



Ministère de l'Éducation Nationale
et de la Formation Professionnelle

I ENJOY MY WORKSHEET 3^{ème}

English



AUTEUR :

**CONSEIL D'ENSEIGNEMENT
D'ANGLAIS**

This document is a combination of Worksheets to permit the teachers and their students to work easily with the new approach «APC » in program.

Sorry, we want neither change nor add things concerning the books in programme. Our intention is just to help ourselves go smoothly and end the programme before the end of the academic year. Thus, it will permit our students to follow the lesson and practise the language by doing activities and exchanging with partners through dialogues.

May God bless everybody and permit us to unite for the smooth running of our school. Simply because « unity is strength ».

STUDENT'S NAME :

CLASS :

AGE :

CORRESPONDENT'S NAME AND CONTACTS :

TEACHER'S NAME :

SCHOOL :

TIME FOR REVISION

ACTIVITY 1 : Below are some sentences given by your friend Mark Fish. First rewrite them into negative form, and then into interrogative form. Number one is an example.

a) Negative form

1. Bella has got a very rich father.....**Bella hasn't got a very rich father**.....
2. Beda was in his village.
3. Yapoga will be a good student.
4. Diallo speaks English very well.
5. Alida is in the classroom.
6. He enjoyed his holidays in the City.
.....

b) Interrogative form

1. Bella has got a very rich father.....**Has Bella got a very rich father ?**.....
2. Beda was in his village.
3. Yapoga will be a good student.
4. Diallo speaks English very well.
5. Alida is in the classroom.
6. He enjoyed his holidays in the City.

ACTIVITY 2 : You have just revised the preterit with your teacher. He gives you a list of verbs to study. Put them in the right columns. Two have been done for you as example.

Had / went / looked / did / liked / stayed / was / played / spoke / enjoyed / wrote / lived

Irregular verbs	Infinitive form	Regular verbs	Infinitive form
Had	have	Looked	look

ACTIVITY 3 : Ask meaningful questions on the underlined words. Number 1 is an example.

1. My junior sister is 5 years old.**How old is your junior sister?**.....
2. Annepe is 30 kilometers from Adzopé.
.....
3. Adjoba always wakes up at 5 a.m .
.....
4. It takes 15 minutes to go to my school.
.....
5. Father went to his farm three times a week.
.....
6. There are seven days in the week.
.....
7. I would like to become a teacher.
.....
8. Matoumouna sends me a message.
.....

C1 /LIFE AT SCHOOL

LESSON 1 : My last holidays (Souvenirs de vacances)

WORKSHEET

ACTIVITY 1 (05 min) In the text below, Mbouaffouè is telling his friend what he did during the long school holidays. Read the text and fill in the blanks with the appropriate words from the box. Do it individually (04 min), then compare your answers with your partner (01 min). Write your answers like in the example. **Example : 2- go**

Three times – games – set traps – village – twice a day – fetch the water – go

During the long school holidays, I was in my (1)..... We had a wonderful time there. Every morning, people woke up and started doing different things. In the yard, my uncle sharpened the machetes to (2)..... to his cocoa farm. He sharpened them (3)..... a week early in the morning. My cousin Bedia cut wood to make a fire. He cut wood for us every day. My aunt cooked some porridge and rice for our lunch on the farm, because we needed force to work hard. My sister was at the well to fetch water for everybody. It was our job to (4).....for the whole family. It was hard work but we enjoyed it. We went to (5).....near the river and chatted with our friends (6)..... We were all very busy there till four o'clock in the afternoon. Afterwards we played traditional (7).....

ANSWERS :

- 1..... 2...**go** 3.....
- 4..... 5.....
- 6..... 7.....

ACTIVITY 2 : (06 min) After filling in the blanks with the appropriate words from the box, read the short passage above again and write short answers to the following questions. Do it individually (05 min), then compare your answers with your partner (01 min).

- 1. Where was the writer during the long school holidays ?
.....
.....
.....
- 2. Did people continue to sleep in the morning ?
.....
.....
.....
- 3. What did the writer's uncle do before going to his cocoa farm ?
.....
.....
- 4. How often did he sharpen his machetes ?
.....
.....
- 5. How did cousin Bedia make a fire ?
.....
.....
- 6. What did people eat at lunch time ?
.....
.....

7. What did they do near the river ?

.....
.....

ACTIVITY 3 : (06 min) Read the short passage below. Then rewrite the verbs in brackets into their correct tense and form. Do it individually first (05 min). Then compare your answers with your partner (01 min). Write down your answers like in the example. Example : **7-felt**

Last long holidays I (1-to make)..... a journey to my native village. When (2-to arrive).....I (3-to be).....warmly welcomed by my mother's family. My grandmother (4-to do).....her best to help me enjoy my holidays. She (5-not to want).....me to go to the farm. For her a snake could bite me. I (6-to enjoy).....my holidays in my father's village. And I (7-to feel)....**felt**... very happy with all the members of the family. My grandmother appreciated my contribution to her every work.

ACTIVITY 4 : (10 min) During the first English class, your teacher asks you to talk about your last holidays. Write a paragraph on 'where and how you spent your last holidays. Get ready to read your work in front of the class. (10 lines maximum).

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

WORKSHEET

ACTIVITY 1 (08 min) Read the text below and say whether the statements that follow it are true (T) or false (F). Justify your answers by quoting the appropriate lines of the text.

Sometimes ones of us dared to tell the headmaster about this cruelty. He used to get very angry. But the punishment he gave the bullies was nothing compared to what they did to us. In the second year their punishment was clearing the yard. In the next two years it was to work in the kitchen garden. Finally I found out, that this was the cheapest way to have gardening done.

- 5 In the last two years, they had to take care of the cattle that belong to the school. This way far from easy! The herd was impossible to manage. All the worst natured cow ended up in the school's herd, because the school bought only the cheapest animals.

Adapted from English for success 4^{ème} page 19

1	Some of them were courageous enough to inform the headmaster about the cruelty.....	T/F	Justify
2	The punishment of the bullies was equal to what they did.....	
3	In the second year, the punishment was to work in the kitchen garden.....	
4	Guarding the animals was very easy.....	

ACTIVITY 2 : (5 min) Expressing past habits with « used to »

Student A : What did you use to do when you were a child ?

Student B : When I was a child I used to cry for food, but now I don't anymore.

Student A : What did you use to do at primary school ?

Student B : I used to cheat to have good marks, but now I don't anymore.

Now look at the list of activities and tell your partner what you use to do at primary school but that you don't do now.

- | | |
|---------------------------------------|------------------------------------|
| 1. Climb trees | 5. Steal things at school |
| 2. Fight with friends | 6. Clean the school yard |
| 3. Work in the teacher's field | 7. Fetch the water for the teacher |
| 4. Eat in the classroom during lesson | 8. Be too much talkative |

Example 1 : When I was at primary school, I used to climb trees

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

ACTIVITY 3 : (5 min) Read the dialogue with your partner and complete it with the right word from the box below. N°1 is done for you.

Take – beat – all – use – cruel – were – don't – punish – was – you – now – anymore - used

A : What bad things did you (1).....**use**..... to do in 4^{ème} ?
 B : Oh ! I used to (2).....small students.
 A : Ah ; what that (3)..... ?
 B : No, I (4).....to steal or (5).....their money too.
 A : I see, So you were very (6).....to them.
 B : Yes, I confess I (7).....
 A : And you (8).....free to do everything (9).....liked.
 B : No, the headmaster used to (10).....us severely.
 A : But tell me, do you still do those things (11) ?
 B : No, I stopped now, I (12).....do these bad things (13).....

ACTIVITY 4 : (5min) Match the beginning of the sentences in column A to their corresponding end in column B to make complete and meaningful sentences.

COLUMN A	COLUMN B
1. I no longer	a. To quarrel with me but they don't anymore
2. I used to	b. Fight with me at school
3. My brother and my sister sometimes	c. Bully small girls, but I don't anymore
4. What bad things did you	d. Behave badly
5. The big boys at school used to	e. Use to do when you were younger

ANSWERS :

- 1.
- 2.
- 3.
- 4.
- 5.

