

*J'm Ladony your worksheet*

## PROGRAMME-FORM FOUR (3<sup>e</sup>)

Themes	Lessons/3 sessions per lesson
<b>LIFE AT SCHOOL</b>	1-My last holidays. 2-School memories. 3-Work at school?  <b>REVISION AND TEST N°1</b>
<b>WOMEN AT WORK</b>	1-Rural women. 2-Women's rights and duties. 3-Girls at school.  <b>REVISION AND TEST N°2</b>
<b>TRAVELLING</b>	1-Means of transport. 2-At the airport. 3-Tourism.  <b>REVISION AND TEST N°3</b>
<b>FASHION</b>	1-Modern and traditional clothes 2-Fashion parade 3-Cosmetics  <b>REVISION AND TEST N°4</b>
<b>CITY AND VILLAGE LIFE</b>	1-Life in city 2-Life in Village. 3-Rural exodus.  <b>REVISION AND TEST N°5</b>
<b>HUMAN RIGHTS</b>	1-Children's rights and duties. 2-Citizen's rights and duties. 3-Tolerance.  <b>REVISION AND TEST N°6</b>
<b>HYGIENE AND HEALTH</b>	1-Endemic diseases. 2-Hygiene at school. 3-HIV/AIDS.  <b>REVISION AND TEST N°7</b>
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)</b>	1-The computer. 2-The telephone. 3-The internet.  <b>REVISION AND TEST N°8</b>

**REVISION ACTIVITIES PER UNIT TO GET READY FOR YOUR NEXT FORM**



Replay Activity four at home with your team. It's your **HOMEWORK** too

*Je dois tout le respect à mon enseignant. Je travaille donc dans le silence et sérieusement. LDA*

**U1/LESSON ONE-SESSION 1**

**ACTIVITY ONE-speaking: Ten minutes,** Read the text and do all the activities that follow it.

Afua **spent** most of her **holidays** in her village. She went to rice field with her aunt and her cousin Janet five days a week. They left the village **early** in the morning because the fields 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 friends 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**.

**EFS 4e, P.4**

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- Spent
- 2- Holidays
- 3- Early
- 4- Far
- 5- Chirping
- 6- Dew
- 7- Played
- 8- Paid visits
- 9- Discuss
- 10- Enjoyed
- 11- Hours and hours

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

- A-Use up a period of time
- B-At a very long distance
- C-Have a talk with someone about a theme
- D-Very soon
- E-Free times spent after work somewhere
- F-High-pitched sounds
- G-Spent time with someone
- H-Took pleasure with friends
- I-Over long time
- J-Water that has condensed on cool surface
- K-Was delighted

**II- Reading/Speaking: Five minutes,** react quickly to the following questions orally.

- 1- Where did Afua spend her holidays?
- 2- Did she go to the field of rice 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 TWO: LANGUAGE: Three minutes,** give orally the preterit form of the verbs in the box.

**Be – beat – become – begin – blow – bring – buy – catch – choose – come – cost - cut**

**ACTIVITY FOUR: Three minutes,** think about five actions you set up during your holidays and tell the classmates about them. Answer this question. Where did you spend your holidays? What did you do during your holidays?

Replay Activity four at home with your team. It's your **HOMEWORK** too

**U1/LESSON ONE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

Ex: What did you do during your holidays?

During my holidays I:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, write the sentences in the preterit form.

- 1- I (**learn**) English during my holidays to not forget the grammar rules. /.....
- 2- My sister and I (**pat**) the dog. /.....
- 3- I (**travel**) with my family to Ghana, precisely to Accra. /.....
- 4- During my holidays I (**have**) a karaoke party at cultural palace of Treichville. /.....
- 5- My daddy (**want**) to wash his car all the Sundays. /.....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, which one is correct? Circle the correct one.

- 6- Many people (**went/go**) to my holidays place too last year.
- 7- We all (**swam/have swum**) in the Smith-pool yesterday.
- 8- My aunt (**tell/told**) me to clean the living-room during my holidays only on Saturday.
- 9- I (**can/could**) even have my personal channel during the time I spent there.
- 10- I really (**relaxed/will relax**) when I was there. It (**be/was**) very fine.

**ACTIVITY FOUR-writing/reading:** Your friend Aka wants you to tell him about your last holidays in your village. Write about that and read your writing before your friends.

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Replay Activity four at home with your team. It's your **HOMEWORK** too



**U1/LESSON TWO-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes***, Read the text and do all the activities that follow it.

Sometimes one of us **dared to** tell the headmaster about **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 was far from easy! The herd was impossible to manage. The entire **worst-natured** cow ended up in the **school's herd**, because the school bought only the cheapest animal.

**Adapted from EFS 4e, P.19**

**I- VOCABULARY: 5 mn**, Match the words with their meanings like in the example.

- 1- Dared to
- 2- cruelty
- 3- punishment
- 4- bullies
- 5- clearing
- 6- school yard
- 7- cheapest
- 8- do the gardening
- 9- take care of
- 10- worst-natured
- 11- school's herd

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

- A-defy to do something
- B-chastise when one does evil things
- C-blustering
- D-barbarous act
- E-ground of learners
- F-disencumber unclean space
- G-work of creating a beautiful green space
- H-group of cattle at school
- I-stubborn being
- J-worthless way, common way
- K-look after someone or something

**II-Reading/Speaking: *Five minutes***, react quickly to the following questions say if it's **true** or **false**.

- 1-Some of them were courageous to inform the headmaster about cruelty. ....
- 2-The punishment of the bullies was equal to what they did. ....
- 3-In the second year, the punishment was very easy. ....
- 4-Guardening the animal was very easy. ....
- 5-The headmaster was happy with bullies. ....

**ACTIVITY TWO: LANGUAGE: *Three minutes***, give orally your own sentences using the expressions in the box.

**Used to – didn't use to**

**ACTIVITY FOUR: *Three minutes***, think about five school memories that you still keep in mind and tell the classmates about them. Answer this question. What did you used to do in the past?

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### U1/LESSON TWO-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

Ex: What past actions did you used to do?

As school memories I used to:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, use **since/for/ago** where necessary.

- 1- I have **learned** English ..... three days during my holidays.
- 2- My sister and I **have patted** the dogs ..... this morning.
- 3- I **travelled** with my family to Ghana, precisely to Accra two years .....
- 4- I **didn't have** a karaoke party ..... 2015.
- 5- My daddy **wanted** me to wash his car two weeks .....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, which one is correct? Circle the correct one.

- 6- Many people (**use to go/used to go**) to place for holidays.
- 7- We all (**used to swam/used to swim**) in the Smith-pool yesterday.
- 8- My aunt (**used to tell/used to told**) me to clean the living-room.
- 9- I (**would/could**) even have my personal channel after domestic activities.
- 10- I really (**use to relax/used to relax**) when I was there. It was very fine.

**ACTIVITY FOUR-writing/reading:** Your friend Aka wants you to tell him about your past habits. Write about that and read your writing before your friends.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

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## U1/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates your past habits. -Tell them what you used to do – what drew more your attention in the past. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

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**U1/LESSON THREE-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes*,** Read the text and do all the activities that follow it.

Last year, Koffi didn't work hard. He **spent his time** playing with friends. **Actually**, Koffi was not 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 stayed late into the night. His father is **worried**; he says to him: Koffi, don't work too long hours. You're going to be **overworked**, and you can see that if you had worked **harder** last year, you would have passed.

