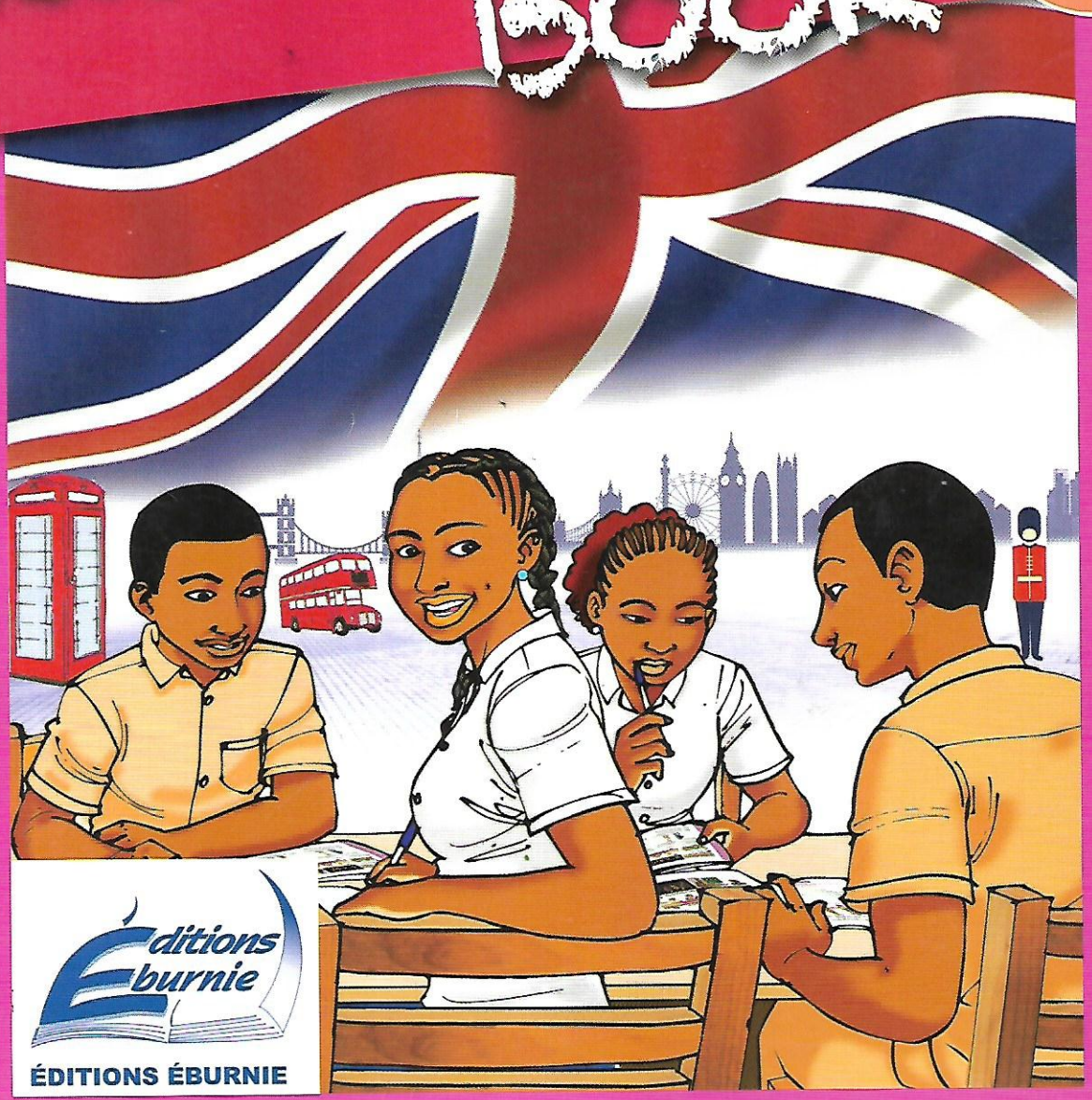
École Nation et Développement

MINISTÈRE DE L'ÉDUCATION NATIONALE,
DE LA L'ENSEIGNEMENT TECHNIQUE
ET DE LA FORMATION PROFESSIONNELLE

ENGLISH FOR ALL

Student's Book

4e



ÉDITIONS ÉBURNIE

unit 1

AT SCHOOL (SPEAKING)



LESSON 1

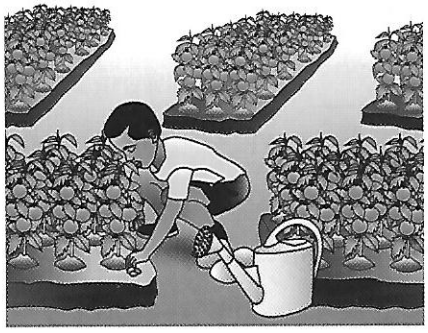
Where did you spend your last holidays?

LESSON FOCUS

- Vocabulary related to holiday activities.
- Talking about past actions.
- Past forms of regular and irregular verbs.
  - Where did you go?
  - I went to Accra.
  - Did you play football?

TIME TO FIND OUT

1 **Look, listen and repeat.**



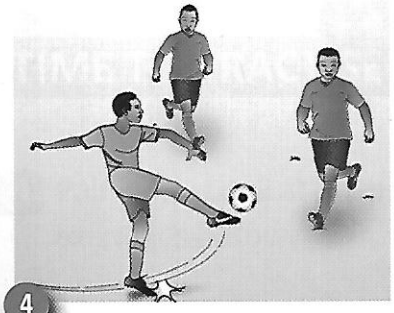
1 To grow tomatoes *(Sébastien)*



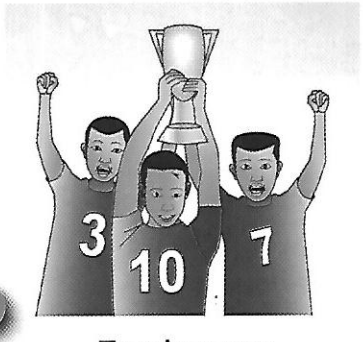
2 To weed the garden *(Julie and Stéphane)*



3 To swim in the river *(Aken)*



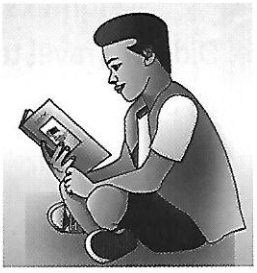
4 To play football *(Sam, Konan and Armel)*



5 To win a cup *(Sam, Konan and Armel)*



6 To write a letter (to a pen friend) *(Jeanne)*



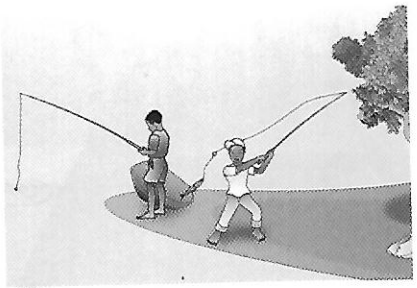
7 To read a book *(Abdoulaye)*
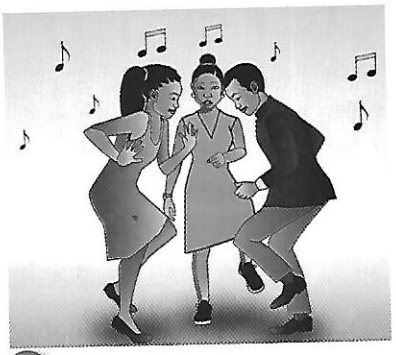


8 To do some exercises *(Emanuel)*



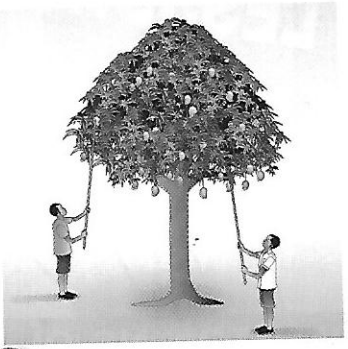
9 To cook rice *(Rama and Affoué)*



10 To go fishing
(Lamine and Yao)



11 To dance
(Sabine, Sita and Zokou)



12 To cut mangoes
(Ahmed and Gueu)

2 Listen and repeat the dialogues.



Diaolgue 1

Armel : Hello Flora.
Flora : Hi, Armel. It's good to see you again.
Armel : Yes, it's good to meet again. Where **did** you **spend** your holidays?
Flora : In Accra, with my father.
Armel : Great! How did you go there? By plane or by bus?
Flora : By plane; we **flew** to Accra on 'Air Côte d'Ivoire'. But, tell me: Did you travel too?
Armel : Yes, I **spent** my holidays in my village, Sangouiné. I **went** there by coach.
Flora : How long did the journey last?
Armel : Six hours.
Flora : Wow! That was a long trip!
Armel : Yes, indeed.

Diaolgue 2

Armel : What did you do in Ghana?

Flora : I **visited** a lot of famous places like Cape Coast Castle and Kakum National Park.

Armel : **Did** you **meet** our Ghanaian friend Thomas?

Flora : No; I didn't; I **called** him, but he was not available. Now, tell me about your holidays in your village.

Armel : They **were** wonderful! I **had** some good time. I **won** a football competition with my team.

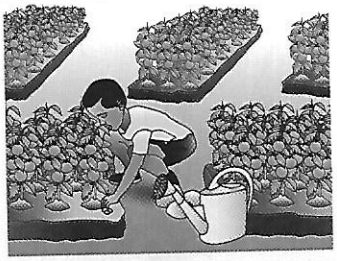
Flora : That's fantastic! Both of us spent nice holidays!

3 Look, listen and repeat.

grow ⟶ grew	read ⟶ read	play ⟶ played
swim ⟶ swam	cut ⟶ cut	weed ⟶ weeded
win ⟶ won	put ⟶ put	cook ⟶ cooked
write ⟶ wrote		dance ⟶ danced
do ⟶ did		
go ⟶ went		

TIME TO PRACTISE AND CHECK

4 Pair work: Look at the pictures in "Time to find out", ask and answer questions like in the examples below.

Example 1 	**Example 2** 
A : What **did** Sébastien **do** during the holidays? **B :** He **grew** tomatoes.	**A : Did** Rama and Affoué **play** football? **B :** No, they **didn't**; they **cooked** rice.

5 **Look at the pictures in 'Time to find out'; ask the questions for the given answers.**

Example: Picture 1: Sébastien did. →Who grew tomatoes?

a) Picture 1 : Sébastien did.
b) Picture 2 : They weeded the garden.
c) Picture 3 : He swam in the river.
d) Picture 4 : They played football.
e) Picture 5 : They won a cup.
f) Picture 6 : Yes, she did.
g) Picture 7 : He read a book.
h) Picture 8 : Yes, he did.
i) Picture 9 : No, they didn't; they cooked rice.
j) Picture 10 : Lamine and Yao did.
k) Picture 11 : They danced.
l) Picture 12 : They cut mangoes.

6 **Pair work: Practise Dialogues 1 and 2 with your partner.**

TIME TO COMMUNICATE AND CHECK

7 **How did you spend your last holidays? Tell your partner:**

- where you went,
- how you went there,
- what you did,
- how you felt.

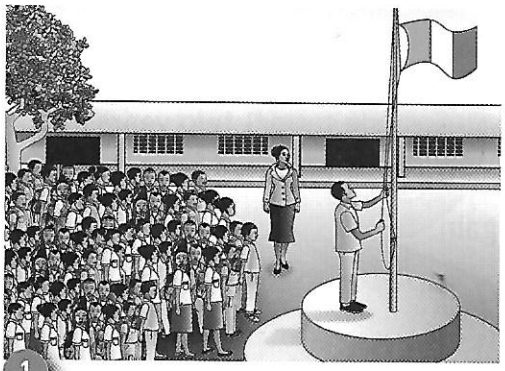
LESSON 2 We used to sing the National Anthem

LESSON FOCUS

- Vocabulary related to school memories
- Expressing past habits
  - We used to sing the National Anthem.
- Expressing obligations in the past
  - They had to clean the school yard.