WORKSHEET

ACTIVITY 1 (08 min) Read the text below and circle the correct answers

Last year, Koffi didn't work hard. He spent his time playing with friends. Actually, Koffi was an industrious child ; he could never make up his mind, and start work by himself. His father had to urge him to study his lessons. Of course, he could not pass his exam.

This year, Koffi has changed into a hardworking student. He wants to be prized at the end of this year. So, he stays up late the night. His father is worried : he said to him : »koffi, don't work too many long hours. You're going to be overworked, and you can see that if you worked harder last year, you would pass ».

Adapted from Mon Cahier d'Intégration 3^{ème} page 8

1. Last year Koffi failed in his exam because
 - a. He was sick
 - b. He didn't learn his lessons
 - c. His father urged him to study
2. This year, Koffi has decided to
 - a. Be a good student
 - b. Cheat in the class
 - c. Work in group
3. He stayed late into the night
 - a. To play with some friends
 - b. To watch television
 - c. To work hard

ACTIVITY 2 : (08 min) If clause with preterit + conditional

- Koffi didn't get the bus. He came late to school
If Koffi got the bus he wouldn't come late to school
- John didn't work hard. He failed his exam
If John worked hard, he wouldn't fail his exam.

Now complete the situations below. Do the work with your partner

1. Mike cheated in class. The teacher punished him.
If he.....
2. Jack was lazy. He didn't win the first prize.
If he.....
3. Alice didn't learn her lessons. She had bad marks
If she.....

ACTIVITY 3 : (05 min) Complete the following situations : these phrases could help you :

To be very happy – to finish his exercises of Biology – not to have any accident – to win the cup

- If he came on time, he.....
- If the Ivorian football team « The Elephants » played well, they.....
- If Anne didn't drive too fast, she.....
- If Jennifer received the presents, she.....

C2 / WOMEN AT WORK

LESSON 1 : Rural women (La femme rurale)

WORKSHEET

ACTIVITY 1 (06 min) Match each word and expression in column A with its definition in column B. Do it individually first (05 min). Then compare your answers with your partner (01 min). Number 1 is an example. **Example : 1- d**

<u>COLUMN A</u>	<u>COLUMN B</u>	<u>ANSWERS</u>
1. Rural women	a- dry tree or branch used for cooking	1. .d.....
2. Firewood	b- go for and bring back somebody or something	2.
3. Housework	c- to prepare for	3.
4. Difficult life	d- ladies who live in the village	4.
5. To take care of	e- work done in the house	5.
6. To cook for	f- to look after a thing or a person	6.
7. Fetch	g- hard to support as human	7.

ACTIVITY 2 : (10 min) A journalist is getting information from one of the Nigerian rural women about their living conditions. With your partner complete the dialogue by writing the journalist's parts on the lines provided. Then role-play it.

Mrs Coolman : Hello, what can I do for you ?

Journalist : Hello, can you introduce yourself for the dear listeners.

Mrs Wairimou : Yes of course ! I'm Mrs Coolman the responsible of Lagos rural women.

Journalist :

Mrs Coolman : My duty is to help, to control, to conduct, to lead or to manage the rural women at work.

Journalist :

Mrs Coolman : No, it isn't easy. But I do my best to keep in touch with all of them to solve their problems.

Journalist :

Mrs Coolman : Today women place is not at home, but at every level of society in order to take part in the development.

Journalist :

Mrs Coolman : Yes, I encourage women who do any kind of activities that permit them to help their husband at home. But, they must not forget to take care of children too.

Journalist :

Mrs Coolman : Women in rural area work in very difficult conditions. So we beg the government to help us improve our living conditions.

Journalist :

.....

Mrs Coolman : Women are the pillars of the world economic development. So they should not be neglected.

Journalist : Thank you for your answers. They'll help me in my article. Good bye.

Homework : The English club of your school sends you in the village near Adzopé for some information. Answer the questions below and present them to the class at the next English lesson.

- 1) What time do the women get up ? 5) Do they work continuously or not ? Give reasons for your answers
- 2) What do they do after that ? 6) When do they have a rest day ?
- 3) How long does it take them to arrive on the farm ? 7) Do their husbands help at all ?
- 4) How long do they work on their farm ? 8) What do you think of this kind of woman's life ?

WORKSHEET

ACTIVITY 1 (06 min) Put the following rights and duties from the box in the correct column with the appropriate expression (must/mustn’t) like in the example. Do it individually (04 min), then discuss your answers with your partner (2 min).

Respect their husbands - do the same jobs as their husband – vote – do the housekeeping – take care of children – be protected – to be loved – to be helped – to fight for the rights – to go to school

Column A : RIGHTS	Column B : DUTIES
.....	Woman must respect their husbands
.....
.....
.....
.....
.....
.....
.....
.....
.....

ACTIVITY 2 :(6 min) Use the adjectives in brackets to compare the provided elements below. Do it individually (04 min), then discuss your answers with your partner (2 min). Number 1 is an example.

1. A dog and a mouse (small) : **A mouse is smaller than a dog.**
2. A pig and a sheep (dirty) :
3. A town and a village (big) :
4. A car and a bicycle (expensive) :
5. **Writing and speaking** (difficult) :
6. **Peace and war** (good) :
7. **07/20 and 12/20** (bad) :

ACTIVITY 3 :(10 min) A journalist is asking a successful Ghanaian woman (Mrs Opokou) some questions about her rights and duties. With your partner complete the dialogue by writing the woman’s answer on the provided lines. Then role-play it.

Journalist : Hello Mrs Opokou, what is woman’s right ?
Mrs Opokou :

Journalists : Could you please quote some women’s rights !
Mrs Opokou :

Journalists : Have women got some duties ?
Mrs Opokou :
Journalists : Alright, list some of them.
Mrs Opokou :

Journalists : Are women’s right respected ?
Mrs Opokou :

Journalists : Why do you think that ?

Mrs Opokou :
.....
.....

Journalists : For you, what should the government do to improve women's conditions ?

Mrs Opokou
.....
.....

Journalists : Ok, thank you for your answers and Good bye.

Mrs Opokou : You're welcome. Bye !

HOMEWORK : Compare these elements with the provided adjectives :

- | | |
|-----------------------------------|---------------------------------|
| 1) A crocodile and a snake (long) | 6) A car and a bicycle (good) |
| 2) A cow and an elephant (heavy) | 7) War and peace (bad) |
| 3) English and French (difficult) | 8) A lion and a doe (dangerous) |
| 4) A plane and a boat (fast) | 9) A snail and a mouse (slow) |
| 5) A book and a pen (expensive) | |

WORKSHEET

ACTIVITY 1 (06 min) Use the words in the box below to fill in the blanks. Do it individually (04 min), then compare your answers with your partner (02 min). Write your answers like this : Example : **2 - school**

Read – faces a challenge – to write – school – compulsory schooling – work
steadily – learn the alphabet.

In my opinion, there must be (1).....for the young girl. Generally speaking, everybody have the right to (2)....., because it is at school that people (3).....and master how (4)..... and (5)..... A young girl must (6)..... to encourage her parents. In this way, she (7)..... and shows her parents that she can succeed at school like her brothers.

ANSWERS :

1..... 2 - **school** 3..... 4..... 5.....
6..... 7.....

ACTIVITY 2 : (10 min) You and your partner are giving your opinions about the schooling of the young girl. Complete the dialogue below and then role-play it.

You : Hello,.....

Your partner : Hello,.....

You : What do you think about the compulsory schooling of the young girl ?

Your partner :

....., and you ?

YOU : In my opinion,

YOUR PARTNER : Now, which advise can you give to those parents who always refuse to send their girls to school ?

YOU :

YOUR PARTNER : For me,

YOU : Ok, thank you for your opinion. I think that after this conversation many things will change so that girls may easily go to school.

YOUR PARTNER : You're right ; I hope that our sensitization will have a positive aspect. Thanks a lot and bye.

HOMEWORK : In 10 lines maximum sensitize the parents who still think that the place of the young girl is at home to help her mother. Get ready to read your work at the next English class.

