



Ministère de l'Éducation Nationale
et de la Formation Professionnelle

I ENJOY MY WORKSHEET 4^{ème}



AUTEUR :

**CONSEIL D'ENSEIGNEMENT
D'ANGLAIS**

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C1/THEME : LIFE AT SCHOOL

LESSON 1 : My Last Holidays

ACTIVITY 1 : (10 min) Read the text and answer the questions below it

Afua spend most of her holidays in her village. She went to the rice fields with her aunt and her cousin Janet five days a week. They left the village early in the morning because the field were very far and they had to walk for about thirty minutes. It was tiring but she liked it. On the way, she saw beautiful flowers and heard the chirping of the birds in the trees, and she liked the fresh morning dew on her legs.

The other two days she helped her aunt in the kitchen in the morning and played with her friend all the afternoon. Then she paid visits to some relatives in the evening.

She enjoyed herself a lot because she had time to do everything she wanted. There were some other grammar school pupils in the village, with whom she could discuss school matters for hours and hours.

*Adapted from **English For Success** 4^{ème}, p 4*

1. Where did Afua spend her holidays ?
.....
2. Did she go to the rice fields alone ?
.....
3. Why did Afua and her aunt have to leave early in the morning ?
.....
4. What did Afua like on the way to the fields ?
.....
5. How do you know Afua liked her holidays in her village ?
.....

ACTIVITY 2 : (08 min) Speaking : Ask and answer questions with your partner using the clues below.

Example : You : **How long** did it take you to get to school this morning ?

Your partner : **It took me thirty minutes**

- Get to school this morning
- Revise your lesson yesterday
- walk back home after class yesterday
- pack your school materials this morning
- get ready for school this morning

You :

Your partner :

You :

Your partner :

You :

Your partner :

You :

Your partner :

ACTIVITY 3 : (08 min) At the first English club session, one of your friends Atta had a conversation with you about your recent holidays in Accra (Ghana). Complete your conversation that you will perform with your neighbor before the class.

Atta : How was your last holidays in Accra ?

You :

Atta : Was the hotel you lived in closed to the market ?

You :

Atta :stay here ?

You : I stayed here for one month.

Atta :you arrive at the campus ?

You : It took me 15 mins.

Atta : What can you say about holidays in general ?

You : I think

Atta : Thank you !

You :and..... !

C1/LESSON 2 : SCHOOL MEMORIES

ACTIVITY 1 : (10 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 one 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 school 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. 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 4ème**, p.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 2. I used to 3. My brother and my sister sometimes 4. What bad things did you 5. The big boys at school used to	a. To quarrel with me but they don't anymore b. Fight with me at school c. Bully small girls, but I don't anymore d. Behave badly 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/ THEME : WOMEN AT WORK

LESSON 1 : RURAL WOMEN

ACTIVITY 1 : (10 min) Look at the pictures below and say what the woman is doing in each picture. Decide if it is usually done by men ; usually done by women or often done by both men and women.



.....



.....

Occupations done by men	Occupations done by women	Occupations done by men + women
-.....	Ex : cooking	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....

ACTIVITY 2 : (05 min) Use the verbs in brackets to express the idea of ability or inability.

Ex : Jack trains everyday, he (to win) the Tennis cup this year.

————> He can win the tennis cup this year.

- Anderson is very imaginative, he (to be) a good writer. ———>
He.....
- Fofana is a mechanic, he (to repair) Mercedes. ———>
He.....
- Mai sings well, she (to become) a good singer. ———>
She.....
- Women are fragile, they (not to practise) Rugby. ———>
They.....

ACTIVITY 3 : (10 min) During a session of your school English club you and your partner are asked to discuss a specific job you think a woman **can or cannot** do. Find these jobs and give the reasons **why** you say a woman can not do them.

These clues can help you :

Good qualities	Bad qualities
<ul style="list-style-type: none">- Very imaginative- Open-minded- Ambitious- Joyful- Smart- Beautiful ; attractive- Cautious/ prudent- Communicative- Clean- Honest-	<ul style="list-style-type: none">- Too fragile- Mentally weak- Sensitive- Lazy- slow

Example : In my opinion, women can be journalists **because** they are very imaginative and communicative **but** they **can't be** good soldiers because they're too fragile and sensitive.

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

C2/ LESSON 2 : DUTIES AND RIGHTS OF WOMEN

ACTIVITY 1 : (08 min) Read the text below between Kwasi and John and list the different duties and rights.

Kwasi : All human beings are equal.

John : You are right.

Kwasi : **In my opinion African women should have the right** to vote and do whatever men do.

John : Yes, for me, there is not major difference between men and women.

Kwasi : In addition, women have to take care of the children and the house, and they must respect their husbands.

John : But, I think women and men should have the same rights and duties.

Kwasi : By the way, don't you think women's rights are respected in traditional Africa ?

John : I strongly disagree with you on that, because in our traditional society, men beat and abuse women for nothing at all. It must stop.

*Adapted from **Mon Cahier d'Intégration 4ème**, p.15*

N°	DUTIES	N°	RIGHTS
1.	1.	.....
2.	2.	.....
3.	3.	.....
4.	4.	.....
5.	5.	.....
6.	6.	.....

ACTIVITY 2 : (05 min) Discuss in groups of four to find other duties and rights of women.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 3 :

1. Expressing duties with « have to »/ « must »

- When a teacher gives an exercise you have to do it because it is an obligation.
- Or
- When a teacher gives an exercise you must do it because it is an obligation.

C2 / LESSON 3 : Girls at school (La jeune fille à l'école)

ACTIVITY 1 : (08 min) Read the conversation and answer the questions below it.