TIME TO FIND OUT

1 Look, listen and repeat.



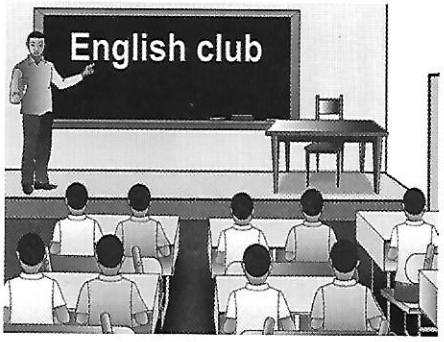
1 Sing the National Anthem



2 Clean the school yard



3 Win a prize



4 Attend a meeting



5 Water the tomatoes



6 Organise a party

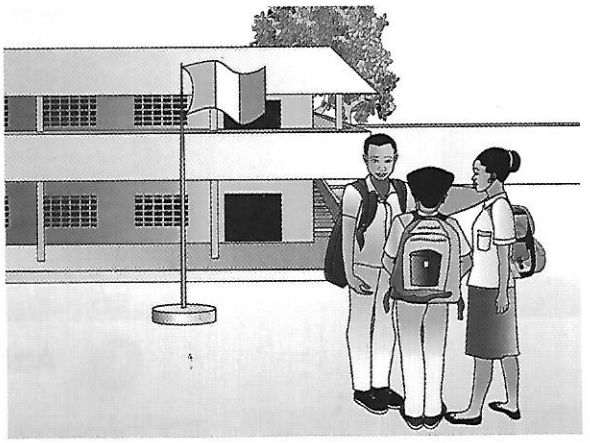
2 Listen and repeat the conversations.

A



Armel : Look! Who's that boy coming?
Flora : Don't you **remember** him? That's Soro. We **were** in form 1 two years **ago**.
Armel : Oh yes. But he **went** to form 2 A and we were sent to form 2 B. Hi, Soro!
Soro : Hi Armel; Hi Flora. It's good to see you again.
Armel : What form are you in this year?
Soro : Form 3 A.
Flora : So we are all in the same class this year.

B



Soro : Great! We had good times two years ago.
Armel : You're right; I still have good **memories** of our first form school year.
Flora : Do you remember? Our English teacher **taught** us a lot of songs.
Soro : Oh yes! Beautiful songs indeed; like the 'Alphabet song'.
Armel : Yeah! And I **enjoyed** the meetings of our English club too.
Flora : The chairman **used** to tell us funny stories.
Armel : But we **had** to learn and **memorise** the irregular verb forms.

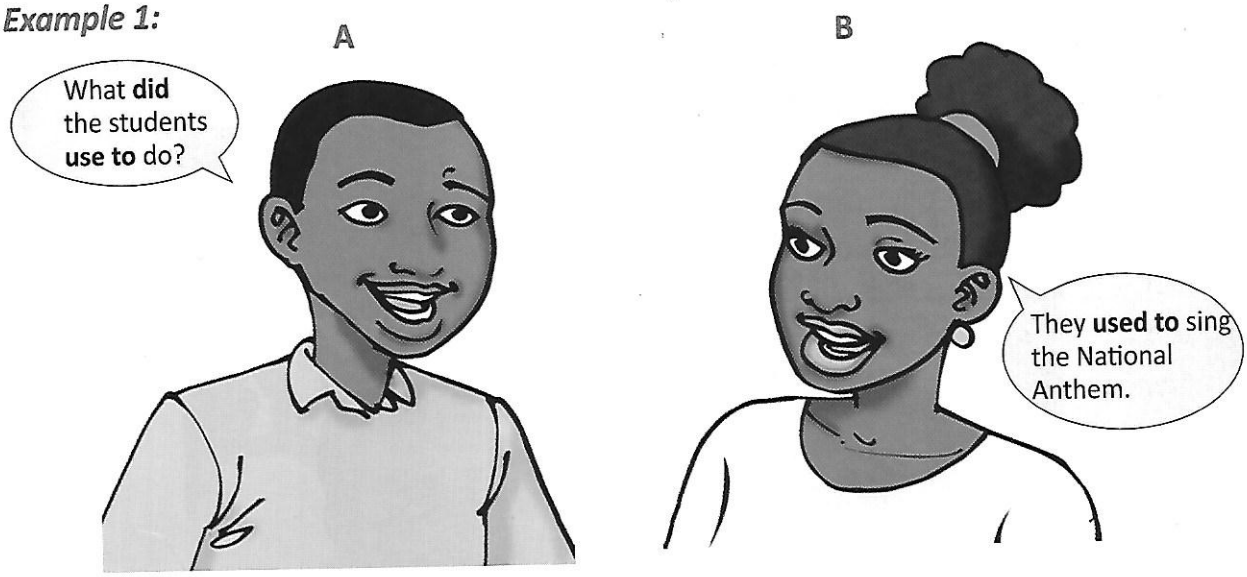
TIME TO PRACTISE AND CHECK

3 **Group work: Ask and answer questions like in the examples. Use the ideas given in the boxes.**

A

sing the National Anthem – go fishing – cut mangoes – attend a meeting – water tomatoes grow tomatoes – etc.

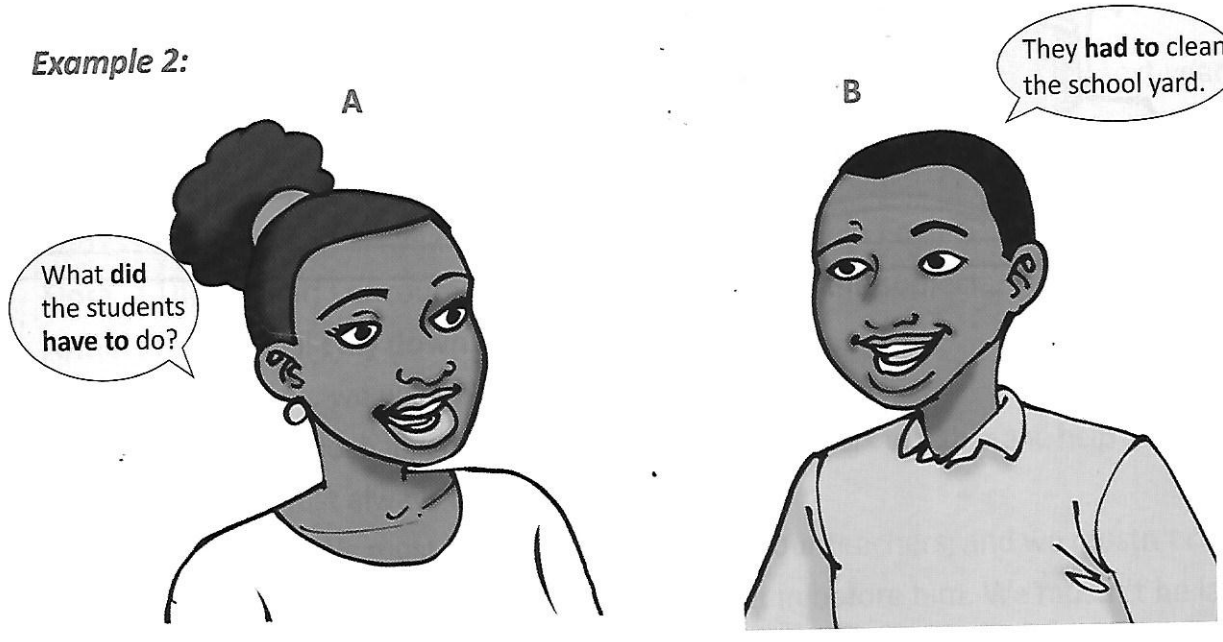
Example 1:



B

clean the school yard – study irregular verbs – etc.

Example 2:

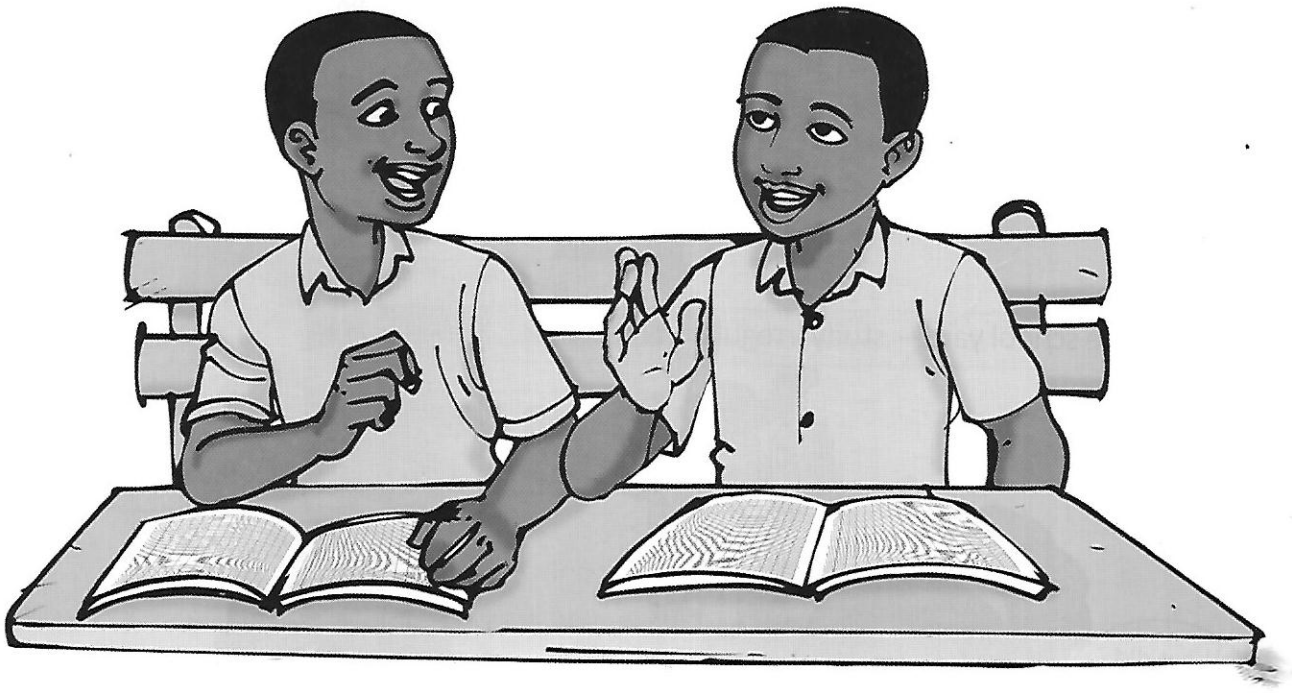


4 **Work with your partner: Complete the sentences with 'use to' or 'used to.**

1. In primary school, our class .....be clean.
2. Did you.....walk to school?
3. When my parents were young, they.....travel a lot.
4. Last year, our English teacher.....reward good students.
5. Last year, our friend Konan didn't..... take the bus to go to school.
6. Affoué's sister.....cook some cakes on Sundays.
7. Did you.....study your lessons during the holidays?

TIME TO COMMUNICATE AND CHECK

5 **Work with your partner: Prepare a dialogue that you will present to the class. Say what you used to do and what you had to do at primary school.**



LESSON 3 Do you want to go up?

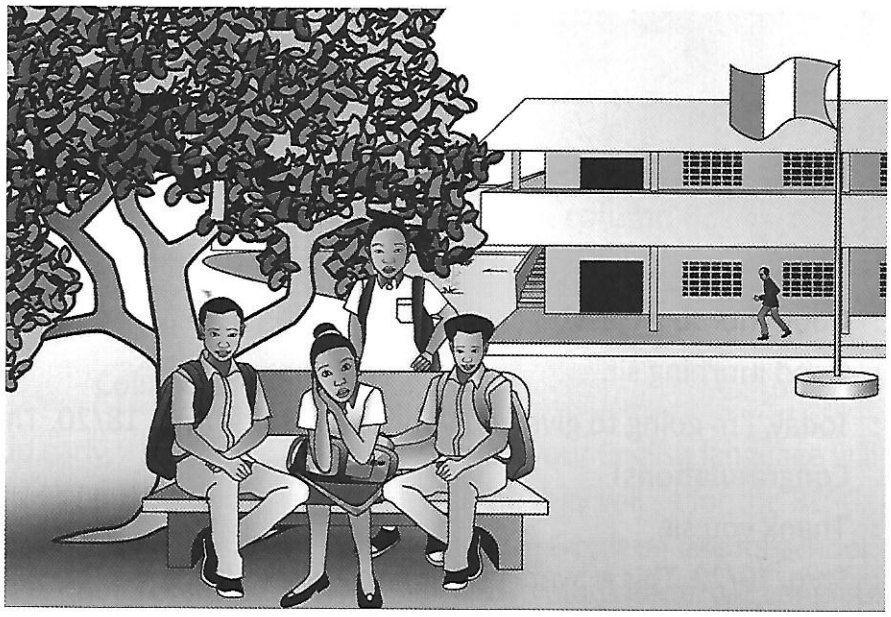
LESSON FOCUS

- Vocabulary related to school work
- Expressing condition (If clause type 1)
  - If we work hard, we will pass.
  - What will happen if they are lazy?

