : .....

3. a) You (suggestion) : .....

b) Partner (refusal) : .....

# Session 3

## COMMUNICATION ACTIVITY

Your Ghanaian friend, Appiah, is visiting England while you are visiting Yamoussoukro. He writes you an e-mail to describe the places he has already visited there. Read his e-mail and write a reply in which you,

- describe the places you are also visiting in Yamoussoukro ;
- refuse or accept his suggestions ;
- make suggestions to encourage him to come and visit Yamoussoukro with you.

Your e-mail will be published on an English tourist website.

*Dear friend,*

*I hope you are fine in Yamoussoukro. As far as I am concerned, I am right now visiting England. It is really a wonderful country. I went to Buckingham Palace and the British Museum. I crossed the Tower Bridge and I visited the Lake District National Park with its beautiful lakes, valleys and woodlands.*

*I suggest that you come here in England so that we can visit the famous clock named Big Ben and Westminster Palace together. Please, write back soon to give me your answer !*

*All the Best !*

*Appiah*

Your reply here :

Dear Appiah,



## Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1	<input checked="" type="radio"/> b	identifier les moyens de transport.	a	How about travelling by subway ?
2	<input type="radio"/>	comparer deux éléments.	b	subway, hoverboard , ship
3	<input type="radio"/>	exprimer la préférence avec "prefer".	c	Sorry, I can't !
4	<input type="radio"/>	reconnaître et nommer les signes de la ponctuation.	d	That's a good idea !
5	<input type="radio"/>	comparer un élément à un ensemble d'éléments.	e	Beach, waterfalls, bridge, skyscrapers.
6	<input type="radio"/>	employer les mots relatifs à un voyage en avion.	f	The train is the longest means of transport.
7	<input type="radio"/>	faire des suggestions.	g	The flight assistants are more and more friendly.
8	<input type="radio"/>	accepter une suggestion.	h	(: ) Colon ( ; ) Semi colon
9	<input type="radio"/>	refuser une suggestion.	i	Airport, air ticket , trolley
10	<input type="radio"/>	identifier des sites touristiques.	j	Eureka prefers a motorbike to a bicycle
11	<input type="radio"/>	faire une comparaison progressive.	k	A plane is faster than a motorbike

# TEST 3

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

#### WHEN TO GO TO SOUTH AFRICA

South Africa is a large and diverse country with a climate that shifts from region to region. The first decision to make when planning a holiday here is what kind of break you want, a week lying on the beach, discovering the amazing landscapes of the rainbow nation, or a two week trip combining the best of bush, beach and wine or a looping road trip that includes a variety of sights but no domestic flights and so on.

5

If you're looking for a beach holiday you will need to either fly to Cape Town from November to March, or to Durban to enjoy the subtropical Kwazulu Natal coast from April to October. Safari is good all year round in South Africa. It's more about where you go than when. Road trips from Cape Town are also good all year round because of the semi-arid

10 Karoo, which is such a great contrast with the temperate Garden Route that neighbours it.

If you're limited for time, you should ideally fly into Cape Town, do a little exploration of the Western Cape, then fly to the Kruger area for safari and depart from Johannesburg or Cape Town home. Two weeks is enough, but you'll be happy with three.

These are all good reasons to come, but what still takes many by surprise is how much

15 they enjoy the hospitality of South Africans.

*Adapted from wikipedia*

#### VOCABULARY CHECK

The words in **column A** are from the text, read the text and find their synonyms or meanings in **column B**. One option in column B is not concerned.  
**Number 1 is an example : 1-J.**

Column A	Column B
1. <b>shifts</b> (Line 1)	a. travel
2. trip (Line 4)	b. arrival
3. sights (Line 5)	c. appreciate
4. domestic (Line 5)	d. views
5. fly (Line 6)	e. big
6. enjoy (Line 7)	f. go
7. great (Line 10)	g. travel by plane
8. depart (Line 12)	h. sufficient
9. enough (Line 13)	i. local
	<b>j. changes</b>

#### COMPREHENSION CHECK

Read the text again and say if the statements below are true or false. Write T for True and F for False, and give the lines of the text to justify your answers.  
**Number 1 is an example : 1 T (line 1)**

1. The climate in South Africa changes from region to region. **T (line 1)**
2. December is a good period to fly to Cape Town for beach holidays .....
3. Kwazulu is located in the area of Cape Town. ....
4. Safari is good from January to December. ....
5. South African populations like hospitality. ....

## PART TWO :

### Language in use

**Task A.** The text below is about holidays. Unfortunately some words are missing. Find them from the list below to fill in the gaps. **Write your answers like this : 1-flew**

hotel ; flew ; bought ; delicious ; photos ; stayed ; restaurant

I went to Milan last August with my friend. We (1) **flew** to Milan by Ethiopian Airlines.

We (2) ..... for three days in a nice (3) ..... During the day we walked around the city. With my camera, we took a lot of (4) ..... . At night we went to the (5) ..... and had fantastic pizza, salad and sweet soda. During the stay, we (6) ..... some very expensive clothes, shoes and bags. We had a good time. Milan is a very nice town with special atmosphere, and the Italian food is (7) .....

**Task B.** Here is a paragraph from Souele Tatiana , a journalist who investigated on the different means of transport. Complete it with the appropriate option to make it meaningful.

Travelling by plane from Africa to America is now.

Write your answers like this : 1- **easier**

1. **easier** (**more easy** / **easier** / **easiest**) than

travelling by boat. Unfortunately, some people 2. ....(**prefers** / **prefer to** / **prefer**) sailing a boat than flying a plane though they know that the plane is the 3. .... (**faster** / **fastest** / **more fast** ) means of transport in the world. The flight attendant are becoming also 4. .... (**richer and richer** / **more and more rich** / **most richer**).

## PART THREE :

### Writing

For your English Club Magazine, write a paragraph about your last holidays.

Mention :

- where, when and how you went there ;
- talk about the different means of transports you used there ;
- describe some tourist sites you visited.

10 lines minimum

# FASHION



- Writing -



## LESSON 1

- Writing -

4

# MODERN AND TRADITIONAL CLOTHES



### LEARNING CONTEXT

On the occasion of the Cultural Day of Collège / Lycée ..... , the students of 3<sup>ème</sup> ..... decide to write some articles on modern and traditional clothes with a view to publish them in the English Club magazine of the school.



« I like things to be modern and will have a bit of tradition. »

— Alexander McQueen —

## GOOD TO KNOW

### VOCABULARY CONTENT

Fez ; Dashiki long-sleeved shirt ; Sandals ; Second hand clothes ; Mudcloth shirt ; Bazin outfit ; Traditional outfit ; Kaltan bubu ; Batik long-sleeved shirt ; Fashionable ; Vlisco fabric ; Djelluba ; Belani shirt ; Tuxedo ; Bow tie

### LANGUAGE FUNCTIONS

#### GIVING REASON

##### STRUCTURES

##### 1. As + proposition

- I like Tapa cloth **as** it's a man-made fabric.

##### 2. That's the reason why + proposition

- It's the "Paquinou" festival, **that's the reason why** we are wearing traditional clothes.

##### 3. That's why + proposition

- The students lacked interest in the after-school program, **that's why** it was canceled.

#### WRITING A PARAGRAPH

##### STRUCTURES

##### 1. The topic sentence

The text is about how people dress in the developing countries.

##### 2. The supporting sentences

- In cities and towns, most people wear western clothing ;
- traditional clothing is most common in the rural areas.

##### 3. The concluding sentence

In most of the developing countries, people wear both traditional and western clothes.

##### 4. Linking words

First, moreover, that's why, even ...

## MY DICTIONARY

**Weather** : le temps **Western** : occidental (de l'Occident) **To cancel** : annuler **Twice** : deux fois  
**Space provided** : espace prévu , réservé **Traffic** : circulation **Rooted** : enraciné (e)  
**Developing countries** : pays en voie de développement

## Session 1

**1** For each word or groups of words related to clothing articles, write the letter of the appropriate picture. *Do as in the example.*

**A**

1



2



3



4



5



6



7



8



**B**

Kaftan bubu

Batik long-sleeved shirt

*Fashionable vlisco fabric*

Moden suit

Djellaba

Belani skirt

Tuxedo

Bow tie

**2** Reorder the words to write correct sentences expressing reasons with "as" or "that is the reason why / that is why". Compare your answers with your partner's. *Number 1 and 2 are examples.*

- like / I / as / tuxedos / comfortable / are / they  
I like tuxedos as they are comfortable.
- I / value / clothes / that's / culture / Traditional / our / why / reason / our / the / them / like / , /  
Traditional clothes value our culture, that's the reason why I like them.
- prefer / skirts / they / I / as / cheap / wearing / are  
.....
- all / Fashion / time / the / , / changes / that's / I / hate / fashionable / being / why  
.....
- wears / the / a bow tie / as / My / goes / father / office / he / to  
.....
- time / their / Teenagers / to / live / want / , / why / they / clothes / modern / that's / prefer  
.....
- Parents / , / that's / poor / My / I / second / prefer / hand / are / reason / the / clothes / why  
.....

**3** Complete the sentences below with the following words or expressions : *since ; that's the reason why ; as ; because of*. A word or an expression can be used many times.

1. .... It's raining again, we'll have to stay at home.
2. My car is broken, ..... I came walking.
3. I didn't know she was your sister,

- ..... I didn't talk to her.
4. .... it's too late, we should leave it for tomorrow.
5. She was late ..... the traffic.
6. It's very noisy here, ..... we live close to an airport.
7. I was tired ..... all the hard work, I did yesterday.
8. .... I speak no German, we had to communicate in English.

## Session 2

**1** Choose the words or groups of words from the box to identify each article of clothing. **Number 1 is an example.**

a fez ; a dashiki long-sleeved shirt ; sandals ; second hand clothes ; a mudcloth shirt ; a bazin outfit ; a traditional outfit



1. A traditional outfit



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....

**2** Read the text below, then underline the sentences which represent,

- the topic sentence ;
- the two supporting sentences (supporting details) ;
- the linking words ;

- the concluding sentence.

### Reading text :

To start with, Ivory Coast has banned skin whitening creams because they cause lasting damage to health. Indeed, cosmetic lightening and hygiene creams that depigment the skin are now forbidden. The ban affects whitening creams and lotions containing mercury and more than two percent hydroquinine, a lightening agent. Moreover, the number of people with side effects caused by these medicines is really high. According to a dermatologist, at the University Hospital Center of Treichville in Abidjan, lightening creams could lead to hypertension, diabetes and skin cancer, although there are no exact official figures.

Adapted from wikipedia

**3** Read the text in **Activity 2** again and complete the sentences in the chart below.

Topic sentence :	The text is about .....
Supporting sentences	Detail 1 : first, the text mentions that ..... Detail 2 : secondly, the text adds that .....
Liking words :	.....
Concluding sentence :	The text concludes that .....

## Session 3

### COMMUNICATION ACTIVITY

You met Abel a Ghanaian boy, at a Yam festival in Daoukro. He was very impressed by the way festival-goers and some guests were dressed. He wants you to help him understand things.

**Imagine your parts in the following dialogue and write them down on the space provided.**

**Abel :** Hi, excuse me ! can I ask you a question ?

**You :** Yes, sure.

**Abel :** I'm Abel. I come from Ghana.

**You :** (1) .....

**Abel :** Tell me, what types of clothes are people wearing at this festival ?

**You :** (2) .....

**Abel :** You mean modern clothes are not allowed?

**You :** (3) .....

**Abel :** That's a good idea. They are authentic, I prefer them.

**You :** (4) .....

**Abel :** Now that I know, I shall come next year with my old Ghanaian kita bubu and accessories.

**You :** (5) .....

**Abel :** I can see that Ivory Coast is deeply rooted in traditional values. Look there ! Some dancing masks.

**You :** (6) .....

**Abel :** Can I have a souvenir photo as a participant ?

**You :** (7) .....

**Abel :** Fantastic. See you then.

**You :** (8) .....

**Roleplay the conversation with your neighbour.**

## LESSON 2

# FASHION SHOWS

- Writing -

4



### LEARNING CONTEXT

After attending the last Fashion show organized in your school, during an English class, your teacher asks you to write for your English Club magazine an article in order to describe it and promote the Ivorian culture.



« Everyday is a fashion show and the world is your runway. So always dress your best and walk with confidence. »

— onelittlemomma.com —

## GOOD TO KNOW

### VOCABULARY CONTENT

Collection ; Fashion show ; Designer ; Fashion brand ; Model ; Outfit ; Must-haves ; Catwalk ; Fashionistas ; Parade ; Showcase ; Accessories ; Stylish ; Fashion show

### LANGUAGE FUNCTIONS

#### EXPRESSING LIKES AND DISLIKES

##### 1. LIKES

→ **To be fond of + noun**

Camille is **fond of traditional outfits**.

→ **To be fond of + verb + ing**

Camille is **fond of wearing** traditional outfits.

##### 2. DISLIKES

→ **Can't bear + noun**

Fatou **can't bear mini-skirts**.

→ **Can't bear + verb + ing**

Fatou **can't bear wearing** mini-skirts.

#### PERSUADING / DISSUADING

##### 1. PERSUADING

« **I am thin and tall. I think I can be a model.** »

- I can assure you of my full support.
- I am absolutely certain you can.

##### 2. DISSUADING

« **I know nothing about it but, I want to organize a fashion show.** »

- I would strongly advise you against that.
- I'm afraid you can't do it.

## MY DICTIONARY

**Girl friend** : petite amie, copine  
**Instead** : plutôt, au contraire  
**Even** : même  
**Talk** : exposé, discours

**To fancy** : avoir envie de  
**To watch** : regarder  
**East Asian States** : les États d'Asie de l'Est  
**Darling** : chérie

**To feel like** : avoir envie de  
**Tonight** : ce soir  
**To hate** : détester

## Session 1

**1** Match the words in Box A to their synonyms or definitions in Box B. One definition in Box B is not concerned. Compare your answers with your partner's. **Number 1 is an example.**

BOX A	BOX B	ANSWERS
1. A fashion show	a) a person whose job is to create new clothes	1. d
2. A collection	b) a person whose job is to wear and present new clothes	2. ....
3. A designer	c) a set of clothes	3. ....
4. A fashion brand	d) a ceremony organized to present new clothes	4. ....
5. A model	e) a person whose job is to iron clothes	5. ....
6. An outfit	f) a name used to identify an article of clothing	6. ....
	g) all the new clothes created by a designer	

**2** In the dialogue below, Steve is at home. His girl friend comes in. Read their dialogue and underline the expressions of **likes** and **dislikes** they used. **One has been done for you as an example.**

**Steve (1)** : Hello, darling. Do you fancy watching a film tonight?

**Laura (1)** : Oh, no thanks, I don't really feel like watching a film tonight. How about going out instead ?

**Steve (2)** : Ok. Do you feel like going to a traditional theatre ?

**Laura (2)** : Oh, no. I hate it. Do you enjoy attending a Japanese fashion show ?

**Steve (3)** : I don't mind. The Japanese high fashion is alright.

**Laura (3)** : Well I really love it ; I'm even fond of East Asian states fashion. Let's go then.

**3** Write 2 sentences about clothes you like or dislike. You could use the following words or expressions : *love, enjoy, be fond of*, for items of clothing you like or, *don't feel like, dislike, hate*, for those you don't like.

- |         |         |
|---------|---------|
| 1. .... | 1. .... |
| .....   | .....   |
| 2. .... | 2. .... |
| .....   | .....   |

## Session 2

**1** With your partner, complete the paragraph below with the following words. **Number 1 is an example.**

*must-haves / catwalk / fashionistas / a parade / showcase / accessories / stylish*

Mr GILLES TOURE is a famous Ivorian designer. Every year he presents his new collection during a fashion show. He recruits models who have to wear his latest outfits. They also have to wear

(1) **accessories** such as bags, belts and necklaces. They walk down the (2)..... in order to (3) ..... the clothes to the guests. It's called (4)..... Mr GILLES TOURE'S clothes are really modern and (5) ..... That's why many (6) ..... absolutely want to buy them. They are (7) ..... for them.