REVISION
WORKSHEET

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

TEXT : THE ROLE OF THE WOMEN IN POST-INDEPENDENT AFRICA

Africa women have always been active in agriculture, trade and other economic pursuits, but a majority of them are informal labour force. In 1985, women's shares in Africa labour forces ranged from 17 per cent, in Mali, to 49 per cent in Mozambique and Tanzania (World Bank, 1989). African women are guardians of their children's welfare and have explicit responsibility to provide for them materially. They are the household managers, providing food, nutrition, water, health, education and family planning.

In fact, their workload has increased with the changing economic and social situation in Africa. Women's economic capabilities, and in particular their ability to manage welfare, are being threatened. 'Modernization' has shifted the balance of advantage against women. The modern social sector and producer services developed by the independent African countries have not served women well. Most African women face a variety of legal, economic and social constraints. In Zaire for instance, a woman must have her husband's consent to open a bank account. Women are known to grow 80 per cent of food produced in Africa, and yet few are allowed to own the land they work. It is often more difficult for women to gain access to information and technology, resources and credit.

By Fr. Fritz Stenger, M. Afr

Source : internet/www.karibu-Stenger.net

ACTIVITY 1 : (07 min) All the words in column A are from the text. Match each of them with its corresponding meaning or synonym in column B. Do it individually first (05 min), then compare your answers with your partner (02 min). Write your answers like this : Example : 2 – e

COLUMN A	COLUMN B	ANSWERS
1. Labour (line 2)	a. Condition of being well	1.....
2. Shares (line 2)	b. Changed	2..e..
3. Welfare (line 5)	c. Work, occupation, task	3.....
4. Provide for (line 6)	d. Menaced	4.....
5. Increased (line 9)	e. Parts	5.....
6. Threatened (line 10)	f. Augmented	6.....
7. Shifted (line 10)	g. Procure something for somebody	7.....

ACTIVITY 2 : (09 min) Read the text again and decide if the following statements are true (T) or False (F). Justify your answer by quoting the lines of the text. Do it individually first (07 min), then compare your answers with your partner (02 min). Write your answers like this : Example : 1 – f (Line 1)

1. African women became active in agriculture and trade from 1985
1. Most African women work in the formal sector.
2. In Africa, the wellbeing of children and the family depends essentially on women.
3. Modernization has made things difficult for African women.
4. In Zaire, a woman does not need her husband's agreement to open a bank account.
5. Women do not take part in Africa's food production.
6. African women have an easy access to technological progress.
7. African women have an easy access to technological progress.

Number	Answers	Justifications
1	F	Line 1
2		
3		
4		
5		
6		
7		

ACTIVITY 3 : (06 min) Find the suitable word in the brackets that correctly completes each sentence. Do it individually first (05 min), then compare your answers with your partner (01 min). Write your answers like this : Example : 1 – for me

1. (Although/ for me / always).....**For me**.....schooling is compulsory for the young girl.
2. (I can't/ In my opinion / I went).....women must be loved by their husband.
3. If I had the book, I (will / would have/ would).....show you the passage.
4. What about (to travel/ travelling/ is travelling).....during the holidays ?
5. What (do/ is/ does).....your father job ?
6. The farmer works (hard/ harder/ harden).....than the greengrocer.
7. Women will (must/ have to/ are).....do the same job as men.

ACTIVITY 4 :(09 min) Two people are discussing about women's concerns in the society. Your partner and you complete this dialogue. Then, role-play it.

A : Hello,..... ! Today is the international day of women's rights. Do you know it ?
B : Hello....., No,..... Thank you for informing me
A : According to you, what do women's rights mean ?
B : I think
.....
.....
A : Do the young girls have the same rights as women ? Why ?
B :.....
.....
.....
A : But some parents still refuse to send their young daughters to school. What should we do exactly to convince them so that they may change side ?
B : For me they must send the young girls to school because.....
.....
.....
A : Alright ! Nowadays some women don't respect their husband, because they say that there are emancipated. Do you agree with them ? why ?
B : No, I don't agree with them... ..
.....
.....
A : Ok, thank you very much. Let's organize ourselves to meet the regional authorities to help the poor women develop some financial activities in order to take care of their family.

Homework : Read the text again and give short answers to the following questions :

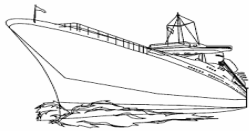
1. In which domains have African women been always active ?
2. What are the different roles played by women in the family ?
3. Why are women's ability to manage welfare being threatened ?
4. Are all the African women allowed to own the land they work ?
5. Is it often more difficult for women to gain access to information and technology ?

C3/ TRAVELLING (LES VOYAGES)

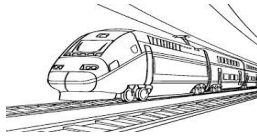
LESSON 1 : Means of transport (Les moyens de transport)

WORKSHEET

ACTIVITY 1 : (04 min) Here are some means of transport we can use to travel. Write the name of each of them below the pictures. Do it individually (03 min), then compare your answers with your partner (01 min). Write the answers like in the example : **Example** : 2-a train



1.....



2- a train



3.....



4.....



5.....



6.....



7.....



8.....

ACTIVITY 2: (06 min) Use the words in the box below to fill in the blanks. Do it individually (04 min), then compare your answers with your partner (02 min). Write the answers like in the example :

Example : 2- travel

Cheapest – train – most – boat – means of transport - plane

In the world, there are many (1)..... But, (2).....by coach is cheaper. It costs 1,500 FCFA to go from Adzopé to Abidjan, and 1,000 FCFA from Adzopé to Akoupé. (3).....travel is expensive. It costs too much money to travel in plane. The (4).....is cheaper than the plane, but more expensive than the coach. The plane is the fastest of all, but it is also the (5).....dangerous. The coach is the (6)..... of all, but for some people it is also the most uncomfortable. Titanic was the biggest (7)....., from the point of view of the creators.

ANSWERS :

1..... 2- **travel** 3.....
 4..... 5..... 6.....
 7.....

ACTIVITY 3: (10 min) The English Club of Lycée Moderne Adzopé organize a composition on this topic : « the different means of transport ». You are asked to write a paragraph on the different means of transport used by people to travel in the world. Why they are used, how much are the tickets, are they organised ? etc... The best text will be published in the English Club's magazine. Use the provided space to write your paragraph. (Not more than 15 lines)

.....

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

Homework : In a conversation with your father you give your opinion about what the government should do to improve and develop the transport sector in Cote d'Ivoire. Write the dialogue in 15 lines maximum.

WORKSHEET

ACTIVITY 1 : (08 min) Here are elements we can use or see at the airport. Match the words or expressions in column A with the description they correspond to in column B. Do it individually (07 min), then compare your answers with your partner (01 min). Write the answers like in the example : **Example** : 1-i

COLUMN A
1. a ticket
2. to land
3. a steward
4. a lounge
5. to take off
6. a passport
7. a pilot
8. a runway
9. air hostess

COLUMN B
a. A large and comfortable sitting-room where people can sit and wait for a plane at the airport
b. A hard surface where the plane takes off or lands
c. A lady who looks after the passengers in a plane
d. When the plane starts to go in the air
e. A person who flies a plane
f. An official document to be carried by traveller abroad containing personal identity
g. A man who looks after the passengers in a plane
h. When the plane comes down to the ground
i. An official document you buy to travel by plane

ACTIVITY 2 :(12 min) Read the paragraph below carefully and answer the questions that follow.

Yesterday my aunt arrived from Lomé by plane. The plane did not come on time. It was thirty minutes late. We waited for my aunt at the airport.

We watched the planes landing and taking off and all people working in the airport. Then my brother pointed to a plane. It was the plane from Lomé. When it landed, the door opened and my aunt walked out of the plane. Ten minutes later, she was in the airport building. She was very happy to see us. We carried her bags to the taxi.

On the way home, the police stopped us. They want to see the driver's papers. They also looked in the taxi. Everything were okay. We arrived home half an hour later.