TIME TO FIND OUT

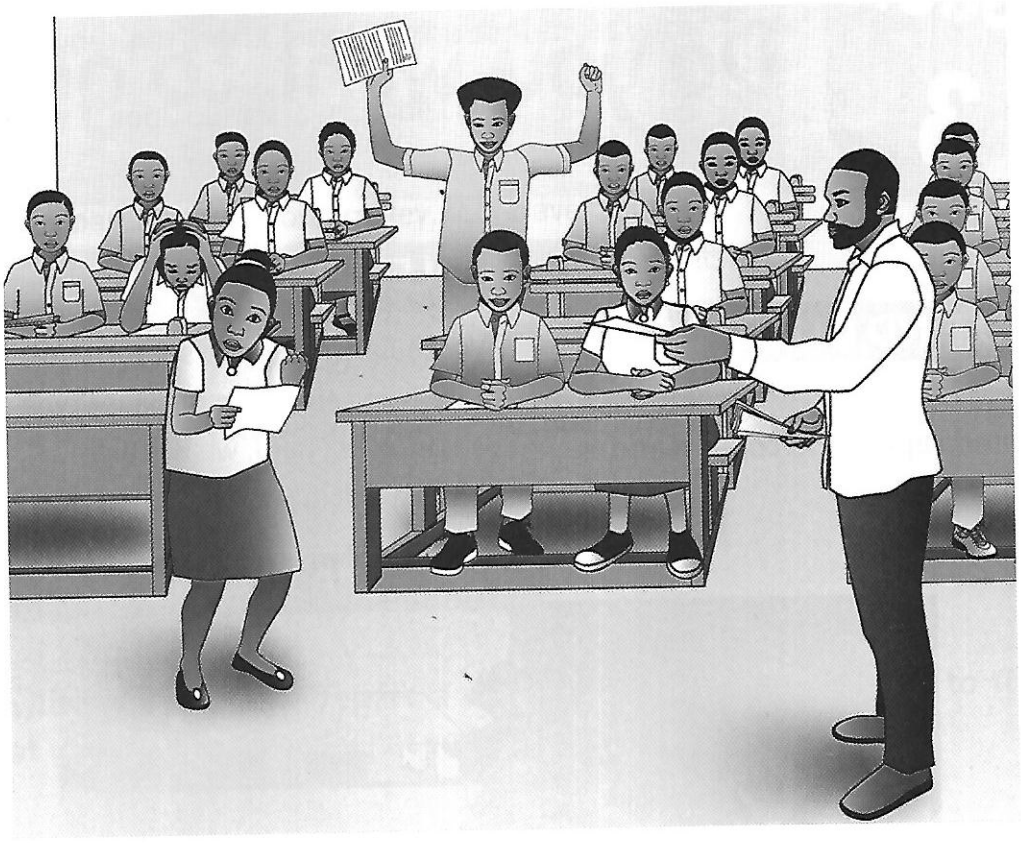
1 **Listen and repeat the conversations.**

A



Armel : We are in form 3 this year and we must work hard **to pass**.
Flora : You are right. We must **go up** to form 4 and **sit for** the 'BEPC' exam next year.
Soro : Yeah! **If** we **work** very hard, we **will pass**.
Ano : You know, my **aim** this year is **to improve** my English results.
Soro : You're right. Last year you didn't get **the average** in English.
Flora : That's right; I encourage you to work hard in all the subjects.
Armel : If not, we'll **stay down**.
Flora : Or perhaps, we will **be sent out**.
Soro : No, this will not happen if we are not lazy. We must work together and **help each other**.
Ano : Yes, we must always be on time.
Flora : Mind you! We must also be respectful to all our teachers; and we mustn't **cheat**!
Soro : Look! There's the English teacher. Let's get in before him. We mustn't be late!

B



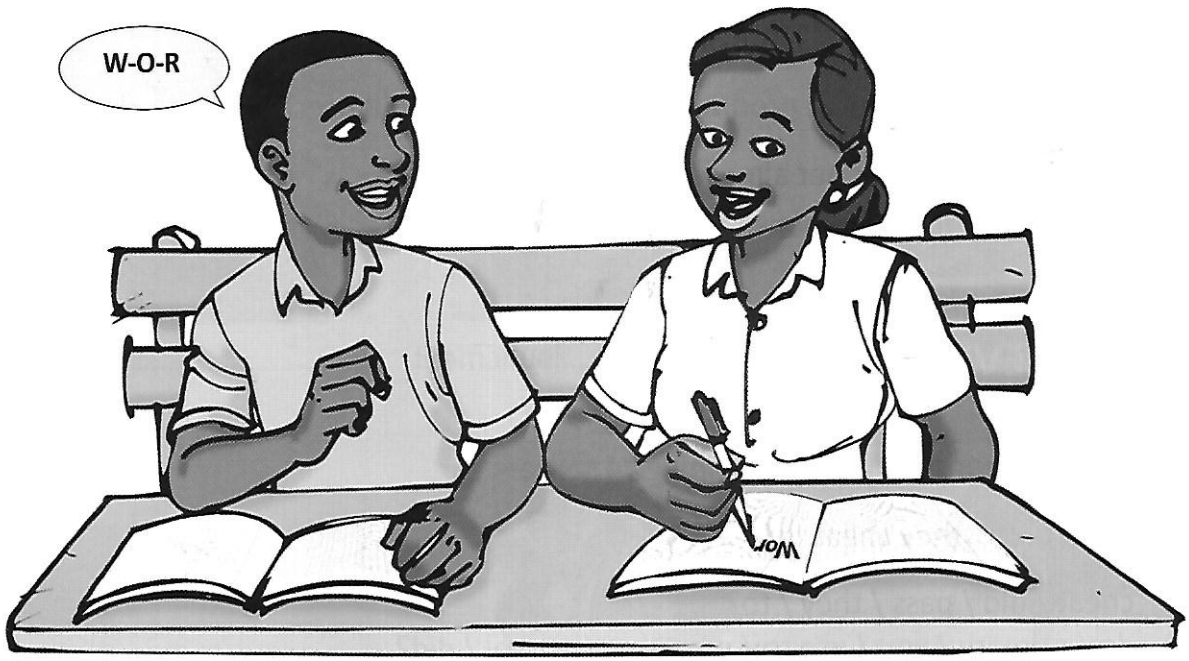
Teacher : Good morning class!
Students : Good morning sir.
Teacher : Today, I'm going to give you your test results. Ano, 18/20. This is excellent. . **Congratulations!**
Ano : Thank you sir.
Teacher : Soro, 10/20. This is average. But if you work harder, you'll improve your marks.
Soro : Thank you sir; I'll work harder to have better marks.
Teacher : To do that, I **advise** you to learn the irregular verbs.

TIME TO PRACTISE AND CHECK

2 **Group work: Practise conversations A and B with your partners.**

3 **Pair work: Select three words from the box. Don't show them to your partner. Spell the words; your partner will write them.**

work	respectful	stay down	encourage	improve	prizes	hard	lazy	aim



4 **Match the phrases in column A with the ones in column B.**

Example 1 : 1-c

Column A	Column B
1. If I get up early,	**a)** your English language will be poor.
2. If she works hard,	**b)** they will sit for the BEPC.
3. If they pass to form 4,	**c)** I won't be late for school.
4. If you have good results,	**d)** your parents will congratulate you.
5. If we are lazy,	**e)** she will pass.
6. If we don't abide by the school rules,	**f)** we'll be punished.
7. If you don't learn your irregular verbs,	**g)** we will stay down.

5 **Pair work: use the correct sentences in exercise 4 to ask and answer questions like in the example.**

Example:

A: What will happen if I get up early?

B: You won't be late for school / You'll be on time for school.

TIME TO COMMUNICATE AND CHECK

6 **Work with your partner to produce a dialogue that you'll present to the class.**

– Ask him or her / his or her aims for this school year.
– Tell him or her the conditions to reach his / her aims.

TIME TO REVISE AND CHECK

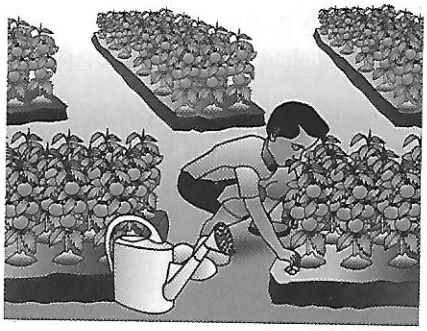
1 **Reorder the words to have a meaningful sentence.**

Example: **a-** Did they cheat to pass?

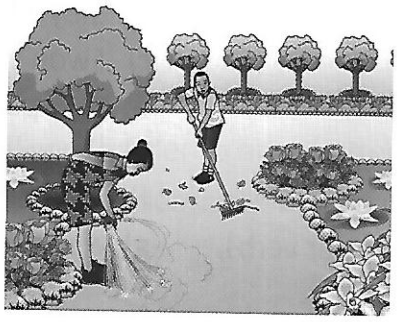
a) cheat / did / pass / they / to?
b) do / primary / you / use to / what / at / school / did?
c) be / English / verbs / irregular / if / you / at / you / will / the / good / study
d) teacher / pupils /good / the / congratulated / who / marks / the / had
e) did / stay down /why / he?
f) you / if / your / want / fail / don't / study / to / lessons.

2 **Write and speak.**

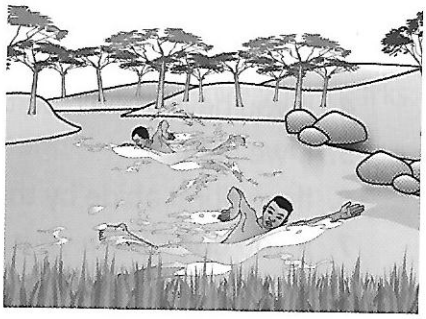
A **Look and write what the persons did last holidays.**



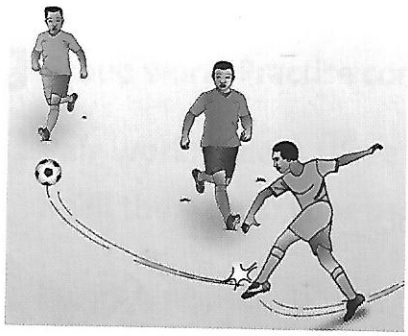
Sébastien.....



Julie and Stéphane.....



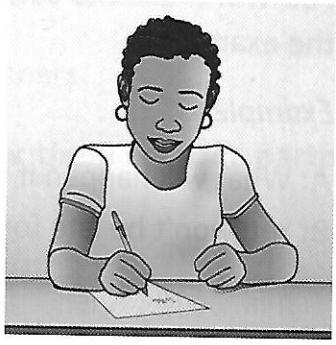
Aken and Armel.....



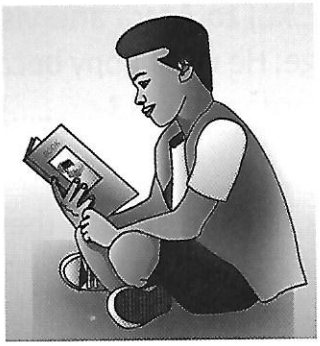
Sam, Konan and Armel.....



Sam, Konan and Armel.....



Jeanne.....



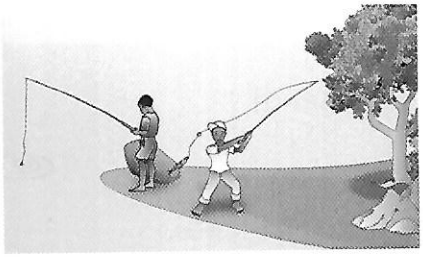
Ablo.....