**2** Read the situations below and write expressions to dissuade or persuade, in each case, then practise the dialogues with your partner. **Number 1 and 2 are examples.**

1. A : I know nothing about it but I want to organise a fashion show.

B : **I would strongly advise you against that. / I am afraid you can't do it.**

2. A : I am thin and tall. I think I can be a model

B : **I can assure you of my full support. / I am absolutely certain you can.**

3. A : Céline is poor, but she wants to wear the most expensive clothes.

B : .....

4. A : Gilles Touré's last collection was a success. He wants to create another one.

B : .....

5. A : Zero visibility. But I want to travel with my car.

B : .....

6. A : I'm tired with the COVID-19 disease. Why keeping my face masked all day long ?

B : .....

**3** Classify the below words or expressions in the table, either they are synonyms of « persuade » or « dissuade » : *induce ; discourage ; prevent ; convince ; assure ; divert ; get ; satisfy ; advise against ; influence*. The first one is done for you as an example.

Synonyms of « persuade »	Synonyms of « dissuade »
a. <b>induce</b>	a. ....
b. ....	b. ....
c. ....	c. ....
d. ....	d. ....
e. ....	e. ....
f. ....	f. ....

## Session 3

### COMMUNICATION ACTIVITY

After attending a fashion show organized by the Ministry of Culture in your region, you decide to write a paragraph of ten (10) lines in order to report it to your Liberian penfriend.

In your production,

- describe the outfits the designers showed there ;
- mention which clothes you liked or disliked ;
- persuade your penfriend to join you in the next fashion show.

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# LESSON 3

## COSMETICS

- Writing -

4



### LEARNING CONTEXT

After attending a conference on the misuse of cosmetics, the students of 3<sup>ème</sup> ....., from Collège / Lycée .....decide to write an article about the bad effects of the bleaching creams on the skin in order to sensitize their fellow students on this phenomenon.



« Glamour is about feeling good in your own skin. »

— Zoé Saldana —

## GOOD TO KNOW

### VOCABULARY CONTENT

To bleach ; Braids ; Blush ; Bleaching products ; Lipstick ; Fair complexion ; Craze ; Skin whitening ; Skin cancer ; depigment ; Cosmetic products ; Side effects

### LANGUAGE FUNCTIONS

EXPRESSING CAUSE AND EFFECT WITH :  
BECAUSE / FOR / AS / OWING TO / DUE TO / SINCE

Effect	Cause
– They don't have skin dots	because they don't abuse of bleaching creams.
– <u>She feels healthier</u>	for she uses natural beauty products.
Effect	Cause

GIVING ADVICE WITH ...

#### 1. SHOULD / OUGHT TO + VERB

– Clara **should stop using** bleaching creams. / – Clara **ought to stop using** bleaching creams.

#### 2. SHOULDN'T / OUGHT NOT TO + VERB

– Clara **shouldn't use** bleaching creams. / – Clara **ought not to use** bleaching creams.

## MY DICTIONARY

**Shea butter** : beurre de Karité ; **To ban** : Interdire ; **Damage** : dommage, dégât ; **To be comfortable and confident** : être à l'aise et confiant ; **Chart** : tableau, diagramme ; **Beauty standards** : normes de beauté, canons de beauté ; **Billboard** : panneau d'affichage, panneau publicitaire ; **Official figures** : chiffres officiels

## Session 1

**1** Name each item of cosmetics below with words or expressions from the box. **Number 1 is an example.**

*To bleach the skin ; African braids ; a blush ; bleaching products ; a lipstick ; fair complexion*



**1. fair complexion**



**2.** .....



**3.** .....



**4.** .....



**5.** .....



**6.** .....

**2** Match each sentence in box A to the appropriate cause or effect in B. **Number 1 is an example.** Then, write the full sentence with right punctuations.

BOX A	BOX B
1. we don't have dots on our skins	a. bleaching creams cause dermal infections
2. Betty looks old today	b. that's why they bleach skins
3. when they're used excessively	c. so she smells bad today
4. women want to be more attractive	d. your skin will stay fresh
5. Adysa didn't put on some perfume	e. for we rarely use bleaching creams
6. if you have regular exercises	f. because she didn't make-up

**1.** e : We don't have dots on our skins, for we rarely use bleaching creams.

**2.** .....

**3.** .....

**4.** .....

**5.** .....

**6.** .....

**3** Underline the cause or effect in each sentence below with the prompts in brackets. **Number 1 is an example.**

**1.** I saw a dot on my skin, I went to the doctor. (effect)

**2.** Her new shoes were too small, she gave them to her little sister. (cause)

**3.** I had nothing to wear because all my clothes were dirty. (effect)

**4.** Mr Ayereby uses cosmetics excessively, he has skin worries. (cause)

**5.** Use shea butter if you want to stay natural. (effect)

## Session 2

**1** Fill in the gaps with the following words or expressions to make it meaningful. Do it individually, then compare your answer with your partner's. **Number 1 is an example.**

*craze ; skin whitening ; skin cancer ; depigment ; cosmetic products ; side effects*

Many young African women think that they should use (1) **cosmetic products** to improve their beauty. But what they ignore is that the excessive use of these creams and lotions has some (2) ..... causing deadly diseases like hypertension, diabetes and (3) ..... That's the reason why, I still believe government authorities have to ban (4) ..... creams which (5) ..... the skin. Yet, a dermatologist admits that even the (6) ..... for "lighter skin is better" is among men as well.

**2** Read the situations below and use "should" or "ought to" and "shouldn't" or "ought not to" to build meaningful sentences. **Number 1 is an example.**

1. Clara uses "lait unificateur de teint".  
**She should stop using that bleaching cream. / She ought to stop using that bleaching cream.**
2. Muana wants to take care of her dark complexion.  
She.....
3. Skin-whitening creams cause damage to health.  
Women .....
4. Miss Aurore has skin dots all over her body.  
She.....

5. Keep your own skin to feel comfortable and confident.

You.....

6. People will not be judged by the color of their skin

They.....

**3** The expressions in the box below are related to the use of cosmetics. Use them to complete the following beginnings to build meaningful sentences. **Number 1 is an example.**

*Ought to stay authentic ; should ban skin whitening creams ; should be a motive of pride ; shouldn't advertise deadly creams ; ought not to push girls to depigment their skin*

1. The Ivorian government **should ban skin whitening creams.**

2. Young African women .....

3. Billboards .....

4. The modern beauty standard .....

5. Our dark complexion .....

# Session 3

## COMMUNICATION ACTIVITY

The American NGO “Black is Beautiful” is organizing a writing competition. The aim is to sensitize young people about the dangers of bleaching creams. You decide to participate in the competition and you have to write a paragraph in which you will,

- define what a bleaching cream is and give some examples ;
- reveal the diseases and consequences linked to the use of bleaching creams ;
- give advice to young people to avoid bleaching their skins.

The winner's paragraph will be published in the NGO's magazine.

(10-12 lines)



### Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1	<input checked="" type="radio"/> J	identifier des vêtements traditionnels et modernes.	a	Beautiful ; comely ; light skin
2	<input type="radio"/>	exprimer une raison.	b	skin dot ; skin cancer ; kidney failure
3	<input type="radio"/>	décrire la mode.	c	I'm wearing a bow tie because I have a party tonight.
4	<input type="radio"/>	exprimer ce que j'aime le plus et ce que je n'aime pas du tout.	d	– You should / ought to stop using bleaching products. – You shouldn't / ought not to bleaching your skin.
5	<input type="radio"/>	persuader ou dissuader.	e	Topic sentence ; supporting sentences ; concluding sentences
6	<input type="radio"/>	identifier les produits de beauté.	f	I'm absolutely certain ; I'm afraid ...
7	<input type="radio"/>	exprimer des causes et des effets.	g	I love ; I'm fond of ; He can't bear
8	<input type="radio"/>	identifier les dangers liés à l'abus des produits cosmétiques.	h	Showcase ; fashion show ; catwalk ; model ; designer
9	<input type="radio"/>	employer "should", "ought to", "shouldn't", etc. pour donner un conseil en rapport avec l'utilisation de produits cosmétiques.	i	as ; because ; for
10	<input type="radio"/>	découvrir les raisons / causes de l'utilisation des produits éclaircissants.	j	Tuxedo ; bow tie ; dashiki ; bazin bubu
11	<input type="radio"/>	identifier les différentes parties d'un paragraphe.	k	make-up ; beauty creams / lotions ; hair sprays

# TEST 4

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

#### HISTORY OF DRESS

African dress, like dress everywhere, communicates age, gender, occupation, ethnicity, power, and religious commitment for every day, celebratory, ceremonial, and ritual occasions. Along with fashionable western dress, African wear islamic and indigenous apparel. Dress involves totally or partially covering the body by supplementing it with apparel and accessories such as head wraps and jewelry and modifying the body itself with tattoos or piercing.

5 African dress worn everyday indicates socially significant categories. when Africans wear identical dress, such as uniforms or garments made from the same fabric, their garb emphasizes group affiliation and minimizes individuality. African dress is not the same as African costume.

10 Actors temporarily cancel personal identity through costume, whereas in everyday life people communicate and reveal their personal identity through dress. African dress is as varied and diverse as the historical and cultural backgrounds of the African people.

Early evidence of dress is depicted in the rock art of northern, southern, and eastern Africa, indicating items of dress that predate contact with European, Asian, and middle eastern peoples.

*Africa, Sub-Saharan ; History of Dress /2019 Encyclopedia.com*

#### VOCABULARY CHECK

Complete each sentence with only one word or expression from the text. The line references will help you. Write your answers like in the example.

**Example : 3- involves.**

1. Nothing in life is obtained without firm self ..... (L2)
2. In my village, most of people like wearing african ..... clothes. (L3)
3. African women can never dress without putting some ..... on her fingers and her neck. (L4)
4. Their ..... is often tight to their bodies (L7)
5. How to ..... your disagreement to your parents ? (L9)
6. African dress, according to the text, is based on social and racial ..... (L11)
7. A new clothing design is often ..... in shop windows by design makers for potential clients (L12).

#### COMPREHENSION CHECK

Read the text again. Say if these statements are True (T) or False (F). Justify your answers by indicating the lines from the text. **Write your answers like in the example.**

**Example: 1. F (L1)**

1. Only Africans dress takes into account age, gender and ethnicity.
2. Africans never use european clothes.
3. Some clothing style can tell more about a person's identity.
4. African garments focus more on individuality than on group origins.
5. African dress existed far before the contacts with Europeans and others.

## PART TWO :

### Language in use

**Task A.** The sentences below represent parts of a conversation. Match what A says with the appropriate answer from B. Write your answers like this : 1- C

A

1. An outfit is a set of clothes.
2. Fatou dislikes mini-skirts.
3. I am thin and tall. I think I can be a model.
4. I know nothing about it, but I want to organize a fashion show.

B

- a. Maybe
- b. I advise you against it
- c. Exactly !
- d. I, too

**Task B.** Re-order the words to make meaningful sentences expressing a reason.  
Number 1 is an example.

1. prefer / skirts / they / I / as / cheap. / wearing / are  
→ ***I prefer wearing skirts as they are cheap.***
2. traditional / Since / we / celebrate / we / paquinou festival / wear / outfits.
3. shirts / People / they / beautiful. / because / are / mud cloth / buy
4. because of / Carla / bleaching / skin / dots / creams / has

## PART THREE :

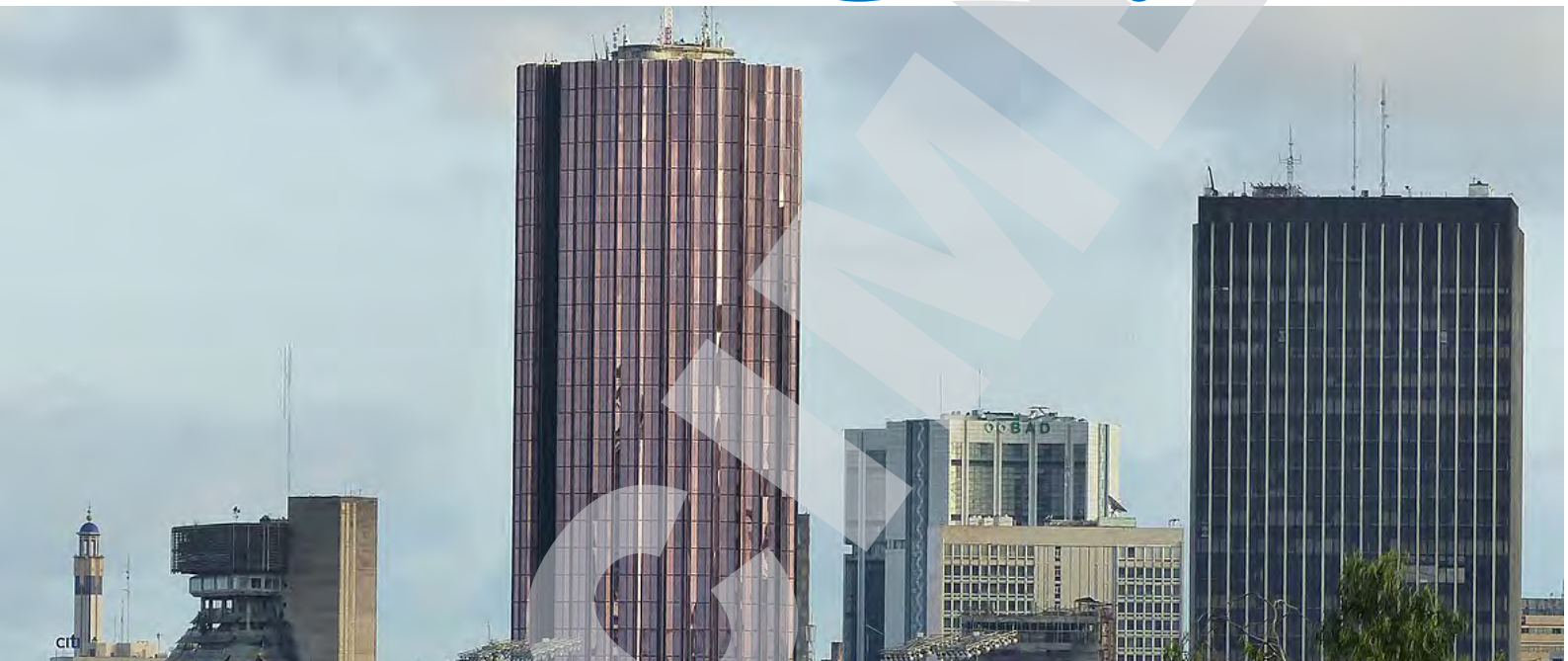
### Writing

You're asked by the Chairman of your English Club to write a presentation for the next Wednesday meeting about the importance of wearing traditional clothes for young African boys and girls. In your piece of writing, insist on the fact that,

- traditional clothes make us different from others and value our culture abroad ;
- they pass on our values and traditions to young boys and girls ;
- they make us dress well with accessories.

(10 lines maximum)

# CITY OR VILLAGE?



- Listening -



# LESSON 1

## IN THE CITY

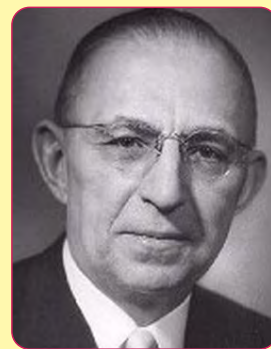
- Listening -

5



### LEARNING CONTEXT

In order to discuss about city life, the students of 3<sup>ème</sup> .....  
from Collège / Lycée .....  
are listening to a recorded tape in English during an English  
Class.



« A city is a large community  
where people are lonesome  
together. »

— Herbert Prochnow —

## GOOD TO KNOW

### VOCABULARY CONTENT

Building ; Skyscrapers ; Shanty town ; Tarred road ; Mall ; Shop ; Expensive ; City dwellers ; Urban life ; Entertainments ; Facilities

### LANGUAGE FUNCTION

#### EXPRESSING PREFERENCES

##### 1. PREFER + Verb-ing

- I **prefer going** to the city.
- People **prefer living** in cities.

##### 2. WOULD RATHER + Verb

- I **would rather live** in the city.
- People **would rather** study in cities.