Fatou : What would you like to talk about ?

Dali : The life of the succesful woman.

Fatou : When did she start ?

Dali : She graduated from Abidjan University first .

Fatou : And what happened then ?

Dali : She got a diploma when she was 25 years old.

Fatou : What happened next ?

Dali : She was sent a polytechnic college in Paris.

Fatou : And what did she get ?

Dali : She got a scholarship to enter a university in USA.

Fatou : And what did she do after ?

Dali : She continued her studies in Germany.

Fatou : Where is she working now ?

Dali : She is working for the UN as a women's rights officer in London.

Fatou : How long has she been there ?

Dali : Five years. She is an accomplished woman now ,

Read the text again and complete the table below with the right information from the dialogue.

Places of studies or work	Schools attended	Present occupations
1. Abidjan	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

C3/THEME : TAVELLING

LESSON 1 : MEANS OF TRANSPORT

ACTIVITY 1 : (08 min) Read the text below and find out the means of transport and the corresponding way. Number one is an example : Plane → a. by air

1. People use different means of transportation in Cote d'Ivoire. They move around by road, by railway, by air and by sea. The category of people who uses one type of transportation varies. About 50% of our population travel on foot, by bicycle or motorcycles. That group of people generally comes from villages. But people in cities generally move around by cars. They represent about 35% of the population.
2. Those who travel by train are about 5%. We do not have many trains and railway stations in the country. Trains usually carry passengers or goods. They move from Abidjan up to Ouagadougou in Burkina Faso.
3. Travelling by plane is too expensive for poor people. Only rich can travel by air. They are about 5% of the population. The biggest airports of the country are Abidjan and Bouaké. There are not many planes in the country because they are very expensive.
4. People also travel by sea, by river or by the lagoon. In Abidjan some people go to their working places by ferry boat on the lagoon. Some fishermen go fishing everyday by canoe or by boat. The biggest harbours of the country are in Abidjan and San Pedro. About 5% of the population use this means of transportation.

Adapted from **Mon Cahier d'Intégration 6^{ème}** p 62

MEANS OF TRANSPORTATION	WAY OF TRANSPORTATION
1. Plane	a. By air
2. →	b.
3. →	c.
4. →	d.
5. →	e.

ACTIVITY 2 : (08 min)

➤ Comparing

- Many students like learning English because they find it **easier than** the other languages.
- A plane is **more** comfortable **than** a lorry.
- 16/20 is a good mark but 18/20 is **better than** 16/20.
- 06/20 is a bad mark but **worse than** 8/20.

➤ Now read the information below and complete the sentences.

- Results at English : Ali = 13/20 ; Koffi = 15/20

→ Koffi is.....at English. (good)

- Anno's car price = 5,000,000 CFA / Awa's car price = 8,000,000 CFA

→ Awa's car isAno's car. (expensive)

- John's weight = 50kg / Alan's weight = 40kg

→ John is.....Alan. (heavy)

- Usain Bolt's speed at 100m race = 9s. / Sery's speed at 100m race = 13s
- Usain Bolt is.....Sery. (fast)

ACTIVITY 3 : (08 min) Study the means of transportation and complete this dialogue between your partner and you about your last travel.

Your partner : Do you like travelling ?

You : Yes.

Your partner : Where did you last travel to ?

You : I.....

Your partner : What means of transportation did you use ?

You :.....

Your partner : Why not another means of transport ?

You : I prefer travelling by.....because I think that it's.....
than.....and you what is your favorite means of transportation ?

Your partner : I.....by.....because for me
.....is..... than the other means of
transportation.

ACTIVITY 4 : (05 min) Name these means of transport then discuss your answers with your partner.

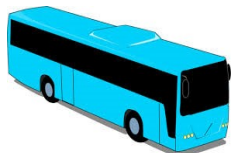


.....

.....

.....

.....



.....

.....

C3/LESSON 2 : AT THE AIRPORT

ACTIVITY 1 : Read the descriptions and match each of them with their appropriate words or expressions from the box below.

To take off ; lounge ; air-hostess (Stewardess) ; ticket ; steward ; runway ; passport ;
to land

Descriptions :

Answers/Correction :

1. The official document you buy to travel by plane/.....
2. The hard surface where the plane takes off and lands/.....
3. A lady who looks after the passengers in a plane/.....
4. A man who looks after the passengers in a plane/.....
5. A large room where people can sit and wait for a plane arrive or leave
...../.....
6. An official document containing your name, photograph and personal details
which you need to show when you enter or leave a country
...../.....
7. When the plane starts to go in the air/.....
8. When the plane comes down to the ground/.....

ACTIVITY 2 : (10 min) Read this conversation and answer the questions below it.

Bamba : Hello Sery. We haven't seen you for a long time.

Sery : I've been very busy recently.

Aya : Has Kalou's plan landed yet ?

Sery : No, not yet. I don't see the plane on the runway.

Bamba : How long have you been here ?

Sery : I've been here for half an hour. Come on ; let's go to have a coffee before the arrival of the plane.

Bamba : I 'm afraid, I can't. I'm taking some antibiotics now.

(Two hours later Kalou's plane landed on the runway. It stopped in front of the airport building and the passengers got off. Kalou came and greeted his friends.)

Kalou : Hello everybody !!!!

Aya : Welcome home, Kalou. How was your journey ?

Kalou : I'm a bit tired but I'm very happy to see you.

Bamba : What about going to a restaurant to have a meal ?

Aya : I'd like to, but I have something better to suggest. Why not coming with me to share a good fufu meal ?