Emmanuel.....



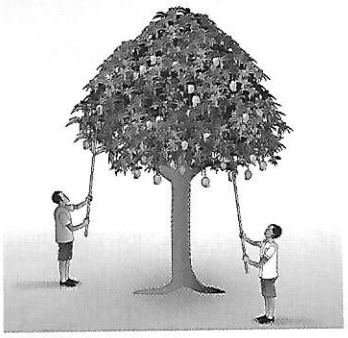
Rama and Affoué.....



Lamine and Yao.....



Sabine, Sita and Zokou.....



Ahmed and Gueu.....

B **With your partner, ask and answer some questions about what the persons did last year.**

Example:

A: What did Jeanne do last holidays?

B: She wrote a letter to her friend.

A: Did Sébastien write a letter?

B: No, he didn't; he grew tomatoes.

3 **Complete the paragraph with correct items from the box. One item is not concerned.**

had – were – flew – studied – won – had to – was – spent – improve – won – weeded – wil pass – are – passed – used to – were

Armel, Flora and Soro are good friends. Two years ago, they (**1-**.....) in form 1 A. They were good students, and they (**2-**.....) prizes. All of them (**3-**.....) to form 2. Last year, Soro (**4-**.....) in form 2A but Armel and Flora (**5-**.....) in form 2 B. All the students of the school (**6-**.....) sing the National Anthem on Monday mornings. They (**7-**.....) respect the school rules.

Last holidays, they (**8-**.....) different activities. Flora (**9-**.....) to Accra and visited some famous places. Armel (**10-**.....) his holidays in his village. He was happy because he (**11-**.....) a football cup. Soro (**12-**.....) the family garden; he (**13-**.....) his lessons too.

This year, they (**14-**.....) in form 3. They want to (**15-**.....) their results. If they do so, they (**16-**.....) to form 4 and sit for the BEPC exam.

4 **Complete the sentences with the correct tense of the verbs in brackets.**

1. If I study hard, I ..... this year's exam (to pass).

2. If I ..... my exercise early, I will go on a picnic (to finish).

3. If you ..... to Man, you will visit the 'Tonkpi' mountain (to go).

4. If he gets my email, he ..... me the information we need (to send).

5. If she travels to London, she ..... some museums (to visit).

6. If I ..... the money, I will buy a mobile phone (to get).

7. If you make trouble, the teacher..... you (to punish).

8. If I..... enough time this evening, I will go to the cinema (to have).

5 **Reorder the letters to find the correct words.**

Example: **1 – FAIL**

1. LFIA	**2.** AHDR	**3.** ASPS	**4.** IAM	**5.** LYZA
6. IAVEDS	**7.** ERLTSU	**8.** GAEVREA	**9.** REOUAGNEC	
10. CETEHRTA	**11.** ERPELCTFUS	**12.** MPIOREV	**13.** LECELXNTE	
14. NCOOAGRTUNSILAT				

6 **In each of the following lists, find the odd.**

Example: **1 – grow**

1. grow – play – cook – dance

2. read – cut – weed – put

3. won – write – listen – cook

4. breastfeed - swam – sing – go

5. did – weeded – played – arrived

unit 2

AT HOME (SPEAKING)



LESSON 1

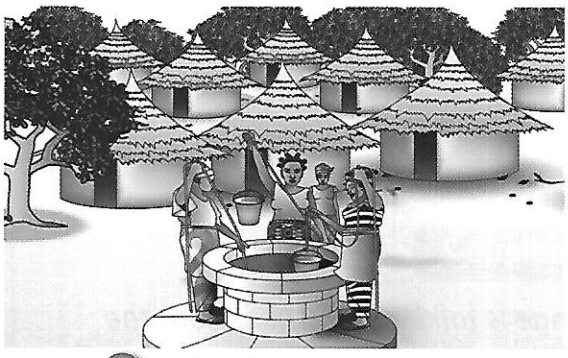
What can rural women do?

LESSON FOCUS

– Vocabulary related to rural women work.
– **Use of can**
  • What can women do?
– **Reporting**
  • She said they could catch fish.
  • What did she say?
  • Can they fly a plane?

TIME TO FIND OUT

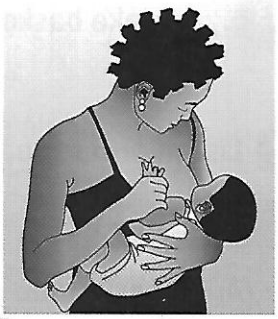
1 **Look, listen and repeat.**



1 **Fetch water**



2 **Pound yams**



3 **Breastfeed a baby**



4 **Feed a child**



5 **Smoke fish**



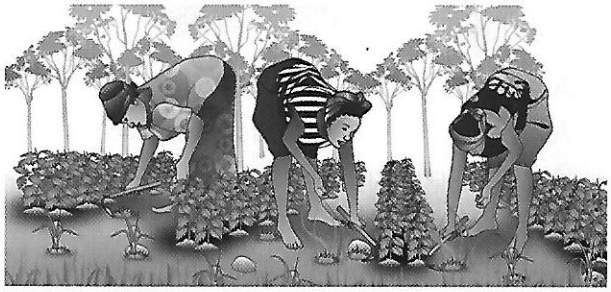
6 **Winnow rice**



7 **Wash the dishes**



8 **Catch fish**



9 **Work on a field**



10 Make pottery



11 Enjoy themselves



12 Learn how to read and write



13 Make baskets



14 Sew clothes

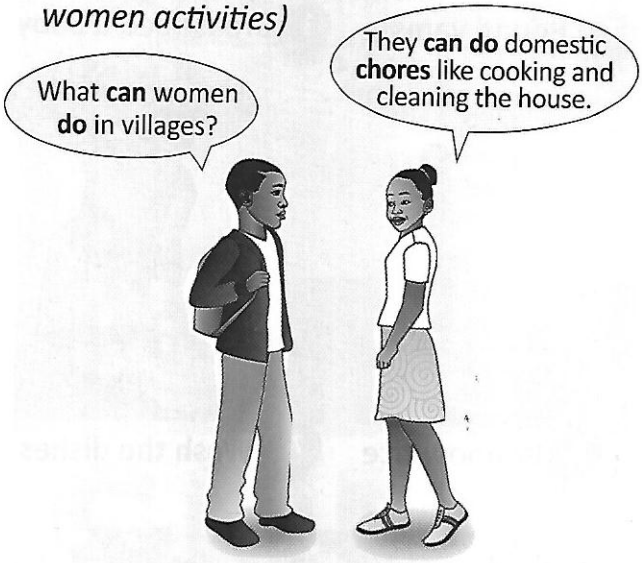


15 Fry Plantain or 'alloco'

2 Listen and repeat the dialogues.

Diaolgue 1

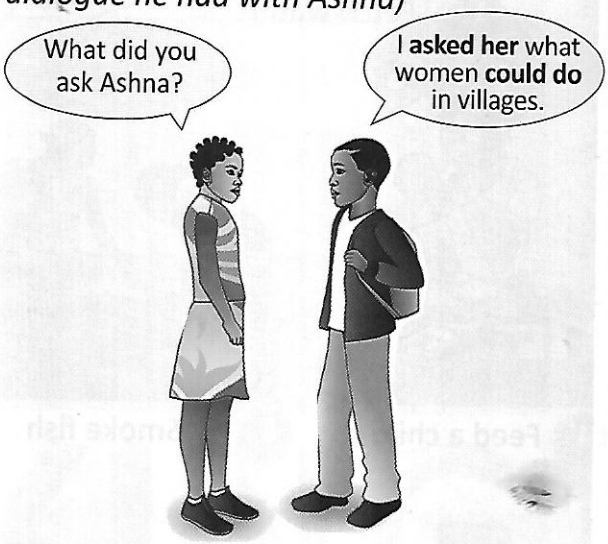
(Ange and Ashna are talking about rural women activities)



Ange: Can they work on the farm too?
Ashna: Yes, they can do **farm work** like growing yams.
Ange: What else can they do?
Ashna: They can also do **non-farm** activities like making baskets.

Diaolgue 2

(Ange is talking to Esther about the dialogue he had with Ashna)



Esther: What **did** she **answer**?
Ange: She **answered** that they could do domestic chores.

TIME TO PRACTISE AND CHECK

3 **Pair work: Practise dialogues 1 and 2 with your partner.**

4 **Write correct and meaningful sentences.**

Example: Rural women can enjoy themselves.

In villages, women can	➢ fetch ➢ learn ➢ enjoy ➢ pound ➢ breastfeed ➢ feed ➢ smoke ➢ do ➢ winnow ➢ fry ➢ wash ➢ make ➢ catch ➢ sew	• pots • themselves • yams • fish • babies • maize • clothes • baskets • rice • the alphabet • children • themselves • water from the well • dishes • aloco • domestic chores

5 **Group work: Use the words in 1; ask and answer questions like in the examples.**



Awa: What can women do in **your** village?

Dany: They can make pots.



Rama: What does Awa want to know?

Dany: She wants to know what women in **my** village can do.



Rama: What did Awa ask you?

Dany: She asked me what women could do.

TIME TO COMMUNICATE AND CHECK

6 **Role play.**

You spent your holidays with a Ghanaian friend in his village. During your stay there, you asked the women some questions about their activities.

Now you have to tell the members of your school English club about the conversations you had with the Ghanaian rural women.

- What questions did you ask them?
- What did they answer / tell you?



Irié Lou Colette: A successful rural woman

LESSON 2

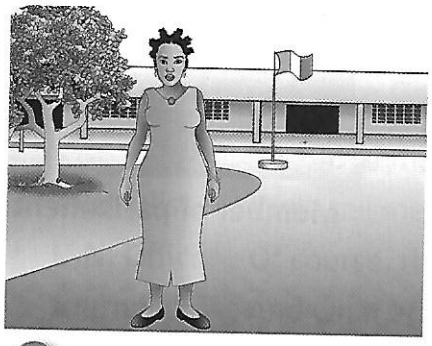
Women's rights and duties

TIME TO FIND OUT

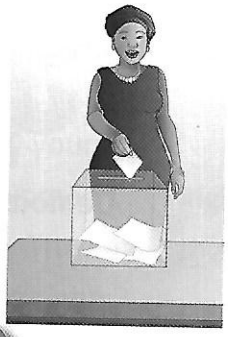
1 **Look, listen and repeat.**

LESSON FOCUS

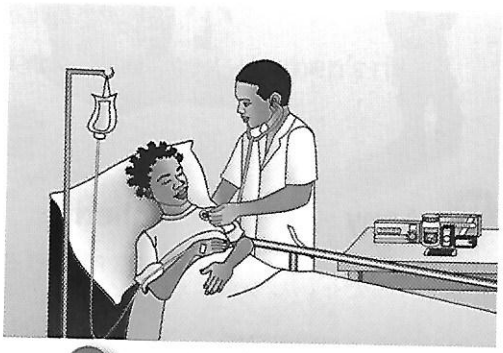
– Vocabulary related to women's rights and duties.
– Making comparisons.
- There are more educated women in towns than in villages.
- Models are slimmer than ordinary women.