## MY DICTIONARY

**Podcast** : fichier audio

**Wellbeing** : bien-être

**To look for** : chercher

**Boring** : ennuyeux

**Bored** : ennuyé

**Stay** : séjour

**Pub** : établissement où  
l'on sert de l'alcool

## Session 1

**1** Use the nouns from the box to identify the pictures below. **Number 1 is an example.**

A building ; Skyscrapers ; Shanty town ; Tarred road ; A mall ; A shop



1. Skyscrapers



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Listen to your teacher and complete the sentences below. **Number 1 is an example.**

1. A **Building** is a tall edifice.
2. A ..... town is a place in the city where very poor people live.
3. The ..... are all the things for amusement such as the cinema and Pubs.
4. The ..... are all the services for the wellbeing of the citizens.
5. A ..... is a very large commercial complex.

**3** Express your preference choosing one option. **Number 1 is an example.**

1. Live in the city / stay in village (I). → **I prefer living in the city.**
2. Work in the city / work in village (Mr Ourega).  
→ .....
3. Visit a building / visit a shanty town (Oria and Kadniel). → .....
4. Do shopping in a mall / buy articles in a shop (Meh and I). → .....
5. Speak English / speak French (Therese).  
→ .....

## Session 2

**1** Complete the sentences with the words or groups of words from the box. **Number 1 is an example.**

*urban life ; entertainment ; expensive ; facilities ; city dwellers*

1. Cinemas and Pubs are **entertainment** places.
2. Public services, such as hospitals and schools are .....
3. People living in cities are .....
4. Life in the city is also called .....
5. Something sold at a high price is said to be .....

**2** As you listen to the teacher, circle (O) the letters of the words you hear among the proposals.

1. Life in the city is very (a/ exciting ; b/ expensive ; c/ attractive).
2. People in cities can go to cinema for (a/ entertainment; b/ education; c/ entering).
3. Nevertheless cities are usually (a/ crowded ; b/ noisy ; 3/ boring).
4. Most poor people live in (a/ rural areas ; b/ noisy town ; c/ shanty towns)
5. Shanty town dwellers don't have access to good (a/ education ; b/ food ; c/ healthcare)
6. The city offers more jobs (a/ facilities ; b/ opportunities ; c/ buildings)

**3** complete the following sentences with "**would rather**" or "**prefer**". **Number 1 is an example.**

1. I strongly **prefer** living in the city.
2. I ..... go to the city, because there are great entertainments there.
3. I live in this city because I ..... working in a busy environment.
4. I ..... have a difficult life in the city than a boring life in village.
5. People ..... looking for jobs in the cities because they are well paid.
6. Old people ..... enjoy a peaceful life in village.

## Session 3

### COMMUNICATION ACTIVITY

After his holidays in Côte d'Ivoire, Mensah, your Ghanaian friend, sent you a voice message in which he is giving you his impression about the different cities he has visited during his stay. Listen and do the activities below :

**A. Listen to the record and circle (o) its general idea among the different options below.**

The record is about Mensah's :

1. visit in some cities of Côte d'Ivoire.
2. visit in some villages of Côte d'Ivoire.
3. visit in some cities of Ghana.

**B. Listen to the record again and circle (O) the correct ending to the sentences below.**

1. Mensah remembers Abidjan ..... :
  - a. and its skyscrapers
  - b. and its malls
  - c. and its restaurants
2. In Plateau you can see ..... :
  - a. shops everywhere
  - b. skyscrapers everywhere
  - c. buildings everywhere
3. Mensah went shopping ..... :
  - a. in a shop in Marcory
  - b. in a mall in Marcory
  - c. in a supermarket in Marcory
4. Mensah prefers Marcory because there are many places for ..... :
  - a. entertainments
  - b. shopping
  - c. buildings

**C. Your Ghanaian pen friend calls you in order to have your point of view about the advantages of life in the city. Write down the conversation.**

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# LESSON 2

## VILLAGE LIFE

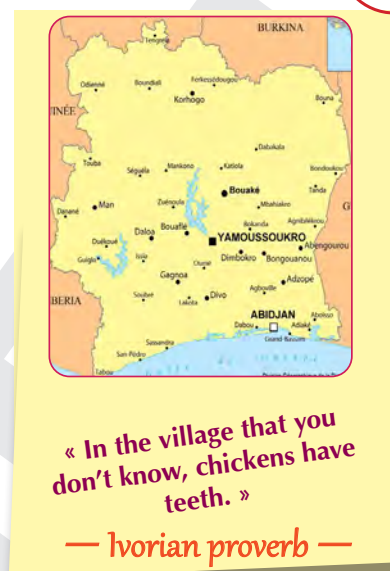
- Listening -

5



### LEARNING CONTEXT

In order to discuss about village life, the students of 3<sup>ème</sup> ..... from Collège / Lycée ..... are listening to a podcast in English during an English class in order to understand village life.



### GOOD TO KNOW

#### VOCABULARY CONTENT

Hut ; Bumpy road ; Village chief ; Farm works ; To fetch water ; Harvesting ; Hard-working people ; Peaceful ; Palaver tree ; Palm wine ; Dating ; Hospitable

#### LANGUAGE FUNCTIONS

#### COMPARING (superiority)

##### 1. SHORT ADJECTIVES

##### Adjective - "er" + than

- The village is cleaner **er** than the city.
- The city is bigger **er** than the village.

##### 2. LONG ADJECTIVES

##### More + long adjective + than

- The city is **more** developed **than** the village.
- Villagers are **more** hospitable **than** city dwellers.

##### 3. USING IRREGULAR ADJECTIVES

Adjectives	Comparatives	Examples
good	better	Village life <b>is better than</b> city life.
bad	worse	Village water <b>is worse than</b> city water.
far	farther / further	My village <b>is farther than</b> Koffi's village.
many / much	more	City life is <b>more comfortable</b> than village life

### MY DICTIONARY

**Statement** : proposition, énoncé

**Chairperson** : responsable (de)

**Date** : se fréquenter, sortir avec quelqu'un

**Lazy** : paresseux

**Moonlight** : clair de lune

**Accessway** : voie d'accès

## Session 1

**1** Use the words or groups of words from the box to identify the pictures. **Number 1 is an example.**

*A hut ; a bumpy road ; a village chief ; farm work ; to fetch water ; harvesting*



**1. Farm work**



**2.** .....



**3.** .....



**4.** .....



**5.** .....



**6.** .....

**2** Listen to the words given by the teacher and write them down. Then use each of them to compare the village to the city. **Number 1 is an example.**

**1. Healthy** : the village is healthier than the city.

**2.** ..... :

**3.** ..... :

**4.** ..... :

**5.** ..... :

**6.** ..... :

**3** In the following sentences, the underlined words or groups of words are not correct. Write them correctly. **Follow the example.**

1. Some people say that village life is more good **better** than urban life.

2. In Côte d'Ivoire, northern villages are more far ..... from cities than southern.

3. Some villages have more bad ..... living conditions than others.

4. There are more many ..... persons in cities than in villages.

## Session 2

**1** Complete the sentences with the words or groups of words from the box.

*hard-working people ; peaceful ; palaver tree ; palm wine ; dating ; hospitable*

**1.** Village life is always calm and .....

**2.** Moonlight gives the perfect occasion for girls and boys for ..... in the village.

**3.** During Easter celebrations in most "baoulé" villages ..... is the standard drink.

**4.** Everybody is welcome in the village because villagers are.....

**5.** Villagers really like working, they are not lazy at all. They really are .....

**6.** Villagers, with the village chief, gather under the ..... to solve the troubles in the village.

**2** Listen to the teacher and say if the statements below are true (T) or false (F).

1. The speaker has been to the village before .....
2. The village atmosphere is calm .....
3. The big house in which he sleeps is comfortable .....
4. Every morning, the women drink water .....
5. The speaker likes village life because people are hospitable .....
6. The village problems are solved with authority by the village chief .....

**3** Ask and answer questions with your partner to compare the village to the city. Use the given expressions below. **Number 1 is an example.**

1. Village atmosphere / restful.  
A) Why do you prefer village atmosphere ?  
B) Because it is more restful than the city's one.

2. Village food / healthy.

A : .....

B : .....

3. Village life / peaceful.

A : .....

B : .....

4. Village people / hospitable.

A : .....

B : .....

5. Village market / cheap.

A : .....

B : .....

6. Village houses / spacious.

A : .....

B : .....

## Session 3

### COMMUNICATION ACTIVITY

The English Club of your school has organized a campaign on the importance of respecting our traditions. For this purpose, the chairperson of the English club tells the audience about his / her stay in his / her village. Listen to what he says and do the tasks below.

**A. As you listen, write the number of the sentence which says what the passage is about : .....**

1. A description of city life.
2. The reason why people live in village.
3. A description of village life.
4. The difference between village and city.

**B. As you listen again, circle (o) the letters of the words the speaker has really pronounced.**

1. a) quiet ; b) quite ; c) quit
2. a) hat ; b) hut ; c) hot
3. a) fest ; b) fetch ; c) felt

4. a) hospitable ; b) hospital ; c) hospitalize

**C. As you listen again, underline the correct options.**

1. In the morning, you only hear birds singing because : a) the village is far ; b) the village is quiet ; c) the village is busy.
2. In the morning, women : a) take water from tap ; clean the village ; c) fetch water.
3. Village women cook with : a) firewood ; b) charcoal ; c) gas cooker.
4. The speaker likes village life because people are : a) respectful ; b) hostile ; c) hospitable.

**D. After listening to your friend's experience of village life, write a dialogue in which you talk about the advantages and disadvantages of living in a village.**

**You will roleplay it with your neighbour to the class.**

## LESSON 3

# RURAL EXODUS

- Listening -

5



### LEARNING CONTEXT

In order to sensitize their friends in other 3<sup>ème</sup> classes about the consequences of rural exodus, during an English Club meeting, they listen to an audio recording from The British Broadcasting Corporation (BBC).



« Those who have not seen a morning in the country don't know what a good morning is. »

— Cuten n' Country —

## GOOD TO KNOW

### VOCABULARY CONTENT

School leavers ; Lack of ; Cheap ; Rural exodus ; Man power ; To improve ; Drawbacks ; Shanty towns ; Workforce ; Unemployment ; Living conditions

### LANGUAGE FUNCTIONS

#### MAKING SUGGESTIONS

#### WHAT ABOUT/ HOW ABOUT + VERB + ING

- **What about going** to cinema ?
- **How about calling** your parents when you are in trouble ?

#### EXPRESSING CONSEQUENCES

#### AS A RESULT / THEREFORE + PROPOSITION

- He doesn't learn his lessons ; **as a result**, he gets bad marks.
- She doesn't learn her lessons. **Therefore**, she gets bad marks.

## MY DICTIONARY

**Right** : juste

**Low** : bas

**To Check** : verifier

**To reorder** : mettre en ordre

**To attend** : assister à **To raise** : mentionner, relever, soulever (une préoccupation)

**On behalf of** : pour le compte de, au nom de **Country** : campagne

## Session 1

**1** Match the definitions below with the words or expressions from the box. **Number 1 is an example.**

*School leavers ; lack of ; cheap ; rural exodus ; man power ; to improve*

1. Young people abandoning school. → **school leavers**
2. The massive movement from village to towns. → .....
3. The capacity of men to work. → .....
4. Absence of. → .....
5. To change from bad to good. → .....
6. Something at low or very good price → .....

**2** In his presentation on a podcast, your Ghanaian friend is suggesting some solutions to stop rural exodus. Listen to him / her and then write down his suggestions using "what about" or "how about"

1. ....
2. ....

3. ....
4. ....
5. ....

**3** The following statements are some suggestions to fight again rural exodus. Use them to make sentences with "how about" or "what about". **Number 1 is an example.**

1. Build more schools → **how about building more schools ?**
2. Create more entertainment  
→ What .....
3. Build new roads  
→ How .....
4. Create more jobs in villages  
→ What .....
5. Sensitize young people  
→ How .....

## Session 2

**1** Listen to the teacher and then write the synonyms of the words and phrases below. **Number 1 is an example.**

1. Negative consequences = drawbacks
2. Ameliorate = .....
3. Unemployment = .....
4. Poor living conditions = .....
5. Shanty towns = .....
6. Workforce = .....

**2** Listen to your teacher or a podcast and complete the passage with the missing words. **Number 1 is an example.**

These days, young people move from their village to the town in order to (1) **improve** their lives. Some think that it is due to (2) ..... facilities and entertainment places in the village. This phenomenon impacts seriously the villages and the cities. Not only does it create a lack of (3) ..... in the villages, but it also contributes to the proliferation of (4) ..... in the cities.

**3** Use the clues in the table below to express consequences with “as a result” and “therefore”. **Number 1 is done for you as an example.**

FACTS	CONSEQUENCES
1. Young people leave the village.	Depopulation of the villages
2. The cities are overcrowded.	Proliferation of shanty towns
3. Many young men quit the villages.	Lack of man power
4. In the cities youngsters are jobless.	Tendency to become robbers
5. Villages lack entertainments like cinema and pubs.	Preference for city life

1. Young people leave the villages. **As a result**, villages are depopulated. Young people leave the villages ; **therefore** villages are depopulated.

2. ....
3. ....
4. ....
5. ....

## Session 2

### COMMUNICATION ACTIVITY

You are attending a conference on rural exodus on behalf of your English Club. While you are listening to the conference, the organizers share a questionnaire to check your understanding. Listen and answer the questions.

**A. As you listen to the conference, circle (0) the correct answer.**

The conference is about : a) life of villagers ; b) life of city dwellers ; c) causes and drawbacks of rural exodus.

**B. As you listen again to the conference, write two (2) causes of rural exodus raised by the speaker.**

.....

.....

.....

**C. As you listen again to the conference, write one (1) consequence of rural exodus raised by the speaker.**

.....

.....

.....

**D. After attending the conference you decide to share what you heard with the members of the club.**

- Tell them about the causes and consequences of rural exodus.
- Suggest some solutions.



### Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1	<input checked="" type="radio"/>	utiliser les expressions liées à la vie en ville.	a	I prefer staying in village.
2	<input type="radio"/>	utiliser des adjectifs pour décrire la vie en ville.	b	Youngsters leave the village. As a result there is no more man power.
3	<input type="radio"/>	exprimer la préférence.	c	Slums, precarious, lack of accommodations
4	<input type="radio"/>	utiliser les expressions liées à la vie au village.	d	Crowded, exciting, attractive
5	<input type="radio"/>	utiliser des adjectifs pour décrire la vie au village.	e	Spacious, restful, healthy
6	<input type="radio"/>	comparer deux éléments en utilisant des adjectifs courts.	f	How about creating more jobs in villages ?
7	<input type="radio"/>	comparer deux éléments en utilisant des adjectifs longs.	g	A hut, farm works, a village chief
8	<input type="radio"/>	identifier les conséquences de l'exode rural.	h	Village life is healthier than urban life.
9	<input type="radio"/>	faire des suggestions.	i	life in cities is more dangerous than life in villages.
10	<input type="radio"/>	exprimer la conséquence.	j	A city dweller, a mall, shanty towns

# TEST 5

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

### CITY LIFE VS VILLAGE LIFE

In big cities, there are good arrangements for education. The big college even universities are available. There are also a very large number of schools both government and private in the big cities. These arrangements do not exist in small towns and villages.

5 Cities also provide sufficient medical facilities. Almost in every city, there are good hospitals in which the poor get free medicines and treatment. Many qualified doctors are also there to serve the sick and the suffering. Indeed, lack of such medical arrangement is the main drawback of villages.

10 Cities also provide many opportunities for entertainments and recreation. In every city, there are a number of cinema houses and multiplexes, where we can enjoy with family. Also, a number of restaurants and hotels are available for better food of variety. There are also many parks and gardens where we can enjoy the best natural beauty. Villages are always lacking such facilities.

15 The most important advantages of cities are the availability of huge opportunity for employment. They are centers of trade and commerce as well as offices of many multinational companies. Persons with different qualifications can easily find jobs to suit them. In villages, employment is available mostly in farming. Due to farming, only seasonal jobs are available to a large population in villages.