Kalou : Wonderful ! I've been looking forwards to some good African food for three years.

- Now answer these questions :

1. Where are Bamba, Aya and Sery ?
They
2. What they are doing ?
.....
3. What does Sery suggest before the arrival of the plane ?
.....
4. What expression does he use to make his suggestion ?
.....
5. Has his invitation been accepted ? How do you know it ?
.....

Now complete this conversations by choosing the right replay in the box

- Thank for invitation. I'll make a cake.
- I find it boring.
- Can we get tickets ?
- I have to study for a test on Monday.
- I'm too tired. I've washed dad's car.
- What time does it start ?

1. A : Would you like to go to the cinema ? I have two tickets.
B : Great !
2. A : What about going fishing tomorrow ?
B : Well, I don't know.....
3. A : How about coming to my birthday party ?
B : Certainly..... ?
4. A : What about going to the concert tonight ?
B : Good idea !
5. A : Would you like to come and play football ?
B : Sorry, I can't.....

ACTIVITY 3 : (10 min) You visited your Ghanaian pen-friend during the Christmas holiday. He welcomed you at Kotoka in Accra. During the English club session of your school you are asked to say what you saw at the airport. Prepare it on a paragraph.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

C3/ LESSON 3 : TOURISM

ACTIVITY 1 : (08 min) Read the text and find out the words which are defined in the table. N°1 is an example.

A hundred years ago, tourism hardly existed. Very few people travelled abroad. Now, thanks to the twentieth century travel revolution, as well as longer holidays and bigger salaries, millions of people take at least one foreign trip a year. Why shouldn't they? After all, holidays are a wonderful chance to relax, have fun and explore new places. Plus, of course, they create new jobs and vital income for countries all over the world. Like many other beautiful countries, Cote d'Ivoire encourages foreigners to come and visit the country.

*Adapted from **Go For English 3ème** p68*

N°	Definitions or synonyms	Line	Answers	Correction
1	Went on voyage.....	L1	Travelled	
2	Academic vacation time.....	L2		
3	Short voyage.....	L3		
4	Occasion opportunity.....	L4		
5	For example ; as.....	L6		
6	People from other states	L7		

ACTIVITY 2 : (06 min) In group of 4, think of all the positive aspects of tourism both for the tourists and for the countries they visit.

For the tourists	For countries
1.....	1.....
2.....	2.....
3.....	3.....
.....

ACTIVITY 3: (10 min) In small groups of 3 or 4 read the five tips below. Then design a Good Tourist Guide for the visitors to Cote d'Ivoire by stating what tourism **'should do'** or **'shouln't do'** when visiting a country.

A : Five useful tips for being a good tourist

1. When to go : Can you only travel in the summer months? A spring or Autumn holiday is often cheaper and it helps to stop overcrowding in popular resorts during the high season.
2. Which country? Read a wide range of holiday brochures before you choose which company to travel with. Do they mention environmental issues like pollution or over development? Are the hotels they advertise known locally or internationally?

C4/THEME : FASHION

LESSON 1 : TRADITIONAL AND MODERN CLOTHES

ACTIVITY 1 : (05 min) Observe the clothes and name them with the words which are proposed in the box. N°1 is done for you.

Wrapper – headscarf – tunic – trousers – jacket – tie – shirt – necklace – jewels – shorts –
camisole - blouse



1-A jacket



2



3



4



5.....



6



7



8.....



9

ACTIVITY 2 : (08 min) Read the dialogue below and say if the statements are true (T) or false(F) by quoting the lines.

Rama : Hallo Balla, I want you to show me all your styles. Do you have catalogs ? Let me see.

Balla : Right away, all my clients are kings and queens.

Rama : What is this ? A skirt, isn't it ?

Balla : No, it's not. It's a young girl mini dress with its scarf.

Rama : It's very nice. I'd like you to make a dress.

Balla : Is it for you ?

Rama : No' it's for my daughter. And I also need a pair of trousers and a long sleeved shirt for my son.

Balla : Don't worry, I'll make it tomorrow.

Rama : Before you forget, where is the bubu I asked to make ?

Balla : Rama, you've got so many fabrics here. You always change your mind, don't you ?

Rama : I told you to make a bubu since last week. You didn't keep your promise, did you ?

Balla : Sorry, everything will be ready tomorrow.

Rama : I'd like to order also a camisole and a tunic for my mother-in-law. So many clothes to make, but you don't want to be overworked, do you ?

Balla : Eh ! As only I get paid bahaha...

Adapted from **VOA Learning English**, 05/08/2013

N°	The statements about the dialogue	T/F	Justification
1	Rama wants Balla to show her some of his styles.....	.....	.....
2	Rama has made a wrapper for a young girl.....	.....	.....
3	Rama wants to buy a bubu.....	.....	.....
4	Rama wants Balla to make a pair of trousers for her son.....	.....	.....
5	Balla always keeps his promises.....	.....	.....

ACTIVITY 3 : (06 min) Questions tag.

- Balla is a good tailor, **isn't he** ?
- We don't like bad tailor, **do we** ?
- Amy always makes her dress with Balla, **doesn't she** ?

Now study these sentences and end them by a question tag.

1	Rama wants to order a bubu.....?	
2	The bubu is not ready.....?	
3	Rama doesn't order a camisole,..... ?	
4	Balla likes his job,..... ?	
5	The customers complain about him,..... ?	
6	I am your brother,.....?	
7	I am not the right person for the job,..... ?	