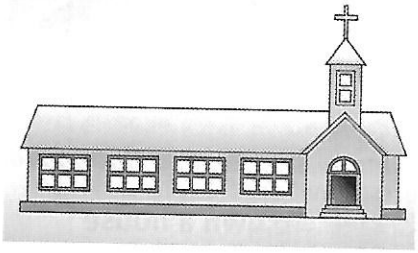
1 Education

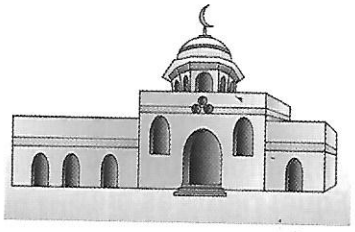


2 To vote

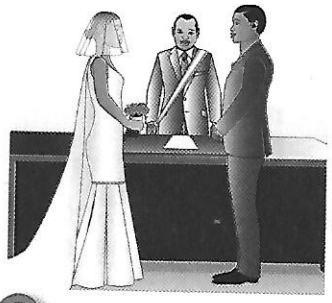


3 Public service

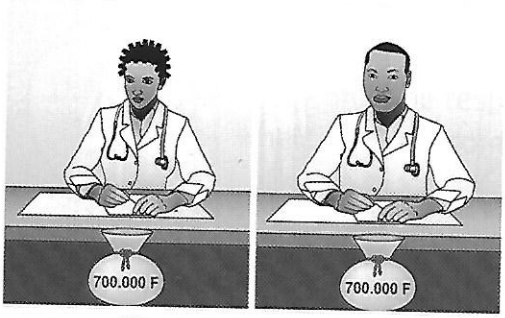




4 Religion



5 Marriage



6 Equal pay



7 Head of state



8 Protection



9 Sports



10 Attire



11 Army



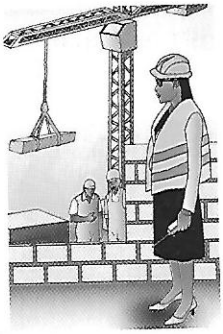
12 Inherit



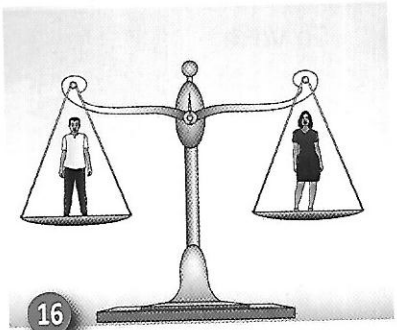
13 Demonstrate



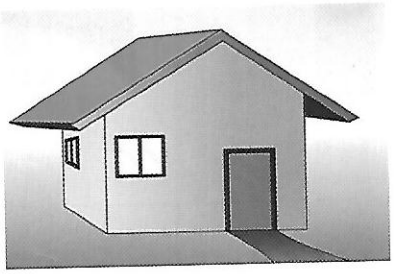
14 Member of parliament



15 Entrepreneur



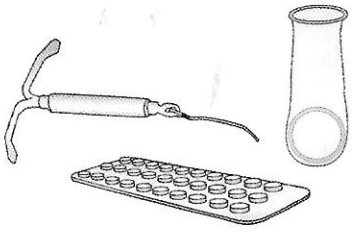
16 Claim Equal rights as men



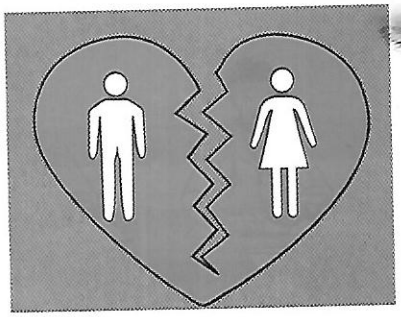
17 To own a house



18 Maternity leave



19 Contraceptives



20 To divorce

2 **Listen and repeat the dialogue.**

(This is an interview between a journalist and a United Nations (U.N.) Officer about Women's Rights.)



Journalist : Good morning sir; we would like to interview you about women's rights and duties.

U.N. Officer : No problem, I'm all yours...

Journalist : Well, tell me: Do women have **rights**?

U.N. Officer : Of course, they do. They have the same rights as men.

Journalist : And what are these rights?

U.N. Officer : Well, there are different kinds of rights; for example, there are **political rights** like the right to vote and **economic rights** like the right to own an enterprise.

Journalist : Only these?

U.N. Officer : They also have **civil**, **social** and **cultural rights**.

Journalist : But it seems that these rights are not respected.

U.N. Officer : Not very often. But we must admit that nowadays, women's rights are **more** respected **than** they were in the past. Now, it is easier for women to claim their rights than it was in the past.

Journalist : Do women have **duties** too?

U.N. Officer : They do have some; in fact any right goes with a duty.

Journalist : Can you give us some of the women's duties?

U.N. Officer : They must be respectful, do their job correctly, raise and take care of their children, contribute to the welfare of people and the development of society...

Journalist : Thank you sir.

U.N. Officer : Don't mention it.

TIME TO PRACTISE AND CHECK

3 **Complete the sentences with 'duty', 'duties', 'right' or 'rights'.**

Example: **a-**rights

a) Men and women have the same ..... and duties.
b) As students, one of our ..... is to respect the school rules.
c) A woman has the ..... to choose the job she wants.
d) Is it part of a woman's ..... to complain all the time?
e) That woman doesn't know that it's her ..... to send her children to school.
f) Whose ..... is it to build schools in a country?
g) She doesn't know that she has the ..... to inherit her parents.

4 **Make some meaningful sentences.**

– Women have the right to – It's the responsibility for women to	be have access to choose receive respect wear demonstrate take care claim go use inherit practise own	to school. vote. on maternity leave. their religion. their husband. equal pay as men. Head of state. educated. other people. from their parents. public service. equal rights as men. when they are angry. contraceptives. of their children. member of parliament. the sports they want. the clothes they want. entrepreneurs. ponctual at work. properties. divorce. protected.

5 Look at N° 2 and complete the table below.

Social and cultural rights	Economic rights	Civil rights	Political rights
choosing your religion	.....	.....	.....
.....	.....	.....	.....

6 Pair Work: Ask and answer questions like this:

Example 1	Example 2
A : Is it a right to go to school? **B :** Of course, it is.	**A :** Is sending a child to school a right? **B :** No, it isn't; it's a duty.

7 Pair Work. Make sentences comparing the percentages of educated people in the following countries in 2011. Use these words: important–small–low–great.

USA	99.04%
COTE D'IVOIRE	55.3%
UGANDA	73.3%
ALGERIA	86%
SOUTH AFRICA	88.0%
GREAT BRITAIN	99.01%
BURKINA FASO	28.7%
GHANA	66.6%
NIGERIA	56.4%
KENYA	87.0%
TOGO	53.2%
SENEGAL	49.7%
BENIN	41.7%

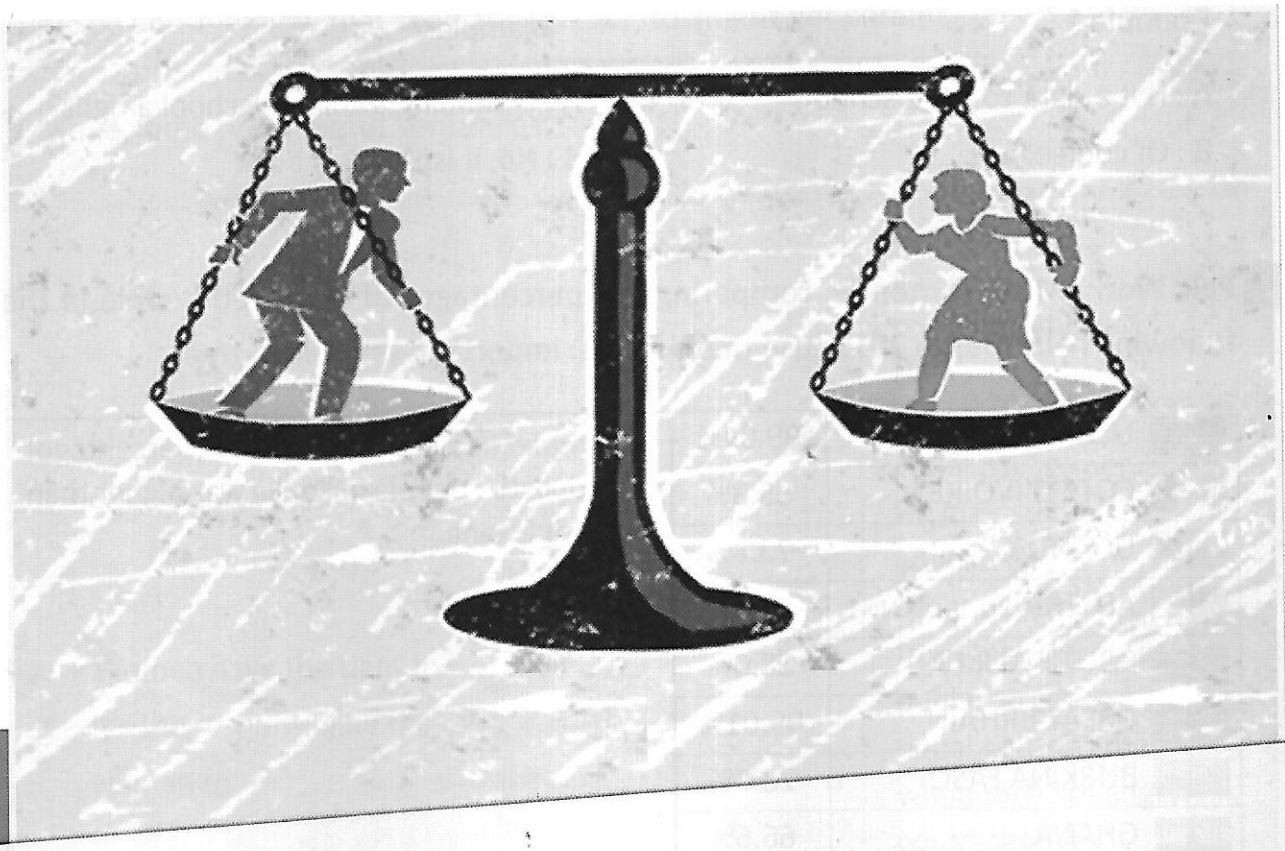
Example: In 2011, the number (percentage) of educated people in Kenya was higher than that of Ghana.

Adapted from https://fr.wikipedia.org/wiki/Liste_des_pays_par_taux_d%27alphab%C3%A9tisation

TIME TO COMMUNICATE AND CHECK

8 **On the celebration of the Women's Day, you have to do a presentation about women's rights and duties. In your presentation:**

- give some examples of women's rights and the category they belong to;
- mention some women's duties;
- invite the audience to respect their rights and duties in the society where they live.



Both man and woman must have equal rights and duties.

LESSON 3

Girls must go to school too!

TIME TO FIND OUT

1 **Listen and repeat the dialogues.**

LESSON FOCUS

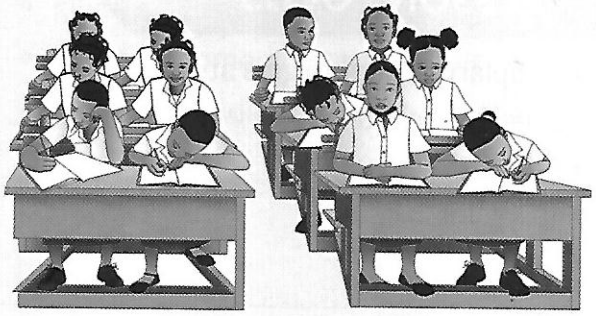
– Vocabulary related to girls at school.
– Expressing opinions.
  • I think that...
  • To my mind....
  • In my opinion...

Diaolgue 1



Flora : Hi, Ashna! How do you feel today?
Ashna : Not very well ;
Flora : What's the matter?
Ashna : I'm worried about my niece in the village. She still doesn't go to school.
Flora : Why not?
Ashna : Her father refuses to send her to school.
Flora : My God! **To my mind**, parents must send their daughters to school. The government has passed a law about it;
Ashna : My uncle says he doesn't have enough money to pay for her **school fees**. And in his opinion, girls shouldn't go to school.
Flora : Nonsense! There are no school fees to pay for; and the government has promised to build **boarding schools** for girls.
Ashna : **I think** that my uncle should be sensitized to understand that his daughter must go to school.
Flora : **I share your** point of view. After all, boys and girls have the same rights today!

Diaolgue 2



Ashna : It's good to see girls at school; don't you think so?

Flora: No doubt; it's good. But the challenge is that they must succeed.

Ashna : Is there any problem about that?

Flora: There are a lot of problems, indeed. They must face **sexual harassment** for example.

Ashna : What other issue do girls have to face at school?

Flora : For example, they have to avoid **early pregnancy**.

Ashna : **In my opinion**, if a girl follows good advice and works hard, she will easily avoid these problems and go up.

Flora : That's possible; but there's still a long way to go.