Adapted from wikipedia

### VOCABULARY CHECK

The words in column A are from the text. Match each of them with its synonym or definition in column B. **Example : 1-c**

Column A	Column B	answers
1. facilities (Line 4)	a. privation	<b>1-c</b>
2. free (Line 5)	b. working in plantation	.....
3. lack of (Line 6)	c. infrastructures	.....
4. drawback (Line 6)	d. work done in a particular period of the year	.....
5. entertainments (Line 8)	e. commerce	.....
6. parks (Line 10)	f. not to be paid	.....
7. trade (Line 13)	g. negative consequences	.....
8. farming (Line 15)	h. large public garden	.....
9. seasonal (Line 15)	i. amusements	.....

## COMPREHENSION CHECK

Read the text again and give short answers to the questions below (two lines maximum).

1. List three arrangements for education in big cities.
2. List two entertainments found in big cities.
3. What are the financial benefits of living in cities ?
4. Why do most people in village only prefer seasonal jobs ?

## PART TWO :

### Language in use

**Task A.** The following passage is about Lizzy's recent visit in her village. Choose the best option from the brackets to complete the paragraph. Write your answers like in the example.

**Ex: 1- more beautiful**

My village is Esiamia in the western region of Ghana. When I went there recently, I was very surprised to see it looking (1) (*most beautiful / more beautiful / beautifuler*) than before. There were new modern houses and even our old church looks (2) (*newer / more new / newest*) now. The roads are no longer bumpy and it is (3) (*easier / more easy / easier*) to get there now. I must admit that life in my village is much (4) (*gooder / better / more good*) than before.

**Task B.** Below is a paragraph about rural exodus. Complete it with the appropriate words or phrases from the box to make it meaningful. Write your answers like in the example. **Ex: 1- because**

*Therefore ; because ; because of ; due*

Life in village seems very harsh for young people, (1) ..... they prefer moving to the town which offers better living conditions. But (2) ..... this massive movement from village to town there are no more strong people in our village for farming. (3) ..... our parents are obliged to give their lands to foreigners. Therefore, once in town these young people realize that life there is more difficult than they thought (4) ..... to the lack of jobs. As a result, they resort to odd jobs, or even dishonest ones.

**PART THREE :**  
Writing

You recently visited your village and met your friend Zere who has never left the village and did not attend school. He tells you about his plan to go and live in town, because he is tired of the boring life of the village. However, you decide to dissuade him. Write the conversation you have with him. Start like this. (10-12 lines)

**You :** Why do you want to leave the village where you spent all your live ?

**Zere :** My friend, I want to see different faces and meet new persons, the village is so monotonous.

**You :** .....

**Zere :** Oh ! In the city I can do many jobs to gain money.

**You :** .....

**Zere :** I am going to stay at my uncle's house.

**You :** .....

**Zere :** If my uncle refuses to accommodate me, I will live in a shanty town until I get money.

**You :** .....



# HUMAN RIGHTS



*Human Rights*

- Listening -



# LESSON 1

## MY RIGHTS

- Listening -

6



### LEARNING CONTEXT

During an English class, the teacher makes the students of 3<sup>ème</sup> listen to a tape recording about Human Rights Violation in the world in order to discuss the issue.



« Human rights are not things that are put on the table for people to enjoy. These are things you fight for and then you protect. »

— Wangari Maathai —

## GOOD TO KNOW

### VOCABULARY CONTENT

Child labour ; Discrimination ; Equality for all ; Claiming one's rights ; Torture ; Right to shelter ; To apply ; To stand up for ; Human rights ; Freedom of expression ; To denounce ; Fair ; To violate

### LANGUAGE FUNCTIONS

#### EXPRESSING ONE'S RIGHT

##### 1. TO HAVE THE RIGHT TO + VERB

- I have the right to go to school.

##### 2. TO BE ALLOWED TO + VERB

- I am allowed to express my opinions.

##### 3. TO BE ENTITLED TO + VERB

- Every human being is entitled to vote.

##### 4. TO BE SUPPOSED TO + VERB

- A citizen is supposed to be protected by the government.

#### EXPRESSING OPINIONS

##### 1. I THINK

- I think, we have to stand for our rights.

##### 2. IN MY OPINION

- In my opinion, we must have our say.

##### 3. AS FAR AS I AM CONCERNED

- As far as I am concerned, we are entitled to vote.

##### 4. FROM MY POINT OF VIEW

- From my point of view, we have to claim our rights.

## MY DICTIONARY

**To Deny** : refuser, nier  
**To Sensitize** : sensibiliser

**Phrase** : groupe de mots, expression

## Session 1

**1** Write each word or phrase in the box under its corresponding picture. **Number 1 is an example.**

*Child labour ; discrimination ; equality for all ; claiming one's rights ; torture ; right to shelter*



1. *right to shelter*



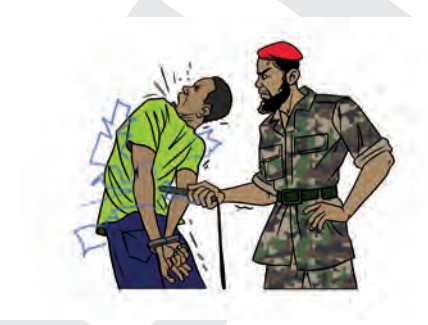
2. ....



3. ....



4. ....



5. ....



6. ....

**2** The words and expressions in column A have their definitions in the text your teacher is going to read. Listen carefully to him, and match them to their definitions or meanings in column B. Write your answers in column C. **Number 1 is an example.**

COLUMN A	COLUMN B	COLUMN C
1. Labor	a. to intentionally hurt physically or morally	<b>1. E</b>
2. Discrimination	b. to demand	2. ...
3. To enforce	c. having a similar social position and receiving the same treatment	3. ...
4. To claim	d. to be given the right to	4. ...
5. Equality	e. hard physical work	5. ...
6. To torture	f. treating some people differently, especially in a worse way from the way in which other people are treated	6. ...
7. To be entitled to	g. to make people obey	7. ...

**3** Use the expressions in the parentheses and the clues to build meaningful sentences. **Number 1 is an example.**

1. to express their opinion / women (**to be allowed to**)

Women **are allowed to** express their opinion.

2. Choose his President / the people (**to have the right to**)

→ .....

3. Protect citizen's rights / the government (**to be supposed to**)

→ .....

4. Freedom of expression / I (**to be entitled to**)

→ .....

5. To join the army / girls (**to be allowed to**)

→ .....

6. Have his say / a child (**to have the right to**)

→ .....

## Session 2

**1** Match the beginning of each statement in column A to its correct ending in column B. **Write your answers in the grid below like in the example.**

Column A	Column B	Answers
1) Women have to stand up	a) injustice and oppression.	<b>1. e</b>
2) You are fair, when	b) break it or to act against it.	2. ...
3) It's very important to denounce	c) the ability to say whatever you want.	3. ...
4) To violate a law is to	d) you are not influenced in your judgement. You treat people equally.	4. ...
5) Freedom of expression is	e) for their rights or claim their rights.	5. ...
6) To apply a law is	f) you are a member of a country.	6. ...
7) You are a citizen since	g) to execute it.	7. ...

**2** As you listen to your teacher read the dialogue, use the words in the box to complete each gap and then practise it with your partner. **Number 1 is an example.**

*apply ; stand up for ; human rights ; freedom of expression ; denouncing ; fair ; violated*

A : Do you ever feel your (1) **human** rights are being (2) .....?

B : No, I don't. I can't even imagine how bad that would be, but I know that a lot of people in the world feel that way. In my opinion, we have to (3) ..... them and help them as much as we can by (4) ..... human rights violations.

A : I completely agree with you ! How would the world be different if all human rights were respected ?

B : It would be (5) ..... and more peaceful obviously. But I don't think that's going to happen in the near future, when an elementary right like (6) ..... is denied to some people.

A : What can be done to make people respect and (7) ..... laws as far as human rights are concerned ?

B : For me, constantly educating every generation about our human rights might be a solution.

**3** Analyze carefully the clues below and use them to make meaningful sentences expressing opinions. **Number 1 is an example.**

1. To be entitled to / free medical treatment / children. (**In my opinion**)

**In my opinion, children are entitled to free medical treatment.**

2. To have the right to / vote / any citizen (**From my point of view**)

→ .....  
.....  
.....

3. State out their opinions / to be supposed to / teenagers (**As far as I'm concerned**)

→ .....  
.....  
.....

4. To be allowed to / denounce human rights violations / we (**I think**)

→ .....  
.....  
.....

5. A journalist / to have the right to / freedom of expression (**In my opinion**)

→ .....  
.....  
.....

## Session 3

### COMMUNICATION ACTIVITY

In your quest for information for your exposé about Human rights violations organized by the English Club of your school, you fall on a Voice of Africa (VOA) report about the subject.

You want to use the information from the report for your exposé. Listen to the report and do all the activities that follow.

A. As you listen to the report, say whether the statements below are true or false. Write T for true and F for false. Number 1 is an example.

- b. 1. More than thousand people die in internally displaced persons camps in Uganda each week : **T**
2. Displaced persons are having enough to eat in Uganda : .....
3. The 71 rehabilitation camps in Vietnam are deserted : .....
4. Drug addicts and prostitutes are treated with dignity : .....
5. Children in Uganda volunteered to join the Lord's Resistance Army (LRA) : .....
6. Journalists are tormented and killed for their writings : .....

B. Number the sentences in the order you hear them.

Many journalists, all over the world, are tortured to death because of their articles.	.....
This situation is changing because the government is providing them with adequate houses and they are having enough to eat.	.....
In Uganda, 1,500 people die each week in the internally displaced persons camps.	<b>1</b>
Vietnamese authorities forced at least 7,500 drug addicts and prostitutes into 71 overpopulated rehabilitation camps, providing no treatment and forcing them to work.	.....

In northern Uganda, the LRA (Lord's Resistance Army) had kidnapped 20,000 children over 20 years old and forced them into service as soldiers or sexual slaves for the army.	.....
During the war in Syria some European countries closed their borders to thousands of people fleeing the conflict.	.....
According to the World Health Organization, 500,000 have died in these camps.	.....
Those who refuse to work were beaten by guards.	.....
A child's place is at school and his opinion is to be taken into account.	.....

C. Say if the rights are respected or violated. Write (R) for respected and (V) for violated

People die in the internally displaced persons camps	<b>V</b>	The military junta crushed peaceful demonstrators	.....
Children used as sexual slaves for the army	.....	The government provided adequate housing for people	.....
A child's place is at school	.....	Prisoners are beaten and humiliated by guards	.....
A journalist tortured to death.	.....	Children's opinions are taken into account	.....
The population has enough to eat	.....	They closed the border to thousands of people fleeing armed conflict	.....

## LESSON 2

# MY DUTIES

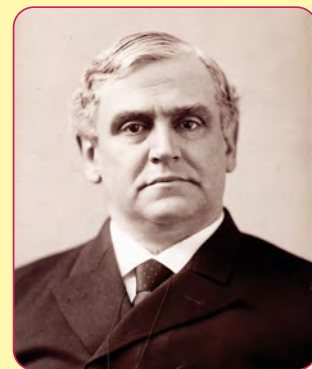
- Listening -

6



### LEARNING CONTEXT

During a meeting of the English Club of Collège / Lycée ..... the Coordinator makes the students of 3<sup>ème</sup> ..... listen to a tape recording from Voice Of America (VOA) about Human duties in order to discuss the issue.



« Happiness is the natural flower of duty »

— Phillips Brooks —

## GOOD TO KNOW

### VOCABULARY CONTENT

Responsible ; Responsibility ; Bear responsibility ; In charge of ; Take care ; On duty ; Be up to someone to do something ; To be in charge of ; Be accountable for something ; Be dutiful ; Regulations

### LANGUAGE FUNCTIONS

#### EXPRESSING NECESSITY

##### 1. MUST + VERB (infinitive)

→ I **must respect** my teacher.

##### 2. I HAVE TO + VERB

→ I **have to study** my lessons.

##### 3. I NEED TO + VERB

→ I **need to know** my duties.

#### EXPRESSING ABSENCE OF NECESSITY

##### 1. I NEEDN'T + VERB

I **needn't cheat** during tests.

##### 2. DON'T NEED TO / DOESN'T NEED TO

**She doesn't need to shout** to be heard.

##### 3. DON'T HAVE TO / DOESN'T HAVE TO + VERB

**You don't have to bully** your school friends.

## MY DICTIONARY

To **infringe** : enfreindre

To **pillar** : pilier

## Session 1

**1** Match each phrase in column A to its definition or synonym in column B. **Write your answers in the grid below like in the example.**

## Column A

1. A duty
2. On duty
3. To be responsible for something or someone
4. To bear responsibility of something
5. To be in charge of something
6. To take care of

## Column B

- a. When workers (police officers, doctors, guards, etc.) are working.
- b. To have the responsibility to do something.
- c. A responsibility.
- d. To have control and authority over something or someone.
- e. To keep someone safe.
- f. To accept, to endure the responsibility if things go wrong.

1					
C					

**2** Listen to your teacher read the text below and fill in the gaps with words and expressions from the box. **Number 1 is an example.**

*responsible ; responsibility ; bear responsibility ; in charge of ; take care ; on duty*

Each student has the (1) **responsibility** to act in a manner that does not infringe upon the rights or property of others. We are all (2) ..... maintaining an atmosphere that promotes respect for learning and human dignity. We have to attend class on time and (3) ..... of school facilities. Any student who damages school property, will (4) ..... his action by compensating for any damage caused. Students who are (5) ..... are (6) ..... for keeping the school clean.

**3** Rewrite the sentences below using : *need to / must / have to*. **Do like in the example.**

1. We **need to** know our rights as citizens.
  - a) We **must** know our rights as citizens.
  - b) We **have to** know our rights as citizens.
2. A good student has to respect his teacher.
  - a) (must) .....
  - b) (need to) .....
3. Parents must take care of their children
  - a) (have to) .....
  - b) (need to) .....
4. He needs to do his homework to make his father happy.
  - a) (have to) .....
  - b) (must) .....

## Session 2

**1** Match the word or phrases in column A with their definitions or synonyms in column B. **Write your answers in the grid below. Number 1 in an example.**

### Column A

1. To be up to someone to do something
2. To be in charge of
3. To be accountable for something
4. To be dutiful
5. Regulations

### Column B

- a. To be filled with or motivated by a sense of duty.
- b. Directives / rules.
- c. To do something that one is responsible for or obliged to do.
- d. To be responsible for something and be ready to justify it.
- e. To have the responsibility to do something.

1				
C				

**2** As you listen to your teacher, fill in the gaps with the missing words. **Number 1 and 2 are examples.**

During the conference, we were taught that we have to accomplish our (1) **duties**.

A (2) **Dutiful** person is a person who is motivated by a high sense of duty. The speaker said that, as students, we are (3) ..... keeping our school clean. (4) ..... the school Administration to protect us from any danger. To finish, he said that if we don't follow (5) ..... , we will (6) ..... for our actions.

**3** Use the clues below to make sentences expressing absence of necessity. **Do like in the example.**

1. bully your younger brothers / to make them respect you / you **(don't have to)**  
You **don't have to** bully your younger brothers to make them respect you.

2. To run to school / because she won't be late / she **(doesn't need to)**

→ .....

3. Take his umbrella / it's not going to rain / He **(needn't)**

→ .....

4. Cheat in tests / it's forbidden / we **(mustn't)**

→ .....

5. clean the board / you are not on duty today / you **(don't have to)**

→ .....

# Session 3

## COMMUNICATION ACTIVITY

The students of 3<sup>ème</sup> of your school are attending a conference given by an expert sent by UNICEF to sensitize people on the importance of performing their duties. As a student of this level, do the tasks below. As you listen to the podcast,

**A. say what the passage is about ;**

**B. list the three (03) duties stated in the passage ;**

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

- a. Duties can be enforced by law.
- b. People who don't do their duties can be punished by courts.
- c. The society functions well when every individual does their duties.
- d. People can prosecute violators of their rights in courts.

