

## NOTE DE PRÉSENTATION

Bonjour cher(e) ami(e),

Je suis «**MY APC WORKBOOK**», ton support pédagogique. Je vais t'aider à travailler seul(e) et t'aider à apprendre quatre (4) compétences linguistiques de la langue anglaise à savoir :

1. Traiter des situations relatives à la communication orale (SPEAKING)
2. Traiter des situations relatives à la compréhension d'un texte écrit (WRITING)
3. Traiter des situations relatives à l'écoute (LISTENING)
4. Traiter des situations relatives à l'expression écrite (READING)

Ce support bien conçu pour toi est un outil de travail fort appréciable et très pratique. Il vient en appoint afin de répondre à toutes tes attentes dans l'apprentissage de la nouvelle approche pédagogique c'est-à-dire l'Approche par les Compétences (APC), aujourd'hui en classe de terminale. Il est ainsi l'œuvre de professeurs d'anglais bien expérimentés. Cependant il n'est donc pas l'ultime perfection, par conséquent tout apport des enseignants du secondaire sera le bienvenu.

En outre, « **MY APC WORKBOOK** » ne saurait ni remplacer ni se substituer aux documents officiels en vigueur au premier cycle, mais très pratique, il répond aux besoins de tout apprenant afin de mieux se préparer pour ***l'examen du BACCALAUREAT.***

Date: .....

# UNIT 1 : LIFESTYLE, MOVING WITH THE TIMES

## LESSON1: READING

### SESSION 1

**Learning context:** *In order to keep in touch with people’s new way of life, the teacher makes his Tle A students read articles about lifestyle.*

**ACTIVITY 1:** As you read the text find out the main idea of each paragraph and then the general idea of the whole text.

Paragraph 1: .....

Paragraph 2: .....

Paragraph 3: .....

The text is about.....

### TEXT:

There is no question that American consumers are troubled by the ever growing dangers in the world as it threatens the very foundation of the American way of life. They are also made anxious by the political hubbub, fake news posturing and other distractions that are taking their leaders away from their much more important task of governing and ruling this great nation and setting it on the right course to grow the economy and help American citizens prosper. In the face of these struggles, Americans are findingsolace at the bar, which not only helps them escape from their worries temporarily but also provides much-needed connection with others as they share drinks at the pub.

Encouraged by cheaper gas, Americans are getting into their cars and traveling more, going to new places, seeing new sights and just enjoying the road travel experience. This may also be a reflection of the problems confronted in air travel, which has gotten plenty of press lately.

As for me, when I need to travel places I can reach by car in less than a day, I will always opt for a road trip, rather than undergoing the trials and tribulations of flying. I suspect there are many others that share this view.

Internet shopping is replacing the hassles of in-store shopping, no question of that. It is not only that online gives access to more products, often at a cheaper price, but online saves huge amounts of time when people need a specific item. Going to the store or the mall, therefore, becomes a discretionary diversion undertaken primarily when people want a shopping experience, as opposed to a buying experience, in which online often proves to be the best option. Amazon’s record-breaking Prime Day on July 12, which saw sales rise 60% over last year’s, demonstrates just how much shoppers value the comfort and ease of shopping electronically without ever having to cross the threshold of a retail store.

*Adapted from <https://www.forbes.com/sites/forbes-finds/2018/06/23/>*

**ACTIVITY 2:** The words in column A are underlined in the text. Read the text again and match each word or expression in column A to its meaning or definition in column B. Write your answers like in the example.

Column A	Column B	Answers
1- Threatens	a- buying goods online	1 -
2- way of life	b- exchanges goods or services	<b>2 - d</b>
3- hubbub	c- discovering	3 -
4- fake	d- lifestyle	4 -
5- solace	e- false, not real	5 -
6- cheaper	f- endangers	6 -
7- seeing	g- tumult, uproar	7 -
8- share	h- troubles, problems	8 -
9- internet shopping	i- consolation, support	9 -
10- hassles	j- agree with	10 -
11- sales	k- inexpensive	11 -

**ACTIVITY 3:** As you read the text again give short answers to the following questions.

1- What made the American consumers anxious?

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

2- Where do Americans go to have comfort?

.....

3- Which means of transport do Americans use to experience road travel? Justify your answer

.....  
 .....

4- Two main ways of transport are mentioned in paragraph 2, name them.

.....

5- What is American new ways of buying goods? Does it profit to people? Justify your answer.

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

6- At what percentage does exchange of goods and services increase?

.....

**ACTIVITY 4:** Read the following sentences and complete the gaps with the right word from the box.

***whatever – however – wherever – whoever – wherever - whichever***

- 1- .....people are they adopt their own lifestyle.
- 2- ..... comes, the Massai from Kenya will never change their way of dressing.
- 3- .....you are, you can't wear this skirt for my birthday party.
- 4- Internet shopping is profitable to Americans, .....some of them prefer the troubles of in-store shopping.
- 5- The jeans,..... you prefer, I will agree with you.
- 6- .....he will come, we going to buy this new design online.

Date: .....

**SESSION 2**

**ACTIVITY 1:** Read the following text and say what it deals with

.....  
.....

**TEXT: More experience, fewer things.**

The fact that sales in used merchandise stores are growing so rapidly is not necessarily a reflection of cash-strapped customers looking for bargains, though surely that plays a role. But I believe it is far more a reflection of consumers turning away from the pursuit of a materialistic culture where one is defined by the things one has. Rather they are chasing more meaningful lifestyle experiences.

In buying previously-owned things, people acknowledge that repurposing, reusing, and seeking out used items is a lifestyle that they embrace. The "Tiny House" movement with its rallying cry "Tiny House-Big Living," is more than just a cable television show. It is a lifestyle that more Americans are pursuing, if not by actually living tiny, but thinking that way. And they start by ridding themselves of all the extraneous junk they have collected. When they actually need something, they increasingly are looking to gently-used goods as a better solution, both for their pocketbook and the planet.

Men are spending more on clothes. This is an interesting trend, especially now that **Walmart** has acquired men's clothing retailer **Bonobos**. Men are paying serious attention to their presentation, both at work to advance their careers and also in their personal lives when casual attire is called for. This woman, for one, applauds men thinking more about how they look and the message it sends to those they meet.

*Adapted from <https://www.forbes.com/sites/forbes-finds/2018/06/23/>*

**ACTIVITY 2:** For each word listed below, write down a word from the text that has almost exactly the same meaning in context. The lines number will help you. An example has been done for you.

1- **good, article, product:** → **merchandise**

2- negotiations: (line ) → .....

3- purchasing:(line ) → .....

4- pursuing:(line ) → .....

5- collection of miscellaneous items of little value: (line ) → .....

6- purse (line ): → .....

7- fashion, tendency: (line ) → .....

8- appearance:(line ) → .....

9- occasional: (line ) → .....

10- claps: (line ) → .....

11- encounter:(line ) → .....

**ACTIVITY 3:** Read the text once more and give short answers to the following questions.

1- Do American consumers negotiate when buying goods? Justify your answer.

.....  
.....

2- What are American pursuing more?

.....

3- Which phrase can be considered as the motto of the “Tiny House”?

.....

4- What are men spending more on?

.....

5- How is men’s fashion qualified in the text?

.....

6- At which levels are American men paying attention? Why?

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

**ACTIVITY 4:** As you read the list of words below form new words while following the example.

- 1- far: → .....
- 2- happy: → .....
- 3- dark: → .....
- 4- home: → .....
- 5- care: → .....

Date: .....

**UNIT 1: LIFESTYLE, MOVING WITH THE TIME**

**LESSON 2: WRITING**

**Learning context: The Tle A1 students of College Boliadé Zoukougbeu are writing a letter so as to take part in a writing competition organized by the Minister of Education for all the English Club of Côte d'Ivoire, on the topic "school uniform should be compulsory".**

**ACTIVITY 1:** Discuss with your neighbor and answer to the question below.

- 1- What type is a letter of complaint? (choose the best answer)
  - a- An informal letter
  - b- A formal letter.
- 2- How many parts or feature could we identify in a letter of complaint? Name them

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

- 3- Draw the layout of a letter of complaint in the space below.



# UNIT 2: FREEDOM AND CIVIL RIGHTS

## LESSON 2: READING

***Learning context:*** Human Rights Watch has published all the Human Rights Watch and their violations across the world on its website. In order to prepare their presentation about freedom fights and civil rights, the students of Tle A1 of College Boliadé Zoukougbeu are exploiting a publication of Human Rights Watch in order to get informed.

**ACTIVITY 1:** Read the text and say what it points out.

.....

TEXT:

The civil rights movement was a struggle for social justice that took place mainly during the 1950s and 1960s for blacks to gain equal rights under the law in the United States. The Civil War had officially abolished slavery, but it didn't end discrimination against blacks—they continued to endure the devastating effects of racism, especially in the South. By the mid-20th century, African Americans had had more than enough of prejudice and violence against them. They, along with many whites, mobilized and began an unprecedented fight for equality that spanned two decades.