**Adapted from MCI 3e, P.8**

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

1- Spend time	1- ..A...	A-waste a moment somewhere
2- actually	2- .....	B-dawn on oneself
3- industrious	3- .....	C-incite
4- make up	4- .....	D-densely
5- by oneself	5- .....	E-crush down for working hard
6- urge someone to	6- .....	F-annoy
7- hardworking	7- .....	G-laborious
8- be prized	8- .....	H-truly
9- worried	9- .....	I-rigorous worker
10- overworked	10- .....	J-congratulated by a present
11- harder	11- .....	K-personally

**II-Reading/Speaking: *Five minutes*,** react quickly to the following questions say if it's true or false.

1-Last year Koffi failed his exam because he didn't work his lessons. ....
2-This year, Koffi has decided not to work hard again. ....
3-Koffi stayed up late into night to play with his friends. ....
4-Koffi's father encourages him to work densely. ....
5-The Koffi wouldn't have passed if he had worked harder last year. ....

**ACTIVITY TWO: LANGUAGE: *Three minutes*,** give orally your own sentences using the expressions in the box.

**IF + present, will + verb**

**ACTIVITY FOUR: *Three minutes*,** you have just received your first lesson quiz. But it bad what will you do to enhance your work? Tell your friends you have two minutes.

Replay Activity four at home with your team. It's your **HOMEWORK** too

### U1/LESSON THREE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

Ex: What subjects do you learn at school? What subject are you good at?

The subjects we learn at school are; and my favourite ones are:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, make the best choice by circling.

- 1- If he works hard, he (**would/will**) pass his exam.
- 2- Students will find English easy if they (**studied/study**) carefully.
- 3- If you agree to follow the learning time table you (**will have/would have**) good marks.
- 4- The teachers would be happy if the students (**learned/learn**) their lessons.
- 5- Your parents (**will congratulate/would congratulate**) you if you (**had/have**) good marks.

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, circle the best choice of the past condition.

- 6- Many people (**would go/will go**) to holidays if they had transport fees.
- 7- We all (**would swim/will swim**) in the Smith-pool if we (have/had) money.
- 8- My aunt (**calls/called**) me if I (**have/had**) refused to clean the living-room.
- 9- I (**would/will**) even have my personal channel if my work (**was/is**) good.
- 10- I really (**relax/relaxed**) if I (haven't/ hadn't) much work to do.

**ACTIVITY FOUR-writing/reading:** Your friend Tony wants to know your recent marks. Write about that and read your writing to let him know. You have two minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U1/LESSON THREE-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates your recent marks. -Tell them what marks you have got – what drew more your attention in your work and what will you do to enhance your work? You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular box with a grey border, containing 25 horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

## U2/LESSON ONE-SESSION 1

**ACTIVITY ONE-speaking: Ten minutes,** Read the text and do all the activities that follow it.

A woman is the 'center of the world': she **gives birth**, she **feeds** and **raises children**. In Africa, women do all the **chores** on the farm and at home. 'If man is the **head of** the family, the woman is the **neck** that makes the head turn', said a **famous** writer. Even if women have to **obey** their husbands, they always give them useful **advice** to settle difficult village affairs. **Discretely**, women advise village chief, community leaders and even kings.

**Aware of** the fact that they rule the world, women claim no glory or authority in the man dominated world. They are the center of the world though they are not given their rightful position.

Adapted from LKT 4e, P.78

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- Give birth
- 2- feeds
- 3- raise children
- 4- chores
- 5- head of
- 6- neck
- 7- famous
- 8- obey
- 9- advice
- 10- discretely
- 11- aware of

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

- A-bear a baby
- B-be known
- C-respect
- D-sensible
- E-useful words for good conduct
- F-conscience of
- G-give food
- H-truly
- I-crown, top of
- J-useful partner in family
- K-hard labour

**II-Reading/Speaking: Five minutes,** react quickly to the following questions say if it's true or false.

- 1-the text is the abilities of women in society. ....
- 2-women can only give birth and feed children. ....
- 3-women are good advisers of men. ....
- 4-women have to obey men and their husband too. ....
- 5-women's rights are not respected generally. ....

**ACTIVITY TWO: LANGUAGE: Three minutes,** give orally your own sentences using the expressions in the box.

Can – be able to – can't – be not able to

**ACTIVITY FOUR: Three minutes,** you are not satisfied with the activities of women mentioned in the text above. Tell the class about three others you have learned from women? You have two minutes.

Replay Activity four at home with your team. It's your **HOMEWORK** too

## U2/LESSON ONE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

Ex: What women activities can you mention?

We can mention seven other activities that are:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, make the best choice by circling.

- 1- Women work (**harder/harderest**) than men.
- 2- Tania is (**more tall/taller**) than Mike.
- 3- My sister is a bit (**wiser/wisest**) than me.
- 4- She is the (**most gigest/biggest**) woman in the village and the (**prettiest/prettier**) one.
- 5- My mother and the other two women are the (**cleanest/cleaner**) women in cleaning the yard.

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, circle the best choice of the past condition.

- 1- In most countries women (will can/will be able to) speak in parliament.
- 2- We all (**can swim/could swim**) in a pool both men and women if we have money.
- 3- My aunt (**can't/couldn't**) ask me if I refuse to clean the living-room.
- 4- I (**won't be able to/will cannot**) I have my personal channel if I want to.
- 5- I really (**cannot relax/ couldn't relaxed**) if I have much to do.

**ACTIVITY FOUR-writing/reading:** Your friend Pen is minimizing women's labour. You disagree with him. Write few lines to your position. You have two minutes. (Exposé)

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U2/LESSON ONE-SESSION 3- Communication

**TOPIC:** *You want to share with your friends the interest you noticed from women. -Tell them about courageous women – what do you want people do for women in general? You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too. Team work.*

A large rectangular box containing 25 horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U2/LESSON TOW-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes***, Read the text and do all the activities that follow it.

I know all **human beings** are created equal. But for the **good** management of **common life** God gives men the authority to reign and **lead** the couple life with their wives. It means that all the success of the family **involves** a man the first one in terms of responsibilities. The women are just coming as **aids** or companions. If women are aids or necks that link the head and the other parts of the body, we should normally **seek** to know their real role by men's sides. Unfortunately, many of family drivers don't understand their leadership. They fight, **ill-treat**, **disgrace**, and **jeer at** their wives. They don't respect them and they are furious against them. Women are partners not **foes**. A good family needs **collusion** between men and women.

Ref. LDA; *point of view*

**I- VOCABULARY: 5 mn**, Match the words with their meanings like in the example.

- 1- Human beings
- 2- Common life
- 3- lead
- 4- involves
- 5- aids
- 6- seek
- 7- ill-treat
- 8- disgrace
- 9- jeer at
- 10- foes
- 11- collusion

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

- A-the state of existing people
- B-rule
- C-help bring to someone
- D-bully
- E-try to get
- F-live together
- G-engages
- H-mock
- I-bring shame
- J-secret agreement
- K-rival

**II-Reading/Speaking: *Five minutes***, react quickly to the following questions say if it's true or false.

- 1-Why does God give authority to men?
- 2-Are the women the first responsible in family?
- 3-What are the women to men in family?
- 4-What does it mean to be the neck of the family?
- 5-What evil do some men do to women?

**ACTIVITY TWO: LANGUAGE: *Three minutes***, give orally your own sentences using the expressions in the box.

**Must – have to**

**ACTIVITY FOUR: *Three minutes***, you are from the group of people that fight for rights. Make a list of their rights that should be admitted in society.

Replay Activity four at home with your team. It's your **HOMEWORK** too

## U2/LESSON TWO-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

Ex: What are the duties of women?