# LESSON 3

## TOLERANCE

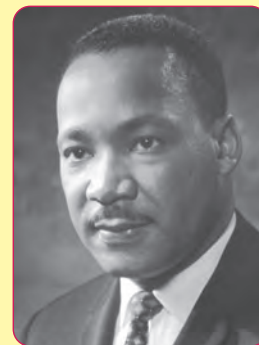
- Listening -

6



### LEARNING CONTEXT

During an English class, the teacher makes his students of 3<sup>ème</sup> listen to a recording about tolerance and violence in order to promote tolerance and non violence.



« We must learn to live together as brothers or perish together as fools. »

— Martin Luther King JR —

## GOOD TO KNOW

### VOCABULARY CONTENT

Acceptance ; To quarrel ; Armed conflict ; To fight ; Exclusion ; Diversity; Jealousy ; Discrimination ; Xenophobia . Hatred ; Racism ; Nepotism ; Tolerance ; Chauvinism

### LANGUAGE FUNCTIONS

#### EXPRESSING OBLIGATION

##### 1. MUST + VERB

We **must be** tolerant.

##### 2. HAVE TO + VERB

We **have to** accept differences.

#### EXPRESSING PROHIBITION

##### 1. MUSTN'T + VERB ...

We **mustn't** practise racism..

##### 2. IT'S FORBIDDEN TO / IT'S PROHIBITED TO / IT'S NOT ALLOWED TO + VERB

- **It's forbidden to** insult people.
- **It's prohibited to** bully classmates.
- **It's not allowed to** beat small students.

## MY DICTIONARY

**To sow** : semer

**Seed** : semence

**counter** : contrecarrer

**To foster** : favoriser / entretenir / accueillir

## Session 1

**1** Match the following words or groups of words to the corresponding pictures. **Number 1 is an example.**

Acceptance ; to quarrel ; armed conflict ; to fight ; exclusion ; diversity



1. acceptance



2. ....



3. ....



4. ....



5. ....



6. ....

**2** As you listen to your teacher, fill in the gaps with the missing words or phrases. **Number 1 is an example.**

Let us (1) **unite** to defeat hatred and (2) ..... that violate human rights and sow the seeds of conflict.

Let us unite to counter (3) ..... speeches.

Let us foster (4) .....

Let us embrace (5) ..... and even beyond, cultivate (6) ....., stamp out (7) ..... of any kind and preserve the inherent dignity shared by all human beings.

**3** Reorder the words to build meaningful sentences expressing obligation. **Number 1 is an example.**

1. must / He / accept / from other countries / people.

**He must accept people from other countries**

2. himself / commit / has to / to / every single person / non violence.

3. to / have / leaders / promote / sermons / in / their / Religious / tolerance

4. referee / A / be / must / fair.

5. reject / We / to / have / language / divisive

6. They / unite / stronger / must / be / to.

## Session 2

**1** Match each word in column A with the corresponding definition in column B. **Number 1 is an example.**

Column A	Column B	Answers
1. jealousy	a. the belief that one race is superior or inferior to another race.	<b>1. d</b>
2. discrimination	b. excessive patriotism.	2. ....
3. xenophobia	c. any favor attributed by relationship not by merit.	3. ....
4. hatred	d. a feeling of anger because someone has something you want.	4. ....
5. nepotism	e. the act of discriminating, discerning or distinguishing.	5. ....
6. tolerance	f. an extremely strong feeling of dislike.	6. ....
7. racism	g. a strong fear or dislike of foreigners.	7. ....
8. chauvinism	h. the fact of accepting others, the ability to endure pain.	8. ....

**2** As you listen to the teacher or the podcast, complete the text below with the missing words or phrases. **Number 1 is an example.**

Seventy-five years ago, at the time of (1) **distress** and fear, world leaders came together to create the United Nations. They recognized that what unites us is stronger than what divides us.

Today, (2)..... ;  
(3)..... and discrimination on ethnic and religious ground are unfortunately on the rise. It's high time to take effective measures against rising (4)....., prejudice, all forms of (5)....., discrimination, hate and (6)..... speech.

Each of us has individual and collective responsibility (7) ..... we must all stand and work together to safeguard freedom and ensure equality within and between communities.

**3** Complete each sentence with either : *doesn't have / don't have* or *mustn't* to express prohibition. **Number 1 is an example.**

1. We ..... to encourage division among brothers.

- We **don't have** to encourage division among brothers.

2. He has heart problem. You ..... inform him about the accident.

3. She..... to hate foreigners. We all come from somewhere.

4. Vanessa, you ..... be xenophobic ; don't forget that you are going to study abroad next year.

5. we ..... to fight each other because what unites us is stronger than what divides us.

6. All religions preach tolerance, so we ..... hate each other.

## Session 3

### COMMUNICATION ACTIVITY

As the representative of your English club, you have been chosen to take part in a competition on the occasion of the International Tolerance Day held in your school. You are going to listen to a brief history of International Tolerance Day and do the following activities.

**A. As you listen, say whether the sentences in the grid below are true (T) or false (F). Number 1 is an example.**

1. The year of tolerance'' is the initiative of UNESCO.	1	T
2. The year of tolerance'' was proclaimed in 1993.	2	
3. One of the principles of tolerance is acceptance.	3	
4. The UN General Assembly prescribed all the member States to celebrate 16 November as International Day for Tolerance.	4	
5. Another month was chosen to celebrate the anniversary of the adoption of the declaration.	5	
6. UNESCO did nothing to promote Tolerance and Non-Violence.	6	
7. The prize for promoting Tolerance and Non-Violence is awarded every two years.	7	
8. Only individuals are awarded.	8	

**B. Listen to the text for a second time and answer the following questions.**

1. Which year was proclaimed as the year of tolerance ?

---

---

---

2. Cite the principles on tolerance of UNESCO's 1995 declaration.

---

---

---

3. Why did UNESCO create the UNESCO-MADANJEET SINGH prize ?

---

---

---



### Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1	<input checked="" type="radio"/> b	identifier les mots et expressions liés au respect des Droits Humains.	a	You mustn't be rude to your parents
2	<input type="radio"/>	identifier les mots et expressions liés à la citoyenneté et aux devoirs du citoyen.	b	Human rights ; freedom of speech ; equality ...
3	<input type="radio"/>	utiliser des expressions pour exprimer des Droits	c	Children are entitled to school Education
4	<input type="radio"/>	utiliser des expressions pour exprimer des Devoirs	d	we need to know our rights
5	<input type="radio"/>	exprimer une opinion	e	To be in charge of ; to be on duty ; taxes ; law
6	<input type="radio"/>	exprimer une nécessité	f	Children are fragile, we needn't beat them all the time.
7	<input type="radio"/>	exprimer une absence de nécessité	g	As far as I'm concerned, we have got to promote tolerance
8	<input type="radio"/>	exprimer une obligation	h	To enforce; to be entitled to ; freedom of expression.
9	<input type="radio"/>	exprimer une prohibition	i	Coleh is in charge of washing the dishes

# TEST 6

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

#### AFRICAN WOMEN'S RIGHTS

It's unfortunate that women's rights are violated in this world especially in Africa, which is not a good sign. As a result women are facing many problems. So, to give women proper rights, many women rights organisations are working in Africa. That's why they are sensitizing people about women's rights and their performances are somehow satisfactory. However, their efforts must be supported to keep their work productive. Otherwise women's rights will be neglected.

The main reason why women's rights are violated in Africa is an inadequate education policy. Most of the people there are illiterate. In addition they do not understand their basic needs. As a result women suffer too much. The good news is that many NGOs are taking many actions for avoiding this problem. For example they are building many schools in Africa so that children could be educated. Besides, these NGOs are focused on women's health, education and other things. But, unfortunately, these kinds of arrangements are available in the town but most of the poor people cannot go to towns because of the lack of money.

Transportation facilities are not very good in Africa. So, many human rights organisations or NGOs should come to the villages so that women's rights could be privileged.

*Adapted from wikipedia*

#### VOCABULARY CHECK

*Match the following words from the text from column A to their meanings or synonyms in column B. Do like in the example. Be careful, one option in column B is not concerned.*

**Example : 1. unfortunate = i : regrettable**

COLUMN A	COLUMN B
1. unfortunate (L.1)	a. results
2. facing (L.2)	b. not educated
3. sensitizing (L.3)	c. concentrated
4. rights (L.4)	d. means
5. performances (L.4)	e. coming across
6. inadequate (L.6)	f. regrettable
7. illiterate (L.7)	g. justice, laws
8. focused (L.10)	h. advertising
9. facilities (L.13)	i. inappropriate
	j. stimulating

## COMPREHENSION CHECK

Read the text again and decide if the following statements are true or false. Write "T" for true and "F" for false. Indicate the line(s) of the text to justify your answers. Write your answers like in the example. **Example 1- F (L1)**

1. Women's rights are totally respected.
2. It is a good sign to violate women's rights.
3. Women are not encountering any problems.
4. Human rights' organisations performances about women's rights are good.
5. The NGOs are interested in building schools for children.

### PART TWO :

#### Language in use

**Task 1 :** The sentences below are about women's rights. Complete them with correct word between brackets to make them meaningful.

**Do it like in the example : 1- must**

1. Women's rights (**must – don't have**) be respected in Africa.
2. People (**have to – mustn't**) violate women's rights today.
3. There are lack of schools in villages. Authorities (**need to – needn't**) build them.
4. Experts think that, womens' rights (**must – needn't**) be totally respected by 2025.

**Task 2 :** The passage below is about human rights. Fill in the gaps with the most appropriate words from this list : **right ; illiterate ; harassment ; school**

Write your answers like in the example. **Example : 1- illiterate**

Around the world many women are (1) **illiterate**. In Africa, a lot of women cannot read nor write. This, because fewer girls than boys are sent to (2)..... The parents don't care about their daughters' (3)..... to education. Those who get the chance to attend school are often victims of sexual (4).....

### PART THREE :

#### Writing

As a reporter of the English Club, you attended a conference on the situation of women's rights in Liberia. Write an article to be published in the English Club's magazine to sensitize the authorities of your country on women's rights. In your article,

- say if women's rights are fully respected or not ;
- mention what must be done to promote women's rights ;
- state what mustn't be done to hinder women's rights.

(Not more than 12 lines)

**Note : Do it in your exercise book.**

# HYGIENE AND HEALTH



- Reading -



## LESSON 1

# IS IT AN EPIDEMIC OR A PANDEMIC ?

- Listening -

7



### LEARNING CONTEXT

On the occasion of the World Health Day celebrated in your school, you are asked to read a text in English, related to epidemic and pandemic diseases, in order to be well-informed on risky behaviours.



« A desperate disease requires a dangerous remedy »

— Guy Fawkes —

## GOOD TO KNOW

### VOCABULARY CONTENT

Fever ; To sneeze ; To cough ; Blood transfusion ; Weight loss ; Virus ; Infectious disease ; endemic disease ; Blood test ; Contaminated ; Out break ; Cure ; Loss of appetite ; Bacteria ; To spread ; Coronavirus ; COVID-19 ; Quarantine

### LANGUAGE FUNCTIONS

#### EXPRESSING PASSIVE (personal passive)

#### BE (TENSE OF VERB IN ACTIVE FORM) + PAST PARTICIPLE OF VERB

Active	Passive
<ul style="list-style-type: none"> <li>Coronavirus <b>causes</b> (present simple) Covid-19</li> <li>In view of the health crisis the population <b>has denounced</b> (present perfect) the inactivity of the government.</li> <li>Malaria <b>could</b> (past simple) cause high fever.</li> </ul>	<ul style="list-style-type: none"> <li>Covid-19 <b>is caused</b> by Coronavirus.</li> <li>in view of the health crisis, the inactivity of the government <b>has been denounced</b> by the population.</li> <li>High fever <b>could be caused</b> by Malaria.</li> </ul>

#### EXPRESSING IMPERSONAL PASSIVE

#### BE (present simple) + PAST PARTICIPLE + TO + VERB ( infinitive)

- Covid-19 **is considered to be** very dangerous.
- The minister **is invited to take** part in a conference.

## MY DICTIONARY

**To Kill** : Tuer

**Worldwide** : mondial

**Medicine** : médicament

**To increase** : augmenter

**Meaning** : un sens ; une signification

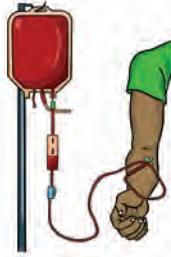
## Session 1

**1** Match the words or phrases from the box to the pictures. **Number 1 is an example.**

a fever ; to sneeze ; to cough ; a blood transfusion ; weight loss ; a virus



1. To sneeze



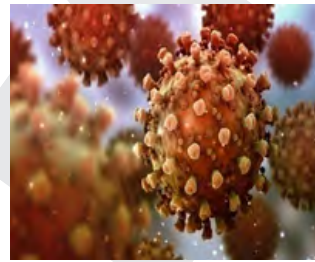
2. ....



3. ....



4. ....



5. ....



6. ....

**2** Match the words or phrases from box A to the words or phrases from box B. **Number 1 is an example.**

Box A	Box B	Answers
1. Malaria	a. Preventive measures	<b>1. e</b>
2. Tuberculosis, Ebola	b. A virus	2. ...
3. Headache, 40°	c. Infectious diseases	3. ...
4. HIV	d. Endemic disease	4. ...
5. Using sanitizer, washing hands	e. A fever	5. ...

**3** Rewrite the sentences starting by the underlined words. **Number 1 is an example.**

- Covid-19 has caused so much damage to the world. → **So much damage has been caused by Covid-19 to the world.**
- All countries expect a cure for Covid-19. → .....
- Governments are taking no preventive measures. → .....
- The outbreak of malaria has killed many children in Africa. → .....
- AIDS can provoke weight loss. → .....

## Session 2

**1** As you read the following sentences, complete them with the words or phrases from the list below. **Number 1 is an example.**

*Blood test ; contaminated ; outbreak ; cure ; pandemic ; loss of appetite*

1. Covid-19 has spread all around the world killing many people. This **outbreak** has many consequences on the world economy.
2. Though Covid-19 has spread worldwide, this ..... affects more European than African countries.
3. Infected people don't feel like eating, they have a serious .....
4. Most infectious diseases need a ..... to confirm what a patient is really suffering from.
5. If a person is ..... he or she is isolated or put in quarantine.
6. After the test, the doctor can give a list of medicines to ..... the infection.

**2** Complete the paragraph with the words from the list below. **Number 1 is an example.**

*Bacteria ; spread ; diseases ; diarrhea ; quarantine ; epidemic*

Infectious (1) **diseases** are generally caused by (2) ..... Most of the time, they are local or regional. In this case, it is an (3) ..... To avoid such a disease to (4) ..... in the region, the patients can be isolated or put in (4) ..... When you see a person vomiting or suffering from (6) ..... it is better to send him/her to hospital.

**3** Rewrite the sentences below starting by the underlined words or phrases. **Number 1 is example.**

1. People believe that Covid-19 is not so dangerous. → **Covid-19 is believed not to be so dangerous.**
2. We expect a vaccine for Covid-19 soon.  
→ .....
3. African people think that traditional medicine can cure Covid-19.  
→ .....
4. Scientists claim that preventive measures are more efficient in fighting against Ebola and Covid-19.  
→ .....
5. The doctor proposes a new remedy to cure malaria.  
→ .....
6. The government declares that the number of infected people is on the rise.  
→ .....

## Session 3

### COMMUNICATION ACTIVITY

#### READING COMPREHENSION

Your junior brother has been given a reading text in English about Covid-19. He needs your help to do the activities that follow.

**A. After reading the text quickly your junior brother could not decide what the text was about. Help him / her choose the correct general idea. Circle (O) the letter of the correct answer among the options.**

The text is about :

- a. The consequences AIDS.
- b. The consequences of Covid-19.
- c. The spread of Covid-19 in rural areas.

#### WHY HEALTHCARE EXPERTS ARE SO WORRIED

While the virus has spread more slowly in Africa than other parts of the world, the spread to rural areas is concerning.

There are two reasons why health policy experts are worried about the spread of Covid-19 in rural and informal settlements.

- 5** Healthcare systems in most parts of the continent are concentrated in urban centres, while the testing capacity in many countries is still low.