On December 1, 1955, a 42-year-old woman named [Rosa Parks](#) found a seat on a Montgomery, Alabama bus after work. Segregation laws at the time stated blacks must sit in designated seats at the back of the bus, and Parks had complied.

When a white man got on the bus and couldn't find a seat in the white section at the front of the bus, the bus driver instructed Parks and three other blacks to give up their seats. Parks refused and was arrested.

As word of her arrest ignited outrage and support, Parks unwittingly became the “mother of the modern day civil rights movement.” Black community leaders formed the Montgomery Improvement Association (MIA) led by Baptist minister [Martin Luther King Jr.](#), a role which would place him front and center in the fight for civil rights.

Parks' courage incited the MIA to stage a [boycott of the Montgomery bus system](#). It lasted 381 days until segregated seating was declared unconstitutional by the Supreme Court.



Arguably one of the most famous events of the civil rights movement took place on August 28, 1963: the [March on Washington](#). It was organized and attended by civil rights leaders such as [A. Philip Randolph](#), [Bayard Rustin](#) and Martin Luther King Jr.

More than 200,000 people, black and white, congregated in Washington, D. C. for the peaceful march with the main purpose of forcing civil rights legislation and establishing job equality for everyone. The highlight of the march was King's speech in which he continually stated, “I have a dream...”

King's “[I Have a Dream](#)” speech quickly became a slogan for equality and freedom.

President [Lyndon B. Johnson](#) signed the [Civil Rights Act of 1964](#)—legislation initiated by President [John F. Kennedy](#) before his assassination—into law on July 2 of that year.

King and other civil rights activists witnessed the signing. The law guaranteed equal employment for all, limited the use of voter literacy tests and allowed federal authorities to ensure public facilities were integrated.

Adapted from <https://www.history.com/topics/black-history/civil-rights-movement> and

<https://www.cbsnews.com/pictures/leaders-of-the-civil-rights-movement/>

**ACTIVITY 2:** As you read the text once more, choose the word that has the same meaning in context to the words given. Do like in the example.

<p><b>1- struggle (line 1 )</b> a- opposition b- believe c- fight</p>		<p><b>6- congregated (line )</b> a- met b- followed c- stayed</p>	
<p><b>2- took place (line )</b> a- occurred b- placed c- formed</p>		<p><b>7- main purpose (line )</b> a- main speech b- main force c- main objective</p>	
<p><b>3- two decades (line )</b> a- period of twelve years b- period of twenty years c- period of thirty years</p>		<p><b>8- speech (line )</b> a- discussion b- talk c- conversation</p>	
<p><b>4- segregation (line )</b> a- determination b- separation c- supposition</p>		<p><b>9- witnessed (line )</b> a- determined b- certified c- allowed</p>	
<p><b>5- front (line )</b> a- leading position b- last position c- middle position</p>		<p><b>10- allowed (line )</b> a- permitted b- integrated c- limited</p>	<b>A</b>
<p><b>6- to stage (line )</b> a- to perform b- to play c- to carry out</p>			

**ACTIVITY 3:** Read the text again and give short answers to the following questions

1- When and where did the struggle for social justice happened?

.....  
 .....

2- Did the civil war reach to end discrimination?

.....

3- What's happened on the bus?

.....  
.....

4- Which organization did blacks leaders find?

.....

5- What did they do?

.....

6- How long did the boycott last?

.....

7- Which important event happened in 1963?

.....

8- Name people who made it possible

.....  
.....

9- Were white present to this march?

.....

10- What did the movement win after the signing?

.....  
.....

**ACTIVITY 4:**Read the following passage about Civil Rights Movement and fill in the blanks with the words from the box so as to make it meaningful. Do like in the example.

*period – discrimination – suffered – inequities – activists – movement  
– nonviolent – exploitation – campaigns – rights – acts*

Major achievements were gained during the second half of the 20<sup>th</sup> century. Before this period, African-Americans had (1).....from inhuman segregation, violence and (2)..... The Civil Rights Movement used (3).....protests to outlaw racial (4).....against African-Americans and restore voting (5)..... to them.

Majors (6) .....of civil resistance were the main feature of the (7)..... Crisis situations between (8).....and government authorities were produced by (9).....of nonviolent protests and civil disobedience during the (10).....between 1955 and 1968. Federal, state, and local governments, business, and

communities often had to respond immediately to these situations that highlighted the (11) *inequities* faced by African-Americans.

Date: .....

**UNIT 2: FREEDOM AND CIVIL RIGHTS**

**LESSON 3: LISTENING**

**Learning context:** *The Tle A1 students from Lycée Moderne of Zoukougbeu are listening to a record about freedom fights and civil rights so as to discuss their importance on people's life.*

**ACTIVITY 1:** Listen to the text and say what it is about.

The text is about.....

**ACTIVITY 2:** listen to the text again and say whether the following statements are true or false.

- 1- Alabama is a state located in the south of America.....
- 2- In Alabama all things haven't been separated because of racial segregation.....
- 3- For the same job, both black and white have got the same salary in Alabama during racial segregation.....
- 4- Mrs. Rosa Parks got on a crowded bus at the end of a tiring day. She gave her seat to a white woman.....
- 5- The boycott permitted to the creation of Civil Rights Movement.....

**ACTIVITY 3:** listen to the text once more and answer the questions below.

- 1- Where did the scene take place?  
.....
- 2- How was racial segregation shown up?  
.....
- 3- What happened on the bus?  
.....
- 4- What was the reaction of black community?  
.....

**ACTIVITY 4:** the following passage is about the campaign for fighting freedom in Alabama. As you Listen to the passage and complete it with the missing words you heard.

During the (1)....., both black and (2).....people joined forces to (3).....segregation laws, sitting (4).....in restaurants and (5)..... Once, in Montgomery, a mob of 300 (6).....whites formed a threatened circle around a bus as it stopped. The first 'freedom rider to get (7).....was a white

man. He was (8).....until he became unconscious. He lay I the street (9)..... an hour before an ambulance could (10).....him. gradually civil rights (11)..... won

Date: .....

**UNIT 2: FRREDOM AND CIVIL RIGHTS**

**LESSON 4: WRITING**

**Learning context: Human the students of Tle A1 of Lycée Moderne Zoukougbeu take part in a conference organized by an association in charge of the defense of human right's in Côte d'Ivoire, LIDHO on the topic: "freedom fights and civil rights". They write a letter in order to inform their pen friend.**

**ACTIVITY 1:**Discuss with your neighbor and answer the question below.

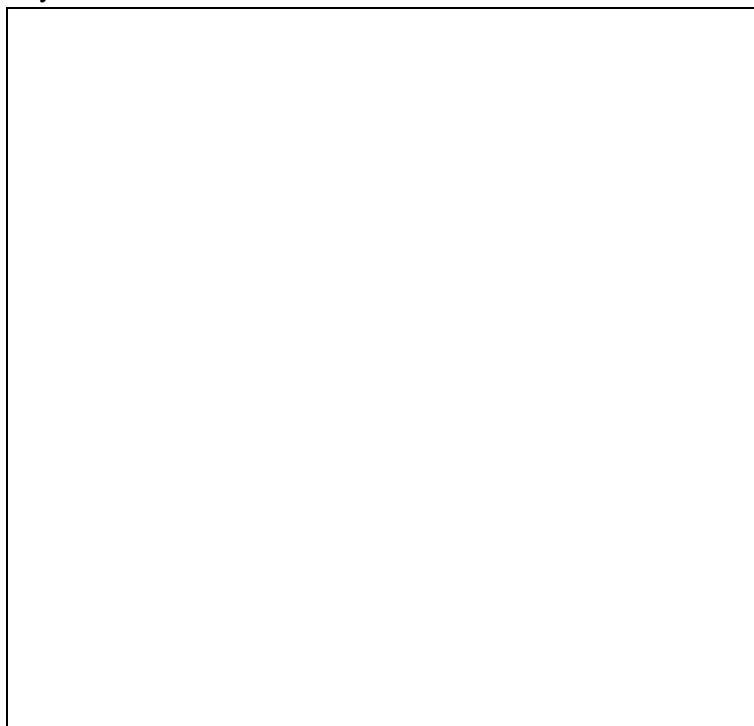
1- A letter written to a mate, a friend or a relative is.....

- a- An informal letter
- b- An application letter
- c- A formal letter

2- How many features has an informal letter got? Name them

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

3- Then draw the layout in the box below.





Date: .....

# UNIT 3: DEVELOPMENT ISSUES

## LESSON 1: READING

**Learning context:** *The Students of Tle D of Lycée Moderne Zoukougbeu are exploiting an article from the internet about the development issues in order to get informed.*

**ACTIVITY 1:** Read this article from the internet and point out its general idea. Choose the best answer that summarizes it.

The text points out.....

- a- The development
- b- The World Bank
- c- The challenges of development

### TEXT: Problems of Development Today

According to the World Bank, as many as half of the world’s six billion inhabitants live on the equivalent of less than \$2 per day, and about one-fourth of the world lives on the equivalent of less than \$1.25 per day (Chen & Ravallion, 2008). Meanwhile, people in the 20 richest countries earn, on average, 39 times more than people living in the poorest 20 states (Milanovic, 2007).