The duties we can concede to women are:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, which one is right or duty circling.

- 1- You need to be free after long work. ...**right**.....(example)
- 2- Women have to take care of their families. ....
- 3- I agree that we must respect women. ....
- 4- Men and women both ought to live in peace for well-being of children. ....
- 5- Your parents must send you to school. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, circle the best choice of comparison.

- 1- You are (**more interested/most interested**) in women issues than many others.
- 2- We all are(**interested/more interested**) in making money.
- 3- My aunt is (**more/most**) intelligent in giving advice than any other woman.
- 4- I am (**optimistic/the most optimistic/more optimistic**) than you concerning women integration.
- 5- Ladony is the (**involved/more involved/most involved**) in defending women's rights.

**ACTIVITY FOUR-writing/reading:** Your friend Donald wants to know more about women duties. Write to let him know. You have two minutes to read your work. (exposé)

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U2/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates what you want women should have as duties. -Tell them about that. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U2/LESSON THREE-SESSION 1**

**ACTIVITY ONE-speaking: Ten minutes,** Read the text and do all the activities that follow it.

Josephine Guidy Wandja was the first women in African to get the **doctorate** in **mathematics**. She was also the **first** African to become a member of the University of the United Nations, an international group of **academics** that meets in different countries **from time to time**. She became a **member** in 1989. Josephine was born in Cameroon, but now lives in Cote d'Ivoire.

She married an Ivoirian **engineer** in 1971, and they have children. She is a **professor** at the University of Abidjan which is now University Felix Houphouet Boigny and she is the author of **several** books on Mathematics, **including** 'Yao, crack an Math' (Yao **ace at** Maths).

**Adapted from GFE, 4e, P.17**

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- doctorate
- 2- mathematics
- 3- first
- 4- academics
- 5- from time to time
- 6- member
- 7- engineer
- 8- professor
- 9- several
- 10- including
- 11- ace at

- 1- ..A...
- 2- .....
- 3- .....
- 4- .....
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- A-high earned academic degrees
- B-the head of a group
- C-part of science
- D-here and there
- E-educators at a college or university.
- F-a person using scientific knowledge
- G-a faculty member at university...
- H-have as a part
- I-succeed at easily
- J-many
- K-a person composing a group

**II-Reading/Speaking: Five minutes,** react quickly to the following questions say if it's true or false.

- 1-Josephine Guidy Wandja is the first man to in Africa to get the doctorate. ....
- 2-Josephine Guidy Wandja is a professor at university of Abidjan. ....
- 3-Josephine Guidy Wandja; the man, was born in Cameroon in 1971. ....
- 4-Josephine Guidy Wandja is a very intelligent woman. ....
- 5-Josephine Guidy Wandja has written many books on Mathematics. ....

**ACTIVITY TWO: LANGUAGE: Three minutes,** give orally your own sentences using the expressions in the box.

**Should + verb + because**

**ACTIVITY FOUR: Three minutes,** you are from the group of people who are for girls' education. Write few lines to justify your position.

Replay Activity four at home with your team. It's your **HOMEWORK** too

## U2/LESSON THREE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- What are girls' living conditions in your region?

The living conditions of girls in my region can listed as follow:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, which one is expressing ability or giving reason?

- 1- You should encourage girls' education because they useful too. ....**giving reason**....
- 2- Girls can work like men in many domains. ....
- 3- I agree we will be able to convince people about girls' education. ....
- 4- Boy and girls have the same rights so we should send them to school too. ....
- 5- Your must send you to school because you worth it, you are intelligent. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, write five sentences to give your opinion.

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

**ACTIVITY FOUR-writing/reading: (3min)** your friend Donald wants to know your opinion about girls' education problem. What do you think about?

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U2/LESSON THREE-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates the importance of sending girls to school. -Tell them about that and sensitize many to encourage girls' education. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U3/LESSON ONE-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes*,** Read the text and do all the activities that follow it.

People use different means of **transport** in Cote d'Ivoire. They **move around** by road, by air and by sea. The **category** of people who uses one type of transport **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. 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. About 5% of population use **airlines**. The biggest airports of the country are Abidjan and Bouaké. There are not many planes in the country because they are very **expensive**. People also travel by sea, by river or by **lagoon**.

No Ref.

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- transport
- 2- move around
- 3- category
- 4- varies
- 5- motorcycles
- 6- travel
- 7- railway station
- 8- passengers
- 9- airlines
- 10- expensive
- 11- lagoon

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

- A-mean by which one can move
- B- a collection of things
- C-becomes different
- D-pass the other side
- E-act of going from one place to other
- F-two or three wheels machine
- G-a body of water cut off
- H-high in price
- I-travellers
- J-flights traveling
- K-terminal where trains load

**II-Reading/Speaking: *Five minutes*,** react quickly to the following questions.

- 1-What are the different means of transport mentioned in the text?
- 2-Do all the people use the same ways to travel?
- 3-what percentage of people travels by plane; by car and by train?
- 4-What is the reason that justifies the difference among people?
- 5-What your preference among those means of transport?

**ACTIVITY TWO: LANGUAGE: *Three minutes*,** give orally your own sentences using the expressions in the box.

**On – by – in – out - off**

**ACTIVITY FOUR: *Three minutes*,** tell the class the land means of transport. And which one is your preference?

Replay Activity four at home with your team. It's your **HOMEWORK** too

### U3/LESSON ONE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- What name of land transport can you mention?

The means of transport that can be mentioned are:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, which one is right?

- 1- I travel **(by/into)** car from Abidjan to Daoukro.
- 2- People use to travel **(in/by)** plane.
- 3- I agree we must get **(off/out)** this bus.
- 4- I don't want to get **(on/in)** that car.
- 5- Your parent can't go **(with/in/on/by)** 10:30 plane.

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, report the sentences in the box.

- 1- 'My father drives a lorry from Abidjan to Ouagadougou.' The boy says
- 2- .....
- 3- 'My aunt sells the tickets at railway station.' The man tells us
- 4- .....
- 5- 'They call Ladony to repair trains when they are not working.' We tell you
- .....

**ACTIVITY FOUR-writing/reading:** Your friend Ange wants you to describe the means of transport you use to travel. Justify why you made this choice? You have two minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too



**U3/LESSON TOW-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes*,** Read the text and do all the activities that follow it.

Yesterday, my aunt arrived from Lomé by plane. The **plane did not come on time**. It was thirty **minutes late**. We waited for my aunt at the **airport**. We watched the planes **landing** and **taking off** and all the people working in the airport. Then my brother **pointed to** a plane. It was the plane from Lomé. When it landed, the door opened and my aunt **walked out of** the plane. Ten minutes later, she was in the **airport building**. She was very happy to see us. We **carried** her bags to the taxi. **On the way home**, the police stopped us. They wanted to see the driver's papers. They also looked in the taxi. Everything was okay. We arrived home **half an hour**.

Adapted from EFS 6e, page 92

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- plane
- 2- minutes late
- 3- airport
- 4- landing
- 5- taking off
- 6- Pointed to
- 7- Walked out of
- 8- Airport building
- 9- carried
- 10- on the way home
- 11- half an hour

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

- A-an aircraft that has a fixed wings
- B-an airfield equipped with control
- C-a period of times after
- D-leaving
- E-reach the airport platform
- F-indicate with a finger
- G-moved while supporting
- H-middle of hour
- I-walls and stands at the airport
- J-leave the inside of plane
- K-going home

**II-Reading/Speaking: *Five minutes*,** react quickly to the following questions.

- 1-Where did the scene take place?
- 2-was the plane on time?
- 3-who pointed to aunt's plane?
- 4-what happen after the plane landed?
- 5-what did the police do?