ACTIVITY 4 : (10 min) During your holidays with your Ghanaian friend Appia in Accra you went to buy some clothes items. As you hesitate, you ask your friend in order to be sure of your choice. Write the dialogue with your partner.

You :

.....

Your partner :

.....

You :

.....

Your partner :

.....

You :

.....

Your partner :

.....

You :

.....

C4/ LESSON 2 : FASHION SHOW

ACTIVITY 1 : (08min) Read the text and write down the answers to the questions below it .

People follow fashion for some numbers of reasons. Some do it to show off because they want people to admire them, or simply to imitate show business people like film or music stars.

But following fashion can have consequences on young people from poor families. Some boys can become bandits, attack people to steal their money and buy stylish clothes and take the risks of being shot down by the police or taken to prison. Some girls can be tempted to prostitute themselves to get money for fashionable clothes and so contract AIDS. In addition, people don't know what to wear in what circumstances. Boys wear their fashion clothes whenever they want. They can go out on a date wearing their jeans and T-shirt with big letters or photographs of their idols on them. Even in the work place, girls wear clothes which exhibit most of their bodies.

- 1. Why do some people follow fashion ?
.....
- 2. What are the drawbacks of following fashion on young people ?
.....
- 3. Do boys and girls wear clothes on right occasions ?
.....
- 4. What clothes do young people like wearing ?
.....

ACTIVITY 2 : (06 min) Complete this paragraph by using the appropriate double comparative forms of the words in the box. Here's an example : Rapper's jean are becoming baggier and baggier.

Powerful – tight – romantic – gentle – noisy - hard

It's amazing how fast fashion comes and goes. Ten years ago, boys use to wear tight jeans. Today, boys' jeans are becoming looser and looser. On the other hand, their shirt are getting (1)..... And In music, loud-speakers are becoming (2)..... And..... And night clubs and pubs are getting (3).....and..... In the same way, hip-hop music and its lyrics are becoming (4)..... and, while gospel music's getting (5)..... and..... And their lyrics ? They're becoming (6)..... and.....

ACTIVITY 3 : (05 min) Match the words/expressions with their meaning in column 'B'

N°	Words/expressions		Meanings/definitions	answers
1	Model	A	A person who is stylish	1.....
2	Idols	B	Very big ; large	2.....
3	To shoot	C	Person who wears clothes to exhibit	3.....
4	Loose	D	People we want to resemble	4.....
5	fashionable	E	Take photographs	5.....

ACTIVITY 4 : (06 min) Complete the grid by putting the sentences into the different forms of the simple present.

Positive	Negative	Interrogative
Joe often plays soccer.	Joe doesn't play Rugby.	What does Joe play ?
Sally lives in Liberia		
	You don't cook cassava	
We usually go to the cinema		
		What language do they speak ?
Daniel paints very well		

ACTIVITY 5 : (6 min) Expressing reasons

Study the following sentences :

A : Why do people follow fashion ?

B : People follow fashion because they want to show off.

In order to show off.

For showing off.

Now complete the grid below with 'because, in order or for'

1	Young boys wear jeans	a.) b.) In order to look like their idols. c.)
2	Teenagers follow fashion	a.) Because they want to imitate their idols. b.) c.)
3	Young people like fashion	a.) b.) c.) For being fashionable.

C4/ LESSON3 : Cosmetics (Produits cosmétiques)

ACTIVITY 1 : (08 min) Read the opinions and find the synonyms of the words in the table below from the text. The indicated lines are given to you.

Roméo : « Black is beautiful », said a black American years ago. I really wonder why 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
5 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
10 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.

Mai : Some dark-skinned women think that men are only interested in light-skinned
15 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 creating 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.

N°	Definitions or synonyms	Line	Answers
1	Nice ; charming	L1	Beautiful
2	I ask myself if.....	L1	
3	Promotion, commercials	L3	
4	To be independent	L8	
5	To make clear, to make shine	L11	
6	The problem	L17	
7	Risky ; can cause damage	L19	

ACTIVITY 2 : (05 min) Giving advice with '' **should** '' or '' **shouldn't** ''

Student A : Young girls use bleaching creams and get skin dots. What do you think of that ?

Student B : I think, they shouldn't use the bleaching cream abusively.

Student A : Many ladies don't use medical prescriptions before using cosmetics. What is your opinion ?

Student B : They should see a specialist first.

Now use 'should' or 'shouldn't' to give advice in the following situations.

1. Bola is too lazy, hework hard.
2. It is going to rain, You.....take your umbrella.
3. Koffi sleeps too much in the classroom. He.....watch TV late at night.
4. Youtake too much sweet, it may give some tooth decays.

ACTIVITY 3 (08 min) Your Liberian pen friend Laura writes to tell you about her decision to lighten her skin. Write back to her to give her some pieces of advise and tell her about the dangers she is exposed to.

My dear friend,

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C5/ THEME : CITY OR VILLAGE

LESSON 1 : CITY LIFE

ACTIVITY 1 : (08 min) Complete the sentences below with the words or expressions in the table

Noisy – throw – pee – spit – crowdy – shit – sky crappers – wanderer – pets – current - tap

1. There are many pets like dogs and cats in the city streets.
2. The citizens don't mind their environment, theyon the walls.
3. The forum market is very.....because customers come from diverses regions.
4. Some people don't go to toilets and.....by the lagoon at night.
5. "CCIA" is one of the highest.....in Plateau.
6. The inhabitants of Abidjan have clean water from the.....
7. Many people.....their domestic rubbish in the street.
8. There are numerous children who.....to beg for money in the streets of Abidjan.
9. The Authorities collect the rubbish and put them to the rubbish..... of Akouédo.