Adapted from English for success 6^{ème}, page 92

1. Where did the scene take place ?.....
2. Was the plane on time ?
3. Who pointed to Aunt 's plane ?
4. What happened after the plane landed ?
5. What did the police do ?
6. When did they arrive home ?

Homework : Use the words in the box below to fill in the blanks. Write your answers like this :
3-Airport

Airport – lounge – landing – runway – flight – passengers - passports

Today is a very special day for captain Kakou. He is going to have his first (1)..... as a pilot. Very early in the morning, the (2)..... are arriving at Felix Houphouet Boigny (3) **airport** Abidjan. They are showing their tickets and (4)....., and checking in their luggage. After that, they wait in the airport (5)..... In the plane, the stewards and stewardesses are showing the passengers to their seats. Then, the plane moves to the (6)..... and takes off. Finally, the plane is (7)..... ay Roissy Airport, Paris.

1..... 2..... 3- **Airport**
4..... 5..... 6..... 7.....

REVISION

WORKSHEET

ACTIVITY 1 (06 min) Put the adjectives in brackets either in the comparatives or in the superlatives. Do it individually first (04 min). Then compare your answers with your partner (02 min). Example : John is (tall) than Dick. **—————>** John **is taller than** Dick.

1. Ahoaso is the (more intelligent) boy in the family **—————>**
2. A motorbike is (good) than a bicycle. **—————>**
3. He is the (bad) doctor in the town. **—————>**
4. She is the (heavy) girl in the class. **—————>**
5. A plane is (expensive) than a car. **—————>**
6. You are the (good) headmistress in the world. **—————>**
7. The sea is (big) that the lagoon. **—————>**

ACTIVITY 2 (06 min) Use the following expressions to invite, express preferences and make suggestions. Do it individually (05 min), then compare your answers with your partner (01 min). Write the answers like in the example : Example : Play football

- a. Let's play football. b. Come and play football c. I prefer playing football d. How about playing football, etc.....**

1. (go to the airport).....
.....
.....
2. (learn our lesson)
.....
.....
3. (have a good time).....
.....
.....
4. (take the passport)
.....
.....
5. (buy your tickets)
.....
.....
6. (work at the airport)
.....
.....

ACTIVITY3 : (09 min) In the text below, a person is giving his opinion about tourism. As you read it, fill in each gap with the most appropriate word from the box to make the paragraph meaningful. One word in the bank is not concerned. Write your answers like in the example. Do it individually (08 min), then compare your answers with your partner (01 min). **Example** : 13-attractions

Holidaying – tourists – peaceful – jobs – benefits – attractions – leisure – country – travel – transportation – tourism – larges – places - relations

IMPORTANCE OF TRAVEL AND TOURISM

Whenever we think of (1)....., we get images of spending our (2)..... time at a place, which is far from the hustle and bustle of our normal life, a place which is unique in its own way. But today, travel and (3).....is related not only to (4)..... but has also emarged as one of the major industries of the world and generator of (5) It is the nation’s third (6).....retail sales industry. The economic, social and cultural (7).....that tourism brings to the local community are commendable. In India there are many (8)..... that attract (9)..... and hence there are some requirements to promote tourism. First and foremost, there should be a (10).....atmosphere in the (11)..... Secondly, there should be enough facilities for accommodation, (12) **attractions** and sufficient tourist (13).....

ACTIVITY 4 : (10 min) Your Ghanaian pen-friend sends you a letter in which he would like to know all the positive aspects of tourism both for the tourists and for the countries they visit. Write him back, in the provided lines (15 lines maximum)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Homework : Write a 10 lines paragraph about what you do during your spare time.

C4/ FASHION (LA MODE)

LESSON 1 : Modern and traditional clothes (Vêtements modernes et vêtements traditionels)

WORKSHEET

ACTIVITY 1 : (06 min) Use the words in the box below to fill in the blanks. Do it individually (04 min), then compare your answers with your partner (02 min). Write the answers like in the example :

Example : 7-to copy

Fashions – clothes – to copy – traditional – wear – modern - loincloth

In the old days everybody use to wear agbadas or (1).....clothes. But nowadays some young people think they ought to copy the latest European (2)....., and so every month they need to buy expensive new (3).....clothes. From the old days till now, in some parts of Cote d'Ivoire, the elders wore their kita (4)..... to maintain customs and traditions. The dresses we used to (5)..... during traditional ceremonies are much more attractive than all these European clothes. I think we ought to wear African (6)..... We don't need (7) **to copy** European all the time.

ANSWERS :

1..... 2..... 3..... 4..... 5.....
6..... 7- **to copy**

Activity 2 : (12 min) During a yam festival in a small village in Adzopé, you meet a young Ghanaian invited by your friend Yapo. In the conversation you have, he asks you questions to get information about the different clothes people wear for the different ceremonies in Cote d'Ivoire. With your partner prepare a dialogue that you will practise in the classroom. The best one will be published in the English Club's magazine. Start your dialogue like this :

A : Good morning, my name is.....and I am from Cote d'Ivoire.
B :
A :
B :
A :
B :
A :
.....
B :
A :
.....
B :
A :
.....
B :
A :
.....
B :
A :
.....
B :
A :
.....

Homework : In a conversation with your grandmother you discover the name of old fashion clothes. Make a list, even in your mother tongue for the next English class.

C4/ LESSON 2 : Fashion show (Défilé de mode)

WORKSHEET

ACTIVITY 1 : (06 min) Use the words in the box below to fill in the blanks. Do it individually (04 min), then compare your answers with your partner (02 min). Write the answers like in the example :

Example : 7-shirt

Blouse – models – stars – fashion show – jacket – shirt – stylist - wrapper

A (1)..... was organized in « Centre culturel d’Adzopé » by all the designers and (2).....of Adzopé. The days of the ceremony, everybody wore their beautiful clothes. Many (3)..... were invited to parade at this special occasion. A young lady was wearing a blue (4)..... made with leaves, and a red (5) What I appreciated more was the well-dressed man in a black (6)..... And necktie on a white (7) **shirt**. For this fashion show, clothes manufacturers – the people who make clothes – decide what they want people to wear every time. Then make and sell millions of them to shops. People think they have a choice, but in fact a big (8)..... and the manufacturers choose for them the dresses they used to wear.

ANSWERS :

1..... 2..... 3.....
 4..... 5..... 6..... 7- **shirt**
 8.....

ACTIVITY 2 :(07 min) : Complete the grip using the different ways of expressing a purpose. Do it individually (05 min), then compare your answers with your partner (02 min). Some have been done for you as examples.

1	She works hard at school	Because she wants to succeed
		In order to
		So that
2	He learns his lessons	Because
		In order to become a doctor
		So that
3	Young people like fashion	Because
		In order to
		So that they could be fashionable.
4	Teenagers follow fashion	Because they want to imitate their idols.
		In order to
		So that

ACTIVITY3 : (11 min) In groups of four students, write an article on « the impact of fashion » on the youth. And then choose one student in your group to read it. Write your article in the provided lines. The best one will be published in the English Club’s magazine.

.....

.....

.....

.....

REVISION

WORKSHEET

Read the text below carefully and do the activities that follow

TEXT :

Roméo : « Black is beautiful », said a black American years ago. I really wonder what people want to change what nature has given them. I think some people, especially girls and women, are easily influenced by the advertisements which show beautiful girls with light complexions. Maybe they believe that they'll look like them if they use the bleaching creams which are advertised. I still think that everybody was born with the skin colour that is good for them and that there are beautiful black women as well as beautiful white women.

Belle : I think people should feel free to do what they want. It is their right to decide whether they want to keep their black complexion, or if they want to look different. The same God who creates me black also gave me the opportunity to find or buy creams that can help me lighten the colour of my skin. So, why should I refrain from using them ? I feel more comfortable and more attractive with my clear tone that I feel before. I can't really understand where the problem is.

Maï : Some dark-skinned women think that men are only interested in light-skinned women. That makes the dark ones feel an inferiority complex. I don't think we need to use bleaching creams to change the colour of our skins. Those who do it don't know the skin problems they are created for themselves. The trouble is that there are even some girls who work in pharmacies who bleach their skin. They set a bad example. It is a question of fashion, but a dangerous fashion.