The initial steps that the continent took in testing at points of entry and tracing continue to work in its favour. Coupled with its youthful population, the continent has so far managed to avoid the fast spread witnessed in the US and some European countries.

- 10** But the pandemic is now spreading quickly in Africa. It took 98 days to reach the initial 100,000 cases.

By contrast, it has taken just 18 days to double from 100,000 to 200,000.

There are a couple of ways to explain this. First, some countries have ceased lockdowns. Returning to business as usual without proper mechanisms in place to control the spread of the disease

- 15** could hamper the progress made so far.

Another factor is that some countries have increased their testing capacity and are reporting more confirmed cases.

The caveat is that governments need to increase their testing capacity so that there is a clearer picture of just how many people have contracted the virus.

*By Anne Mawathe, BBC Africa Health editor*

**B. Your junior brother is not sure about the meanings of some words from the text. You can help him/her by matching the phrases below with the words they correspond to in the text. The lines are indicated. Number 1 is an example.**

- |  |                     |
|--|---------------------|
| <b>a. medical program (title)</b>      | → <b>healthcare</b> |
| b. proliferation (line 1)              | → .....             |
| c. plan, strategy (line 3)             | → .....             |
| d. living places, habitations (line 4) | → .....             |
| e. observed (line 9)                   | → .....             |
| f. quarantines (line 13)               | → .....             |
| g. obstruct (line 15)                  | → .....             |

**C. For a better comprehension of the text, your junior brother asks you if the statements below are TRUE or FALSE. Write "T" for TRUE and "F" for FALSE. Justify your answers by indicating the line(s). Number 1 is an example.**

- a. Covid -19 has spread more rapidly in Africa : **F** (L 1)
- b. There are more than two reasons why the experts are worried : .....
- c. The preoccupations of Healthcare experts concern only rural and informal areas : .....
- d. The youthful population of African countries is also a factor that explains the slow spread of Covid-19 : .....
- e. USA and some European countries have avoided the rapid spread of the virus : .....
- f. The number of cases in Africa has doubled because some countries have eased the quarantines : .....
- g. To reduce the number of cases, African governments need to augment their testing capacities : .....

**D. After reading the text on Covid-19, write a paragraph to propose some solutions to stop the spread of this pandemic. (not more than 10 lines)**

.....

.....

.....

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.....

## LESSON 2

# PROMOTE HYGIENE AT SCHOOL

- Listening -

7



### LEARNING CONTEXT

In order to help his students of 3<sup>ème</sup> keep their school environment clean and stay safe, during an English class the teacher gives them leaflets about the importance of hygiene at school to read.



« A clean place is a safe place. »

— quotesgram.com —

## GOOD TO KNOW

### VOCABULARY CONTENT

To collect rubbish ; Washing hands ; Dustbin ; Dirty hands ; To wear a mask ; To weed the schoolyard ; Sanitizer ; To spit ; Towel ; To blow one's ; Soap ; To scrub one's hands ; handkerchief ; Garbage ; To water the floor

### LANGUAGE FUNCTIONS

#### GIVING ADVICE WITH "SHOULD" / "SHOULDN'T"

##### 1. SHOULD + VERB ( infinitive without "to" )

- Students **should wear** masks before sweeping the dust.

##### 2. SHOULDN'T + VERB ( infinitive without "to" )

- Students **shouldn't sneeze** without a handkerchief.

#### EXPRESSING PURPOSE

##### 1. SO THAT + SUBJECT + VERB

- I wash my hands **so that I can** eat safely.

##### 2. SO AS TO + VERB (INFINITIVE)

- Wash your hands with soap **so as to avoid** bacteria.

## MY DICTIONARY

**Bush** : une brousse

**Forbidden** : interdit

**To Remain** : rester

**Playground** : un terrain de jeux

**Advice** : conseils

**To Take care of** : prendre soin de

**To prize** : décerner un prix

## Session 1

**1** Match the words or groups of words from the box to the pictures below. **Number 1 is an example.**

To collect rubbish ; washing hands ; a dustbin;  
dirty hands ; to wear a mask ; to weed



1. To weed



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Classify the following expressions in their corresponding column. **Number 1 is an example.**

Throw rubbish on the floor ; washing hands ; sneeze in a handkerchief ; eat with dirty hands ; sweep the floor without watering ; have a bushy schoolyard ; throw garbage in the dustbin

Healthy attitudes	Unhealthy attitudes
1. <b>washing hands</b>	1. throw rubbish on the floor
2. ....	2. ....
3. ....	3. ....
4. ....	4. ....

**3** Use the attitudes in activity 2 to give advice with “should” and “shouldn’t”. **Number 1 is an example.**

- (shouldn't) : You shouldn't throw rubbish on the floor.
- (shouldn't) : .....
- (shouldn't) : .....
- (shouldn't) : .....
- (should) : .....
- (should) : .....
- (should) : .....

## Session 2

**1** Complete the paragraph with the words or phrases from the list below. **Number 1 is an example.**

*Sanitizer ; spit ; towel ; blowing ; soap ; scrub*

School hygiene is very important. Many bad attitudes should be avoided and even forbidden. For example, students must avoid (1) **blowing** their nose everywhere. In addition, they shouldn't (2).....on the ground. That's why students attended a recent conference on the importance of using hand (3)..... and to (4).....their hands with (5).....while washing them. After washing their hands, they can use a clean (6).....to dry them. If all these hygienic measures were respected, students could learn in a healthier environment.

**2** Put the letters into the correct order to find the correct words related to hygiene. **Number 1 is an example.**

1. nakeciefdhdr → **Handkerchief**
2. argebag → .....
3. etawr eht oflor → .....
4. esud cakpgnig → .....
5. elathhy tmnonevnire → .....

**3** Complete the sentences below with "so as to" or "so that". **Number 1 is an example.**

1. There are many bushes on the playground so that students cannot play there.
2. You should wash your hands before eating ..... avoid diseases
3. Students should wear masks ..... they could not be contaminated
4. We should weed the schoolyard ..... it remains clean.
5. The students shouldn't litter the school yard .....keep it clean.
6. Patients should go to hospital ..... be well taken care of.

## Session 3

### COMMUNICATION ACTIVITY

#### READING COMPREHENSION

The English club of your school wants to take part in a competition organized by the US Embassy in order to prize the cleanest school of your region. For this purpose, you received a leaflet describing a clean school. For a better understanding, read it and do the activities below.

**1. As you read the text below say what it is about.**

The text is about.....

## THE IMPORTANCE OF SCHOOL HYGIENE AND SANITATION

A successful school is one that provides a clean and safe environment for its students. School hygiene reflects in several ways; for example, waste management, cleaning services, and the overall health of students and staff. While this may be overlooked at times, school hygiene is one of the primary necessities of any educational facility.

- 5** School hygiene is a determinant of overall school attendance. This is true for both students and staff members, who attend school less frequently because of illness or a general distaste for attending a school that isn't cleaned properly or that isn't hygienic.

A building that isn't hygienic can collect a significant amount of bacteria over time. Considering the amount of people who go in and out of schools, this can be especially dangerous and can

- 10** lead to sickness and illness for everyone involved.

<https://titanchs.com.mm/blog/the-importance-of-school-hygiene-and-sanitation>

- A. As you read the text again, match the words and phrases from column A to their meanings or synonyms in column B, according to their meaning in the text. Number 1 is an example.**

column A	column B	Answers
1. provides (L1)	a. whole	<b>1. e</b>
2. safe (L1)	b. concerned	2. ....
3. waste (L2)	c. neglected	3. ....
4. overall (L2)	d. healthy, clean	4. ....
5. overlooked (L3)	e. offers	5. ....
6. distaste (L7)	f. rubbish	6. ....
7. involved (L10)	g. dislike	7. ....

- B. Read the text again and answer the questions below.**

- a. What is a good and successful school according to the text ?

→.....

- b. According to the author, why is school hygiene important ?

→.....

- c. How can a building that is not hygienic be dangerous ?

→.....

- C. You have just read the text on the importance of hygiene at school. You'd like to share with your Liberian friend what you have learnt from your reading. Write him/her an email to give him/her some advice about some actions to keep his/her school clean and healthy.**

.....

.....

.....

.....

.....

## LESSON 3

# HIV-FREE GENERATION

- Listening -

7



### LEARNING CONTEXT

During his visit to your region, the Ambassador of USA in Côte d'Ivoire attends a meeting of your English Club. There, he gives you booklets written in English, talking about HIV / AIDS. The chairman asks you to read them in order to sensitize your mates who were missing.



« It is bad enough that people are dying of AIDS, but no one should die of ignorance »

— Elizabeth Taylor —

## GOOD TO KNOW

### VOCABULARY CONTENT

Blood transfusion ; To lose weight ; Skin rashes ; Condom ; Blade ; Needles ; HIV positive ; Lose weight ; Faithfulness ; Stigmatization ; To shave ; Kissing ; Shaver ; Mistaken beliefs

### LANGUAGE FUNCTIONS

#### CHECKING INFORMATION (QUESTION TAG)

##### 1. AFFIRMATIVE SENTENCES → NEGATIVE QUESTION TAG

- HIV is a dangerous disease, *isn't it* ?

##### 2. NEGATIVE SENTENCES → AFFIRMATIVE QUESTION TAG

- HIV is no longer fatal, *is it* ?

#### MAKING RECOMMENDATION (IMPERATIVE FORM)

##### 1. AFFIRMATIVE FORM

**verb + object**

- **Do your blood test** regularly, please.

##### 2. NEGATIVE FORM

**"don't" + verb + object**

- **Don't use contaminated blood** if you want to avoid AIDS.

## MY DICTIONARY

**To check** : verifier

**To tell** : dire à

**Nevertheless** : néanmoins

**Own** : propre

**Toothbrush** : brosse à dents

**Barber's shop** : un salon de coiffure

**Mate** : camarade

**Hair** : cheveux

**Behaviour/behavior** : un comportement

**NGO (Non Governmental Organisation)** : Organisation Non Gouvernementale (ONG)

## Session 1

**1** Match the words or phrases from the box to their corresponding pictures. **Number 1 is an example.**

a blood transfusion ; to lose weight ; skin rashes ; a condom ; a blade ; a needle



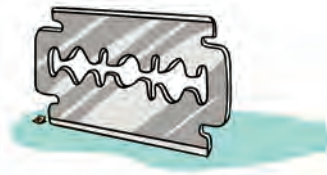
1. A blood transfusion



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Match the words or phrases with their antonyms from the box. **Number 1 is an example.**

Contract ; weak ; HIV positive ; lose weight ; faithfulness ; stigmatization

1. HIV negative → **HIV positive**
2. Infidelity → .....
3. Gain weight → .....
4. Strong → .....
5. Avoid → .....
6. Tolerance → .....

**3** Check the information using the appropriate question tag. **Number 1 is an example.**

1. You didn't do your blood test recently, **did you** ?
2. The doctor regularly advised you to avoid using contaminated blades, ..... ?
3. Use a condom regularly if you have many sexual partners, ..... ?
4. She has been contaminated during a blood transfusion, ..... ?
5. Skin rashes are symptoms of AIDS, ..... ?
6. They are not attending the conference on AIDS, ..... ?

## Session 2

**1** The paragraph below is about AIDS. Read and complete it with the words from the box. **Number 1 is an example.**

*Sharing ; kissing ; ARV ; shearer ; shaver ; hug ; mistaken ; sexually*

Many people have some (1) **mistaken** beliefs about AIDS. They think that when you embrace or (2)..... a contaminated person, you can be contaminated too. I heard a mother telling her daughter that she can catch AIDS by (3)..... a person. Nevertheless she was right when she advised her girl to avoid (4)..... her personal objects such as blades, toothbrushes and (5)..... Even when you go to the barber's shop, it is important to have your own (6)..... to cut your hair. Another point is to sensitize young people on the realities of (7)..... Transmitted Diseases even if there may exist some cure such as (8)..... drugs.

**2** Circle the odd one. **Number 1 is an example.**

1. a/ needles ; **b/ broom** ; c/ blades ;
2. a/ sexual intercourse ; b/ blood transfusion ; c/ drinking alcohol ;
3. a/ pregnancy ; b/ weight loss ; c/ skin rashes ;
4. a/ faithfulness ; b/ happiness ; c/ abstinence ;
5. a/ HIV ; b/ AIDS ; c/ malaria ;

**3** Use the imperative sentences to make some recommendations to your classmate so that he/she can avoid AIDS. **Number 1 is an example.**

1. Sexual intercourses without condoms (Have)  
→ **Don't have sexual intercourses without condoms.**

2. Blood test every three months (Do).

→ .....

3. Needles or blades (Not to share).

→ .....

4. Faithful to one sexual partner (Stay).

→ .....

5. Condom during sexual intercourse (Use).

→ .....

6. Unfaithful to your partner (Not to be).

→ .....

## Session 3

### COMMUNICATION ACTIVITY

As a member of an NGO you are sent to a Ghanaian village to sensitize people on how to avoid AIDS. The text below will help you have more information for your sensitization. Read it and do the activities that follow.

**A. As you read the text below, answer this question.**

**What is the text about ?**

#### IMPACT OF HIV/AIDS ON EDUCATION AND POVERTY

Studies in the regions of Southern Africa and South-East Asia have found HIV/AIDS to negatively impact both the demand for and supply of education. Orphaned children are either pulled out of school or not enrolled at all due to the financial constraints of their affected families, and have to assume responsibilities of heading or providing for households. In this respect, girls are more vulnerable.

5

In Kenya, links were found between parental deaths and children's progress through school. In Tanzania, households that have experienced an adult death have been found to delay the enrolment of younger children in school, but try to keep older children enrolled. In Malawi, it has been shown that the death of an adult encourages children to marry earlier, drop out of school to help support the family, and take on informal labour schemes.

10

<https://www.un.org/en/chronicle/article/impact-hiv-aids-education-and-poverty>

**B. As you read the text again, find out the words or expressions whose meanings or synonyms are closest to the ones listed below. Letter (a) is an example.**

- a. children who lost their parents (L2) → **orphaned children**.
- b. abandoned (L3) → .....
- c. registered (L3) → .....
- d. leading (L4) → .....
- e. families (L7) → .....
- f. work, job (L10) → .....

**C. As you read the text again, answer the questions below (two lines maximum).**

- a. According to the text, why are orphaned children pulled out of school?

→ .....

- b- Who are the more vulnerable people in the affected families?

→ .....

c. In Malawi, what is the consequence of the death of an adult in a family?

**D. In order to sensitize the whole class about HIV/AIDS, your English teacher chooses you to give a presentation. In it,**

- say what AIDS and HIV are ;
- enumerate the ways of catching AIDS ;
- suggest attitudes to avoid it.



### Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1	<input checked="" type="radio"/> e	utiliser les expressions relatives aux maladies infectieuses.	a	don't use contaminated blood if you want to avoid AIDS.
2	<input type="radio"/>	utiliser les expressions relatives aux symptômes des maladies.	b	blades, sexual intercourse, HIV, contaminated objects
3	<input type="radio"/>	exprimer une action à la forme passive.	c	Students should wear masks before sweeping the dusty classrooms.
4	<input type="radio"/>	exprimer une action avec le passif impersonnel.	d	Diarrhea, weight loss, loss of appetite, fever, cough
5	<input type="radio"/>	utiliser les expressions relatives à la bonne hygiène à l'école.	e	Endemic, epidemic, pandemic, a virus, bacteria
6	<input type="radio"/>	donner des conseils.	f	HIV is a dangerous disease, isn't it ?
7	<input type="radio"/>	utiliser les expressions relatives aux causes du VIH SIDA.	g	Students should wear masks so as to avoid contamination.
8	<input type="radio"/>	utiliser les expressions relatives aux mesures préventives contre le SIDA.	h	My sister has been infected by a virus.
9	<input type="radio"/>	vérifier des informations avec les « question tag ».	i	Washing hands, collect rubbish, weed the schoolyard.
10	<input type="radio"/>	faire des recommandations avec la forme impérative.	j	Abstinence, condom, faithfulness
11	<input type="radio"/>	exprimer le but.	k	The minister is invited to take part in a conference.