ACTIVITY 2 : (10 min) Listen to your teacher reading some statement about the city and say if they are true (T) or false (F)

N°	Statements	T/F	corrections
1	City life is noisy	.....	.....
2	City life is peaceful	.....	.....
3	City life is natural	.....	.....
4	City life is cheap	.....	.....
5	City is dirty	.....	.....

ACTIVITY 3: (06 min) Expressing wishes with 'wish + preterit'

- City is noisy. People **wish** life **were** quiet.
- I **wish** people **didn't** make so much noise.
- City life is very expensive ; people **wish** it **weren't** so expensive.

Now express a wish in each of the following situation

- There are many accidents in the city ; I.....
- He never sees real darkness ;.....
- The environment is polluted ; we.....
- You hardly see a rabbit , you.....
- You pay for everything, we.....

ACTIVITY 4 : (08 min) The US ambassador is giving a talk about the American government project called ‘‘restore hope to Adjouffou dwellers’’. You represent the English club of your school at the meeting during which the ambassador delivers the following speech. While listening, complete the information grid below with keywords.

- **Information about Adjouffou**

1. Living conditions	.....
2. Conditions of houses	.....
3. How is the traffic	.....
4. How are the streets	.....
5. Dweller’s everyday companions	.....

- **Information about the solutions**

1. Roads	.....
2. How many mosquitoes nets	.....
3. How many beds and mattresses	.....
4. Number of houses	.....
5. How many garbage tracks	.....

C5/LESSON 2 : VILLAGE LIFE

ACTIVITY 1 : (10 min) Listen to your teacher read the text about village life. As you listen, write down the order in which you heard the sentences below (from 1 to 10)

(Hint : Read the sentences before you hear the reading)

N°	SENTENCES	CORRECTION
1	Everyone dream is to see their village develop into a modern city. (example)	→ X
....	And we live very well in the village.	→
....	Beds make you crazy and cheap.	→
....	In the village, the food is safer and cheaper than any food in their supermarkets.	→
....	Children sleep outside on the sand in the hot weather.	→
....	I want my village to stay naturally sound.	→
....	I don't like them.	→
....	But I prefer village's life to the town's.	→
....	We sleep on a mat with a cover on it.	→
....	We don't need any security in my village.	→

Now say what are the advantages of living in the village.
Example : Life is very well in the village.

→

→

→

→

→

ACTIVITY 2 : (06 min) Expressing preference

Study this sentence

Some people like living in the city but I would rather live in the village because life in the village is pleasant.

Now complete the following dialogue with the correct form of each verb given and **'would rather'**

Example : Go/sleep

A : **What about going** to the cinema tonight ?

B : I'm sorry, I'm tired. I would rather sleep.

1. Come/study

A : Why don't you.....to the beach with me this Saturday ?

B : I'm sorry, I can't swim. I.....

2. get around/ travel

A : I like to.....by plane. What about you ?

B : I.....by train because travelling by train is safer.

3. read/ watch

A : I like to.....books during my free time. I have the impression that you don't.

B : Yes, you're right. I.....

ACTIVITY 3 : (10 min) Listen to your teacher read a conversation about Afua and Mary. They are talking about their preferences between village life and city life. Then tell the class, who is **for** or **against** village life.

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C5/ LESSON 3 : RURAL EXODUS

ACTIVITY 1 : (10 min) Listen to the teacher read a text about rural exodus and write down "T" for true and "F" for false before each statement below :

N°	The statements about the dialogue	T/F	Correction
1	Young people go from the cities to the village.	...	.....
2	They move to ameliorate their living conditions.	...	.....
3	They live a happy life in the cities.	...	.....
4	Live in the slums is very interesting.	...	.....
5	Their friends in the village take drugs.	...	.....
6	The government is finding solution to help the youngsters.	...	.....

ACTIVITY 2 : (08 min) Expressing **future plans with "be going to"**

1. Young people are living in bad conditions in the city slums. What is the government future plan for them ?
2. The government **is going to provide** employment with them.
Now complete the following conversation with the information in brackets using "to be going to" appropriately.

A : There aren't enough schools in the city.

B : Yes, the government.....(build new ones)

A : Streets in our city are very dirty.

B : It's true. The inhabitants.....(undertake a campaign of sensitization).

A : There are too many night attacks in the slums of our city !

B : The local authorities.....(increase police forces).

A : There aren't any jobs in the city !

B : The government.....(encourage young people to return to the land).

C6/ THEME : HUMAN RIGHTS

LESSON 1 AND LESSON 2: HUMAN RIGHTS AND DUTIES

ACTIVITY 1 : (05 min) Listen to your teacher and write down the sentences you hear.

1.
2.
3.
4.
5.

ACTIVITY 2 : (08 min) Listen to your teacher and circle the letter that indicates the right meaning of the words or expressions below. The N°1 is an example.

1. To claim means....
a-to ask for...
b- to fight for something
c-to speak about something
2. Fair means...
a-real
b-just
c-good
3. To stand up for one's right is ...
a-to negotiate for one's rights
b-to shout for one's rights
c-to fight for one's rights
4. A compromise is an agreement...
a-that doesn't satisfy anybody
b-in which all the parties accept to lose something
c-obtained by force
5. To have one's say is to...
a-express one's opinion
b-express one's disagreement
c-express one's satisfaction

ACTIVITY 3 : (10 min) Your teacher has dealt with human rights and duties in class. He dealt with the following points.