ACTIVITY 1 (07 min) Match each word from the text in column A with its synonym or definition in column B. The line references between brackets will help you. Do it individually first (05 min), then compare your answers with your partner (02 min). Number 1 is an example. **Example : 9-f**

COLUMN A	COLUMN B	ANSWERS
1-wonder (L.1)	a-resemble	1.....
2-advertisements (L.3)	b-renounce, to desist from	2.....
3-complexions (L.3)	c-ask oneself, speculate	3.....
4-look like (L.4)	d-problem, difficulty	4.....
5-free (L.7)	e-commercials, publicities	5.....
6-refrain from (L.10)	f-whiten, lighten	6.....
7-tone (L.10)	g-colours of skin	7.....
8-trouble (L.15)	h-tint, colour	8.....
9-bleach (L.15)	i-at liberty	9-f

ACTIVITY 2 : (09 min) Read the text again and give short answers to the following questions in your own words (2 lines maximum). Do it individually first (07 min), then compare your answers with your partner (02 min).

- 1- According to Roméo, what's the reason why some people decide to change the colour of their skin ?
.....
.....
- 2- Does he share their opinion ? justify your answer.
.....
.....

C5/ CITY OR VILLAGE (AU VILLAGE OU A LA VILLE)

LESSON 1: City life (A la ville)

WORKSHEET

ACTIVITY 1 : (06 min) Complete the grid with the different ways of expressing a preference. Do it individually (05 min), then compare your answers with your partner (01 min). Follow the written example :

Would prefer	Would rather	Would like to
He would prefer to watch TV.	He would rather watch TV.	He would like to watch TV.
We would prefer to eat Hamburgers.		
	She would rather go to the concert.	
I would prefer to make people happy.		
		I'd like to stay and live in Africa.

ACTIVITY 2 : The US Ambassador is invited by the association of the English clubs of Cote d'Ivoire at San Pedro region in order to talk about his project call « **Make Slums Safer Places To Live In** ». You represent your English Club of your school at the meeting during which the Ambassador delivers the following speech. While listening, you must complete the information grid with keywords.

INFORMATION ABOUT THE PROJECT	INFORMATION ABOUT BARDOT
Name of the project :.....	Living condition in Bardot :.....
Projet launch date :.....	Conditions of houses :.....
Date of visit to San Pedro :.....	Housing materials :.....
Reason for visit :.....	How is the traffic ?
Conclusions of visit :.....	How are the streets ?
	Dweller's everyday companions :.....
INFORMATION ABOUT THE SOLUTIONS	
Future road conditions :.....	Number of houses :.....
How many mosquito nets ?.....	Construction day :.....
How many bed and mattresses ?.....	How many garbage trucks ?.....

Homework : Your Nigerian pen friend calls you in order to have your point of view about the advantages of the life in the city. Write down the conversation. (15 lines maximum).

C5/ LESSON 2: Village life (Au village)

WORKSHEET

ACTIVITY 1 : (06 min) Complete the grid with the different ways of expressing an intention or a desire. Do it individually (05 min), then compare your answers with your partner (01 min). Follow the written example :

Hope to	Be planning to	Intend to
They hope to leave the village.	They are planning to leave the village.	They intended to leave the village.
I hope to meet him soon.		
	She is planning to travel.	
He hopes to make people happy.		
		We intended to stay and live in Africa.
	You are planning to go and study in America.	

ACTIVITY 2 : Listen to the text concerning the life of Bouka. While listening, say if the statements are true(T) or false (F). If they are false, correct them with keywords. Follow the given example.

STATEMENTS	T/F	CORRECTIONS
1-The person has never visited Abidjan.		
2-His parents were born in the capital.		
3-The person was born 1965.		
4-The person has visited his parents'village 5 times.		
5-the noises in the country are made by cars.		
6-There is a lot of pollution in the City.		
7-There is noise in the city only during the day.		
8-He decided to live the city 3 years ago.		
9-He lives with his father's parents.		
10-He helps his grandfather look after the cattle.		
11-The person walks in the forest.		
12-The person can't stand his life in the country.		

Homework : Your Ghanaian pen-friend has no job, but he is planning to stay and live in the city. So he calls you in order to have your point of view about his decision. Write down the conversation.

(15 lines maximum)

C5/ LESSON 3: Rural exodus (L'exode rural)

WORKSHEET

ACTIVITY 1 : (07 min) Use the words in the box below to fill in the blanks. Do it individually (06 min), then compare your answers with your partner (01 min). Write your answers like this: 1-manpower

Infrastructures – so that – rural exodus – juvenile delinquency – think otherwise – manpower – own affairs – made off

Blézou was a very important (1).....for his family. One day his friend Komlan who works in town comes back. He advised Blézou that city life is better than village life. So Blézou starts to (2)..... and becomes rude with his parents. He told them that they were no (3)..... in the village, so he is going to the city (4).....he could do his (5)..... His father becomes angry and wanted to beat him. So Blézou (6)..... and reached the town. But with no money and no job he was exposed to (7)..... He became a drug addict and a thief. The police caught him and send him to prison. And after he was released, he realizes that (8)..... is a bad thing.

ANSWERS :

1-manpower 2..... 3.....
 4..... 5..... 6.....
 7..... 8.....

ACTIVITY 2 : Listen to the text concerning the life of Robert ZULU. While listening, say if the statements are true(T) or false (F). If they are false, correct them with keywords. Follow the given example.

STATEMENTS	T/F	CORRECTIONS
1-Three reasons made Robert ZULU leave the village.		
2-He wanted to marry Miss James Nhlauzeko.		
3-But her mother asked for a silly huge sum of money and others gifts for the dowry.		
4-At this time teacher's salaries were nothing.		
5-For Robert city life is better than village life.		
6-When the story starts Robert ZULU was in Johannesburg about two years ago.		
7-He philosophy was « get rich quickly ».		
8-He chose good companions in Johannesburg.		
9-He has never received his first monthly wages.		
10-After his first salaries he usually bought himself things and saved the rest.		
11-After he chose his companions his earning and savings diminished.		
12-His wages, he no longer thought of sending part of it home or banking it.		

Homework : Your South African pen friend calls you so that he could have some information about « rural exodus ». In few paragraphs give him the causes, the consequences and suggest some solutions to stop it.

C6/ HUMAN RIGHTS (LES DROITS DE L'HOMME)

LESSON 1 : My rights (les droits du citoyen)

WORKSHEET

ACTIVITY 1 : (06 min) For each statement, circle the best letter corresponding to the right meaning of the underlined words and expressions. Do it individually (05 min), then compare your answers with your neighbour (01 min). Number 1 is done for you.

- 1- The workers marched **to claim** their rights means :
 (A) To ask for recognition of something
 B. To fight for something
 C. To speak up about something
- 2- The teacher was not **fair** when he refused to give the right grade to his student means :
 A- Real
 B- Just
 C- Good
- 3- During the apartheid period, black people had **to stand up for** their rights means :
 A. To negotiate for their rights
 B. To shout for their rights
 C. To fight for their rights
- 4- The rebels and the government have reached **a compromise** on the election problems means :
 A. An agreement that doesn't satisfy any party.
 B. An agreement in which all the parties accept to lose something.
 C. An agreement obtained by force.
- 5- Children want **to have their say** in the political debate means :
 A. To express one's opinion.
 B. To express one's disagreement.
 C. To express one's satisfaction.
- 6- The government **must** create new opportunities for the youths means :
 A. Has to make a choice in some ways.
 B. Is obliged to create.
 C. Won't create.

ACTIVITY 2 : As a representative of the world Children's Parliament in your country, you're invited to an international conference organized in Accra (Ghana). Listen to the opening address by the chairman and put the correct number order in front of the sentences (from 1 to 4)

A coming together of the world's youth		And last but not last	
First of all, we are here because		I would like to seize this opportunity to remind you of	
In the political and economic situation of our country		Ladies and gentlemen	
So that our leaders create more job opportunities for young people.		The reasons why we are having this international meeting	
To education and to vote.		We are also here because	
We believe it 's about time we claimed our right		We believe it's high time we had our say	
We think we must take actions		Welcome to this international gathering of the world Children's Parliament	

Homework : At home put the sentences of activity 2 into the correct order to have the speech of the chairman. Be ready to deliver it at the next English class.