**ACTIVITY TWO: LANGUAGE: *Three minutes*,** give orally your own sentences using the expressions in the box.

Like – don't like – prefer – hate - dislike

**ACTIVITY FOUR: *Three minutes*,** you are talking with many friends to make a comparison and show your preferences. Make some sentences orally.

Replay Activity four at home with your team. It's your **HOMEWORK** too

**U3/LESSON TWO-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- What are some related words or expressions at airport?

We can mention for example:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, write the direct speech form of the sentences.

- 1- You said he needed to be free after long work.
- 2- They told him, women have to take care of their families.
- 3- I agreed that we must respect women.
- 4- She told us that men and women both ought to live in peace for well-being of children.
- 5- Tony said that your parents must send you to school.

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, report these sentences.

- 6- 'My father drives a lorry from Abidjan to Ouagadougou.' The boy said
- 7- .....
- 8- 'My aunt sells the tickets at railway station.' The man told us
- 9- .....
- 10- 'They call Ladony to repair trains when they are not working.' We told you

**ACTIVITY FOUR-writing/reading:** Your friend Donald wants you to write an introduction of his essay about means of transport.You have two minutes to read your work.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U3/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates the means of transport the most reliable according to you. –Justify your choice. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U3/LESSON THREE-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes*,** Read the text and do all the activities that follow it.

**A hundred** years ago, **tourism hardly** existed. Very few people travelled **abroad**. Now, thanks to the **twentieth century** 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 part of our rights. We need to **look for** fresh air and discover the world and many other parts of the world and people. Tourism is **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 GFE, 3e, P.68

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- A hundred
- 2- tourism
- 3- hardly
- 4- abroad
- 5- twentieth century
- 6- As well as
- 7- Foreign trip
- 8- Look for
- 9- vital
- 10- income
- 11- foreigners

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

- A-many years
- B- almost not
- C-the business of providing services
- D-and in addition
- E-to or in a foreign country
- F-discover
- G-the century from 1901 to 2000
- H-urgently needed
- I-a person from foreign country
- J- a journey abroad
- K-financial gain

**II-Reading/Speaking: *Five minutes*,** react quickly to the following questions.

- 1-did tourism exist before twentieth century?
- 2-how many people travelled abroad before twentieth century?
- 3-when did tourism start interesting many people?
- 4-What does Cote d'Ivoire do concerning tourism?
- 5-Why is tourism a vital income?

**ACTIVITY TWO: LANGUAGE: *Three minutes*,** give orally your own sentences using the expressions in the box.

**Would you like – what about –no, I can't – that's a good idea**

**ACTIVITY FOUR: *Three minutes*,** write letter at home to your friend. Talk about the tourist places we can find in your area? Invite him to come to discover them next holiday.

Replay Activity four at home with your team. It's your **HOMEWORK** too

### U3/LESSON THREE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- What tourist places from your region can you mention?

The tourist places that can be mentioned are:

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

**ACTIVITY TWO: LANGUAGE –EXERCISE ONE,** use the reflexives in the following sentences?

- 1- I wish you could see. ....
- 2- Couldn't hear speak. ....
- 3- He shouted hoarse. ....
- 4- Behave. ....
- 5- Did you enjoy? .....

**ACTIVITY THREE: LANGUAGE-EXERCISE TWO,** you are invited. What would you think?

- 1- Would you like to help me lift this trunk? .....
- 2- We have a party at home. How about staying with me? .....
- 3- Your car is not working. Why not taking mine? .....
- 4- I want you to clean my shoes too. ....
- 5- Will you have a cup of coffee? .....

**ACTIVITY FOUR-writing/reading:** Your friend Ange wants you to describe the tourist places of your region. He will come to discover them next holidays. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

*J'm Ladony your worksheet*

## U3/LESSON THREE-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates your exposé on the brochures about tourism for letting know the tourist sites of your region. You have three minutes to talk about per group. Be the first group to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing, intended for students to prepare their presentation on tourism brochures.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U4/LESSON ONE-SESSION 1**

**ACTIVITY ONE-speaking: Ten minutes,** Read the text and do all the activities that follow 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 and girls can become bandits, attack people to steal their money and buy **stylish** clothes and take the risk of being **shot down** by the police or taken to prison. Some girls can **be tempted** to prostitute themselves to **get money** for **fashionable** and so contract AIDS. I addition, people don't know what to wear in **circumstances**. In work places there are some admitted clothes. But our young men cannot **part** clothes when it comes to the work plan and always **cry out** for job.

**No source.**

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- fashion
- 2- show off
- 3- admire
- 4- music starts
- 5- stylish
- 6- Shot down
- 7- Be tempted
- 8- fashionable
- 9- circumstances
- 10- part
- 11- cry out

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

- A-how something is down
- B-look at with good feeling, appreciate
- C-display proudly
- D-having elegance
- E-dazzlingly skilled person, artist
- F-drawn towards
- G-hit with a missile
- H-in accordance with current model
- I-look for something uncertainly
- J-situation
- K-make a difference, separate

**II-Reading/Speaking: Five minutes,** react quickly to the following questions. Write true or false.

- 1-people follow fashion because they want to be appreciated. ....
- 2-there are some consequences following fashion. ....
- 3-fashion leads boys to prostitution. ....
- 4-young men cannot find job because they don't wear good clothes. ....
- 5-stealing is not risk. It just help young to have money to buy fashionable clothes. ....

**ACTIVITY TWO: LANGUAGE: Three minutes,** give orally your own sentences using the expressions in the box.

**Because – because of – that's why – so that**

**ACTIVITY FOUR: Three minutes,** which clothes do you like wearing? Why did make that choice? Use the gap fillers (**basically-you know-ok-it's like- so-well-I mean-actually-right...**).

Replay Activity four at home with your team. It's your **HOMEWORK** too

**U4/LESSON ONE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of different traditional clothes.

We can mention:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, which one is correct? Write the right one.

- 1- My mother (**makes/does**) clothes to sell them. ....
- 2- They will (**do/make**) their fashion show this afternoon. ....
- 3- I can (**make/do**) a telephone. ....
- 4- She always asks me to (**do/make**) her homework. ....
- 5- Tony said women are (**making/doing**) the cooking. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, same exercise.

- 6- My mother (**made/did**) clothes to sell them. ....
- 7- They will (**did/made**) their fashion show this afternoon. ....
- 8- I can (**made/did**) a telephone. ....
- 9- She always asks me to (**did/made**) her homework. ....
- 10- Tony said women were (**making/doing**) the cooking. ....

**ACTIVITY FOUR-writing/reading:** Your friend Donald wants you to write an introduction to an article about modern and traditional clothes. You have two minutes. **Exposé-homework.**

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Replay Activity four at home with your team. It's your **HOMEWORK** too

*I'm Ladony your worksheet*

## U4/LESSON ONE-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates the most fashionable clothes and also traditional clothes in an article. –Talk about fashionable clothes people wear today and the traditional clothes they wear and at which occasion they wear them? You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with a grey border, containing 20 horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U4/LESSON TWO-SESSION 1**

**ACTIVITY ONE-speaking: Ten minutes,** Read the text and do all the activities that follow it.

World fashion **parade** brings together an **exclusive** and refreshing event that is bigger than just **showcasing** clothes on the runway. A true **connect** with the **audience** begins here with structured and **thoughtful** event plan targeted towards each individual **brand**. This helps in **bringing out** the very essence of the thought process behind the **runway** story of the **designer**. World fashion parade is a humanitarian project with a mission to further spread the message of peace through fashion, work with countries governments, creative artists, and brand. The parade audience can be grateful to world designers like *Louis Vuiton, Monica Moss, 50 cent* and many others. And also the world models like *Meghan, Bora Aksu Kicks, Preen* and others. They all contributed and still continus to **contribute** to the realization of parade objectives.