# TEST 7

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

In the last few years, several new diseases have been discovered, some of them being very serious and difficult to control. Since the discovery of the Human Immunodeficiency Virus (HIV), in the beginning of the 1980's, more than twenty pathogens have been described and found to be involved in several diseases. These new diseases add to existing ones – whose incidence has been increasing – and, among the new microbial agents, there are several viruses against which the currently available therapeutic arsenal is insufficient.

This is actually due to peculiar features, among which are the increased size of the world population, large population movements, higher number of people suffering from diseases, intense and rapid environmental changes and lower social support.

10 It is a well-known fact that infectious and parasitic disease agents are part of our habitat (our ecology), surely making it unlikely (and many times undesirable) that they ever be completely eliminated. The complex ecological relationships (host-environment-parasites) are yet to be entirely understood, and the importance of maintaining this balance for the balance of life itself should be underscored. On the other hand, the technical knowledge accumulated in the last few

15 decades has already indisputably demonstrated the close relationship between improvement of basic sanitary conditions and lower incidence of infectious and parasitic diseases. Those conditions include, but are not limited to availability of safe water supplies, adequate sanitary sewage systems, healthy diets, education and employment.

Adapted from *The AIDS epidemic : social, scientific and economical impacts and perspectives*,  
Dirceu B. Greco

### A. VOCABULARY CHECK

The words or groups of words in column A are from the text. Match each of them with its synonym or definition in column B. Example: 1-e

Column A	Column B
1. pathogens (line 3)	a. food and drinks a person consumes
2. available (line 6)	b. number
3. peculiar features (line 7)	c. equilibrium
4. size (line 7)	d. change into a better condition
5. unlikely (line 11)	e. organisms capable of causing diseases
6. balance (line 13)	f. improbable
7. improvement (line 15)	g. particular characteristics
8. sewage (line 18)	h. water or solid waste
9. diets (line 18)	i. accessible

## B. COMPREHENSION CHECK

Read the text again and say if the following statements are TRUE or FALSE. Justify your answers by indicating the line(s) of the text. Write your answers like in the example.

1. In the last four months, several new diseases have been discovered. **FALSE (line 1)**
2. All the diseases recently discovered were difficult to control. ....
3. Since the appearance of HIV several diseases have been attributed to more than twenty pathogens. ....
4. The current available therapeutic arsenal was enough to fight all the new pathogens. ....
5. The currently available therapeutic arsenal is insufficient because of the age of the population. ....

## PART TWO : Language in use

**Task A.** The following passage is about hygiene. Complete it with the words from the box. *Number 1 is an example.* 1- should

*shouldn't / so as to / so that / should*

School hygiene is very crucial for the learning environment. The administration (1) **should** make sure that the school remains clean (2) ..... ensure a healthy environment for the students. However, this is not the responsibility of the administration only. As a student, if you want a healthy environment, (3) ..... throw rubbish on the floor ; but be responsible (4) ..... you leave a clean and beautiful school for the next generations.

**Task B.** Below are some statements made by the Minister of Health. Rewrite them starting by the underlined phrases. *Number 1 is an example.*

1. Malaria has infected more than two million people. → **More than two million people have been infected by malaria.**
2. Last year, the government produced a new protocol against Malaria.  
→ .....
3. The Ministry of Health is making an important improvement in terms of sanitary system.  
→ .....
4. Every year, the Ivorian Health Service organizes immunization campaigns against measles.  
→ .....



**PART THREE :**  
Writing

You visited your Liberian friend in his / her village. There, you noticed that the villagers are suffering from Malaria and don't take precautions to avoid it. Back to Côte d'Ivoire, you decide to write him / her an email to give him information about the disease and some measures to avoid it. In your email,

- talk about how a person can be infected by Malaria ;
- describe its symptoms ;
- suggest measures to avoid its proliferation.

(Not more than 12 lines)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

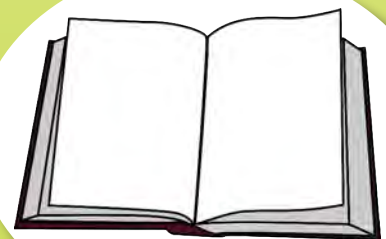
.....

.....

# INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)



- Reading -



# LESSON 1

## THE COMPUTER REVOLUTION

- Reading -

8



### LEARNING CONTEXT

The students of 3<sup>ème</sup> ..... from Collège / Lycée ..... are reading a text on the issue of the computer in order to discuss about its importance in today's world.



« Technology won't replace teachers ... But teachers who use technology will probably replace teachers who do not »

— Kate James —

## GOOD TO KNOW

### VOCABULARY CONTENT

Scanner ; Webcam ; Desktop computer ; Printer ; Laptop computer ; Flash drive ; Pen drive ; Software ; Hardware ; Data ; To edit ; To delete ; To store

### LANGUAGE FUNCTIONS

#### DESCRIBING AN ACTION IN PROGRESS

**PRESENT CONTINUOUS** : am / is / are + verb + ing

- The teacher **is printing** a text.
- Yann **is playing** a computer game.

#### ADVERBS OF FREQUENCY

- On Mondays
- Every (day / week / month)
- Usually
- Always ...

#### DESCRIBING A ROUTINE

##### SIMPLE PRESENT

- Malika uses WhatsApp every day.
- Essoh **plays** video games on his computer every night.

##### OTHER ADVERBS

- At the moment
- Right now
- Gradually

## MY DICTIONARY

**E.N.S** : Ecole Normale Supérieure

**Captions** : légendes

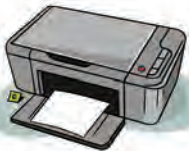
**Clues** : indices

**To Flow** : transmettre, converger

## Session 1

**1** Use the words or expressions from the box to identify the pictures below. **Number 1 is an example.**

*A scanner, A webcam, A desktop computer, A printer, A laptop computer, A Flash drive.*



1. A printer



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Look at **Activity 1**, then find out words that are defined below. **Number 1 is an example.**

- A computer with which we can move everywhere : **A laptop computer**
- An appliance we use to digitalise physical objects : .....

3. A computer conceived to stay on a table or a desk : .....

4. A machine to print texts or pictures : .....

5. A device we use to save files out of the computer : .....

6. A device we use to flow live videos : .....

**3** Use the clues below to express a routine. **Number 1 is an example.**

- A cashier / always / to scan articles' prices  
**A cashier always scans articles' prices.**
- Every day / a secretary / to process a text  
.....  
.....
- The boss of the company / never / to process texts  
.....  
.....
- The E.N.S reprographers / to print many documents / all the time  
.....  
.....
- The computer scientists / regularly / to save their files on a Flash drive  
.....  
.....
- A journalist / never / to use webcam for his video reports  
.....  
.....

**1** Match the words or groups of words in Box A to their definitions in Box B. *Number 1 is an example.*

BOX A	BOX B	Answers
1. A hardware	A. A program that executes specific tasks in a computer	<b>1. B</b>
2. A software	B. A physical element of a computer	2.
3. Data	C. To make changes and corrections to texts	3.
4. To edit	D. To collect and keep information in a computer	4.
5. To delete	E. To remove	5.
6. To store	F. Information	6.

**2** Read the answers in **Activity 1** carefully and say if the following statements are true (T) or false (F). If they are false, correct them. *Answer like in examples 1 and 2.*

1. Powerpoint is a hardware.

**( F ) / Powerpoint is a software**

2. To store means to save a file in the computer

**( T )**

3. To delete is to remove a file from the computer

.....  
.....

4. Data is the date in computer science

.....  
.....

5. A printer is a software

.....  
.....

6. To edit is to modify a file in the computer

.....  
.....

**3** Read the clues below and use them to express actions in progress.

1. Look ! / The secretary / type texts

Look ! The secretary **is typing** the texts with the keyboard.

2. Look ! / The boss / control everything in the desktop computer

.....  
.....

3. Come and see ! / The computer scientists / store data easily in the computer

.....  
.....

4. Can you hear the beeps ! / The cashier / scan the articles' prices.

.....  
.....

5. Keep quiet ! / Clemso and P  p   / sleep in the bedroom.

.....  
.....

6. I / print documents / right now.

.....  
.....

## Session 3

### COMMUNICATION ACTIVITY

On the occasion of the National Technology Day, the British Embassy is organizing a competition in your school. It consists in reading a text and doing the tasks related to it. Being a competitor,

**A. As you read the text quickly, answer the following question.**

**What is the text about ?**

---

---

### COMPUTER SYSTEMS

We are all aware of what computers are and their immense importance in our daily lives. It is an electronic device that not only stores data but also processes and manipulates data to carry out functions. Upon receiving valid instructions, a computer can perform a variety of operations. What allows us to perform such tasks on the computer is a computer system. A computer system

**5** is the sum total of all the components (hardware and software) that makes up a fully functional computer.

The hardware are all the physical aspects of a computer system. They are tangible. Hardware components are the electronic or mechanical instruments, like keyboard, monitor, printer etc. They help the users interface with the software, and also display the result of the tasks being

**10** performed. Software is nothing but a set of programs – computer instructions – which helps the user to do a set of specific tasks. It helps the user interact with the computer system with the help of hardware. Software, as you can imagine, is the intangible aspect of the computer system.

*Adapted from <https://www.toppr.com/guides/accountancy/application-of-computers-in-accounting/meaning-and-elements-of-computer-system/>*

**B. Match the words from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your neighbour's. Number 1 is an example.**

BOX A	BOX B	Answers
1. device (L2)	A. missions	<b>1. D</b>
2. data (L2)	B. something you cannot see and touch	2. ....
3. tasks (L4)	C. group	3. ....
4. tangible (L7)	D. machine	4. ....
5. set (L10)	E. something you can see and touch	5. ....
6. intangible (L12)	F. information	6. ....

**C. As you read the text, say if the statements below are true or false. Write T for true and F for false. Quote the lines to justify your answers.**

- |   |                  |
|---|------------------|
| 1. Few people know that computers are important in our lives. | <b>F (L1-L2)</b> |
| 2. A computer can only do specific tasks.                     | .....            |
| 3. The computer system helps the computer do all its tasks.   | .....            |
| 4. The keyboard is an example of software.                    | .....            |
| 5. A software is a touchable material in a computer.          | .....            |

**D. With your neighbour, complete the dialogue below between Wobé and Kolo. Then come and roleplay it to the class.**

**Wobé :** (1)..... ?

**Kolo :** A computer is an electronic machine used for storing and processing data.

**Wobé :** Can you list two examples of hardware ?

**Kolo :** (2).....

**Wobé :** What is a software used for ?

**Kolo :** (3).....

**Wobé :** Do you have a computer at home ?

**Kolo :** (4).....

**Wobé :** (5)..... !

**Kolo :** You're welcome, my friend !

# LESSON 2

## THE CELL PHONE

- Reading -

8



### LEARNING CONTEXT

At an English Club meeting, your coordinator asks you to read a text on mobile phones in order to discuss about their uses nowadays.



« Cell phones bring you closer to the person far from you, but takes you away from the ones sitting next to you. »

— ThinkingHumanity.com —

## GOOD TO KNOW

### VOCABULARY CONTENT

Landline phone ; Sim card; Networks ; Cell phone ; Smartphone ; Tablet ; To text ; Message ; MMS ; To keep in touch ; Upload ; To take pictures

### LANGUAGE FUNCTION

#### EXPRESSING ALTERNATIVES (CHOICES)

##### 1. EITHER + CHOICE 1 + OR + CHOICE 2

- Please send me **either** an SMS **or** an MMS.

##### 2. NEITHER + CHOICE 1 + NOR + CHOICE 2

- I **neither** received your MMS **nor** your SMS..

## MY DICTIONARY

**Acronym** : acronyme (exemple : SMS)

**SMS** : short Message Service (Service de messagerie)

**MMS** : multimedia Messaging Service (Service de messagerie de grande capacité)

**Network** : réseau

## Session 1

**1** Match the following words or groups of words with the pictures below. **Number 1 is an example.**

*A landline phone ; A sim card ; Networks ; A cell phone ; A smartphone ; A tablet*



1. A landline phone



2. ....



3. ....



4. ....



5. ....



6. ....

**2** Match each definition below with one of the words or groups of words from Activity 1. **Write your answers like in the example.**

- A phone with a cable, made to stay in a precise place : **a landline phone**
- A small card inside a mobile phone, carrying an identification number : .....
- A very advanced and intelligent mobile phone : .....

- An operator that permits the sim card to be connected : .....
- A kind of combination of smartphone and computer : .....
- A mobile phone with basic services such as making and receiving calls and SMS : .....

**3** In each case, link the clues with **either ... or** to build meaningful sentences expressing choices. Use the verbs between brackets. **Number 1 is an example.**

- People of the new generation / smartphones / tablets (**prefer**)  
People of the new generation **prefer either** smartphones **or** tablets.
- Prisca and Anne / fixed phone / cell phone / (**use**)  
.....  
.....
- Byron / making a call / sending an SMS (**prefer**)  
.....  
.....
- Mouchmador / Orange sim card / MTN sim card (**call with**)  
.....  
.....
- Léo and Morris / computer / smartphone (**work on**)  
.....  
.....
- We / tablets / computers (**send emails through**)  
.....  
.....

## Session 2

**1** Match the items in Box A to what they refer to in Box B. **Number 1 is an example.**

BOX A	BOX B	Answers
1. To text	A. To write an SMS and send it to someone	<b>1. A</b>
2. SMS	B. To transfer pictures or other multimedia files	2. ....
3. MMS	C. Short Message Service	3. ....
4. To keep in touch	D. To stay in regular contact with someone	4. ....
5. To upload	E. To take some photographs	5. ....
6. To take pictures	F. Multimedia Messaging Service	6. ....

**2** Complete the sentences below with the following acronyms or expressions : *To text* ; *to take pictures* ; *to keep in touch* ; *to upload* ; *SMS* ; *MMS*. **Number 1 is an example.**

- Baudoin likes sending **SMS** ; he rarely calls his friends.
- Zedouen took some pictures. He would like ..... them to his friends.
- I wanted ..... you. But I don't know how to write messages.
- Please, take a good position and say "Cheese". I want ..... of you.
- Bly received some pictures you sent him from your phone. This message is called .....
- Doukroum always calls his relatives. She wants ..... with them.

**3** In each case, link the clues with **neither ... nor** to build meaningful sentences expressing choices. Use the verbs between brackets. **Number 1 is an example.**

- People of the new generation / landline phones / big old phones (**like**)
- People of the new generation like **neither** fixed phones **nor** big old phones.
- Fallonne / SMS / MMS / (**send**)  
.....  
.....
- Byron / make a simple call / make a video call (**want**)  
.....  
.....
- Dinké / Orange sim card / MTN sim card (**have**)  
.....  
.....
- Mum Pauline / computers / tablets (**use**)  
.....  
.....
- Girls / airtime / Internet data (**buy**)  
.....  
.....

## Session 3

### COMMUNICATION ACTIVITY

You are at the market of Accra, the Capital-City of Ghana. You buy a smartphone at a shop. The shop assistant gives you a user manual to facilitate the use of the smartphone you have chosen.

**A. As you read the user manual quickly, state the main difference between the different brands of smartphone.**

---



---

### GETTING STARTED – INTRODUCTION TO USING SMARTPHONES

Smartphones are used to make phone calls and send text messages but they can also be used for accessing the internet and check your emails, search the internet and much more. There are many different brands of smartphones, for example, iPhones – made by Apple, Android Phones made by Samsung, HTC, etc., Windows Phones made by Nokia. The difference between each phone is that they have a different operating system developed by the different manufacturers. You can use your fingers to control the touch screen of your phone or you can also use a pencil like device called a stylus which makes it easier to use. You will find a stylus for sale in most electronic shops.

Phone Plan - There are two main types of phone plans; Pay As You Go or Bill Pay. Which one do you have? Are you paying for Data? If you have Internet Access on your phone at all times this means you are paying for data. You are allowed a certain amount of data per month. The standard amount varies on how much you pay for your phone plan but it is usually around 500 MB to 1GB. These data allowances are usually more than adequate for a regular smartphone user.