At the same time, the extent of world poverty has declined significantly during recent years. For example, the World Bank estimates that from 1981-2005 the percentage of people living on less than \$1 per day was halved, decreasing from 52 percent to 26 percent during this period (Chen & Ravallion, 2008).

These contrasting trends highlight both the problems and the progress associated with the process of “development.” On one hand, development has resulted in serious inequities between states, whereby large numbers of the world’s inhabitants are mired in poverty, especially in Africa, while inhabitants of the world’s richest countries live in both relative and absolute luxury. And yet, due to development trends, populations in poor countries are becoming wealthier over time—a process linked to globalization because countries in the developing world can raise their standards of living by integrating with highly developed states.

Today, the problems facing developing countries revolve around what are generally called “structural constraints” to development. First among these is geography—not just in the historical sense described above—but also in the more contemporary aspect that a modern economy cannot function without a division and diversification of labor. Thus, countries with small populations may have trouble developing and gaining access to markets, while landlocked countries may struggle to integrate with global markets and expand their economies.

Other common constraints on development are high economic poverty, hunger, high mortality rates, unsafe water supplies, poor education systems, corrupt governments, war, and poor sanitation. These factors all combine to create what the World Bank calls “poverty traps”—cycles that must be broken for countries to develop.

Countries can avoid poverty traps, however, with strong policies. Likewise, geographic advantages do not always result in sound development in cases when governments squander valuable natural resources. The World Bank, therefore, recommends that countries focus on six areas of policy to improve chances of development:

- Investment in education and health ;
- Increasing productivity of small farms ;
- Improving infrastructure (for example, roads) ;
- Developing an industrial policy to promote manufacturing ;
- Promoting democracy and human rights ;

- Ensuring environmental protection.

Source : <http://www.globalization101.org/problems-of-development-today/>

**ACTIVITY1:** Read the text again and find in the text the words whose definitions are given below. The lines number may help you. Do like in the example.

- 1- population (line ) → .....
- 2- **gain (line ) → earn**
- 3- divided into two parts (line ) → .....
- 4- difficulties (line ) → .....
- 5- injustices (line ) → .....
- 6- weighed down (line ) → .....
- 7- comfortable, very wealthy (line ) → .....
- 8- qualities (line ) → .....
- 9- Increase (line ) → .....
- 10- principles (line ) → .....
- 11- recommends (line ) → .....

**ACTIVITY 3:** Read the text once more and give short answers to the following questions

- 1- According to the World Bank, how many people are living on the equivalent of less than \$2 a day?  
.....
- 2- Write this number in figure.  
.....
- 3- In which continent are people still suffering from poverty? Justify your answer  
.....  
.....
- 4- Why are poor countries becoming wealthier over time?  
.....  
.....
- 5- How the writer qualifies difficulties in Third World countries?  
.....
- 6- What enables a modern economy to function?

.....

7- Find out in the text some structural constraints

.....

.....

.....

8- How can countries avoid these traps?

.....

9- What could be done to challenge development issues?

.....

.....

.....

**ACTIVITY 4:**

A- Discuss with your usual partner and complete the table.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Cheap	cheaper than	the cheapest
expensive		
beautiful		
Small		
healthy		
natural		
bad		
dry		
low		

B- As you study the sentence below from the text complete the following sentences with the right comparative and superlative form in the box like in the example.

***most driest – cheaper than – poorest – more than – greater than – richest – smaller – than – best – wealthier***

**Example:** People in the 20 **richest** countries earn 39 times **more than** people living in the **poorest** 20 states.

- 1- People living in Europe are.....than those who live in Africa.
- 2- .....countries can help.....ones.
- 3- By 2050, the world must feed .....9 billion people.

- 4- Buying goods online is.....buying stores.
- 5- An African worker receive .....revenue.....an American worker.
- 6- The world demand for food will be ..... It is today.
- 7- The Saharan desert is the.....part in the world.
- 8- Air flight is the.....way to reach Europe.

Date: .....

**UNIT 3: DEVELOPMENT ISSUES**

**LESSON 2: WRITING**

***Learning context: As members of the English Writing Club of their school, the Tle A students of College Monzadé are writing some articles for a newspaper magazine about problems of development today so as to challenge development issues. The best article will be published in the next New York Times edition.***

**ACTIVITY 1:**As you read the article below, with your partner discuss and answer the questions that follow.

**FOOD INSECURITY IN WEST AFRICA**

The world demand for food is growing rapidly due to population increase and farmers are expected to produce significantly large amounts of food to meet this pressing demand.

Agriculture is expected to play a leading role to arrest the situation and feed a global population that will number 9.6 billion in 2050, while providing income, employment and environmental services. Food insecurity has become a global challenge particularly in Sub-Saharan Africa where the rate of population growth far exceed the quantity and the quality of food needed to feed the population...

West Africa has taken a bold step to combat food insecurity. Several research and sustainable agriculture programs are underway. Policies towards agriculture and food security must be efficient towards helping family farmers to have access to; land, water, and capital rural financial services.

*Emmanuel Mensah, Graduate Research Assistant*

Questions:

- 1- What's the heading of this article?  
.....
- 2- How many parts could you recognised? Identify them  
.....  
.....  
.....  
.....



Date: .....

# UNIT 4 : WHAT THE FUTURE HOLDS

## LESSON 1: READING

**Learning context:** *The students of Terminale of College Nonlourou Blandine visit the stands of “Le Salon de l’Agriculture” flyers are distributed to them about the event. They read them in order to learn more and discuss the issue at the next meeting of their English Club.*

### SESSION 1

**ACTIVITY 1:** As you read the text point out its general idea.

.....

### **TEXT: Africa’s fastest-growing cities**

The world is moving to the city. No part of the planet is urbanizing faster than sub-Saharan Africa. The continent’s population of roughly 1.1 billion is expected to double by 2050. More than 80% of that growth will occur in cities, especially slums.

The outcome of this unprecedented urban transition depends on what Africa’s political, business and civic leaders do next. If they take the right steps, innovation, employment and economic growth will follow. If they do not, they can expect poverty and instability. Many African cities are at a tipping point.

Africa is one of the last places on earth to urbanize. There is surprisingly little agreement about whether this is a good or bad thing. Some optimists are convinced that Africa’s sustained population growth will be driving to economic development, with the black continent supplanting China as the world’s manufacturing powerhouse. Pessimists are concerned that the continent’s cities could become overstressed through rapid, unplanned urbanization, generating political, economic, and environmental upheaval.

Much of Africa’s urban growth has taken place quietly over the past few decades, far from global media headlines. When it comes to the proliferation of cities – especially megacities with populations of 10 million or more – the conversation has been dominated by Asia. After all, there are just three megacities in Africa – Cairo, Kinshasa and Lagos – with a few more expected to join their ranks in the coming decade.

The exponential and unregulated speed of urban population growth plays a critical role in predicting the prosperity and stability of African cities.

Take the case of Antananarivo, capital of Madagascar, which ranks as one of Africa’s most fragile cities and whose urban population is growing at 5.1% a year, or Abuja and Port Harcourt in Nigeria, which are ticking along at 6.2% and 5.1% respectively. Meanwhile Ouagadougou, capital of Burkina Faso, is experiencing an eye-watering population growth of 7.2% while Mbouda in Cameroon is the continent’s fastest growing city at 7.8% annually. Keep in mind that the average global urban population growth rate worldwide is currently 1.84% a year. These figures show the preoccupying character of the population issue in Africa.

Adapted from AkintundeAkinleye, *REUTERS*, 04 May 2016

**ACTIVIT 2:** Read the text again and match the words from column A to their meanings or definitions in Column B. Do like in the example.

COLUMN A	COLUMN B	ANSWERS
1- city	a- event, process	1 -
2- growth	b- persons with negative opinions	2 -
3- slums	c- places where people live in an extreme poverty	3 -
4- outcome	d- increase	4 -
5- tipping	e- weak	5 -
6- surprisingly	f- unexpectedly	6 -
7- optimists	g- urban	7 -
8- pessimists	h- enlargement	8 -
9- proliferation	i- topping	9 -
10- prosperity	j- welfare	10 -
11- fragile	k- persons with positive opinions	11 -
12- figures	l- numbers	<b>12 - l</b>

**ACTIVITY 3:** read the text and decide whether the following statements are True (T) or False (F). Then use the lines from the text to justify your answers. An example has been done.

1- **The world is moving to urban life. True (line 1)**

- 2- Every part of the world is rapidly urbanizing than countries in the south of the Saharan.....
- 3- More than eighty percent of that increase will happen in rural areas.....
- 4- Optimists believe that the decrease in population will sustain the economy.....
- 5- Pessimist believed that African cities will be in danger through rapid unorganized urbanization.....
- 6- Africa's urban increase occurred during the last century.....
- 7- Megacities are those whose population fall under ten million.....
- 8- Cairo, Kinshasa and Lagos are megacities because their population is more than 10 million.....
- 9- Abuja and Port Harcourt urban population is respectively growing at 5.1% and 6.2%.....
- 10- MBOUDA IN Cameroon is the continent's latest increasing city.....
- 11- The average global urban population growth rate is at present 1.84%.....