**Ref. Internet collection**

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- parade
- 2- exclusive
- 3- showcasing
- 4- connect
- 5- audience
- 6- thoughtful
- 7- brand
- 8- bringing out
- 9- runway
- 10- designer
- 11- contribute

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

- A-how something is down
- B-look at with good feeling, appreciate
- C-display proudly
- D-having elegance
- E-dazzlingly skilled person, artist
- F-drawn towards
- G-hit with a missile
- H-in accordance with current model
- I-look for something uncertainly
- J-situation
- K-make a difference, separate

**II-Reading/Speaking: Five minutes,** react quickly to the following questions. Write true or false.

- 1-fashion parade has other social interests. ....
- 2-fashion parade is not humanitarian project. ....
- 3-Louis Vuiton is a model the and designer too. ....
- 4-50 cent, Monica Moss both are fashion designers like Louis Vuiton. ....
- 5-all the fashion characters worth gratefulness for their contribution to the project. ....

**ACTIVITY TWO: LANGUAGE: Three minutes,** give orally your own sentences as required in the box.

**Come on – please – I’m begging you – present simple and continuous**

**ACTIVITY FOUR: Three minutes,** what Ivorian designers and models do know?

Replay Activity four at home with your team. It’s your **HOMEWORK** too

**U4/LESSON TWO-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of different designers and models in Cote D'Ivoire.

We can mention:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, write in the past simple form.

- 1- Jules Touré (be) a great fashion designer. ....
- 2- The models (parade) at cultural palace three years ago. ....
- 3- Louis Vuiton (win) the prize of the parade. ....
- 4- I'm surprised, 50 cent (design) fashionable clothes! ....
- 5- Tony (say) the winner of the evening parade (be) Pat O. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, write in the past progressive form.

- 6- Jules Touré (make) a great fashion jackets. ....
- 7- The models (parade) at cultural palace three years ago. ....
- 8- Louis Vuiton (organize) the prize of the parade. ....
- 9- I'm surprised, 50 cent (design) fashionable clothes! ....
- 10- Tony (say) the winner of the evening parade (be) Pat O. ....

**ACTIVITY FOUR-writing/reading:** fashion parade brings together. Explain how you understand it in a magazine article.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U4/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates the most fashion parade and modern and traditional clothes you saw in an article of your school magazine. – Describe the categories of models and designers. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U4/LESSON THREE-SESSION 1**

**ACTIVITY ONE-speaking: Ten minutes,** Read the text and do all the activities that follow it.

Hey! I am here to talk about some **advantages** and disadvantages of **makeup** and **cosmetics** in general. Some people wear make up to make themselves beautiful but **others** wear it for **fun**. **Nowadays** almost every **female** are six or sixty years old, and I mean wearing makeup isn't a bad thing but don't **overdo** it. I prefer never use it. For me women don't need that to show their beauty. Because using it and showing **appearance** of beauty, when you are becoming an old person no one can **recognize** you. You turn to **ugly** person and it is sure. An old woman is still regretting her **natural** skin while I'm talking to you. So for that purpose I would like you to forget about cosmetics... hope you enjoy.

*Ref. Internet collection*

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- advantages
- 2- make up
- 3- cosmetics
- 4- fun
- 5- nowadays
- 6- female
- 7- overdo
- 8- appearance
- 9- ugly
- 10- natural
- 11- recognize

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

- A-profits
- B-a toiletry designed to beauty
- C-amusing
- D-present times
- E-opposite to male
- F-cosmetics applied to face
- G-unsightly
- H-excessive degree of doing
- I-physical aspect
- J-acknowledge
- K-real and safe

**II-Reading/Speaking: Five minutes,** react quickly to the following questions. Write true or false.

- 1-there are many disadvantages than advantages using make up. ....
- 2-you can make your skin perish if you overdo makeup. ....
- 3-the old woman is happy about her new skin. ....
- 4-the writer is using makeup too. ....
- 5-the writer advises to not use makeup. ....

**ACTIVITY TWO: LANGUAGE: Three minutes,** give orally your own sentences as required in the box.

**Should-shouldn't-ought to-oughtn't to-present /past perfect**

**ACTIVITY FOUR: Three minutes,** what other danger do you learn from cosmetics?

Replay Activity four at home with your team. It's your **HOMEWORK** too

**U4/LESSON THREE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of many other cosmetics not seen with the teacher.

We can mention:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, which sentence is past or present perfect?

- 1- Jules Touré has been a great fashion designer. ....
- 2- The models had paraded at cultural palace three years ago. ....
- 3- Louis Vuiton has won the prize of the parade. ....
- 4- I'm surprised, 50 cent designed fashionable clothes! .....
- 5- Tony had said, the winner of the evening parade had been Pat O. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, write future, past/present conditional.

- 1- Jules Touré (**make**) a great fashion jackets. ....(past conditional)
- 2- The models (**parade**) at cultural palace three years ago. ....(present conditional)
- 3- Louis Vuiton (**organize**) the prize of the parade. ....(future)
- 4- I'm surprised, 50 cent (**design**) fashionable clothes! ....(present conditional)
- 5- Tony (**say**) the winner of the evening parade (be) Pat O. ....(future)

**ACTIVITY FOUR-writing/reading:** sensitize your sisters who refuse to abandon bleaching skin. Explain the danger that exists in a magazine article. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U4/LESSON THREE-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates some disadvantages of cosmetics in an article of your school magazine. – Give tangible examples of damaged skin of many who use cosmetics. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too



**U5/LESSON ONE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of problems mentioned in the audio script.

We can mention:

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

**ACTIVITY TWO: LANGUAGE –EXERCISE ONE, tags.**

- 1- There are great fashion designers in cities. ....
- 2- The models parade at cultural palace three years ago. ....
- 3- Louis Vuiton wins the prize of the parade. ....
- 4- I'm surprised, 50 cent designed fashionable clothes in! ....
- 5- Tony says the winner of the evening parade is from Chicago. ....

**ACTIVITY THREE: LANGUAGE-EXERCISE TWO, tags.**

- 6- There were great fashionable jackets. ....
- 7- The models did not parade at cultural palace three years ago. ....
- 8- Louis Vuiton organized the prize of the parade. ....
- 9- I'm surprised; 50 cent does not design fashionable clothes! ....
- 10- Tony did not say the winner of the evening parade was in Chicago. ....

**ACTIVITY FOUR-writing/reading:** Are you for city or village life? Justify your choice. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too





**U5/LESSON TWO-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of the reasons why young people go to city in the audio script.

We can mention:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, use: **'d like to, 'd rather to, prefer to'** in the sentences.

- 1- I don't want to go to farm. I want to stay home. ....
- 2- She refuses to give me her car. She gave it to Annick. ....
- 3- I can't call him Louis Vuiton . I will call him 50 cent. ....
- 4- They cook beef soup. They don't like mutton! .....
- 5- Tony lives in Chicago. He doesn't like New York. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use: **'hope to, be planning, intend to'**.