WORKSHEET

ACTIVITY 1 : Listen to the passage and circle the right letter corresponding to the correct answers :

- 1- This passage is a :
 a. a story b. a dialogue c. a speech
- 2- this passage is about the :
 a. duties b. rights c. rights and duties
- 3- there is/are :
 a. two persons speaking b. three persons speaking c. only one person speaking

ACTIVITY 2 : Listening to the text concerning the passage again. While listening, say if these statements are True (T) or False (F).

STATEMENTS	T/F
1.Children have the rights to food and shelter.	
2.Children have the right to go to school too.	
3.Children have only rights.	
4.The state is responsible for the protection of children and women.	
5.Nobody has the duty to preserve integrity of the national territory.	

ACTIVITY 3 : (08 min) As you listen to the passage , fill in the blanks with the missing words. Do it individually first and then compare your answers with your neighbour.

First of all, let's talk about some of our rights. Well, some of our (4)..... rights are the rights to food and (5)..... but you also have the fact that every individual has the right to (6)..... of movement and equal (7).....before the law, and last but not least, you have the right for each child to go to (8).....

But as individuals, you don't only have rights but you have duties too. For example, the state has to (9).....children and women. The child himself has the (10)..... to respect his parents. Finally, each individual has the duty to (11).....integrity of the (12).....territory.

Well, I think we are going to stop here for today. Are there any questions ?

Homework : Read the speech above and complete the information for your classmate.

Rights :.....

Duties :.....

WORKSHEET

ACTIVITY 1 : As you listen to the passage, fill in the blanks with the missing words. Do it individually first and then compare your answers with your neighbour (02 min).

South Africa’s Truth and Reconciliation Commission

In 1995 President Nelson Mandela ask Archbishop Desmond TUTU,(1).....of 1984 Nobel (2).....Prize , to create a process for forcing the country’s bitter past and moving forward together as one nation. Rather than bringing to (3)..... those people promised them legal (5).....if they would tell the (6).....about what they have done. The Truth and (7) **Reconciliation** Commission was created (8).....the process. Agent of the South African Police and Security Forces were asked to (9).....as were self-described (10).....fighters from the ANC and other (11)..... anti-apartheid groups. These (12).....were be made in the presence of the (13).....or their grieving family members.

ACTIVITY 2 :(10 min) Read the passage above and say if the statements are True (T) or False (F). Do it individually first (08 min), then compare your answers with your neighbour.(02 min)

STATEMENTS	T/F
1.In 1995 Archbishop Desmond TUTU asked President Nelson Mandela to help the Nation.	
2.Nelson Mandela won the Nobel Prize in 1984.	
3.The Archbishop was asked to create a process for facing the country’s bitter past and moving forward together as one Nation.	
4.People will not be condemned for what they’ve done if they only say what is true.	
5.The Truth and Reconciliation Commission was created to control the process.	
6.Agent of South Africa Police Security Forces were chosen to give evidence.	
7. Agent of South Africa Police Security Forces were not taken into account.	
8.Freedom fighters came from other countries to fight in South Africa.	
9.All the declarations were to be made in the presence of the victims or their grieving family members.	
10.Victims were not allowed to take part in the process.	

Homework : Read the passage once more and answer the questions that follow.

- 1- What did President Nelson Mandela ask Archbishop Desmond TUTU to do ?
- 2- How did the Archbishop decide to undertake this activity ?
- 3- Who were in charge of the Truth Reconciliation Commission ?
- 4- Will the victimilms be present during the declarations ?
- 5- Say what people must do to live in peace in a country ?

C7/ HYGIENE AND HEALTH (HYGIENE ET SANTE)

LESSON 1 : Endemic diseases (Les maladies endémiques)

WORKSHEET

ACTIVITY 1 : (06 min) Rewrite the following sentences starting with the underlined words.). Do it individually first (05 min), then compare your answers with your partner (01 min). Write your answer like in the example. Example : The best students wrote the lesson on the board.

—————> **The lesson was written on the board by the best students**

1- Stress causes sometimes headaches.

.....

2- My father buys my new schoolbag.

.....

3- Some students like fashion.

.....

4- A virus always gives flu.

.....

5- The farmer cuts the big trees.

.....

6- The headmaster drove our school-bus yesterday.

.....

ACTIVITY 2 : (11 min) Read the text below and answer the questions that follow it. Do it individually first (09 min), then compare your answers with your partner. (02 min)

About 2 million children die each year from diseases that are easily prevented by vaccines. The number of deaths would be greater without the current immunization programme – 2,7 million children would die from measles ; 1,2 million would die from tetanus ; 1 million would die from whooping cough and 100,000 from diphtheria ; another 800,000 would be paralysed by polio. Some years ago, goal were set by the WHO to increase immunization coverage worldwide against diphtheria, measles, tetanus, polio, tuberculosis and whooping cough to 80% of children.

1- How many children die each year from diseases that are easily prevented by vaccines ?

.....

2- What would happen without the current immunization programme ?

.....

3- Is measles a dangerous disease ? why ?

.....

4- What would polio cause to children ?

.....

5- What does WHO stand for ?

.....

6- Where has the WHO target been reached ?

.....

Homework : Write an article about malaria illness, giving symptoms, cures and prevention. The best one will be published in the English Club's magazine.

WORKSHEET

ACTIVITY 1 : (06 min) Read the statements below and fill in the blanks with the words from the box. . Do it individually first (05 min), then compare your answers with your partner. (01 min) Follow the example.

Toxic waste – environment – stagnant – rubbish – destroy – healthy – health - destruction

- 1-collection keeps people.....
- 2-water is very dangerous for our.....
- 3- Cutting trees massively makes people.....their.....
- 4- **Toxic waste** kills many people in the world.
- 5- The.....of rainforests has made many animal species disappear.

ACTIVITY 2 : (10 min) You have been chosen by the members of the English Club of your school to give a talk on environment problems during one of your meetings. The following text describes the most important aspects of the phenomenon. Read it and complete the chart below with the necessary notes. . Do it individually first (08 min), then compare your answers with your partner. (02 min)

Text :

A clean environment is very important for a health life. Nowadays unfortunately, pollution has become a serious matter of many communities. Air and pollution comes from rubbish dumps. Dust, smog and various gases are very common in many cities. The phenomenon is so critical that many city dwellers are suffering from a lot of diseases such as lung cancer. We must not forget some environmental problems such as the destruction of rainforests, bushfires, and the general erosion of soil. As a result, it does not rain much, and the climate is getting hotter and hotter all around the world.

Some solutions could include the recycling of more products and the protection of the remaining forests. People must also avoid bushfires and they must also plant a lot of trees to protect the soil from erosion.

Extract from Mon cahier d'Intégration 3^{ème} page 45

ENVIRONMENTAL PROBLEMS

CAUSES OF POLLUTION	EFFECTS	SOLUTIONS
.....
.....
.....
.....
.....
.....
.....
.....
.....

Homework : Write 10 different sentences to give advise to your friends about hygiene.

WORKSHEET

ACTIVITY 1 : (06 min) Read the statements and add the right question tag. Do it individually first (05 min), then compare your answers with your partner. (01 min) Write your answer like in the example.

1. Doctor, he's got AIDS, **hasn't he** ?
2. They told me to stop smoking,..... ?
3. You take my English book,..... ?
4. I am a good student,..... ?
5. Nobody came while I was out,..... ?
6. Farmers breed cattle,..... ?
7. The chiefs have not called the meeting,..... ?
8. We will all leave the city one day,..... ?
9. They were born in the village,..... ?
10. She works very well,..... ?

ACTIVITY2 : (10 min) Read this interview and decide if the following statements are True (T) or False(F), then justify your answers by quoting the lines of the text. Do it individually first (08 min), then compare your answers with your neighbour. (02 min).