TIME TO PRACTISE AND CHECK

2 **Pair work. Practise the dialogues with your partner.**

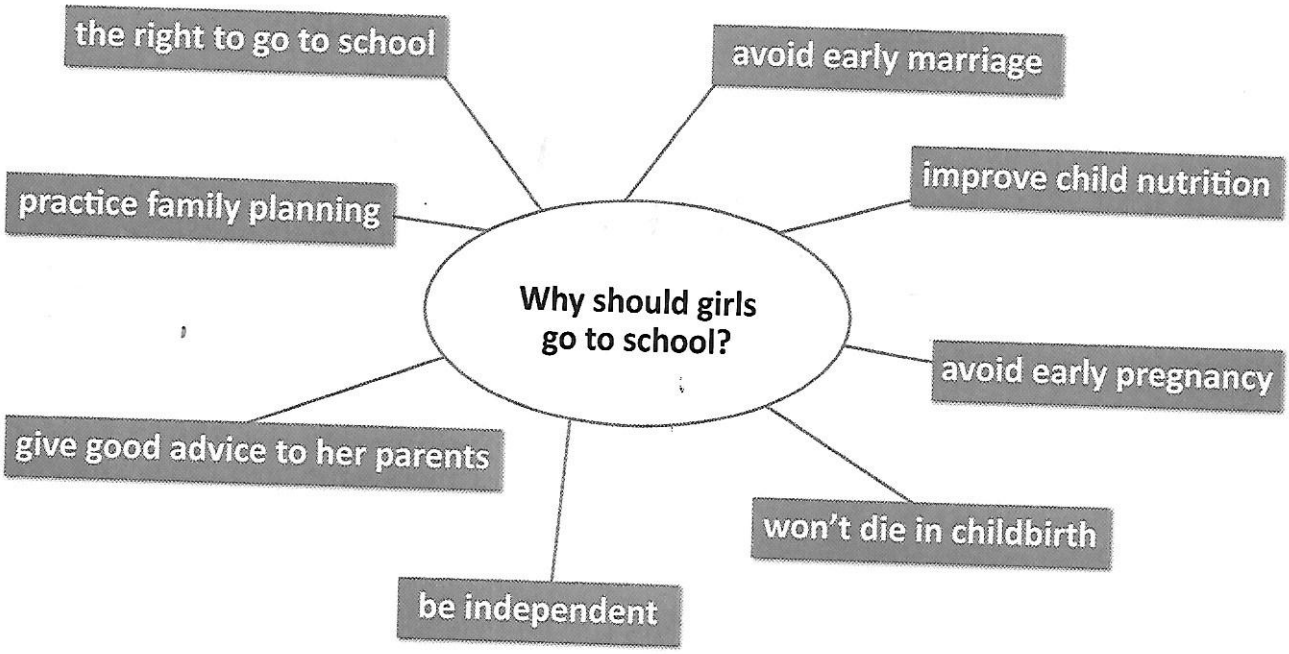
3 **Group Work. Give your opinions. Use the ideas in the boxes on the graphs.**

Example: **To my mind**, some girls don't go to school because their parents can't pay for their school fees.

A



B *Example:* **In my opinion**, an educated girl will be independent.



TIME TO COMMUNICATE AND CHECK

4 During your English club meeting, you have to debate about women and education.

- ➢ Give examples of the jobs a woman can do.
- ➢ Say how education can improve women's life in their area.
- ➢ Say how educated women can help to improve social life.

TIME TO REVISE AND CHECK

1 Reorder the words to have a meaningful sentence.

Example: **a-** Rural women can make pots.

a) can / women / pots / rural / make.
b) you / fish / catch / can?
c) to / to / school / the / right / has / go / everybody.
d) obey / must / school / students / their / rules.
e) do / men / jobs / can / the / same / women / as.

2 **Write down five human rights and five human duties.**

RIGHTS	DUTIES
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

3 **Give your opinion! Write why you think the following happened (you can use the ideas in brackets).**

Example: **a-** I think she passed because she studied her lessons.

a) She passed her exam (study her lessons / easy subjects / played all the time / good teachers...).

b) They lost their match (the other team was too strong / didn't train well / the coach was bad / they played very well).

c) She didn't pass her exam (she studied hard / didn't study her lessons / difficult subjects / she was always present in class...).

d) The teacher punished him (came late / didn't do exercises / had all the answers correct / he came on time...).

e) They feel ill (they ate clean food / They ate dirty food / The food they ate was well cooked / The pot was clean).

f) He has no car (no money / very rich / good driver / in a good health).

g) They don't go to school (it's Monday / the teachers are present / it's Sunday / happy).

h) She went to the hospital (in good health / need a new dress / a headache / like swimming).

TIME FOR FUN

1 **Sing the song.**

The more we are together

The more we are together, together, together,
The more we are together, the happier we'll be.
For my friend is your friend,
And your friend is my friend,
So the more we are together, the happier we'll be.

The more we sing together, together, together,
The more we sing together, the happier we'll be.
For my joy is your joy,
And your joy is my joy,
So the more we sing together,
the happier we'll be.

The more we work together, together, together,
The more we work together, the stronger we'll be.
For my strength is your strength,
And your strength is my strength,
So the more we work together,
the stronger we'll be.



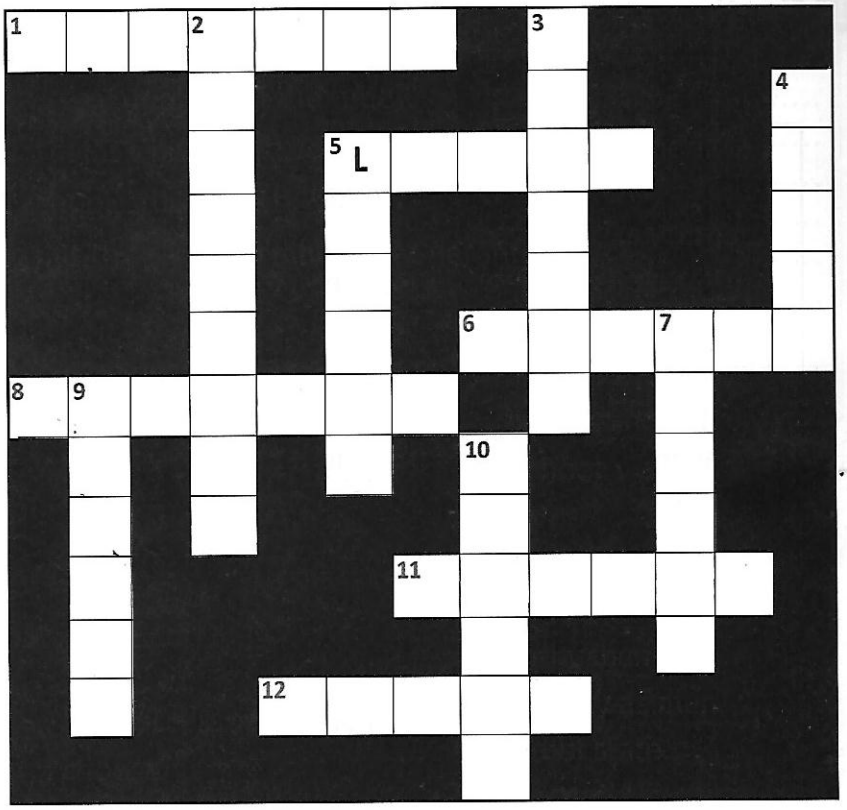
2 Complete the crosswords puzzle with the preterit of the verbs. Across (from left to right) and down (from top to bottom).

ACROSS

1. Stop
5. Live
6. Help
8. Start
11. Cook
12. Like

DOWN

2. Prefer
3. Clean
4. Ask
5. Look
7. Play
9. Tidy
10. Show



TIME FOR CLASS PROJECT

Group work: For the coming Women's Day celebration, you have to present an exposé. Choose a well-known woman. Find information about her (in books / on the internet...) and prepare a presentation.

In your presentation include the following:

- her particulars (her name, her village, her country...);
- what she achieved;
- invitation to women to work to succeed.

unit 3

TRAVELLING (WRITING)



LESSON 1

How Do You go to School?

TIME TO FIND OUT

1 Look, listen and repeat.

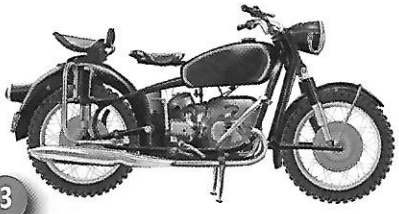
A



1 On foot



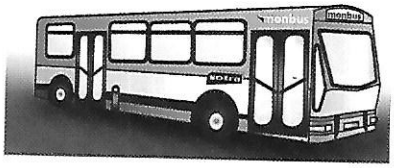
2 A bicycle



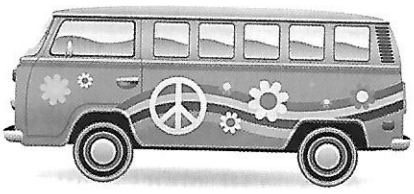
3 A motorcycle/A motorbike



4 A scooter



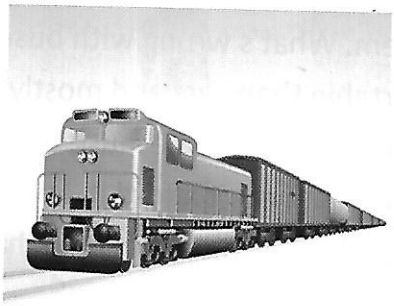
5 A bus



6 A van



7 A coach



8 A train



9 A taxi

LESSON FOCUS

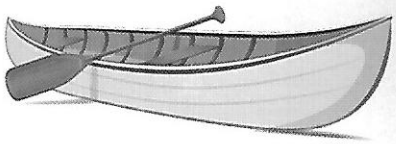
- Vocabulary related to means of transport.
- Expressing likes and dislikes.
  - I like buses.
  - I dislike taking the bus.
- Making comparisons.
  - A plane is faster than a car.
  - A car is more comfortable than a bicycle.



10 A car



11 A plane



12 A canoe

B

on foot	by bicycle	by motorcycle
by scooter	by bus	by van
by coach	by train	by taxi
by car	by plane	by canoe

2 **Listen and repeat the dialogue.**



(Awa, Bolou and Zokou are at the bus station)

Awa : Hi, guys! How are you?

Bolou and Zokou: Not so bad! And you?

Awa : Well, thanks! We're going to take the bus again! I **hate** buses.

Bolou :Oh why? I do **like** them. What's wrong with buses?

Awa : They are **less** comfortable **than** cars and mostly overcrowded.

Zokou : You're right, but I am **fond of** taxis because they are fast**er than** buses.

Bolou : I am also a **fan of** taxis but I can't afford it. I don't love *'worô-worôs'*.

Zokou : Taxis are comfortable, but they are **more** expensive **than** buses. And I really dislike 'Gbakas'.

Awa : Here's the bus!

Zokou : Okay, let's go!

3 **Look, listen and repeat.**



5 million F CFA



10 million F CFA



20 million F CFA

- The red car is cheap**er than** the green car and the yellow one.
  The green car is cheap**er than** the yellow one.
  The green car is **more** expensive **than** the red one.
  The yellow car is **more** expensive **than** the red car and the green one.

- The red car is **less** expensive **than** the green one.

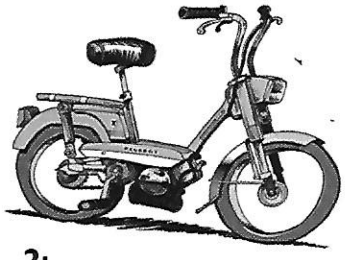
TIME TO PRACTISE AND CHECK

4 **Write the names of these means of transport using words from the box.**

bicycle – car – motorcycle – coach – on foot – bus – scooter – canoe – train – plane – taxi – van



1:.....



2:.....



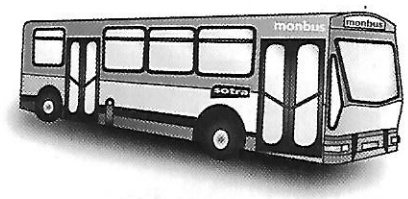
3:.....



4:.....



5:.....



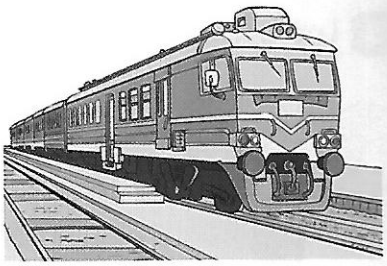
6:.....



7:.....



8:.....