- 1- There were great fashionable jackets. ....(have it/I)
- 2- The models did not parade at cultural palace three years ago. ....(do it/soon /they)
- 3- Louis Vuiton will organize the prize of the parade. ....(win it /Mary)
- 4- I'm surprised; 50 cent is sharing fashionable clothes! ....(receive mine/I)
- 5- Tony said the evening parade was in Chicago. But it is not true .....(joke/he)

**ACTIVITY FOUR-writing/reading:** What will attract you to live in a village? Justify your choice. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U5/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates the advantages that one can have living in a village. – Write your ideas to let your friends know it. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too



**U5/LESSON THREE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of problems young people face concerning rural exodus from the audio.

We can mention:

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

**ACTIVITY TWO: LANGUAGE –EXERCISE ONE,** use: **‘while, as, too, as well as, as well’** in the sentences.

- 1- I don't want to go to farm. I don't like staying home. ....
- 2- She calls me to give her car. I'm driving it. ....
- 3- I call him Louis Vuiton and I call him 50 cent. ....
- 4- You cook beef soup. I cook beef soup! .....
- 5- Tony lives in Chicago. He can speak good English. ....

**ACTIVITY THREE: LANGUAGE-EXERCISE TWO,** use: **‘while, as, as well as, too’** in your own sentences.

- 6- .....
- 7- .....
- 8- .....
- 9- .....
- 10- .....

**ACTIVITY FOUR-writing/reading:** Many of your friends made a choice of life in village. You are not for that option. Justify your choice. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U5/LESSON THREE-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates deplorable facts that happen In cities. – Write about the consequences of rural exodus to let your friends know it. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular box containing 25 horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too



**U6/LESSON ONE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of human rights from the audio script.

We can mention:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, turn into the **active form** the sentences.

- 1- Your room will be cleaned tomorrow. ....
- 2- This fence is painted by Moussa. ....
- 3- Your car was driven by Ellen. ....
- 4- I am giving you your key tomorrow. ....
- 5- The programme will be broadcasted. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, turn into the **passive form**.

- 1- Thomas made great fashionable jackets. ....
- 2- The models did a parade at cultural palace. ....
- 3- Louis Vuiton will organize the prize of the parade. ....
- 4- I'm surprised; 50 cent is sharing fashionable clothes! ....
- 5- Tony call his mother through a telephone. ....

**ACTIVITY FOUR-writing/reading:** What message will you pass on for fighting for your rights?  
Write it down in the box. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too





**U6/LESSON TWO-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of human duties from the audio script.

We can mention:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, give order in the following sentences.

- 1- Nathan will be cleaning my house. ....
- 2- This fence is painted by Martin. ....
- 3- You are driven car. ....
- 4- You have my key in your hand. ....
- 5- The programme will be broadcasted. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use the adverbs of manner in the sentences.

- 6- Thomas made great fashionable jackets. ....
- 7- The models did a parade at cultural palace. ....
- 8- Louis Vuiton will organize the prize of the parade. ....
- 9- Godo and Sounaly are sharing fashionable clothes! ....
- 10- Patty calls his mother through a telephone. ....

**ACTIVITY FOUR-writing/reading:** What are your duties as a good citizen? Write about your duties in the box. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U6/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates the importance of achieving ones duties. – Write about the benefits of duties to let your friends know it. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with a black border, containing 25 horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U6/LESSON THREE-SESSION 1**

**ACTIVITY ONE-listening: *Ten minutes,***

**ACTIVITY 1: pre-listening/guess what the script is about:**

- a- Genocide
- b- Justice.
- c- Tolerance.

**ACTIVITY 2: while listening to the audio script, write the words related to Tolerance.**

- d- .....
- e- .....
- f- .....
- g- .....
- h- .....
- i- .....
- j- .....

**ACTIVITY 3: Use the verbs in parentheses with 'mustn't - don't -doesn't have to -it is not necessary to' to forbid intolerable acts.**

- 1- You like insulting people. (insult/you).....
- 1- People don't respect each other. (look down/themselves).....
- 2- You don't pay your taxes.(refuse to pay/you).....
- 3- Some leaders don't follow people's needs. (reject/leaders).....
- 4- There's no more peace in our countries. (be in conflict).....

**ACTIVITY 4: You assisted an intolerable act in your quarter. Tell the class mates about in the box. Write the event and be the first to read your work. You have three minutes.**

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Replay Activity four at home with your team. It's your **HOMEWORK** too

### U6/LESSON THREE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of intolerable act from the audio script.

We can mention:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, use **'to, so that, in order to'** in the cases down.

- 1- I don't like insulting people. I want them to respect me. ....
- 2- This people are voting to day. They need a leader to rule. ....
- 3- I am in. I will rule the country. ....
- 4- I can help you. You can win the election. ....
- 5- People complain. They need to have good living condition. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, **'should not have to done'** in the sentences.

- 1- Thomas has killed his people. .... **Thomas should not have killed his people**.....
- 2- You have broken the law Max. ....
- 3- Mary disobeyed her parents. ....
- 4- Have you really insulted the 80 years old woman? .....
- 5- Oh, look Tony! Why you always slap Alisha? .....

**ACTIVITY FOUR-writing/reading:** What message will you pass so that people can be tolerant? Write it down in the box. You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U6/LESSON THREE-SESSION 3- Communication

**TOPIC:** *You want to share with your class mates a message on public spirit and tolerance you have been taught. – Write the message to let your friends know. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular box containing 25 horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U7/LESSON ONE-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes*,** Read the text and do all the activities that follow it.

**Malaria** is a topical **disease** caused by **parasites**. It is spread by only 60 of 380 of **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**.

**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 death occurs among **young children** and pregnant women. Early diagnosis and prompt adequate treatment is essential in curing malaria and **preventing** death. A limited number of drugs for treating malaria are available. However, in some regions the parasites are resistant to certain anti malaria **drug**.

Adapted from 'English teaching Forum' April 2000 p.48

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- malaria
- 2- disease
- 3- parasites
- 4- species
- 5- anopheline
- 6- Rainy season
- 7- death
- 8- symptoms
- 9- nausea
- 10- prevent
- 11- drug

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

- A-tropical disease
- B-animal or plant that lives on a host
- C-an impairment of health
- D-type of mosquito
- E-a specific kind of something
- F-a permanent end of all life
- G-one of two seasons in tropical climates
- H-the state that precedes vomiting
- I-change in bodily function
- J-a medicine substance
- K-keep from happening

**II-Reading/Speaking: *Five minutes*,** give short answers to the following questions.

- 1-what is malaria? What causes it?.....
- 2-why certain anti malaria drugs can heal malaria?.....
- 3-what are the symptoms of malaria?.....
- 4-who are victims of malaria?.....
- 5-when do you malaria symptoms occur?.....

**ACTIVITY TWO: LANGUAGE: *Three minutes*,** ask questions to your friends about malaria, use words in the box. Role-play it.

**What – why – where – when - who**

**ACTIVITY FOUR: *Three minutes*,** how can we prevent from malaria?

Replay Activity four at home with your team. It's your **HOMEWORK** too

**U7/LESSON ONE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of symptoms of a person ill of malaria.

The person ill of malaria has:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, ask open questions with WH-

- 1- I have a headache. ....
- 2- I swam in a very dirty pool, so I have fever. ....
- 3- I have got this pain since this morning. ....
- 4- Anna is an expert in curing malaria. ....
- 5- Malaria is a deadly disease. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use 'I feel..., I have..., my ..... is hurting' in your own sentences.

- 6- .....
- 7- .....
- 8- .....
- 9- .....
- 10- .....

**ACTIVITY FOUR-writing/reading:** what will you do to prevent from malaria? You have three minutes to write and read your work.