- | | | |
|-----------------------|---|---|
| 1. Right to education | 2. Duties to respect one's parents | 3. Right to equal protection before the law |
| | 4. Duty to preserve national solidarity | |
| | 5. Right to food and shelter | |

Now, you've been chosen to represent your class at a video conference given by an American professor on the topic, at the American Cultural Center :

1)As you listen, complete the text and 2)complete the information grid with notes on what he says about each aspect to the topic

C6/ LESSON 3 : TOLERANCE

ACTIVITY 1 : (06 min) Fill in the gaps with the correct words or expressions as your teacher reads the following text.

A : We've got to (1).....with our (2).....
 B : That's (3).....but isn't not (4).....
 A : That's (5).....but we (6).....
 B : I just mean... Well, how can this be (7).....when some
 (8).....are always (9).....in your
 (10).....
 A : Yes, it's a real (11).....but we have
 (12).....with it.
 B : My (13).....is (14).....!

ACTIVITY 2 : (05 min) Listen and write down the statements as your teacher reads them. Say if they express a **Necessity** "N" or a **Wish** "W", and which part of statement tells that.

N°	statements	N/W	indicator
1	You have to be on good terms with your neighbours.	N	Have to
2
3
4
5
6

ACTIVITY 3 : (08 min) Listen to your teacher read a conversation about Janet and Christiana, two neighbours in the Liberia refugee camp in Danané, Ivory coast. They have just fought and injured each other. The case is taken to the local chief Tubman to settled. Listen to the conversation and then complete the information grids with KEYWORDS.

	Janet
Reason for the dispute	
Thinks Christiana is	
Example given	
2 nd accusation	

	Christiana
Agrees or disagrees ?	
What does she say ?	
Says Janet is	

	Chief Tubman
Decision	
Requests	
What must they do ?	
Why ?	

C7/THEME : HYGIENE AND HEALTH

LESSON1 : ENDEMIC DISEASES

ACTIVITY 1 : (10 min) Read the text below and match each word or expression from the text in column A with its synonym in column B, write your answer like in the example.

Example : 1 → d

MALARIA

Malaria is a tropical disease caused by parasites. It is spread by only 60 of 380 species of the anopheline mosquito, especially during the rainy season.

Malaria annually affects from 300 to 500 million people all over the world and causes more than one million deaths.

5 Symptoms may occur in 6 days after a mosquito bites you or several months later ; these symptoms include fever, nausea and muscle pain. The majority of malaria deaths occur among young children and pregnant woman.

Early diagnosis and prompt adequate treatment is essential in curing malaria and preventing death. A limited number of drugs for treating malaria are available.

10 However, in some regions the parasites are resistant to certain anti malaria drugs, particularly chloroquine. People who are continuously infected gradually develop immunity to the disease. Preventing malaria includes of variety of measures : wearing protective clothing and sleeping under bed nets treated with insecticides.

15 Community protection measures, like using insecticides, are directly against the mosquito in order to prevent transmitting the disease. Fortunately an anti malarial medicine has been found : it is B.I.T (Bacillus Thuringiensis Var Israelinisi H-4).

*Adapted from **English Teaching Forum** April 2000, p48*

COLUMN A	COLUMN A
1. Spread (line1)	a. Discovering and naming what is wrong in someone.
2. Pregnant (line7)	b. Treating and disease and causing it to disappear.
3. Diagnosis (line8)	c. Chemical given to people to treat or prevent a disease.
4. Curing (line8)	d. Gradually affect larger and larger area or people.
5. Drugs (line9)	e. When a woman has a baby developing in her body.
6. Bed nets (line13)	f. Cloth used to cover a bed in order to protect people against mosquito bites.

ACTIVITY 2 : (10 min) Read the text again and decide whether the following statements are true or false. Write T for true and F for false. Justify your answers indicating the lines. Write your answers like in the example.

Example : 1.F (L1)

1. Malaria is caused by butterflies.....F → line 1
2. A lot of people **are affected by** malaria.....
3. As soon as mosquito bites you, the symptoms appear.....
4. Chloroquine can kill all the parasites.....
5. People have found a better medicine against Malaria.....

C7/LESSON 2 : HYGIENE

ACTIVITY 1 : (08 min) The following text describes some critical environmental problems. Read it and complete the chart below it with the necessary notes.

A clean environment is very important for a health life. Nowadays unfortunately, pollution has become a serious matter for many communities. Air and water 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 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.

Causes of pollution	Effects	Solutions
.....
.....
.....
.....
.....
.....

ACTIVITY 2 : (06 min) Read the statements below and fill in the blanks with the words from the box and then compare your work with your neighbour.

Toxic waste – environment – stagnant – species – destroy – healthy – healthier – destruction - rainforests

1. Rubbish collection keeps people.....
2.water is very dangerous for our.....
3. Cutting trees massively makes people.....
4.kills many people in the world.
5. Theof.....has made many animals.....disappear.

ACTIVITY 3 : (05 min) Read the words in the chart below and write ‘‘make’’ or ‘‘do’’ before each one.

1. Make	A suggestion	8.....	The work	15.....	A phone call
2.	One's hair	9.....	The cooking	16.....	Trouble
3.	Peace	10.....	A trip	17.....	Well
4.	The driving	11.....	The washing	18.....	A homework
5.	A noise	12.....	Sure	19.....	My bed
6.	War	13.....	A note	20.....	Badly
7.	money	14.....	progress	21.....	An attempt

C7/LESSON 3 : AIDS

ACTIVITY 1 : Read the text and decide whether the information in the box below is true (T) or false (F)

AIDS stands for Acquired Immune Deficiency Syndrome. It is caused by a virus called HIV which stands for Human Immunodeficiency Syndrome. This fragile virus can only be spread by certain ways such as sexual contact, sharing needles used to inject drugs, transfusion with contaminated blood or from an infected mother to her unborn baby during pregnancy. However, you do not get the AIDS virus by behaving like these ways : kissing, washing in the same water, shaking hands, using public toilets, eating from the same bowl, from insect bites, working with an infected person, staying with an infected person or from mouth to mouth resuscitation. Nevertheless it is safer not to share toothbrush or razor that might have blood on it, it is safer to avoid ear-piercing or tattooing with unsterilized equipments.