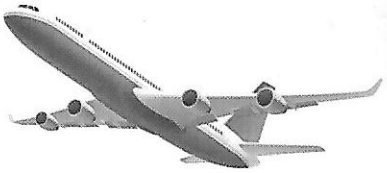
9:.....



10:.....



11:.....



12:.....

5 **Look at the table and write some sentences about what these people like and dislike.**

Example: 1- Aicha **likes** cars but she **doesn't like** motorcycles.

	People	**likes**	**dislikes**
1	Aicha	car	motorcycle
2	Amara and Koffi	car	van
3	Molou	canoe	plane
4	Julie and Soro	bus	scooters
5	Sika	taxi	bus
6	Zita	boat	coach
7	Akissi	'gbakas'	'woro-woros'
8	Akaffou	train	bicycle

6 **Write sentences making comparisons.**

Example: The orange coach is **cheaper than** the white bus.



20 million F CFA



30 million F CFA



100 million F CFA

7 Read the dialogue in N° 2 and write the answers to the questions.

1. How do Awa, Bolou and Zokou go to school?
2. What means of transport do they like?
3. What means of transport do they dislike?
4. Why does Awa hate buses?

8 Complete the following sentences using the correct comparative or superlative.

1. Hats are..... than tights but tights are.....
a) good **b) more comfortable** **c) softer**

2. Jeans are.....than socks.
a) cheaper **b) expensive** **c) more expensive**

3. Girls usually have.....and.....clothes than boys.
a) fancier **b) plainer** **c) brighter**

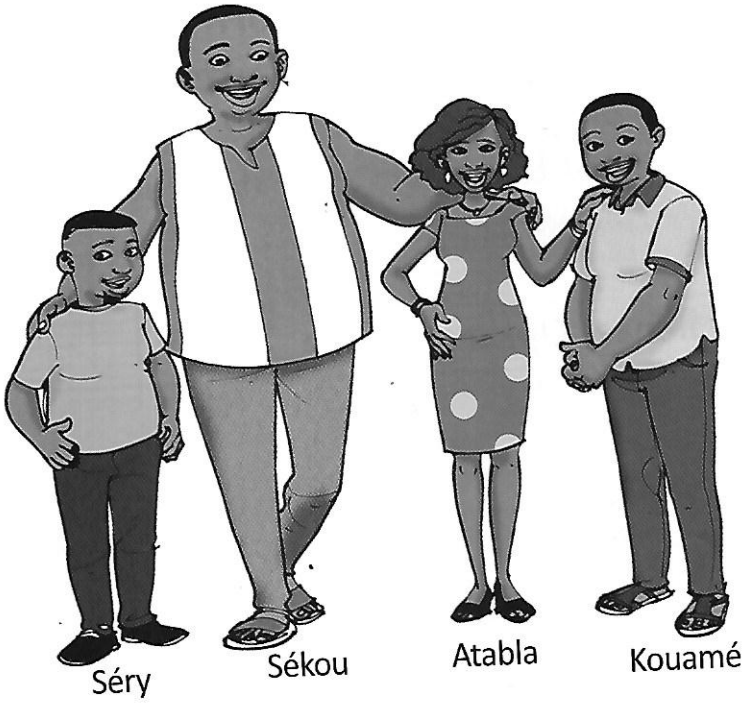
4. Boys usually wear.....clothes than girls.
a) large **b) larger** **c) largest**

5. .....sweaters feel .....than tight trousers.
a) more comfortable **b) looser** **c) worst**

6. Enny is.....dresser but Stephen is .....
a) better **b) the best** **c) the worst**

9 Look at the picture of Séry and his school friends. Write sentences using comparatives and superlatives.

Example: **Atabla is as tall as Kouamé**



TIME TO COMMUNICATE AND CHECK

10 **Your Nigerian pen friend wants to visit you soon. He sent you a letter to get some information about the means of transport in your country. Write a letter in which you tell him:**

- how you go to school,
- which mode of transport you like best,
- why you prefer it to other means of transport,
- how you feel about it.

Po box 7
Lagos, Nigeria
Jake Street 9 p
7th May 2017

Dear friend,

How are you? I hope you're fine. I am doing very well at the moment. I write you this letter to tell you that I will visit your country soon.

I want to have some information about the means of transport you use in your country. How do you go to school? What's your best mode of transport? What do you advise me?

Write soon,

Michael Opkara

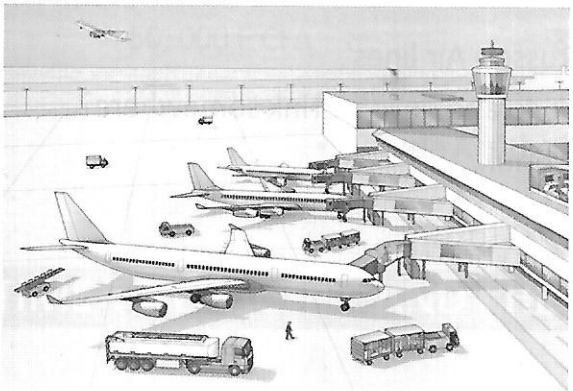
LESSON 2 I Would Rather Travel by Plane

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

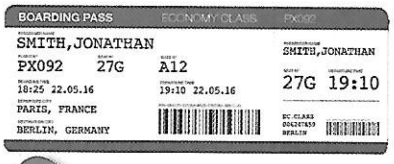
- Vocabulary related to air travel.
- Expressing preferences.
  - I would rather travel by air.
- Comparatives
  - 'Air Côte d'Ivoire' is as good as 'Air France'
- Superlatives
  - 'Air Côte d'Ivoire' is the best company in West Africa.
  - 'Air France' is the most comfortable company.



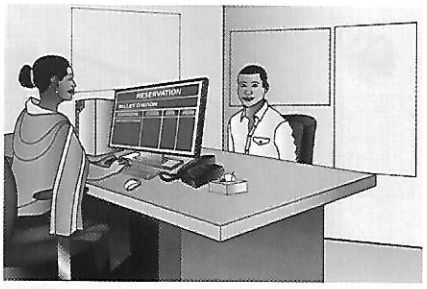
1 An airport



2 Luggage



3 A boarding pass



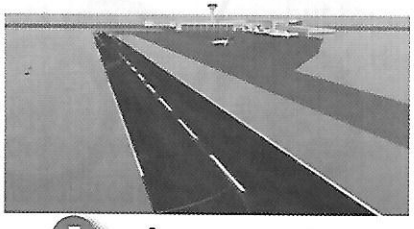
4 To book



5 A passport



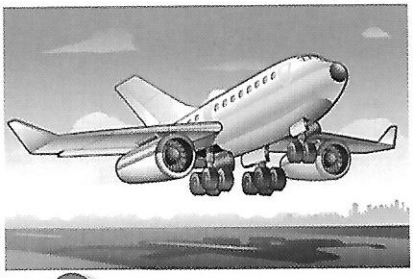
6 An ID card



7 A runway



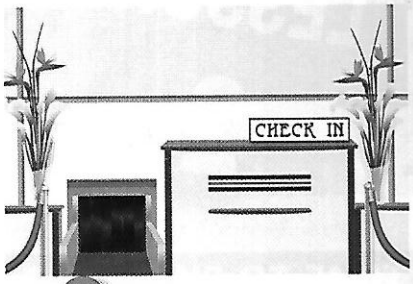
8 To land



9 **To take off**



10 **A departure board**



11 **A checking desk**

2 Look, listen and repeat.

(Awa, Bolou and Zokou are talking about their coming trip to the USA after winning a scholarship).

Awa: Which company would you prefer to travel with?

Zokou: I **would prefer** to travel by 'Air France.'

Bolou: Air France; but why? There are many other companies.

Zokou: You're right, but I've heard the pilots on 'Air France' are experienced and the service on board is good.

Awa: That's true; but I **would rather go for** 'Brussels Air lines'.

Bolou: Unfortunately, we can't choose. Why not go and have a drink somewhere?

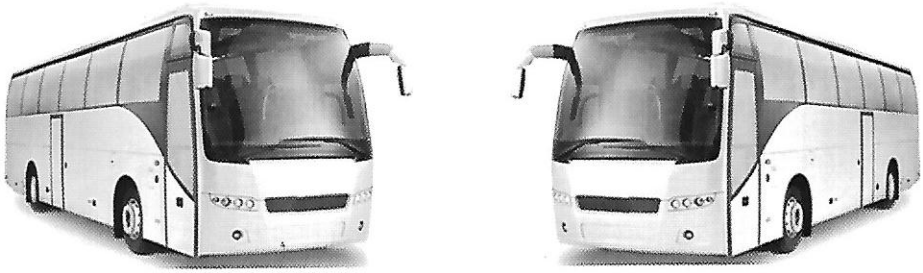
Zokou: That's a good idea! I'll really enjoy a soft drink.

Awa: Sorry, but I have to go. Have a good time!

Bolou and Zokou: Okay- See you later!

3 Look, listen and repeat.

A



Bus A is as long as bus B.

B





100, 000 F CFA **Bicycle 1 is as expensive as bicycle 2.** 100, 000 F CFA

A



- The white car is **the longest** of the three cars.
- The blue car is **the least** long of the three cars.

B



50, 000 F CFA 80, 000 F CFA 150, 000 F CFA

- Bicycle C is **the most** expensive of the three bicycles.
- Bicycle A is **the least** expensive of the three bicycles.

TIME TO PRACTISE AND CHECK

4 **Fill in the gaps with the appropriate words from the box.**

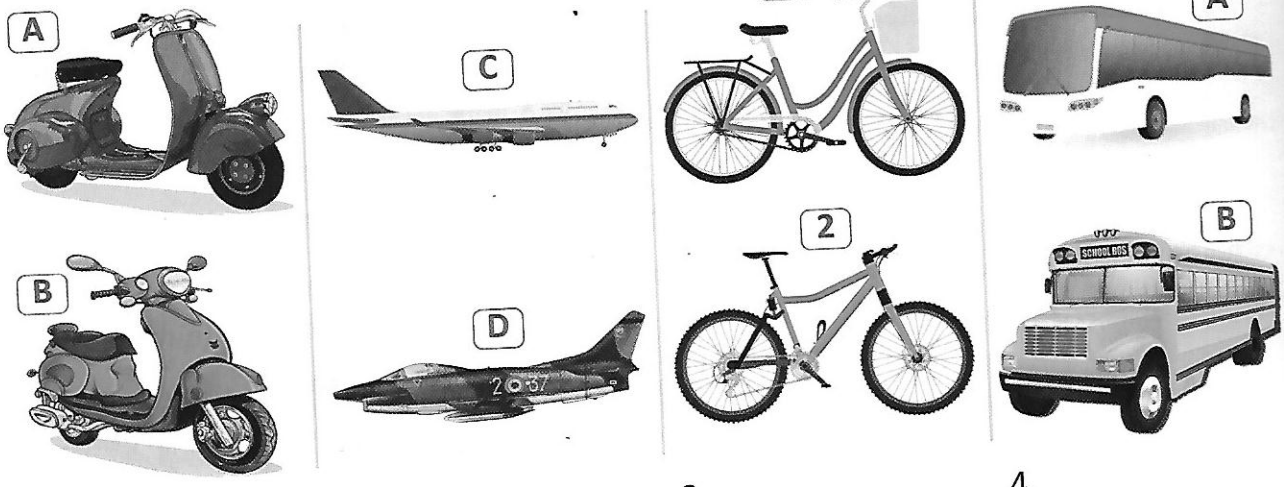
plane – luggage – runway – passport – departure board – book – ID card – check-in-desk – boarding pass – land.

Example: **10-** boarding pass

The airport is a busy place. It is a place where planes take off and also **1**_____on the **2**_____. When you go there, you first need to look at the **3**_____ to find your airline; second you go to the **4**_____. For international flights, you are asked to present your **5**_____, but for domestic flights only an **6**_____is required. When you **7**_____your ticket, they give you a confirmation number. You should show this too, just in case. The airline agent will ask you if you want to check in **8**_____ or if you only have carry-on luggage. You should check your large luggage, but you can carry smaller suitcases on the **9**_____. After the agent gives you your **10**_____, you can go through security.

5 **Write sentences to express your preferences.**

Example: **1-** The two scooters are beautiful, but ***I would*** prefer to have scooter B.



1. 2. 3. 4.