**ACTIVITY 4:** Read the dialogue below and write correctly the verbs in brackets using either **will** for willingness or **be going to** for prior plan.

Bahi: these trends about population growth are in German. Can you help me?

Djotto: sure; I (**translate**).....them for you.

Bahi: Thanks. But are you busy this afternoon?

Djotto: Yes, I (**meet**)..... Anne.

Bahi: What are you going to do?

Djotto: We (**study**).....graphs about population growth.

Bahi: Well, I (**come**).....with you.

Djotto: Ok, no problem. But why do you have this article?

Bahi: I (**learn**)..... trends about Africa's population growth.

Date: .....

## **UNIT 4: WHAT THE FUTURE HOLDS**

### **LESSON 1: READING**

#### **SESSION 2**

**ACTIVITY 1:** As you read the text say what it is about.

.....

**TEXT:**The continent's turbocharged urbanization is driven by several factors. First, there is what is called organic population growth, the natural expansion of population due to the surplus of births over deaths, a phenomenon driven, in Africa's case, by persistently high fertility rates. Second, there is in-migration – both voluntary and involuntary – from rural areas, with locals seeking a better life in the city and leaving poorer, and in some cases, war-torn rural settings behind.

Rural-to-urban migration is driven by both *pull* and *push* factors. Pull factors draw rural populations into the city and include economic opportunities, employment, better connectivity, access to essential services and education. Push factors drive people out of rural environments, and they include rural conflicts, environmental degradation, climate change, and resource shortages. These factors can work together to create a vicious cycle, where poor rural conditions are exacerbated by a brain drain as people leave the countryside looking for a better life in town.

Third, labour migration and new forms of connectivity are driving migration across borders, stimulating booms in some cities while draining others of human capital. This is especially true in Africa, which has seen some of the fastest growth in connectivity since the turn of the century. In the year 2000, for example, there were only 30,000 cell phones in the whole of Nigeria; by 2012 there were 113 million.

If strict family-planning policies are not implemented, the population of sub-Saharan Africa is going to remain high. Some experts predict that by mid-2030, it will have reached 2 billion. By that period, poverty will have increased everywhere on the continent and criminality will have intensified.

Adapted from AkintundeAkinleye, *REUTERS*, 04 May 2016

**ACTIVITY 2:** Read the text again and match each word from column A to its antonym or opposite I Column B. Do like in the example.

Column A	Column B	Answers
1- several	a- Low	1 -
2- growth	b- implosions	2 -
3- natural	c- decrease	3 -
4- expansion	d- urban	4 -
5- high	e- village	5 -
6- rural	f- little	6 -
7- city	g- wrong	<b>7 - e</b>
8- shortages	h- contraction	8 -
9- countryside	i- urban landscape	9 -
10- booms	j- artificial	10 -
11- true	k- excesses, surpluses	11 -

**ACTIVITY 3:** Read the text again and give short answers to the following questions.

1- What is organic population growth?

.....  
 .....

2- Can pull and push factors work hand in hand? Justify your answer

.....  
 .....

3- According to the text, is brain drain a kind of rural exodus? Justify your answer

.....  
 .....

4- Which example did the writer give to illustrate Africa fattest growth in connectivity?

.....  
 .....

5- What does the writer suggest to remain African Sub-Saharan population low?

.....  
 .....

6- What dangers threaten these populations in the future?

.....  
 .....

7- How many factors about urban population growth have mentioned?

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

#### ACTIVITY 4

**A- Use the future continuous or progressive in the sentence below to express something that will happen in the future at a right time.**

- 1- The exponential of urban population (**play**)..... critical role.
- 2- Cities (**grow**).....along the highways that connect the big cities of West Africa.
- 3- Towns (**move**)..... to megacities.
- 4- Most rural areas (**transform**)..... into cities.
- 5- The cities of Sub-Saharan Africa (**increase**)..... in population.

**B- Use the future perfect in the following sentences to express an action that will be occurred before another one in the future.**

- 1- By 2020 nearly half of the population (**live**)..... in cities.
- 2- The government (**do**)..... a new census figure by December.
- 3- The African Sub-Saharan population (**double**)..... in 2020
- 4- Nearly, the population issue in Africa (**find**).....solutions.
- 5- People (**take**)..... strong steps measures for a lower solution.



Date:.....

# UNIT 5: MANAGING RESOURCES

## LESSON 1: READING

### SESSION 1

**Learning context:** the students of Terminale A1 of College Boliadé Zoukougbeu read an article on the economy of African countries written by a specialist of the African Development Bank in order to raise their awareness on opportunities and challenges in economy and business and discuss the issue.

**ACTIVITY 1:** read quickly the whole text in a few minutes and choose the best option that summarizes the text.

- a- The intensification of agriculture in Africa without causing damage.
- b- Sustainable agriculture in Africa.
- c- Sustainable and conventional agriculture in Africa.

### **TEXT:**

Africa has the potential to take the lead in the drive to achieve sustainable agriculture.

Sustainable agriculture is a popular concept. It's warmly embraced as a guiding light for the future of food production. But there is still a great deal of disagreement about what the concept actually means and entails.

There is broad agreement about what sustainable agriculture's main aim should be. It ought to optimise locally available natural resources without negatively affecting the resource base. Social integrity is also a priority. For example, the welfare of animals and labourers should be taken care of.

Adopting productive, competitive and efficient production practices, while maintaining or improving the natural environment and the global ecosystem, as well as the socioeconomic conditions of local communities.

Conventional agriculture differs. It aims to maximise yields and economic returns. This is often done with little regard for the environment and the impact on society. Sustainable agriculture, on the other hand, is designed to address problems like environmental pollution from excessive use of fertilisers. It also tries to arrest the collapse of farm economies because of rising production costs and to preserve social integrity.

Intensive agriculture is nevertheless expected to increase because of population growth and greater demand for food as incomes rise. But unless agricultural intensification incorporates sustainable practices, environmental and social problems will persist.

We believe that it's possible to increase production without doing harm. This involves a process of sustainable intensification.

Sustainable intensification envisages increasing productivity while decreasing the agriculture's negative impact on the environment.

This approach to farming was initially aimed at smallholders in developing countries. But the concept has now been widely adopted by other agrarian sectors.

In addition, agriculture in Africa is better positioned to adopt the key tenets of increasing production without causing undue harm. This is because agriculture on the continent has generally been less intensive. It has always incorporated aspects of sustainability practices.

Agriculture in Africa has always incorporated aspects of sustainability practices. Shutter stock  
 For example, very few chemicals have been used. There have been higher levels of social integrity including environmental protection, economic viability and social integrity. This can be seen from the fact that African farmers have always employed practices like crop rotation and inter-cropping. These were initially dismissed in favour of monoculture and plantation agriculture as colonialism took hold.

By TawandaMarandure and Kennedy Dzama

<http://theconversation.com/how-agriculture-can-be-intensified-in-africa-without-causing-harm-64259>

**ACTIVITY 2:** Read the text again and find in the text words whose meanings are given below. The lines number will help you. N°1 is an example.

- 1- possibility, ability (line 1) → .....
- 2- front (line 2) → .....
- 3- accomplish, realize (line 3) → .....
- 4- crops (line 4) → .....
- 5- drop (line 5) → .....
- 6- revenues (line 6) → .....
- 7- damage (line 7) → .....
- 8- agricultural (line 8) → .....
- 9- principles (line 9) → .....
- 10- included (line 10) → .....
- 11- enlarge (line 11) → .....

**ACTIVITY 2:**As you read the text once more, decide if the following sentences are True (T) or False (F) according to your understanding o the text. An example has been done for you.

- 1- **Africa has the ability to take the back in the drive to fulfill sustainable agriculture. False (line 1)**
- 2- Sustainable agriculture is an anonymous notion.....
- 3- Sustainable agriculture should worsen locally available natural resources.....
- 4- Conventional agriculture differs as it makes yields and economic returns fall down.....

- 5- Sustainable agriculture helps to increase the collapse of farm economies.....
- 6- Population growth and greater demand for food make intensive agriculture grows.....
- 7- The writer thinks it's possible to rise production with no damage.....
- 8- The sustainable intensification approach was firstly aimed at smallholders in Third World countries.....
- 9- Agriculture in Africa has always been intensive.....
- 10- Agriculture in Africa used little or less chemicals.....
- 11- Monoculture is a culture that lacks diversity.....

**ACTIVITY 4:** Read the sentences below and put the verbs in brackets into the correct tense.

- 1- Africa (increase).....incomes if it has a real managing resources.
- 2- If people (apply)..... sustainable agriculture, they would protect more efficiently the environment.
- 3- If he had used chemicals, he (get)..... good crops.
- 4- Boserup, a Danish economist would suggest the use of innovation if the population (increase).....
- 5- The Third World countries would have developed if they (have)..... real agriculture policies.
- 6- African farmers will change farming methods if they (get)..... more financial means.