Interviewer : Most people today are worried about AIDS, and they want to know the facts. For example, many people think it is easy to catch. But AIDS is difficult to catch, isn't it?

AIDS Officer : Yes, it is.

Interviewer : You can't get AIDS by kissing, can you ?

AIDS Officer : No , you can't.

Interviewer : But you can get it from infected blood, can't you ? I heard of someone who got it from a blood transfusion.

AIDS Officer : Yes you can. However, nowadays most donor blood is safe because it is tested for the virus.

Interviewer : Well, what is the main way of catching AIDS ?

AIDS Officer : The main way is sexual contact. Unfortunately many people find this subject embarrassing. My job is to bring the facts out into the open. It is possible to lead a normal life and be safe from AIDS.

Interviewer : You certainly have a difficult job. Not what about an AIDS cure ? There isn't a cure for AIDS, is there ?

AIDS Officer : No, there isn't. That's why it is important for me and my team to help people learn the facts about AIDS, no matter how embarrassing. AIDS is a fatal disease. If you catch it you die .

Extract from Go For English 3^{ème} page 25

- 1.AIDS is difficult to cut.....
- 2.You can catch AIDS by kissing
- 3.There is no need to test blood before transfusion.....
- 4.You can catch AIDS by sexual contact.....

- 5.There is a cure for AIDS today.....
- 6.AIDS is a dangerous and fatal disease,.....
- 7.If you catch AIDS, you live forever.....

Homework : As a specialist of AIDS, give advise to your friends so that they could avoid it.

REVISION

PART ONE : READING (8 points)

Read this text and do all activities that follow it.

THE NEW THREAT

Some years ago the threat was on the destruction of our forests, prompting environmentalists to begin sounding the alarm bell on the management of the Environment.

Presently the menace has shifted to another angle, «HIV/AIDS ». My concern about this frightening disease is on the numerous children who are being orphaned by this dreadful disease.

5 Doctor Kwaku of the National HIV/AIDS control programme revealed on June 16, that there are 120,000 children who have been orphaned by AIDS, very frightening indeed !

As a sociologist with the AIDS orphans, I am of the opinion that in order to add to the already social problems, such as drug abuse and robbery, African governments should help the NGOs working in this difficult area of HIV/AIDS. There is the need for the formulation of new policies that would ensure the proper upbringing of these orphaned by AIDS children in particular, and children in general. African governments should take the bull by the horns.

10 The Uganda experience, showing horrifying films and pictures of victims of the disease regularly on national television and cinema houses should be widely spread. I believe that without openness and truth about AIDS, very little could be achieved in efforts to combat the disease. Many people with the HIV/AIDS in the rural areas specially teenagers are spreading the disease unconsciously because they do not know they are carriers of the virus.

15 I therefore suggest that the AIDS test should be free to encourage more people to avail themselves of the opportunity. This will join the African governments and NGOs' aim to reduce the current HIV prevalence rate.

Adapted from The Ghanaian Mirror, by Hanson Burgessson, year 2000

Nota bene

NGO : Non Governmental Organisation

COMPREHENSION CHECK

A- All the words in column A are from the text. Match each of them with its meaning in column B. the lines in brackets will help you. Write your answers like in the example. **Example : 7-a**

<u>COLUMN A</u>	<u>COLUMN B</u>
1. Threat (line 1)	a. Fatherless/motherless children
2. Presently (line 3)	b. Showed
3. Shifted (line 3)	c. Gratis
4. Concern (line 3)	d. Menace
5. Dreadful (line 4)	e. Becoming more widely extended
6. Revealed (line 5)	f. Moved
7. Orphans (line 7)	g. Worry
8. Spreading (line 15)	h. Now
9. Free (line 17)	i. Terrible

B- Say if the following statements are true (T) or false (F). justify your answers by quoting line(s) from the text. Write your answers like in the example. **Example : 1-T (line 3)**

1. the new threat is AIDS.
2. The author doesn't care about children orphaned by AIDS.
3. The NGO's aim to fight against the disease.
4. For the author, African governments don't do much to stop AIDS.
5. The Uganda government hides the truth about AIDS.
6. Young people are not well informed about that disease.
7. Teenagers in rural areas spread the virus willingly.
8. The author gives some suggestions to fight against the disease.
9. The writer thinks that if the test is free of charge, many people will do it.

PART TWO : LANGUAGE IN USE

(6 points)

A/. Find the corresponding noun or adjective of the words between brackets and fill in the blanks. Write your answers like in the example. **Example : 1-sight**

At the (1.see) of figures about AIDS, we realize that it is a (2.terrify) disease. It causes the (3.die) of many young and valid people. The available (4.treat) are not efficient yet, and only our day to day (5.behave) can help us avoid that sickness. It is very important to have correct (6.inform) about it. Many people know nothing about it and their (7.ignore) causes a lot of problems. Infections are spread and people die at very fast rate.

B/. Complete the following passage with appropriate question tags. Write your answers like in the example. **Example : 1. Haven't you ?**

Of course, I have often heard of you and your colleagues, Mr Poirot. You have done some wonderful things together,(1) **haven't you?**

It was very clever of my husband to inform you so promptly, (.....2.....) ? Now, you won't ask me too many questions about all this business, (.....3.....) ? That's the easiest way to save time and go straight to the point, (....4....) ? By the way, we must go to our appointment at ten (.....5.....) ?

Let's go now ! They would certainly accept our proposals, (.....6.....) ? They need that money, and their boss isn't our rival, (.....7.....) ?

PART THREE : WRITING

(6 points)

Topic :

You visited the center of teenagers orphaned by AIDS. Write an article about it. It will be published in your school English club Magazine.

You may use these suggestions :

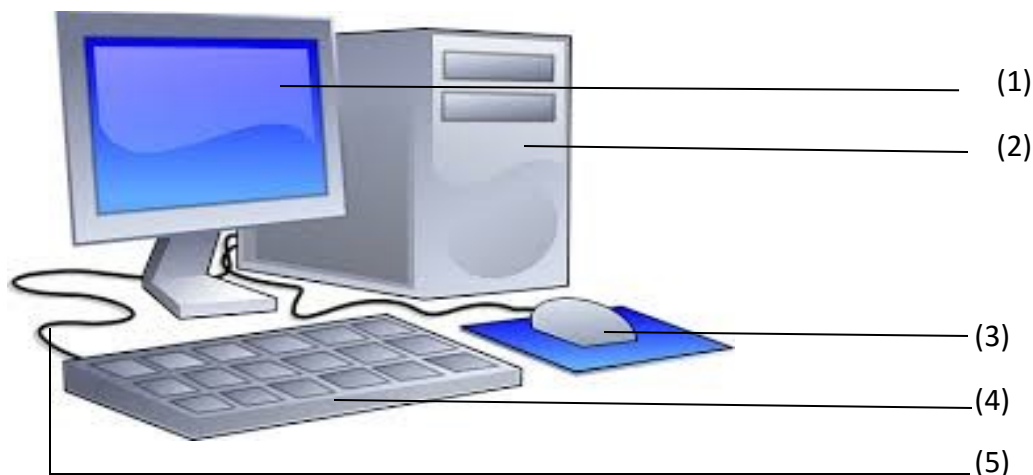
- Date of creation
- Objectives
- Number of boys/girls
- Living conditions
- Orphans' hopes
- Sources of help, etc.

C8/ INFORMATION AND COMMUNICATION TECHNOLOGIES – ICTs (LES TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION)

LESSON 1 : The Computer (L'ordinateur)

WORKSHEET

ACTIVITY 1 : (04 min) Write the name of each element below. Do it individually first (03 min). Then compare your answers with your partner (01 min).



ACTIVITY 2 : (07 min) Rewrite the missing sentences in the table below using 'for' or 'to'. Do it individually first (05 min). Then compare your answers with your partner (02 min).

A computer is used to store information.	
	The keyboard is used for typing texts.
The mouse is used to select elements.	
	The screen is used to show pictures and texts.
The printer is used to make copies.	
	The cable is used for plugging to the monitor.
The pen drive is used to keep words.	