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Replay Activity four at home with your team. It's your **HOMEWORK** too



**U7/LESSON TWO-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes***, Read the text and do all the activities that follow it.

A **clean** environment is very important for a **healthy 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 environment problems such as the destruction of rainforests, bushfires, and the general **erosion** of soil. As result, it does not rain much, and 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.

No source

**I- VOCABULARY: 5 mn**, Match the words with their meanings like in the example.

- 1- clean
- 2- healthy life
- 3- pollution
- 4- communities
- 5- rubbish dump
- 6- dust
- 7- smog
- 8- gases
- 9- phenomenon
- 10- recycle
- 11- bushfires

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

- A-remove unwanted substance
- B-a group of people
- C-worthless material that is to throw
- D-undesirable of natural environment
- E-air pollution by mixture of smoke
- F-the state of matter from solid and liquid
- G-use again after processing
- H-fine powdery material
- I-wildfire
- J-free from infirmity
- K-a remarkable development

**II-Reading/Speaking: *Five minutes***, give short answers to the following questions.

- 1-Do you think clean environment is good? .....
- 2-Are communities conscious of that? Why? .....
- 3-How do city dwellers feel face to pollution? .....
- 4-What is the stat of climate? .....
- 5-What is the solution proposed in the text? .....

**ACTIVITY TWO: LANGUAGE: *Three minutes***, use words in the box to give advice about pollution.

Should-ought to-'d better-why not-shouldn't-oughtn't

**ACTIVITY FOUR: *Three minutes***, what causes pollution? Explain it clearly.

Replay Activity four at home with your team. It's your **HOMEWORK** too

**U7/LESSON TWO-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- What environmental are we likely to face in our life?

We always face:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, use the connecting words where necessary.

- 1- Clean your house (**even/even if**) it is already done. ....
- 2- You need to sweep the ground (**in case/because**) it is important. ....
- 3- Your hand should always be clean (**since/what**) cholera is spreading. ....
- 4- Malaria is still resisting (**in spite of/either**) drugs to heal it. ....
- 5- One cannot understand (**how/unless**) parasites come in the body. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use the connecting words in your own sentences.

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

**ACTIVITY FOUR-writing/reading:** what effects does pollution have on our environment? You have three minutes to write and read your work.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U7/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to pass on a message to sensitize your friends about hygiene at school. – write your message and talk about the measures they should follow to avoid pollution. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U7/LESSON THREE-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes***, Read the text and do all the activities that follow it.

**AIDS** stands for Acquired Immune deficiency Syndrome. This fragile **virus** can only be **spread** by certain ways such as **sexual contact**, sharing **needles** 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 behaving like these ways: kissing, washing in the same water, using public toilets (...) the virus which causes AIDS enters the white **cells** 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 open to all infections and an everyday infection such as a 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.

*Adapted from GFE 4e, P.20*

**I- VOCABULARY: 5 mn**, Match the words with their meanings like in the example.

1- AIDS	1- ..A...	A-deadly disease caused by HIV virus
2- virus	2- .....	B-sexual intercourse
3- spread	3- .....	C-a slender pointer to inject
4- sexual contact	4- .....	D-dispersion
5- needles	5- .....	E-a fluid that is pumped by the heart
6- transfusion	6- .....	F-any small compartment in our body
7- infected	7- .....	G-kill
8- blood	8- .....	H-suffer from a sickness
9- cells	9- .....	I-the introduction of blood plasma
10- destroy	10- .....	J-contaminated
11- become ill	11- .....	K-ultramicroscopic infectious agent

**II-Reading/Speaking: *Five minutes***, write true or false.

- 1-you can catch AIDS in public toilets. ....
- 2-you can catch AIDS from infected mother to her unborn baby. ....
- 3-AIDS means Acquired Immunodeficiency Virus. ....
- 4-you can catch AIDS by sexual contact. ....
- 5-the virus which causes AIDS enters the white cells in blood and destroys them. ....

**ACTIVITY TWO: LANGUAGE: *Three minutes***, use the expressions in the box to make sentences.

You should – you ought to – you shouldn't – you oughtn't to – you'd better.... – why not

**ACTIVITY FOUR: *Three minutes***, what are the means to catch up AID? How we avoid it?

Replay Activity four at home with your team. It's your **HOMEWORK** too

*I'm Ladony your worksheet*

**U7/LESSON THREE-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work.

- How can one be affected of HIV.

We can be affected if:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, make the choice of the phrasal that suits the best.

- 1- I have (**caught up/caught on**) a fever. ....
- 2- We should (**get hold of/get across**) some advice. ....
- 3- Abstinence is safer to (**stave off/stave in**) HIV. ....
- 4- She (**prescribed for/prescribed in**) malaria drugs.....
- 5- Your body is (**open to/open up**) many parasites. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use 'open to-catch up-get hold-stave off-prescribe for' in your own sentences.

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

**ACTIVITY FOUR-writing/reading:** how can we avoid HIV?

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Replay Activity four at home with your team. It's your **HOMEWORK** too



**U8/LESSON ONE-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes***, Read the text and do all the activities that follow it.

Nowadays, the **computer** is an important part of our life. Use of a computer is essential in every **field of life**. In this post, I will explain to you some important uses of computer. So let's read it. A computer is a programmable **electronic device** that is used to accept as **input**, perform various **operations** on that **data**, convert it into meaningful **information** and store it for future use. The uses of computer are multiple. We can use it at home, in the field of education, in business field, in all industries, and in the medical field. We use computer for many reasons; home budget, computer game, working at home, entertainment, information, chatting. For example in education it is used to facilitate the learning. **CBT** is a different **program** that is supplied on **CD-ROM**. These programs include text, graphics, sound, audio, and video lecture. You can prepare huge number of people **effortlessly**.

*Internet sources*

**I- VOCABULARY: 5 mn**, Match the words with their meanings like in the example.

1- computer	1- ..A...	A-electronic device
2- field of life	2- .....	B-functioning with electrons
3- electronic device	3- .....	C-an impairment of health
4- input	4- .....	D-actions
5- operations	5- .....	E-a collection of facts
6- data	6- .....	F-knowledge
7- information	7- .....	G-training based on computer
8- CBT	8- .....	H-signal going into electronic system
9- CD-ROM	9- .....	I-a series of steps to be carried out
10- program	10- .....	J-without apparent effort
11- effortlessly	11- .....	K-small plastic disc that keeps data

**II-Reading/Speaking: *Five minutes***, give short answers to the following questions.

1-what is a computer? .....

2-why is a computer useful? .....

3-what is the main role of CD-ROM .....

4-what is the utility of computer at school? .....

5-what are the fields where computer can be used? .....

**ACTIVITY TWO: LANGUAGE: *Three minutes***, ask questions to your friends about malaria, use words in the box. Role-play it.

We use the ....to - the .... Is used to

**ACTIVITY FOUR: *Three minutes***, what is the importance of computer in life? You have tow minutes.

Replay Activity four at home with your team. It's your **HOMEWORK** too

*I'm Ladony your worksheet*

### U8/LESSON ONE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work.

- Make a list of the parts of the computer. What are they used for?

The ..... is used for, to:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, use '**cause to – lead to – be responsible for**' in different cases.

- 6- Computer can help in managing school administration. (**manage/school administration**)
- 7- We can be part of developed countries due to computer. (**being part of .../computer**)
- 8- The computer is the main tool to chat with other. (**chat with other/ the computer**)
- 9- The main tool to well manage is computer usage. (**managing/computer**)
- 10- Computer creates better living conditions. (**live in better conditions**)

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use '**it's rewarding, advantageous, helpful, profitable**' in your own sentences.