Date: .....

**UNIT 5: MANAGING RESOURCES**

**SESSION 2**

**ACTIVITY 1:** Read the text very quickly and answer the question below

What's the text about?

.....  
 .....

**TEXT:**

Various tools have been developed to assess progress towards sustainable agriculture. But a lack of agreement about what should be measured, and how, has led to a great deal of confusion and frustration, particularly for farmers. It has also left consumers unsure about what really constitutes sustainable agricultural production.

But agricultural systems are complex and diverse. This makes the use of a single blueprint for assessment impractical. Nevertheless, success can be measured by using appropriate environmental, economic and social parameters. These can give an indication of whether certain trends are stabilising, rising or declining.

The three most important dimensions to measure are environmental protection, economic viability and social equity.

But all will be affected by location, production system, scale of operation and time of assessment. Measuring nitrogen balance - the measure of nitrogen input through fertiliser minus output through crop uptake - is a good example. This is an important environmental indicator in field crops but not as much in greenhouses.

For any indicators to work properly they need to involve researchers as well as local farmers. But adopting the appropriate principles and technologies requires an interdisciplinary view. Unfortunately, agricultural training institutions in Africa limit graduates to single disciplines. Academic institutions need programmes that break away from this.

It is also vital to synchronise assessment tools across all production systems. Agricultural production is just one component of the food system. It also includes food transportation, distribution, processing, trade, policy, consumption and food waste production.

Sustainability assessments must cover the entire food system. It requires a diverse team of experts from different disciplines. But to achieve these two problems need to be overcome: tensions between disciplines and the cost of bringing experts together. One solution is to develop training programmes that produce researchers with expertise across a variety of fields.

If these problems can be solved it will see Africa take the lead in the drive to achieve sustainable agriculture.

By TawandaMarandure and Kennedy Dzama

<http://theconversation.com/how-agriculture-can-be-intensified-in-africa-without-causing-harm-64259>

**ACTIVITY 2:** The words in column A are from the text. As you read the text again match each of them to its antonym or contrary in column B. An example has been given.

Column A	Column B	Answers
1- Progress	a- global	<b>1 -d</b>
2- complex	b- unimportant	2 -
3- single	c- back	3 -
4- rising	d- regress	4 -
5- local	e- plural	5 -
6- adopting	f- declining	6 -
7- limit	g- easy	7 -
8- vital	h- apart	8 -
9- achieve	i- incomplete	9 -
10- together	j- disapproving	10 -
11- lead	k- restrict	11 -

**ACTIVITY 3:** Read the text once more and decide whether the following sentences are True (T) or False (F). Then justify your answer by quoting the lines from the text.

- 1- Different tools have been set up to evaluate progress towards sustainable agriculture. **True (line 1).**
- 2- A lack of convention left producers unsure about what really establishes sustainable agricultural production.....
- 3- The complexity of agricultural systems makes the use of plural blueprints for assessment very ineffective.....
- 4- Environmental, economic and social features are to take into account in measuring success.....
- 5- Indicators should work efficiently if people imply both scientists and global farmers.....
- 6- However, approving the suitable policies and technologies demands several opinions.....
- 7- Agricultural training institutions in Africa bound students to several fields of study.....
- 8- Agricultural production puts apart food transportation and distribution.....
- 9- Sustainability assessments have to take into account the whole food system.....
- 10- Sustainability assessments demands interdisciplinary experts.....
- 11- Africa will take the lead in the drive to fulfill sustainable agriculture if solutions are not found.....

**ACTIVITY 4:** Read the following sentences and use the right relative pronoun from the box to fill the space so as to make them meaningful.

<b>whom – whose – who – which – what – where</b>
--

- The man .....is coming is the best farmer in our village.
- 1- The cocoa plantation.....is near the road belongs to my uncle Gondo.
  - 2- The men .....cars are parked outside our house are agrarian scientists.
  - 3- The field.....they want to apply intensive agriculture is near the river.
  - 4- .....scientists suggest about sustainable agriculture is to do a little damage on the environment.
  - 5- The woman to.....you were speaking works in sustainable agricultural institute.

Date: .....

# UNIT 6: CONTEMPORARY AFRICA

## LESSON 1: READING

**Learning context:** as youngsters and members of your school English Club, you are exploiting some articles about post independence in order to discuss the issue.

**ACTIVITY 1:** Read the text very quickly and say what it points out.

.....  
.....

### TEXT: Encouraging youth economic participation through Shared Growth

Africa’s greatest resource and sharpest competitive advantage in the global economy is its young and growing workforce. Half of Africa’s population is under 25 years of age. By 2040, Africa is expected to have the largest workforce in the world, 40% of which will consist of young people.

But the economic growth the continent has enjoyed in recent years has not created enough opportunities for its young people to use their talents to earn sustainable livelihoods. Unless young people are given the chance to access the right education and training, or employment and entrepreneurship opportunities, Africa’s development potential will not be realised in full; and its young people may become a source of social and political instability.

Africa has 600 million young people, of which 72% are unemployed or vulnerably employed.

Another 11 million youth are expected to enter the African labour market every year for the next decade, according to the MasterCard Foundation. Representatives at the World Economic Forum (WEF) on Africa have been set the challenge of finding ways of achieving inclusive growth, particularly for young people. There will, for example, be a panel discussion, “Leading for the Future”, that will focus on “How can the world’s youngest continent exploit this endowment to build a new generation of leaders capable of driving success in the Fourth Industrial Revolution?”

At Barclays Africa, we believe some of the answers lie in our philosophy of Shared Growth, recognition that we must use our expertise and resources to find sustainable, commercially viable solutions to the challenges of inequality, poverty and unemployment. Shared Growth initiatives focus on education, enterprise development and financial inclusion.

We have chosen these three pillars because they are critical to human development. Young people need skills that enable them to secure their future; entrepreneurs need access to opportunity, skills training and capital in order to grow their businesses, create employment and grow the economy; and people need access to reliable and affordable financial services and products. These are areas where we can help improve lives and fulfill our principle of stewardship.

**By CNBC Africa May 4, 2017**

**ACTIVITY 2:** Read the text again and match each word from column A to its meaning or definition in column B. Do like in the example.

Column A	Column B	Answers
1- workforce	a- jobless	<b>1 – i</b>
2- under	b- emphasize	2 –
3- enjoyed	c- fundamental principle	3 –
4- talents	d- below	4 –
5- instability	e- persons who organize a business at risky	5 –
6- unemployed	f- skills	6 –
7- challenge	g- inconstancy	7 –
8- focus	h- difficult task to overcome	8 –
9- philosophy	i- all the laborers	9 –
10- critical	j- extremely important	10 –
11- entrepreneurs	k- satisfied	11 -

**ACTIVITY 3:** Read the text once more and choose the suitable answer for each question.

**1- Is the half of Africa's population over 25 years of age?**

- a- Yes
- b- Perhaps
- c- No

**2- When will Africa's workforce be the largest in the world?**

- a- In the future
- b- In the past
- c- In the present

**3- What has Africa satisfied lately?**

- a- Growing workforce
- b- Economic increase
- c- Opportunities for youth

**4- Why may youngsters become a source of social and political trouble?**

- a- Because they are given the chance to access the right education and training opportunities.
- b- Because the potential of Africa's development will not be fulfilled totally.
- c- Because opportunities are given to young people to use their talents.

**5- Which average of Africa's youth is jobless?**

- a- 40%
- b- 600 million
- c- 72%

**6- Which number of young people is supposed to reach Africa labour market?**

- a- Six hundred million
- b- Eleven million
- c- Seventy two percent young people

**7- What is a panel?**

- a- A group of people gathered to exchange
- b- Leading for the future
- c- The challenge for young people

**8- How can the world's youngest continent exploit this endowment to build a new generation of leaders capable of driving success in the Fourth Industrial Revolution?**

- a- The writer thinks the answer convey in their fundamental principle of Shared Expertise.
- b- The writer thinks the answer convey in their fundamental principle of Shared Challenge.
- c- The writer thinks the answer convey in their fundamental principle of Shared Increase.

**9- Which domains does Shared Growth emphasize on?**

- a- Education, enterprise development and financial inclusion.
- b- Inequality, poverty and unemployment.
- c- Expertise, resources and sustainable solutions.

**10- Why has Shared Growth chosen to focus on education, enterprise development and financial inclusion?**

- a- Because they are very unuseful.
- b- Because they are very important.
- c- Because they are very harmful.

**11- Why do entrepreneurs need access to opportunity, skills training and capital?**

- a- In order to drop their business.
- b- In order to decrease their business.
- c- In order to rise their business.

**ACTIVITY 4:**The passage below is an extract from an article about youth economic participation. Read the passage and fill in the blanks with the appropriate word from the box. An example has been done.