ACTIVITY 3 : (10 min) Your brother Brema, is not good at English. His teacher of English has given him homework. The task is to read a text and find out the different programs of a personal computer and their uses. Since you are very good at English, help him take notes of the important points of the text. Use the table below. Do it individually first (08 min). Then compare your answers with your partner (02 min).

Text :

Computers can be instructed to perform a variety of things. Instructions that tell a computer what to do are called programs. The most common ones are : World Processing, Spreadsheet, Database And Communication Programs.

The World Processing Programs are used to type, edit, rearrange or delete texts. Spreadsheet Programs enable the user to make tables easily for budget and financial plans. Database programs are used for storing large quantity of data (or information) in the computer. Communication Programs help people exchange information with one another and with databanks which are large collections of information stored in huge centralized computers. In addition to those ones, there are also recreational and educational programs which are used for playing games, composing and listening to music. It is obvious

that in the coming years, people will be developing and using more sophisticated programs to cover their personal needs.

Extracted from Mon cahier d'intégration 3^{ème} page 49

COMPUTERS PROGRAMS	USES
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Homework : Say in 10 to 15 lines the importance of computers for the students in this new world.

C8/ LESSON 2 : The Telephone (Le téléphone)

WORKSHEET

ACTIVITY 1 : (07 min) Read the statements below and fill in the blanks with the words from the box. Do it individually first (06 min). Then compare your answers with your partner (01 min). Write your answers like in the example. **Example :** 4-telephone

Cellar – network – phone call – dial – picked up – messages – available - telephone

Yesterday Abouti's father received a (1)..... It was about his new (2)..... phone. When he (3)..... the (4) **telephone** to answer the call, he told the secretary that his first phone had a (5).....problem that was why he decided to change it. With the new one, it's easy to (6)..... numbers and leave (7)..... But the first number he wanted to reach was not (8).....

ANSWERS :

1. 2..... 3..... 4-telephone
5..... 6..... 7..... 8.....

ACTIVITY 2 : (10 min) Yapoga has read the text below and write these statements to show its comprehension. Say if they are true (T) or false (F). Then justify with the lines of the text. Do it individually first (08 min). Then compare your answers with your partner (02 min).

A telephone is a comfortable thing to have around the house. As soon as it is installed, you rise from insignificant obscurity to instant fame. You now possess a number as well as a name ; you are listed in a fact dictionary ; the world is literally at your fingertips. Although most telephones are efficient and well-behaved servants, some acquire infuriating little habits of their own ; or worse still, they encourage their owners to acquire them.

The first hint of rebellion is when your telephone starts making funning little ringing noises to itself. You pick up the receiver, and there is no answer. It is only when you have done this several times especially in the middle on the night, that you begin to realize that you telephone is not only beginning to ignore you, but it is in open revolt. A telephone having this symptom is liable to do anything and needs careful handling. Its next move is to force you to listen to other people's conversations. Every time you try to ring up a friend, somebody else is talking and if you so much as dare to say, « Excuse me, I... » a shrill voice will snap. « How dare you interrupt ! Who are you ? Will you please get off this line ! » Now your telephone has not only gained its independence, it has you in its power. And every time someone shuts his eyes and dials a number, it is your telephone that will ring.

- | | |
|---|--|
| 1.A telephone is a comfortable devise..... | 6.Every time you try to ring up a friend you hear somebody else insulting you..... |
| 2.With telephone you possess neither a number nor a name..... | |
| 3.Telephone puts the world at your fingertips..... | 7.Every time someone shuts his eyes and dials a number, it is your telephone that will ring..... |
| | |
| 4.Sometimes when you pick up the telephone there is no answer..... | |
| 5.The telephone doesn't permit you to listen to other people's conversations..... | |

Homework : In 10 to 15 lines gives the positive and negative aspects of the telephone on the youth.

WORKSHEET

ACTIVITY 1 : (07 min) Match each word in column A with its definition in column B. Do it individually first (05 min). Then compare your answers with your partner (02 min). Number 8 is an example. **Example** : 8- b

COLUMN A	COLUMN B	ANSWERS
1. Hacker	a. connected to the internet	1.....
2. Passwords	b. a file sharing system	2.....
3. Predator	c. a guidance for internet use	3.....
4. A processor	d. a person who illegally copies computer programs or tries to break into them	4.....
5. A protocol	e. a person who often uses the internet for malevolent actions	5.....
6. Hacking	f. an electronic device used in treating distant information	6.....
7. Online	g. the computer's brain	7.....
8. Peer to peer	h. secret codes	8-b
9. modem	i. copying illegally the programs or actions taken to break into a computer program	9.....

ACTIVITY 2 : (10 min) Read the text below carefully. And say whether the following statements are true (T) or false (F). Then justify with the lines of the text. Do it individually first (08 min). Then compare your answers with your neighbour (02 min).

TEXT : A look at the future

The Internet is a large computer network linking smaller networks to one another. Tim Lee, founder of the World Wide Web (WWW) Consortium, has a simple description of the Internet : « It's a bit like the post office. If somebody puts a letter or postcard with a correct address, it will arrive at its destination. If you put the right address on an e-mail and send it via computer through the Internet, it will get to its destination anywhere in the world, normally in under a second. »

The Internet has changed considerably in the two decades since it came into existence. It was envisioned to help researchers share information and even work on another computer with which they were not connected directly. As a result of the wide use of PCs today, electronic mail (also known as e-mail), and more recently the World Wide Web, are both being used by hundreds of millions of people. So what started as the creation of researchers to help them work more efficiently has since grown to be a commercial success.

By the year 2002, more than 600 million people worldwide had access to the Internet. That reflects the rapid growth of the network since it was invented in the 1970s.

Although a network in name and geography, the Internet is a creature of the computer. It is beginning to provide new services using the new audio and video technologies which the telecommunications industry continues to develop. This evolution has brought new applications, such as Internet telephone and Internet television. These new technologies will be especially useful in developing countries, for they bypass the costs of installing fixed-line telephone systems and use the satellite and cellular telecommunications systems which are available throughout the world.

*Extracted from **ENGLISH FOR SUCCESS 3^{ème}** page 95*

1. the Internet is part of the post office sending letters.....
2. The Internet is a network sending e-mail via computers and phone lines.....
3. Researchers started the Internet only to share information.....
4. Personal computers are now commonly used to access the Internet.....
5. Computers can send e-mails via satellite telephone systems.....
6. Fixed lines communications could easily be installed in developing countries.....

Homework : What should be the advantages of connecting your school to internet ?

CONSOLIDATION EXERCISES

ACTIVITY 1 : Rewrite the sentences starting with the underlined words. Number 1 is an example.

1. We took the plane yesterdayThe plane was taken yesterday by us.
2. They were punishing the young boy.....
3. He cuts a big cake.....
4. He have eaten a banana.....
5. You use my pens.....
6. She writes me letters.....
7. She writes me letters.....
8. We have to make our garden larger.....
9. The invaders captuerd many people.....
10. You have enjoyed the taste of the cake.....

ACTIVITY 2 : Add the right tag to the following statements.

1. You went to Bouaké yesterday,.....?
2. They aren't any books to read,..... ?
3. Nobody will tell the truth,..... ?
4. They have played for four hours,..... ?
5. Everyone refused to help us,..... ?
6. He will come to see you,..... ?
7. AIDS is difficult to catch,.....?
8. People take precaution to avoid AIDS,..... ?
9. Women can do many things,..... ?
10. She seldom gets bad marks,.....?

ACTIVITY 3 : Choose the correct verb in brackets to complete the following sentences.

1. First you should (to chop up – chop up – chopped up).....the onion into small piece.
2. She (fried – fry – will fry).....the fish in oil and made a delicious stew.
3. When you have (peel – peeled – peels).....your potatoes, wash them and put them in a pot.
4. Water generally (has – have – is).....no taste.
5. African child never (doesn't look – looks – isn't looking).....his father in the eyes while talking to him.
6. He (baked – has baked – will bake).....a delicious cake last year for Raissa's wedding.
7. When you (made – would make – make).....tea, use boiling water.