*Adapted from [https://www.ageaction.ie/sites/default/files/attachments/android\\_smartphone\\_handout.pdf](https://www.ageaction.ie/sites/default/files/attachments/android_smartphone_handout.pdf)*

**B. As you read the user manual again, match the words from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your neighbour's. Number 1 is an example.**

BOX A	BOX B	Answers
1. smartphones (L1)	A- constructor	<b>1. F</b>
2. check (L2)	B- quantity	2. ....
3. manufacturers (L5)	C- verify	3. ....
4. Phone plan (L9)	D- paid agreement to use the Internet, via cellular data	4. ....
5. means (L11)	E- signifies	5. ....
6. amount (L11)	F- modern mobile phones having multiple functions	6. ....

**C. As you read the user manual again, say if the statements below are true or false. Write T for true and F for false. Quote the lines of the text to justify your answers.**

- |  |                  |
|--|------------------|
| 1. Smartphones are only used to make phone calls.                    | <b>F (L1-L2)</b> |
| 2. Apple is the manufacturer of iPhones.                             | .....            |
| 3. All pencils can be used to control the screen of a smartphone.    | .....            |
| 4. Pay as You Go and Bill Pay are the two main types of phone plans. | .....            |
| 5. 500 MB to 1GB are enough for a regular user.                      | .....            |

**D. With your neighbour, complete the dialogue below between Séry and Koua. Then come and present it to the class.**

**Séry :** What brand of mobile phone have you got ?

**Koua :** (1) .....

**Séry :** When did you buy it ?

**Koua :** (2) .....

**Séry :** What are the main features of your smartphone ?

**Koua :** (3) .....

**Séry :** What accessories has your smartphone got ?

**Koua :** (4) .....

**Séry :** Which service provider do you prefer using ?

**Koua :** (5) .....

## LESSON 3

- Reading -

8

# THE MAGIC OF THE INTERNET



### LEARNING CONTEXT

During a competition organised by the American Embassy in your school, you are asked to read a text about Internet in order to discuss about its advantages and drawbacks.



« The Internet is becoming the town square for the global village of tomorrow. »

— Bill Gates —

## GOOD TO KNOW

### VOCABULARY CONTENT

Copyright ; Hack ; Addicted ; Cyberbully ; Identity theft ; Piracy ; Suscriptions ; Search engine ; Blog ; To download ; Online ; Offline ; To browse the Internet

### LANGUAGE FUNCTIONS

#### "YES" OR "NO" QUESTIONS

**Have** you already used a computer ?

→ Yes, I **have**.

**Has** the teacher come ?

→ Yes, He **has**.

**Do** you use a cell phone ?

→ No, I **don't**.

**Does** Mum know your boyfriend ?

→ Yes, She **does**.

#### WH QUESTIONS

Question words	Explanations	Examples
<b>What</b>	Specific thing, object	- What do you think about the Internet ? - I think it is magic !
<b>Where</b>	Position, place	- Where does She live ? - She lives in Abidjan.
<b>When</b>	Time, occasion, moment, a date, day	- When did you buy your smartphone ? - I bought it last week.
<b>Who</b>	Person	- Who is teaching you English ? - Mister Yeo is.
<b>How</b>	Way, manner, form	- How do you go to school ? - I go to school on foot.

### MY DICTIONARY

**Item** : élément ;

**Online** : en ligne, sur Internet

## Session 1

**1** Match the words or groups of words in Box A to their definitions in Box B. **Write your answers like in the example.**

BOX A	BOX B	Answers
1. A subscription	A. not connected to the Internet	<b>1. E</b>
2. A search engine	B. to transfer music, video or data from the Internet	2. ....
3. A blog	C. a website where you can find information	3. ....
4. To download	D. a discussion or informational website	4. ....
5. Online	E. money paid to have access to some Internet sites	5. ....
6. Offline	F. connected to the Internet	6. ....

**2** Read the text carefully and complete it with the following words or groups of words : *offline*; *online*; *a subscription* ; *blog* ; *search engine* ; *download*. **Number 1 is an example.**

I need to surf the Internet right now, because I have to take some information (1) **online**. Unfortunately, I am (2) ..... because I don't have money to pay for (3) ..... Please, can you (4) ..... all the pictures and information you will find about the Magic of the Internet. If you are ready, please use Google Chrome.

For me it's the best (5) ..... It helped me a lot when I was designing my personal (6) .....

3. Is Didier Drogba the brother of Mark Zuckerberg ?

→ .....

4. Are hackers good examples for today's youth ?

→ .....

5. Does president Emmanuel Macron live in France ?

→ .....

6. Are students learning English in your school ?

→ .....

**3** Read the questions carefully and give short answers to them. **Number 1 is an example.**

1. Do people make research on the Internet ?

→ **Yes, they do.**

2. Does a good citizen create his mailbox ?

→ .....

## Session 2

**1** Match the items in Box A to what they refer to in Box B. **Write your answers like in the example.**

BOX A	BOX B	Answers
1. Piracy	A. to have illegal access to information	<b>1. D</b>
2. Identity theft	B. the fraudulent use of a person's identity and personal information on the Internet	2. ....
3. Copyright	C. excessive use of the Internet	3. ....
4. Internet addiction	D. using the Internet to illegally copy and download music, films and software	4. ....
5. To cyberbully	E. the right that the real owner has on a product	5. ....
6. To hack	F. to Intimidate and menace someone on the Internet	6. ....

**2** As you read the text below, complete it with the following words or group of words : *copyright*; *hack* ; *addicted* ; *cyberbully* ; *identity theft* ; *piracy*. **Number 1 is an example.**

Browsing the Internet can be very dangerous. Some people (1) **hack** computer systems. Other people will choose to (2) ..... some target Internet users by menacing and harassing them. On the Internet, If you are the owner of a special product, it's better for you to have the (3) ..... (4) ..... is widespread ; there are many pirates on the Internet, called hackers. In 2012, many young hackers were caught by the police in Côte d'Ivoire. Today, they often commit a cybercrime called (5) ..... which consists in stealing someone's identity. Some people can abuse the Internet and thus become (6) ..... . We have to be careful and cautious !

**3** Underline the correct question word in each question. **Number 1 is an example.**

- When / What / Where** is Browsing the Internet ?  
**It is the fact of surfing the Internet.**
- Where / Why / When** do hackers menace and harass people ?  
On the Internet .....
- Who / How / What** should the owner of a special product on the Internet have ?  
The copyright .....
- How / Where / Which** are pirates also called on the Internet ?  
They are also called hackers .....
- Why / When / Where** were young hackers caught by the police in Côte d'Ivoire ?  
In 2012 .....
- Which / Why / When** do some people become addicted to the Internet ?  
Because they abuse the Internet .....

## Session 3

### COMMUNICATION ACTIVITY

The American Embassy is celebrating the Safer Internet Day. To prepare for the event, you read a newspaper article about the possible dangers of the Internet.

- A. Read quickly the text and mention one advantage and one disadvantage linked to the use of the Internet.**

#### THE INTERNET : A FRIEND OR AN ENEMY ?

- The Internet is an important part of our life now. It helps pupils a lot in their studying. You don't need to go to the library to get a book for your literature lesson. There are many sites where you can find a necessary e-book. If you are going to make a school project you can surf the net and get information on any topic. Doing shopping, booking tickets, watching popular clips, sharing interesting ideas, communicating, downloading music are the things you can do online. But is it good to spend too much time in the Internet ? For today's teenagers there is practically no line between online and real world communication. They chat online, make friends online, fall in love online, in fact, they live online ! The children become Internet-addicted. Internet addiction is a disease, and every disease has its symptoms. These symptoms include spending too much time in the Internet, having problems with doing homework because you are online, isolation from family and friends and feeling happy while you are online and being upset when you are offline. So, if you are going camping with your friends instead of killing computer monsters online, you are surely making the right choice !

*<https://en.islcollective.com/download/english-esl-worksheets/vocabulary/computers-and-technology/internet-friend-or-enemy/114012>*

- B. Find in the text the words or expressions whose meanings or synonyms are in column A. Write your answers in column B like the example provided. Do it individually, then compare your answers with your neighbours.**

Column A	Column B
1. students (L1)	A. pupils
2. browse (L3)	-
3. reserving (L4)	-
4. discuss (L7)	-
5. not connected to the Internet (L12)	-
6. in preference to (L14)	-

**C. Read the text and say if the statements below are true or false. Write T for true and F for false. Quote the lines of the text to justify your answers.**

- |  |          |
|--|----------|
| 1. The Internet is useful for pupils.                                | T (L1-2) |
| 2. It is possible to find books online.                              | .....    |
| 3. Teenagers can make the difference between virtual and real world. | .....    |
| 4. Internet addiction doesn't have symptoms.                         | .....    |
| 5. It is better to go camping than to play online games.             | .....    |

**D. With your neighbour, complete the dialogue below between Amy and Jane. Then come and present it to the class.**

**Amy :** What websites do you like visiting ?

**Jane :** (1).....

**Amy :** Why do you visit them ?

**Jane :** (2) .....

**Amy :** Can the use of the Internet be dangerous ?

**Jane :** (3).....

**Amy :** What are these dangers ?

**Jane :** (4).....

**Amy :** What is your opinion about teenagers' use of the Internet ?

**Jane :** (5) .....

.....



## Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1	<input checked="" type="radio"/> K	identifier et nommer les composants d'un ordinateur.	a	Listen ! Someone is printing documents.
2	<input type="radio"/>	poser des questions semi-directes et à y répondre.	b	To scan articles / To proceed texts
3	<input type="radio"/>	exprimer la routine.	c	A battery / A sim card
4	<input type="radio"/>	exprimer des actions en cours.	d	No, I want neither a fixed phone nor an old big phone.
5	<input type="radio"/>	exprimer des alternatives positives.	e	To download / to hack / piracy
6	<input type="radio"/>	employer un vocabulaire relatif à la communication téléphonique.	f	For my birthday, I want either a computer or a smartphone
7	<input type="radio"/>	nommer les composants d'un téléphone.	g	Secretaries always process texts
8	<input type="radio"/>	exprimer des alternatives négatives.	h	- Do you have a nice smartphone ? - Yes ! I do.
9	<input type="radio"/>	employer un vocabulaire relatif à l'Internet.	i	With my smartphone I text my friends and I take pictures.
10	<input type="radio"/>	poser des questions directes et à y répondre.	j	- What is a flash drive ? - It is a device for storing data.
11	<input type="radio"/>	employer un vocabulaire relatif à l'informatique.	k	A flash drive / a scanner / a webcam

# TEST 8

## PART ONE :

### Reading for comprehension

Read the text and do all the activities that follow.

#### THE INTERNET

The Internet is a network of millions of computers all over the world that are connected with each other and work together. It started in the USA in the 1970s and 1980s as a government project. The World Wide Web, which came up in the middle of the 1990s, made the Internet easy to use for everybody. Education, business, entertainment and government are changing as the Internet

**5** moves into the lives of more and more people.

A network is a group of computers that are connected to each other by cables or telephone lines. Most networks have one or more servers, more powerful computers that hold programmes and other data.

All computers that are connected to the Internet must speak the same language. It is called TCP/  
**10** IP (Transmission Control Protocol/ Internet Protocol). and makes sure that information sent by one computer arrives at a certain destination.

Every computer on the Internet has an IP address. It is made up of 4 groups of up to 3 numbers, separated by a dot. For example : 207.46.230.219 . Such an IP number can only occur once in the whole world . If we want to get information from a certain computer we must type in its

**15** name.

Adapted from [https :](https://www.english-online.at/media/internet/the-internet-and-its-use.htm)

[//www.english-online.at/media/internet/the-internet-and-its-use.htm](https://www.english-online.at/media/internet/the-internet-and-its-use.htm)

#### A. VOCABULARY CHECK

*Match each word from the text in column A with its synonym or meaning in column B. Write your answers like the example : 1-D*

BOX A	BOX B	Answers
1. Internet (L1)	A. International Network	<b>1. A</b>
2. Computers (L1)	B. Basic Centre	2. ....
3. Project (L2)	C. Information	3. ....
4. Entertainment (L4)	D. amusement	4. ....
5. Server (L7)	E. Softwares	5. ....
6. Programmes (L7)	F. Whole process of something	6. ....
7. Data (L8)	G. place	7. ....
8. Protocol (L10)	H. Plan	8. ....
9. destination(L11)	I. Machines for Informatics	9. ....

## B. COMPREHNSION CHECK

Read the text and say if the statements below are true or false. Write T for true and F for false. Give the lines of the text to justify your answers. Number 1 is an example.

- |   |        |
|---|--------|
| 1. The Internet is an international computer.             | F (L1) |
| 2. The Internet started in USA in the Eighteenth century. | .....  |
| 3. Education and amusement are impacted by the Internet.  | .....  |
| 4. A network is a group of many works.                    | .....  |
| 5. Every connected computer has an Identification Number. | .....  |

### PART TWO :

#### Language in use

**Task A. Yéo and Diomandé are in a supermarket. They see a cashier working. Yeo tries to explain her job to Diomandé. Unfortunately, some words are missing in Yéo's speech. Read the text and fill in the gaps with : *scan / scans / scanning***

Listen that beeps ! The cashier is (1) ..... the prices of the different articles. She does it regularly! From the morning to the evening she (2) ..... all the prices written on the articles that customers buy. It seems to be easy but it's very boring and tiring to (3) ..... so many products a day.

**Task B. The text below is the desire of a teenager for his birthday. Try to find the missing words among these suggestions : *either / nor / neither***

Dad, I have already said that I want (1) ..... a bicycle nor a pair of shoes. What I want for my birthday is (2) ..... a computer or a tablet phone. I will not accept any other thing neither from Mom (3) ..... from you.

### PART THREE :

#### Writing

After reading a text about Internet, You decide to sensitize some of your Nigerian friends who use Internet for hacking.

Write a short paragraph in which you will:

- present the Internet.
- talk about the negative aspect of a bad use of the Internet.
- talk about the positive aspects of a good use of the Internet.

(12 Lines minimum)

	Anglais ( Infinitif )	Prétérit	Participe passé	Français ( Infinitif )
1	be	was, were	been	être
2	beat	beat	beaten	battre
3	become	became	become	devenir
4	begin	began	begun	commencer
5	bend	bent	bent	plier / se courber
6	bite	bit	bitten	mordre
7	bleed	bled	bled	saigner
8	blow	blew	blown	souffler / gonfler
9	break	broke	broken	casser
10	bring	brought	brought	apporter
11	build	built	built	construire
12	burn	burnt / burned	burnt / burned	brûler
13	buy	bought	bought	acheter
14	can	could	could	pouvoir
15	catch	caught	caught	attraper
16	choose	chose	chosen	choisir
17	cling	clung	clung	s'accrocher
18	clothe	clad / clothed	clad / clothed	habiller / recouvrir
19	come	came	come	venir
20	cost	cost	cost	coûter
21	cut	cut	cut	couper
22	dig	dug	dug	creuser
23	do	did	done	faire
24	draw	drew	drawn	dessiner / tirer
25	dream	dreamt / dreamed	dreamt / dreamed	rêver
26	drink	drank	drunk	boire
27	drive	drove	driven	conduire
28	eat	ate	eaten	manger
29	fall	fell	fallen	tomber
30	feed	fed	fed	nourrir
31	feel	felt	felt	se sentir / ressentir
32	fight	fought	fought	se battre
33	find	found	found	trouver
34	forget	forgot	forgotten / forgot	oublier
35	get	got	gotten / got	obtenir
36	give	gave	given	donner
37	go	went	gone	aller
38	grow	grew	grown	grandir / pousser
39	have	had	had	avoir
40	hear	heard	heard	entendre
41	hide	hid	hidden	cacher

42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blesser
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout
81	steal	stole	stolen	voler / dérober

82	sweep	swept	swept	balayer
83	swim	swam	swum	nager
84	take	took	taken	prendre
85	teach	taught	taught	enseigner
86	tell	told	told	dire / raconter
87	think	thought	thought	penser
88	throw	threw	thrown	jeter
89	understand	understood	understood	comprendre
90	wake	woke	woken	réveiller
91	wear	wore	worn	porter (avoir sur soi)
92	win	won	won	gagner
93	write	wrote	written	écrire





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