***sustainable – leaders – study – ensure – continent – objective  
– competitive – policies – together – youth – researchers***

We have set ourselves a specific **(1)**..... of preparing young people across the **(2)**.....with the requisite skills to be **(3)**..... in the workplace. While many of the key pieces are in place, government, business **(4)**..... and educators need to work**(5) together** to set out a shared vision and the necessary **(6)**..... and programmes to prepare African **(7)**..... for the Fourth Industrial Revolution and **(8)**.....their competitive advantages become **(9)**..... livelihoods. In its June 2016 strategy document, the African Capacity Building Foundation cites

a(10)..... on the capacities needed to implement the African Union’s development plan, which says that Africa has a projected gap of about 4.3 million engineers and 1.6 million agricultural scientists and (11).....

Date: .....

# UNIT 7: INTERNATIONAL ISSUES

## LESSON 1: SPEAKING

**Learning context:** The Tle A students of College Boliadé Zoukougbeu are discussing to undertake a sensitisation campaign in order to explain to their community people the importance of humanitarian aid and assistance.

**ACTIVITY 1:** In groups of four students, observe the pictures below and describe them.



Picture 1

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

Picture 2

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

**ACTIVITY 2:**After describing the pictures in activity one, the teacher asks you some questions, as you discuss with your partner, give short answers to the questions below.

1- What kind of emergencies can you think of?

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

2- What can international organizations do to help?

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

3- What is humanitarian aid or assistance?

.....  
 .....

**ACTIVITY 3:**In the table below are some abbreviations concerning organisms or organisations. in groups of four students, discuss and complete the table as in the example.

ORGANISM & ORGANISATION	DEFINITION	ROLES
M.S.F		
N.G.O		
U.D.H.R		
U.N.P.D		
U.N.I.C.E.F		
U.N.F.P.A		
W.H.O		
U.N.H.C.R		

Date: .....

## **UNIT 7: INTERNATIONAL ISSUES**

### **LESSON 1: READING**

***Learning context:*** *The Terminale A1 students of Lycée Moderne Zoukougbeu are exploiting a text about international humanitarian aid and assistance so as to discuss the issue in their next English club meeting.*

**ACTIVITY 1:** Read the text quickly and say what it deals with.

.....

.....

### **TEXT: United Nations and Crises Management**

The United Nations is an international organization, made up of its member states, and founded in 1945 as a replacement for the League of Nations after World War II. The purposes of the UN include maintaining international peace and security and achieving international cooperation in solving international problems of political, economic, social, cultural, human rights, and humanitarian issues.

The United Nations (UN) has been involved in crisis management in a comprehensive range of fields and at multiple stages in disaster responses through its principal organizations and subsidiary entities. Crisis management concerns the health, safety, and well-being of a community or a country. The geographical coverage of humanitarian crisis could be local, national, and international. The duration of the emergencies and the time required to cope with the damage of disasters cover a wide spectrum of time scales, ranging from weeks, to months, to years, and to decades. Examples of humanitarian crises include natural disasters (such as earthquakes, volcanic eruptions, tsunamis, hurricanes, tornadoes, floods, droughts, wildfires), human-caused disasters (such as armed conflicts, oil spills), combined consequences (such as forced migration, famines) and other emergencies (such as epidemics).

The UN's crisis management system focuses on humanitarian crises. The UN defines humanitarian crisis as "an event or series of events that represents a critical threat to the health, safety, security, or well-being of a community or other large group of people usually over a wider area (UNISDR, 2009)." Traditionally, the UN was more concerned by crises caused by hazardous events, such as natural disasters or conflicts. However, the UN has recently been including diverse vulnerable social conditions— e.g., health, energy, security, water security, food security, urbanization, population growth, poverty, inequality, and climate change— as emerging drivers of crises, and has taken account of complex interactions among these new causes in improving and adapting its crisis management systems.

The UN approach to crisis management shifted from "disaster management" to "disaster risk management". The UN's ultimate goals of risk management are to enhance "a) resilience—the ability of people, societies and countries to recover from negative shocks, and b) prosperity—derived from successfully managing positive shocks that create opportunities for development (UNISDR, 2009)." This indicates that the UN's risk management approach is not limited to providing disaster relief services to the victims during post-disaster situations, but includes "assessing the risks of crises, reducing the probability and size of losses, preparing for them coping with their effects (UNOCHA, 2015)." Along the functional lines, UN agencies have engaged in the risk management through various activities, including developing multi-hazard contingency plans, creating goods stockpiles and administering vaccinations. In addition, with its member nations, the UN has developed and adopted the disaster risk management framework, "Sendai Framework, and its several global targets and four priorities of actions, which have been endorsed by the UN general assembly. The framework aims to provide international stakeholders across sectors and jurisdictions a further impetus to global disaster risk reductions.

[accessed Sep 01 2018]

**ACTIVITY 2:** Read the text again and choose the right word which is suitable in context to the word given. Do like in the example. **Example:1 - a**

- 1- **replacement** (line )  
a- *substitute*                      b – *institute*                      c – *redistribute*
- 2- **purposes** (line )  
a- *proposals*                      b – *proposes* c – *objectives*
- 3- **issues** (line )  
a- *revenues* b – *revues*                      c – *concerns*
- 4- **crisis** (line )  
a- *sudden change*                      b – *sudden outbreak*                      c – *sudden management*
- 5- **to cope with** (line )  
a- *to manage with*                      b – *to play with*                      c – *to cope with*
- 6- **earthquakes** (line )  
a- *disasters*                      b – *seisms*                      c – *catastrophes*
- 7- **famines** (line )  
a- *families*                      b – *starvations*                      c – *foods*
- 8- **hazardous** (line )  
a- *dangerous*                      b – *famous*                      c – *righteous*
- 9- **shifted** (line )  
a- *shared*                      b – *shouted*                      c – *changed*
- 10- **ultimate** (line )  
a- *mateless*                      b – *fundamental*                      c – *goal*
- 11- **activities** (line )  
a- *varieties*                      b – *passivities*                      c – *actions*

**ACTIVITY 3:** Read the text once more and answer shortly the following questions.

- 1- Has the UN been set up in the 20<sup>th</sup>? Justify your answer.  
.....  
.....
- 2- Which organism has it replaced?  
.....
- 3- Which great event led to the foundation of the UN?  
.....

4- What does crisis management cover?

.....  
.....

5- Could the geographical coverage of humanitarian crisis be only national or international? Why?

.....

6- How long can take emergencies to cope with?

.....

7- Name some cases of emergencies in the text.

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

8- How is humanitarian crisis defined by the writer?

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

9- What humanitarian crisis has the UN took into account lately?

.....

10- Did the UN approach to crisis management change?

.....  
.....

11- In the text two UN entities or agencies have been mentioned. Name them and give other examples you know.

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

#### ACTIVITY 4

A- The passage below is about an international organization. Read it and fill in the gaps with the appropriate words from the box. Write your answers in the box below as in the example.

**organisation – international – institutions – crisis – assistance – principles – influences – objective – disasters – doctors – medical**

#### MÉDECINS SANS FRONTIÈRES

Médecins Sans Frontières is a private, non-profit-making (1).....humanitarian organization whose (2)..... is to provide (3).....aid to populations in (4)..... The organization relies on volunteer health professionals and is independent of all states and (5)....., as well as of all political, economic or religious (6).....

The (7).....was established in 1971 by (8).....determined to offer emergency medical (9).....wherever wars and man-made or natural (10).....occur in the world. Its guiding (11).....are laid down in a charter to which all members of the organization subscribe.

1 - .....	2 - .....	3 - .....	4 - .....
5 - .....	<b>6– influences</b>	7 - .....	8 - .....
9 - .....	10 - .....	11 - .....	

B- The text below is about water scarcity . Read it and complete it with the right prepositions from the box.

**through – on – for – over – around – of – than – to – ago – from**

#### Water scarcity, the number-one world risk

A decade (1)....., analysts warned of future water wars, even a world war. Water was labelled “the next oil” (2)..... its importance to economic growth, and its use (3).....everything, (4).....agriculture to industry, energy and manufacturing. We have alternative energy sources, but nothing can ever replace water.

More(5).....half the world’s population rely (6)..... water resources that are international, however (7)..... two thirds of the world’s transboundary rivers lack a co-operative management framework. International treaties are essential (8).....mitigating future conflict and the very process (9)..... their agreement is stabilising (10).....widening political participation, enhancing transparency, building trust and spreading confidence.



Date: .....

# UNIT 8: CULTURAL DIFFERENCES

## LESSON 1: READING

**Learning context:** *The Tle A1 students of College Monzadé are exploiting a text about cultural differences among people in order to discuss the issue and know about others culture.*

**ACTIVITY 1:** Read the above text silently and quickly and say what it points out

.....  
.....

### TEXT: Culture Shock

Studying in a foreign country can be exciting. It can be difficult too, especially if the culture is very different from your own. However, there are often surprises, even if the culture is very similar. When Megan, a British student, first arrived here in the United States she knew that Americans ate their food with a knife and fork. 'But they don't use the knife and fork like we do,' says Megan. 'In Britain we eat with the fork in the left hand and the knife in the right hand. Whereas Americans often just use a fork in the right hand.'