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

**ACTIVITY FOUR-writing/reading:** what usage will you make of your computer if you have one? You have three minutes to write and read your work.

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Replay Activity four at home with your team. It's your **HOMEWORK** too



**U8/LESSON TWO-SESSION 1**

**ACTIVITY ONE-speaking: *Ten minutes***, Read the text and do all the activities that follow it.

One of the most important **inventions** in the field of **communications** during the **modern age** is the **telephone**. It is because of this invention that we are able to talk to our friends and families without the hassle of traveling far and going to their place. But many of us these days have forgotten and not recognize the importance of telephone in our lives. One of the most **contributions** has brought to lives of people is the ability to call during emergencies. There are over hundreds of emergency **calls** made every day in the United States alone. Telephones are very **helpful** because they are able to connect to the department you are calling than going to the place with yourself. There are another uses; business, home purposes, save money by not paying transport for example of long **distances**. You connect with many friends if you have a **smartphone** with internet **connection** etc.

*Internet source*

**I- VOCABULARY: 5 mn**, Match the words with their meanings like in the example.

1- invention	1- ..A...	A-the creation of something
2- communication	2- .....	B-present days
3- modern age	3- .....	C-the activity of conveying information
4- telephone	4- .....	D-a telephone connection
5- contributions	5- .....	E-proving assistance
6- calls	6- .....	F-the part played
7- helpful	7- .....	G-property created by the space
8- distances	8- .....	H-relation between things
9- smartphone	9- .....	I-the act of using
10- connection	10- .....	J-high quality of telephone
11- uses	11- .....	K-electronic equipment

**II-Reading/Speaking: *Five minutes***, give short answers to the following questions.

1-what is the text about? .....

2-what is the telephone used for? .....

3-Can a telephone help to save money? .....

4-how many people call for emergency in the USA? .....

5-what is the great use of telephone? .....

**ACTIVITY TWO: LANGUAGE: *Three minutes***, use words in the box to make sentences.

'd better – 'd rather – 'd like to

**ACTIVITY FOUR: *Three minutes***, what is the telephone used for?

Replay Activity four at home with your team. It's your **HOMEWORK** too

**U8/LESSON TWO-SESSION 2**

**ACTIVITY ONE-writing/speaking:** Pair work: Ask and answer questions.

- Make a list of different actions done with a telephone.

The people use the telephone to:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, use **'need to – have to'** to answer the questions in the box.

- 1- Why are you calling your mother? .....
- 2- Why are you connecting your phone to internet? .....
- 3- Why are plugging your telephone in the socket. ....
- 4- Your telephone lamp is on. Tell me why? .....
- 5- Why do you ask for my telephone? .....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use **'need to – have to'** in your own sentences.

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

**ACTIVITY FOUR-writing/reading:** what do you usually do with a telephone? You have three minutes to write and read your work.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

## U8/LESSON TWO-SESSION 3- Communication

**TOPIC:** *You want to show your friends the importance of using telephone. – write what you want them to know about the use of a telephone. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular area with horizontal dotted lines for writing.



Replay Activity four at home with your team. It's your **HOMEWORK** too

**U8/LESSON THREE-SESSION 1**

**ACTIVITY ONE-speaking: Ten minutes,** Read the text and do all the activities that follow it.

The **internet** in our daily life is depending on desires and goal. Activities in our daily life are decided after the use of internet. Internet **innovated** our daily life. We **spend** lot of time on **web**. **Positive** use of internet makes our lives simple and easy . The internet provides us useful data, information, and knowledge for the personal, social and economic development and it is up to us to utilize our time on the world wide in a productive manner. You can do online courses and improve your writing, communication, business, and online marketing skills. **Online** shopping, **social media**, **emails**, **chatting** are common things that we do daily. We start our day after **notifications** and emails. This means that as soon as we wake up we are **flooded** with information from different sources. There are many productive things you can do on the internet.

*Internet source*

**I- VOCABULARY: 5 mn,** Match the words with their meanings like in the example.

- 1- internet
- 2- innovate
- 3- spend time
- 4- web
- 5- positive use
- 6- online
- 7- social media
- 8- emails
- 9- chatting
- 10- notification
- 11- flooded

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

- A-a worldwide network of computers
- B-connect long hours
- C-an intricate network
- D-good use
- E-social means of diffusing news
- F-electronic mails
- G-an informal conversation
- H-informing by words
- I-overwhelming news
- J-connected
- K-bring something new

**II-Reading/Speaking: Five minutes,** give short answers to the following questions.

- 1-what is the purpose of internet? .....
- 2-what is the advantage of internet? .....
- 3-How can internet help to chat with many friends? .....
- 4-What can the positive use of internet bring to you? .....
- 5-Guess what is bad use of internet? .....

**ACTIVITY TWO: LANGUAGE: Three minutes,** use these expressions in different sentences.

The internet is used for – the internet is used to - we need internet to ....

**ACTIVITY FOUR: Three minutes,** how can we internet serve you?

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*I'm Ladony your worksheet*

### U8/LESSON THREE-SESSION 2

**ACTIVITY ONE-writing/speaking:** Pair work.

- Make a list of different action we can set up with internet.

Internet has many utilities. We can use it **'for, to'**:

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

**ACTIVITY TWO:** LANGUAGE –EXERCISE ONE, use **'any/some'** where necessary.

- 1- I have a headache. ....
- 2- I swam in a very dirty pool, so I have fever. ....
- 3- I have got this pain since this morning. ....
- 4- Anna is an expert in curing malaria. ....
- 5- Malaria is a deadly disease. ....

**ACTIVITY THREE:** LANGUAGE-EXERCISE TWO, use the **'ing form of the'** of the verb.

- 6- He likes (surf) during the break. ....
- 7- (connect) always can decrease your data. ....
- 8- Is it a good thing (talk) with friends on face book? ....
- 9- They have gone (surf) for their team work. ....
- 10- He has given up (use) internet. ....

**ACTIVITY FOUR-writing/reading:** what is internet used for? Tell us; what do you do with internet? You have three minutes.

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Replay Activity four at home with your team. It's your **HOMEWORK** too

*I'm Ladony your worksheet*

## U8/LESSON THREE-SESSION 3- Communication

**TOPIC:** *You want to share with your friends why internet is important. – write your message and talk about the importance of internet. You have twenty minutes. Be the first to read your work before your friends to have plus two (+2). The best performance is marked plus three (+3) too.*

A large rectangular box containing 25 horizontal dotted lines for writing.



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Complete the table

Let's learn your preterit list of irregular verbs

Infinitve	Simple past	Past participle	French
Be			
Beat			
Become			
Begin			
Blow			
Bring			
Buy			
Catch			
Choose			
Come			
Cost			
Cut			
Do			
Draw			
Drink			
Eat			
Fall			
Feel			
Find			
Forget			
Get			
Give			
Go			
Grow			
Have			
Hear			
Hide			
Hold			
Keep			
Know			
Lose			
Make			
Meet			
Pay			
Put			
Read			
Ride			
Run			
Say			
Seek			
Sell			
Show			
Sing			
Sleep			
Smell			

Replay Activity four at home with your team. It's your **HOMEWORK** too

***J'm Ladony your worksheet***

WORKSHEETS-WORKSHEETS-WORKSHEETS 36

Speak				
Teach				
Tear				
Tell				
Think				
understand				
Wake				
Wear				
Win				
Write				

Replay Activity four at home with your team. It's your **HOMEWORK** too

*Je dois tout le respect à mon enseignant. Je travaille donc dans le silence et sérieusement. LDA*