Adapted from **"Go For English"** 4^{ème} p20

N°	Information	True(T)	False(F)
1	You can catch AIDS in a public swimming pool		
2	You can catch AIDS from insect bites		
3	AIDS means Acquired Immunodeficiency Virus		
4	You can catch AIDS shaking hands with an infected person		
5	You can catch AIDS by sitting next to an infected person		

ACTIVITY 2 : (08 min) Read text B and answer the questions below it.

How the AIDS virus affects the body ?

The virus which caused AIDS enters the white cell in the blood and eventually destroys them so that they can no longer defend the body. This may take several years to happen. Once these defenses are lost, the body is then opened to all infections and everyday infection such as cold can become serious.

Not everybody who gets the virus will immediately become ill. they may remain perfectly healthy for a long time, but can still pass the virus on to others. These people are carriers of the virus, and although they are perfectly well, they can still infect others.

1. How does the HIV infect a person ?

.....

2. What happens to a person who loses his defences ?

.....

3. Can everybody who gets the disease become quickly ill ? justify your answer.

.....

4. What sort of persons are called carriers ?

.....

C8/ THEME : INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 1 : COMPUTER

ACTIVITY 1 : (10 min) Mr. Mensah has been invited to a school talk about computer. Read the conversation he has with the students and name the different parts of the computer below. Amari is a chairman.

Amari : Today, I have great pleasure in introducing Mr.Mensah, a computer specialist. Welcome Mr.Mensah.

Students : Good afternoon Mr.Mensah.

Mr.Mensah : Good afternoon everybody, and thank you for inviting me to your club debate.

Amari : Mr.Mensah is going to talk to us about computer. You can ask all the questions you want.

Mr.Mensah : To start, let's first look at the different parts of a computer. This is the screen. It shows texts and pictures. Here is the keyboard with letters and numbers. We use it for typing. On the screen here you have the menu that gives you a choice of things to do.

Adu : Excuse-me sir. People say that we need a mouse if we want to use a computer.

Mr.Mensah : That's right. This is a mouse, it moves the cursor around.

Amari : And **what** is a cursor, sir ?

Mr.Mensah : It's the small arrow here on the screen. You point to what you want the computer to do with it. **And look at this part with a paper inside.** It helps you point everything you want. It's a printer.

Ali : And what do you call that box ?

Mr.Mensah : A modem. If you want to connect your computer to the internet, you need a modem and a telephone line. But some computers and mobile phones have modems built into them.

Amari : Thank you very much, Mr. Mensah for this interesting talk. Let's all clap for our guest !



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.....

N°	Answers	Correction
1
2
3
4
5
6

ACTIVITY 2 : (06 min) Read the text again and complete the following sentences about the roles of computer's parts.

1. Without the.....we cannot type words.
2. Texts and pictures are shown on the
3. If you want to move the cursor around you use the
4. After typing, thecan help you print it.
5. The.....indicates you what you what the computer to do.
6. You can have a look at.....to choose what you want to do.

ACTIVITY 3 : (06 min) Read the conversation again and give short answers to the following questions.

1. What is the conversation about ?
.....
2. Do all the computers and mobile phones need modem and a telephone line to get connected to the internet ?
.....
3. A. Have you ever used a computer ?
B. What for ?.....
4. Give some examples of what we can do with a computer.
.....
5. Is the computer always something good ? Justify your answer.
.....
.....
.....

ACTIVITY 4 : (05 min) Describing the use of something with 'be used to' or 'be used for'

1. A : What is the telephone **used to** do ?
B : It is **used to** communicate
 2. A : What is the keyboard used for ?
B : It is **used for** typing words
- Now with your partner write a dialogue to describe the uses of the things in the following list .

Things	Uses
1. Pen	a. Read
2. Water	b. Watch movies
3. Forks and spoons	c. Wash oneself
4. Television	d. Eat
5. Books	e. Write

1. Pen.....
2. water.....
3. forks and spoons.....
4. television.....
5. books.....

C8/LESSON 2 : TELEPHONE

ACTIVITY 1 : During your holidays at your Ghanaian pen-friend's in Accra, you win a computer at a lottery. Your friend's brother asks you questions about the names of the computers parts, their roles and what a computer is used for. Read your dialogue to the class. Begin like this :

Your friend's brother : What have you won at the lottery ?

You : A computer.

Your friend's brother :

.....

You :

.....

Your friend's brother :

.....

You :

.....

Your friend's brother :

.....

You :

.....

ACTIVITY 2 : (05 min) Name the different items that are below :



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ACTIVITY 3 : (08 min) Read the opinions below given by two men and a woman.

Kwadjo Cell phones are so common nowadays. I think they are really useful. For example, last Saturday afternoon I was driving to my hometown to pay a visit to my relatives when suddenly my car broke down. I was there all alone, surrounded by the forest without any car to be seen. I really didn't know what to do. That's when I had the bright idea to call my mechanic for help. You will never imagine how relieved I was to see him coming along. Therefore a mobile is a must today. However, some people will use them to show off, and even tell lies to their boy-friends or girl-friends.