Megan is also surprised that Americans tip a lot more than the British do. 'We never tip a waiter just for a cup of coffee, but Americans tip 15 per cent. The accents can be so different, too! I'm slowly getting used to everything.'

For students who come here from more different backgrounds, settling in can take longer. Kit-ken, a student who came from Taiwan only a few months ago, told us 'When I first arrived everything was new and exciting. I really liked the differences between here and home. I was happy to be in a new country. Now, though, I miss my family and friends and feel a bit lonely. Sometimes I'm confused about what to do. There are still lots of things that I like, but now there are more things I dislike. I feel really homesick!'

For advice we turned to some students who now have few problems about being a student here. Seydou arrived from Senegal two years ago. He told us 'Kit-ken shouldn't worry, this is perfectly normal. I felt exactly the same as she did. I didn't understand the culture and my English wasn't improving, either.'

Seydourealised this was because all his friends were from his own country. 'So I decided to get to know some North American students, and other international students. I went to the student union where there are a lot of different clubs. There are sports clubs, dance clubs, clubs for people who have the same religion, clubs for people who want to find out more about something – there are loads! I saw there was a club for students interested in music and so I joined that. It made all the difference! I made friends quite quickly, and I was able to understand the culture a bit better. The students were interested in me, too. We talked about the differences, and I began to feel a lot happier. We now get on well and often hang out together.'

Miguel from Mexico added, 'My main problem was the food. I really missed eating my favourite dishes! Cooking for myself was also hard and I ate too much fast food, which was not good for me. Then I found a Mexican restaurant nearby. Now I go there quite a lot, and I often take other students to give it a try. Also my mum sends me packages with Mexican food in them, and that really helps, too. Understanding a new culture is important, but it's good to have things from home, too.'

**Extract from *Effective Reading2*, by Jackie McAvoy, Macmillan, 2009, P.6**

**ACTIVITY 2:** The following nouns and verbs occur in the text. Where a noun is given, write the equivalent verb form. Where a verb is given, write the noun form derived from it. The first one is done for you as example.

- 1- **studying:** → **a study**
- 2- arrive: → .....
- 3- differences: → .....
- 4- confused: → .....
- 5- advice: → .....
- 6- improving: → .....
- 7- international: → .....
- 8- union: → .....
- 9- saw: → .....
- 10- added: → .....
- 11- packages: → .....

**ACTIVITY 3:** Read the text once more and decide whether the following sentences are True (T) or False (F) according to the text. Then quote the lines from the text to justify your answers. Follow the example.

- 1- Learning in a native country can be interesting.....
- 2- Megan is a student from London.....
- 3- Americans use knife and fork as in Britain. **False (line )**
- 4- Americans tip a waiter for a cup of coffee.....
- 5- Kit-Ken enjoyed the similarities between America and Taiwan.....
- 6- Kit-Ken feels the absence of her family and friends and feels herself alone.....
- 7- For Seydou, the reaction of Kit-Ken isn't normal.....
- 8- Seydou has got friends from his home land.....
- 9- Seydou joined all the different clubs in the student union.....
- 10- Miguel didn't have any concern with eating.....
- 11- For Miguel, understanding a new culture isn't useful because he prefers things from home.....

**ACTIVITY 4:** The following sentences are from the text. Read them carefully and write a suitable question about the underlined words.

- 1- Studying in a foreign country can be exciting.  
.....
- 2- Americans ate their food with a knife and fork.  
.....
- 3- I really liked the differences between here and home.  
.....

4- Seydou arrived from Senegal two years ago.

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

5- He told us "Kit-Ken shouldn't be worry".

.....

6- Seydou realized this because all his friends were from his own country.

.....

7- There are a lot of different clubs in the school union.

.....

8- I saw there was a club for students interested in music.

.....

9- I found a Mexican restaurant nearby.

.....



Date: .....

# UNIT 9 = JUSTICE

## LESSON 1: READING

**Learning context:** *At the English Club's meeting; you are given a leaflet about how the judiciary system in your country works. You read it and exchange about the content with the other members of the club so you can know more about the system.*

**ACTIVITY 1:** Read quickly the text and answer the questions.

1- How many paragraphs are there in the text?

.....

2- Identify them

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

3- Point out the main idea of each paragraph.

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

4- What's the general idea of the whole text?

.....  
.....

### TEXT: The Criminal Justice System

When a crime has been committed, a procedure is followed to discover who the criminal is and to bring that person to justice. It differs to some extent from one country to another, but the main stages described below are followed in most countries.

The first step is top discover who committed the crime. This task is the responsibility of the police who carry out an investigation. They interview witnesses who then make statements and sign them; they look for evidence at the scene of the crime and take fingerprints; they check their records and look for any relevant information. Their objective at this stage is to find enough evidence to identify someone as the suspect.

The next step is to arrest the suspect, that is, to take him into custody (as a prisoner). But before the police can do this, they must usually obtain a warrant from a judge or magistrate. This warrant is a document which states the suspect's name and the crime he is accused of committing. It gives the police the authority to carry out the arrest. Police, can, however, arrest someone without a warrant if they catch the person 'red-handed', that is, in the act of committing the crime.

When a suspect is being arrested, the police tell the person what crime he is alleged (said) to have committed and warn him that anything he says may be used as evidence later on in court. The suspect is taken to the police station where the charges against him are recorded in a register. Identification procedures are then carried out. These may include photographing the suspect, taking fingerprints and organizing an identification parade or 'line-up' where a witness is asked to pick him out from a line of ordinary people.

The police are not able to keep a suspect in custody for very long without the authority of a court, so the accused person, now called the defendant, is brought before a judge or a magistrate. This is the defendant's first or initial 'appearance' in court and various outcomes are possible. If the crime or offence is a minor one, the defendant may plead 'guilty' and the magistrate may decide on a penalty at once. For serious crimes (for example, if the defendant is charged with murder), the judge will set a date for a trial and decide whether the defendant should be released on bail or kept in custody. To release a prisoner on bail is to require him to deposit a sum of money with the court and then to set him free. He will forfeit (lose) this money if he fails to appear in court when required to do so (for example, for his trial). Dangerous prisoners or ones who might abscond (disappear) are not granted bail, so they remain in custody. It is also possible for the judge or magistrate to dismiss a case if he feels that the evidence against the defendant is not strong enough.

Eventually the trial takes place. The main participants are the defendant, the lawyers (attorneys) on each side, who may be referred to as 'counsel for the prosecution' or 'counsel for the defence', the presiding judge, witnesses and, in some trials, a jury. The clerk of the court reads out the charges against the defendant, who then pleads 'guilty' or 'not guilty' to these charges. The prosecution then states the case against the defendant and the defence makes a statement to demonstrate his innocence. Witnesses give evidence and are cross-examined by the lawyers on each side. Witnesses swear to tell the truth. If they tell a lie, they commit the crime of perjury. The judge makes sure that the trial is conducted properly and fairly and that rules are observed.

After the lawyers have finished their closing statements, the judge gives his summing-up of the case. In this important speech he clarifies the main points for the jury to consider. The task of the jury is to decide whether the defendant is guilty or not guilty. Their decision is known as their 'verdict'. If their verdict is 'not guilty' the defendant is acquitted of the crime. It is then for the judge to pass sentence. This may take the form of a fine, a term (period) of imprisonment, or some other penalty such as a number of hours of 'community service' that is, unpaid work for the benefit of the community.

***From 'Go For English' Terminale, page 106***

**ACTIVITY 2:** Read the text again and match each word from column A to its meaning or definition in column B. Do like in the example.

Column A	Column B	Answers
1- Crime	a- authorization	1 -
2- investigation	b- assassination	<b>2 - h</b>
3- witness	c- act committing in violation of the law	3 -
4- evidence	d- decision in a trial	4 -
5- warrant	e- advocates, attorneys	5 -
6- charges	f- accusations	6 -
7- murder	g- not innocent	7 -
8- trial	h- research, inquiry	8 -
9- lawyers	i- proof	9 -
10- guilty	j- appearance at judicial court	10 -
11- verdict	k- persons who give evidence in a court	11 -

**ACTIVITY 3:** As you read the text once more give short answers to the questions below.

- 1- What is the purpose of an investigation after a crime has been committing?  
.....
- 2- What does the police in its investigation?  
.....  
.....  
.....  
.....
- 3- What is the purpose of the police investigation?  
.....  
.....
- 4- What is a warrant?  
.....  
.....
- 5- Can the police arrest someone without having a warrant?  
.....  
.....
- 6- Why does the suspect have to appear before a judge or magistrate soon after his arrest?  
.....  
.....  
.....

- 7- Why are there two lawyers or teams of lawyers at a criminal trial?  
.....  
.....
- 8- Whose job would it be to make sure that a witness was not asked improper questions during cross-examination?  
.....
- 9- What is the job of the jury? And how do we call their final decision?  
.....  
.....
- 10- Who has the ability to pass sentence? Choose the best answer  
a- The judge                      b – The jury                      c – The lawyers
- 11- What does justice mean to you?  
.....  
.....  
.....

**ACTIVITY 4:** Read the sentences below and for each of them, write the right question tag.

- 1- ***There are many acts of violence in our school, aren't there?***
- 2- A criminal should be punished, .....
- 3- Crime is not good, .....
- 4- She has never been in court, .....
- 5- They know the laws of their country, .....
- 6- My uncle knew all things about the criminal justice system, .....
- 7- Children, sometime forget their duties, .....
- 8- Women must claim for their rights, .....
- 9- I'm not guilty, .....
- 10- I am guilty, .....
- 11- The judge can not sentence you, .....

Date: .....

**UNIT 9: JUSTICE**

**LESSON 2: WRITING**

***Learning context:*** *The Tle A1 students of College Boliadé of Zoukougbeu are receiving an official from the minister of justice in order to know more about the Criminal Justice System. They decide to prepare a questionnaire in order to interview him.*

**COMMUNICATIVE ACTIVITY**

The Ministry of Justice organized a conference about the judiciary system in your school. As a member of your English Speaking Club, you are asked to interview the speaker on the topic.

Below is the beginning of your interview, in your own words end the dialogue by asking the official questions and then answer. (Each person has to intervene five times).

You: Good morning, Sir

Official: Good morning

You: could mind to introduce yourself?

Official: .....

You: .....

Official:.....

You: .....

Official: .....

You: .....

Official: .....

You: .....

Official: .....

You: .....

Date: .....

# UNIT 10: DEMOGRAPHY

## LESSON 1: SPEAKING

**Learning context:** *On the occasion of the World Population Day, the students of Terminale of your school decide to discuss the rapid increase of the world population today. They want to point out its effects on modern society. The outcomes of this discussion will be published in the English Club magazine.*

### **ACTIVITY 1:** Picture interpretation

Below are two pictures of a unique place at two different periods. As you look at them, with your neighbour discuss and describe them.

Picture 1

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

Picture 2

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

**ACTIVITY 2:** Discuss once more with your neighbour about the two pictures, and then describe the changes that have occurred about the two places. Then answer the questions below

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

What do you think about the presence of human beings? Is it positive or negative?

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

**ACTIVITY 3:** Observe carefully the graphs and use the dates to describe it as in the example. Then answer the questions below

**Example:** before 1800 the world population increased only slightly

- a- Since 1900 .....
- b- Between 1830 and 1930 .....
- c- From about 1930 to 1950.....

**Questions**

- 1- According to the graph, when did the world's population reach 1,000 million?  
.....
- 2- How long did it take this population to double to 2,000 million and how many years to double again to 4,000 million?  
.....  
.....
- 3- What, according to the United Nations, was the total estimated world population on 11 July 1987?  
.....

**ACTIVITY 4:** Write the following numbers either in figures or in words

10.000: .....

90.170: .....

1,220,401: .....

.....

1,000,000,000: .....

Seventy million: .....

Three hundred and five thousand: .....

One hundred and ninety nine thousand, five hundred and one: .....

25 %: .....

91.04%: .....

0.102%: .....

Fifty-five per cent: .....

Nine point seven oh two three per cent: .....

Thirteen point oh three per cent: .....

Date: .....

**UNIT 10: DEMOGRAPHY**

**LESSON 2: READING**

***Learning context:*** *On the occasion of the World Population Day, the students of Terminale of your school decide to discuss the rapid increase of the world population today. So they are exploiting some articles in order to point out its effects on modern society.*

**ACTIVITY 1:** Read the text very quickly and say what it deals with.

.....  
.....

**TEXT: Population growth in Africa: grasping the scale of the challenge**

While population growth slows in the rest of the world, it continues to rise in Africa. What are the implications? The last 100 years have seen an incredible increase in the planet’s population. Some parts of the world are now seeing smaller increments of growth, and some, such as Japan, Germany, and Spain, are actually experiencing population decreases.

Africa, however, is not following this pattern. Now home to 1.2 billion (up from just 477 million in 1980), the continent is projected by the United Nations Population Division to see a slight acceleration of annual population growth in the immediate future.

In the past year the population of the African continent grew by 30 million. By the year 2050, annual increases will exceed 42 million people per year and total population will have doubled to 2.4 billion, according to the UN.

From any big-picture perspective, these population dynamics will have an influence on global demography in the 21<sup>st</sup> century. Of the 2.37 billion increase in population expected worldwide by 2050, Africa alone will contribute 54%. Under some projections, Nigeria will add more people to the world’s population by 2050 than any other country.

The total fertility rate of Africa is 88% higher than the world standard (2.5 children per woman globally, 4.7 children per woman in Africa). In Niger, where GDP per capita is less than \$1 per day, the average number of children a woman is likely to have in her life is more than seven. Accordingly, the country’s current population of 20 million is projected to grow by 800,000 people over the next 12 months.

As recently as 2004, the United Nations’ expected Africa to grow only [to 2.2 billion people by 2100](#). That number now looks very out of date. What has caught demographers off-guard – and has required such dramatic revisions – is that African fertility has not fallen as expected. Precipitous declines in fertility in Asia and Latin America, from five children per woman in the 1970s to around 2.5 today, led many to believe Africa would follow a similar course.

Strong national family planning programmes in various parts of the world jump-started a virtuous circle: fertility declines allowed more educational and other resources to be deployed per capita than otherwise would have been possible. In turn, relatively more educated girls and women were able to increase their economic value and societal status – allowing for even greater agency to access and use contraception.

Since the early 1990s, family planning programmes in Africa [have not had the same attention](#), resulting in slow, sometimes negligible, fertility declines. In a handful of countries, previous declines have stalled altogether and are reversing. Beyond unreliable supplies of contraceptives in many countries [the greater obstacles](#) to lower fertility are often male opposition to contraception, religious teachings, social norms, or misinformation about contraceptive options and their side-effects.

A few heroic efforts, such as Family Planning 2020, are attempting to stimulate family planning programmes across the continent, and there are some signs of success. Recent figures from Kenya and Zambia show substantial strengthening of contraceptive use among married women. In Kenya, 58% of married women now use modern contraception, and in Zambia this measure has risen from 33% to 45% in the last three years. In both cases, the catalysts for improvements were government commitment and commensurate budget financing. The virtuous circle may not be completely out of reach, but many more African governments must make haste and make substantial investments in contraceptive information and access for their people.

Joseph J Bish, adapted.

<https://www.theguardian.com/global-development-professionals-network/2016/jan/11/population-growth-in-africa-grasping-the-scale-of-the-challenge>

**ACTIVITY 2:** For each word listed below, write down a word from the text that has almost exactly the same meaning in context. Do it like in the example.

- 1- moderates (line     ): → .....
- 2- example (line     ): → .....
- 3- study of human population (line     ): → .....
- 4- thousand million (line     ): → .....
- 5- birth (line     ) : → .....
- 6- who study population (line     ) : → .....
- 7- fact to space births (line     ) : → .....
- 8- provisions (line     ): → .....
- 9- responsibility (line     ): → .....
- 10- increased (line     ): → .....
- 11- quick action (line     ): → *haste***

**ACTIVITY 3:** Read the text once more and say whether or not the following statements are True (T) or False (F) according the text. An example has been done. Quote the lines from the text to justify your answers.

- 1- Population growth falls in the rest of the world although it decreases in Africa.....
- 2- By the year 2050, the whole population of Africa will have reached 42 million.....
- 3- By the year 2050, a West African country will add more people to the global population.....
- 4- The total birth rate of the world is 88%.....
- 5- African birth rate has increased. True (line     )**
- 6- Africa has followed Asia and Latin America in their process of declining fertility.....

- 7- Family planning programmes allow people to increase fertility.....
- 8- Girls and women could rise their revenue due to family planning.....
- 9- In the 1990s, people in Africa paid attention to family planning programmes.
- 10- Male opposition, religious teachings, social norms or misinformation are viewed as barriers to contraception.....
- 11- The use of modern contraception in Zambia has grown from 45% to 33%.....

**ACTIVITY 4:** The passage below is about family planning. Read it and complete the short passage below by choosing one of the words in the box for each gap. Write your answers in the space provided below the passage.

**Contraception – contraceptive – control – natural – permanent – pregnancy – pregnant – sterilised – vasectomy – family – sterilisation – reducing – pills – unplanned – cap**

(1.....) planning and birth (2.....) mean almost the same thing. They mean trying to make sure that a woman only becomes (3.....) when she and her husband want her to and (4.....) the chance of an (5.....) (6.....). Preventing pregnancy is called (7.....) and there are many ways of doing this. Some of them are not accepted by some religions and some societies. One method for women is the oral (8.....) (9.....), which is taken daily. Another is the (10.....) which a woman places inside herself. For men there is the (11.....). For both there are (12.....) methods which involve calculating the days on which pregnancy will not occur. Sterilisation is a (13.....) method of contraception: it is not possible for a woman to become pregnant after either she or her husband has been (14.....). In each case, a small operation is carried out. For men this is called (15.....).

1. <b>family</b>	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.