Henry I hate cellular phones. They encourage dull conversations, dependence on other people, and unnecessary expense. When these phones are used by drivers they cause accidents. Finally, there's a question of theft. Every cellular phone owner has lost his little toy at least ten times.

Charlotte I think a cellular phone in itself is a good invention that helps society gain time and solve problems at a distance. But like any technological invention it has its drawbacks : radiation increasing, risk of cancer, meeting frequently disturbed, insufficient network coverage, and so on. Besides those disadvantages, we also have to cope with people's attitude and behavior : showing off, telling lies and running into debts to have one.

Now find in these texts the words or expressions whose meanings are given in column A below and write your answer in column B

Column A	Column B	Correction
1. the engine doesn't work anymore (paragraph 1)	1.....	.....
2. Fantastic ! Brilliant (paragraph 1)	2.....	.....
3. To arrive (paragraph 1)	3.....	.....
4. An event repeated in the same way which disturbs in the end (paragraph 2)	4.....	
5. To solve a problem (paragraph 4)	5.....	

ACTIVITY 4 : (06 min) Read the text again and tick the right answer

1. Kwadjo was :
 - a. Watching television at home.
 - b. Victim of an attack.
 - c. Going to his village.
2. He used :
 - a. A computer to inform his friend.
 - b. A phone to call his mechanic.
 - c. A telex to ask for help.
3. Henry dislikes phones because :
 - a. They are expensive.
 - b. They have many inconveniences.
 - c. They are not necessary.

4. Charlotte thinks :
 - a. Telephone has as many advantages as disadvantages.
 - b. Telephones have more advantages.
 - c. Telephones are obligatory today.

ACTIVITY 5 : (08 min) Expressing reported speech.

a. "cell phones **are** so common **today**", Kwadjo said.

→ Kwadjo said that cell phones were so common that day.

b. "I had the bright idea to call **my** mechanic", he said.

→ He said that **he had** the bright idea to call his mechanic.

Now report the following statements.

1. "I didn't know what to do", he said.

→

2. "Some people will use them to show off", he said.

→

3. "Everyone has lost his phone at least ten times", Henry said.

→

4. "We have to cope with people's attitude and behaviour", Charlotte said.

→

5. "The phone is a good thing", my friend said.

→

6. "People tell lies with telephones", my father said.

→

7. "You will be relieved with telephone use", Kwadjo said.

→

8. "The phone use was not only positive", Camara said.

→

9. "Kwadjo has got a bright idea", he said.

→

10. "Cell phones help society gain time and solve problems at distance",
Charlotte said.

→

ACTIVIY 6: (08 min) Last year your friend Kwasi had a terrible car accident. Thanks to his cell phone, he was rescued. Report what he told you about how the phone was useful. (20 lines)

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C8/LESSON 3 : THE INTERNET

ACTIVITY 1 : (10 min) Read the conversation below between a teacher and his student about internet.

Teacher : Welcome to the internet. If you have any questions. Please feel free to ask them.

Kofi : Thank you, Sir.

Teacher : Ready for questions ? Ok. First questions then.

Sié : Where and when did the internet start ?

Teacher : In the sixties in America.

Toumani : I've heard that the internet was not widely used at first. So who were its early users ?

Teacher : It was conceived the US Department of Defense as a means of sharing information between itself and certain institutions, including some universities. At first it was used exclusively for military purposes, and wasn't called internet yet. Then its use was extended progressively to other America universities in the seventies. In 1990 the internet was opened up to civilian research.

Mila : Can anybody use the internet now ?

Teacher : Of course, yes. Otherwise we wouldn't be here talking about it. It was opened to the public in 1991 thanks to the world wide web, an interface of the internet which simplified its access.

Kodjo : We've talked about the internet and how it started, but we've said nothing about what the internet actually is.

Teacher : You're right, kodjo. It permits us to have access to an enormous amount of information through websites and databanks.

Mouda : What sort of information can we get on the internet ?

Teacher : Texts, pictures, videos and many other types of information. You can even buy and sell with the internet ; it's called e-commerce.

Abidja : How can we get access to the internet ?

Teacher : At home you must have a computer with a modem and a fixed line telephone. Then you can subscribe to an Internet Service Provider.

Now find out in the words which correspond to the following definitions.

Example : 1 = civilians

1. A person who is not a member of the army force.
2. It signifies the access to the internet.....
3. Giving and receiving messages.....
4. To send a message to say you agree to pay some money for something.....
5. It permits to have access to an enormous information.....
6. Someone's or something's role or objective.....
7. A collection of information that is stored in a computer.....

ACTIVITY 2 : (08 min) Read the text again to give short answers to the following questions.

1. Where did the internet start ?
.....
2. What were the purposes of the internet in the sixties ?
.....
3. How do you know that the internet is opened to everybody today ?
.....
4. List the advantages of the internet in the text.
.....
.....
5. What is the main element which permits people to use the internet ?
.....

ACTIVITY 3 : (05 min) using the definite article "the"

Example : Computers are very expensive but **the** computer I have bought is cheap (not expensive)

Now complete these sentences by using "the" or (Ø) where it is necessary.

1.milk is good for our health.
2.milk I drank yesterday gave me indigestion.
3.students generally use computer to work.
4.students of my school have a cybercafé.
5. farmers are hardworking people but farmers I know are very lazy.

ACTIVITY 4 : (08 min) You have attended a conference given by an American expert about the history of the internet. Report what he said in a paragraph and read it to the class. The information from the text can help you. (10 lines)

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