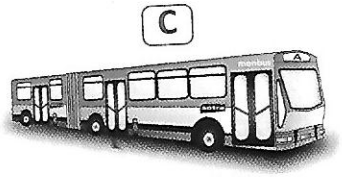
6 **Write some sentences, making comparisons.**

Example: **1-** The green car is **as expensive as** the red car, but **I would rather** go for the red one.

A



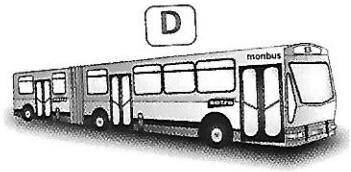
8,000,000 F CFA



100,000,000 F CFA



8,000,000 F CFA



100,000,000 F CFA

Example: **1-**Scooter C is **the most expensive** of the three.

Scooter A is **the least expensive** of the three.

B



200,000 F CFA



350,000 F CFA

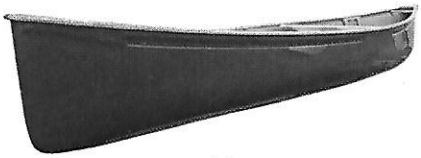


2,000,000 F CFA

1 - Expensive



3 m



5 m



4 m

2 - Long



Koffi (1.50 m)



Pokou (1.90 m)



Koné (1.75 m)

3 - Tall

7 **Write the correct comparison form.**

1. Old → older	6. Serious →.....
2. Good →	7. Modern →.....
3. Strong →	8. Pretty → .....
4. Large →	9. Important →.....
5. Happy →.....	10. Bad →.....

8 **Write the correct form (comparative, superlative) of the adjectives in brackets.**

1. Asta's dress is..... than mine (pretty).
2. Taxis are ..... than buses (expensive).
3. Cheetahs are. .....animals we can find (fast).
4. Eating fruit and vegetables is.....than eating hot dogs (healthy).
5. I like milk.....than coffee (good).
6. China has..... people than any other country in the world (many).
7. Travelling by plane is..... than travelling by car (comfortable).
8. The Nile is. ..... river in the world (long).
9. Elvis Presley is one of..... rock singers ever (popular).
10. Switzerland is one of.....countries in the world (rich).

TIME TO COMMUNICATE AND CHECK

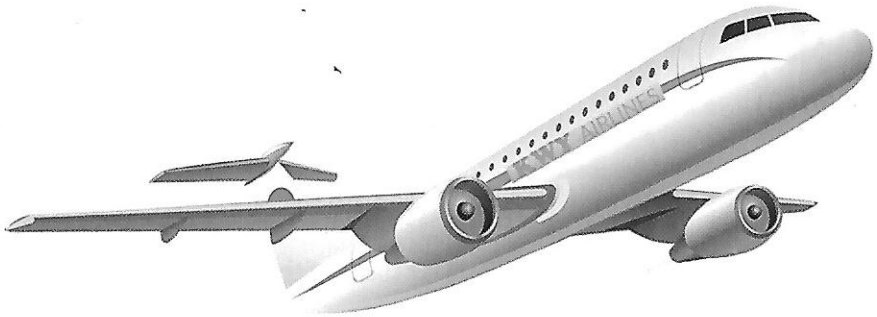
Pair Work: You are going to travel to Paris very soon. Your best friend flew to France many times with different companies: 'KWY Airlines', 'Heaven Airlines' and 'Downtown Airways'. In order to choose the best company, you meet him to share his experience of these companies and talk about your future trip to Paris.

Write your conversation with him in which:

– You ask your friend to describe the three companies he has travelled with,

– You express your preferences,

– You explain your choices







LESSON 3

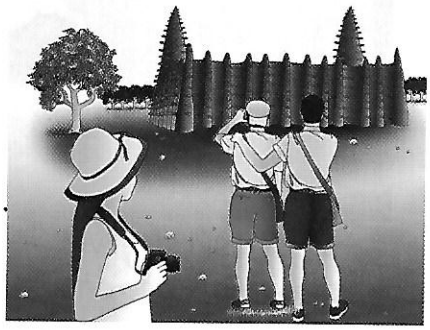
How about visiting Grand-Bassam?

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

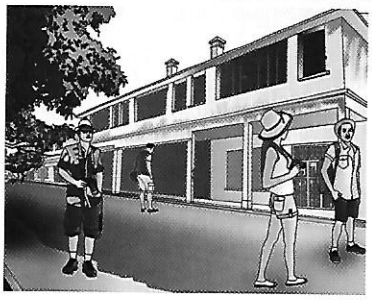
- Vocabulary related to tourism
- Making suggestions
  - Why don't we invite Larry and Jenny to visit Côte d'Ivoire?
- Accepting suggestions
  - That's a good idea!
- Refusing suggestions
  - No, I have to leave now.



1 Go sightseeing



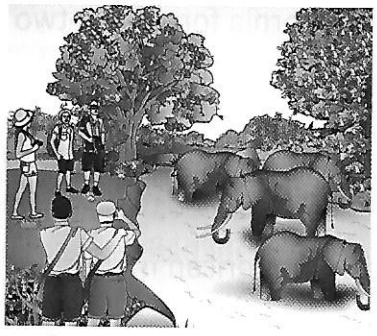
2 Buy souvenirs



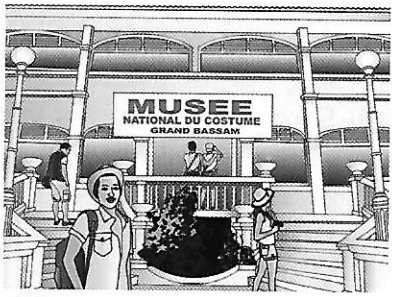
3 Visit a historic site



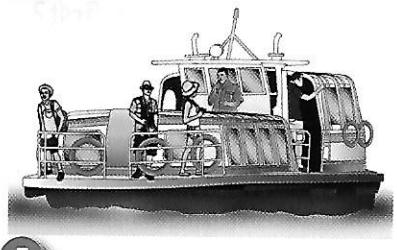
4 Mail postcards



5 Go to a park



6 Go to a museum



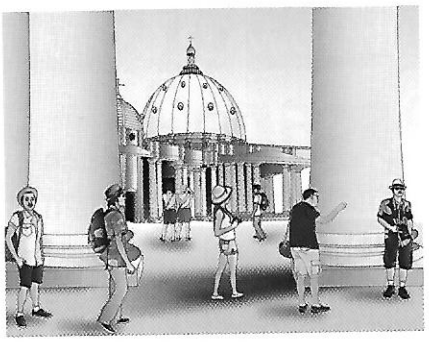
7 Take a bus tour



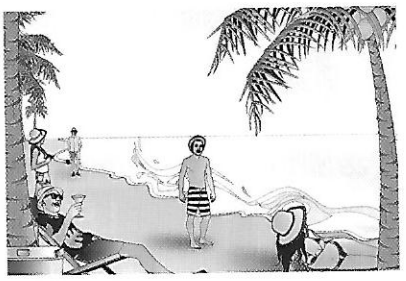
8 Exchange money



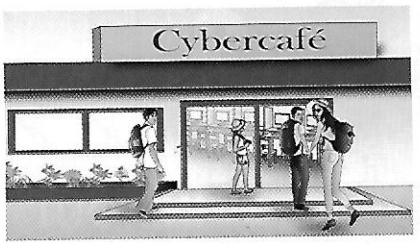
9 Make reservations



10 Take a walking tour



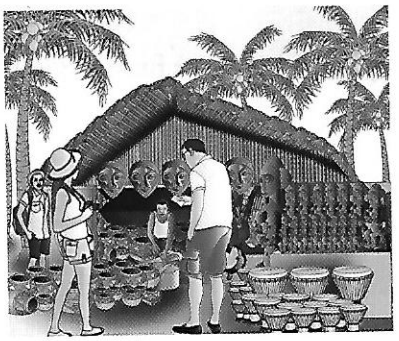
11 Go to the beach



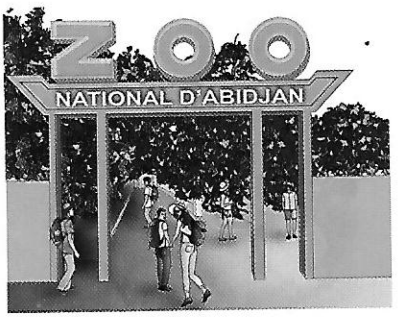
12 Go to a cyber café



13 Rent a car



14 Go shopping



15 Visit a zoo

2 **Listen and repeat the conversation.**

Armel: We've been living in California for almost two years now.

Flora : Yes, time flies really fast!

Soro : The summer vacations are coming soon and we're going back home for a few weeks. What shall we do?

Armel: **Why don't** we invite our American friends, Larry and Jenny, to visit our country?

Soro : Yeah, **that's a good idea**. We can take them round the country to see the tourist sites there.

Flora : **Great! We could** take them first to Assinie to enjoy the beautiful sandy beaches.

Armel: **How about taking** them to Man to see the waterfalls and the mountains first?

Soro : No, Grand-Bassam first; it has a colonial past.

Flora : Hey, calm down guys! No need to fight!

TIME TO PRACTISE AND CHECK

3 **Fill in the blanks of this e-mail with the right expression from the box and the correct tense of the verb.**

go to the beach – sightseeing – visit a historic site – go to the museum – buy some souvenirs
go to the park – visit the zoo – make a reservation – go shopping – take a walking tour

Hi Jeff,
I received your message; thanks. At the moment, I am in Grand-Bassam, one of the oldest cities in Côte d'Ivoire. As I told you we spent most of the trip **1**_____. The first thing we did here in Bassam was to **2**_____ called the 'Quartier Impérial of Bassam'. We **3**_____ of that magical area full of memories. Second, we **4**_____ of the city where we learned a lot about the colonial past of the country. We'll **5**_____ of Assinie this afternoon and enjoy the beautiful sand and view there. Tomorrow we plan to **6**_____ because I want to **7**_____ that you'll really appreciate. You know what? I won't forget **8**_____of Abidjan where many rare species of animals are. I also intend **9**_____ of Comoé.
My flight back home is in a week time. I have already **10**_____ at 'Air Côte d'Ivoire. one of the best companies in West Africa.
See you soon,
Larry

4 **Look at N° 2 and write the terms in the appropriate column.**

Why don't we..... / Let's... / How about...? / Why not...? What a great idea / That would be fantastic / That's interesting / We could... / I couldn't agree more / Yes, that's a good idea / Sorry, but ... / No, thanks / Bad idea! /

Making suggestions	Accepting suggestions	Refusing suggestions
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

5 For each sentence select the correct suggestion.

1: What shall we do today?

a: Why doesn't Yao go to the cinema?

b: Why don't we go to the cinema?

2: I don't know what to buy mum for her birthday.

a: Why not clean her painting?

b: Why not get her a painting?

3: I don't know when we should tell her the truth.

a: Let's talk to the musicians tonight.

b: Let's talk to her tonight.

6 Complete with words from the box.

Why don't we ....? / can't wait / That's a good idea! / Not now ! / How about...? / let's...

(Zapka, Kone and Amy are talking about plans for the next week-end.)

Amy: Hello, everyone!
Zapka: Hi, Amy! How're you doing?
Kone: Just fine! Any news?
Amy: Not really! I'm a little bored.
Zapka: Like us, too! We want to have fun.
Kone: **1**_____ going to a football match this weekend?
Amy: Oh no, I hate stadiums and all the shouting.
Zapka: Well, **2**_____ we go to the beach 'Ile Boulay' in Yopougon then?
Amy: **3**_____! It'll be fun.
Kone: Yeah, I **4**_____!
Zakpa: Okay, **5**_____ prepare for it immediately.
Amy: **6**_____, but tomorrow.
Kone: No problem, we still have time.

TIME TO COMMUNICATE AND CHECK

7 Pair work.

Your American Friends Bob and John want to visit your country. They call you to have some information on tourist sites. In your conversation with them:

– list some tourist sites to visit;
– describe what people can see and do there;
– suggest some sites and say why.

TIME TO REVISE AND CHECK

1 **Look at the box and write sentences.**



Love, fond of



like, fan of



don't like , dislike

Example: **1-** Awa **loves riding** motorcycles. Or Awa is **fond of riding** motorcycles.

1) Awa /  / ride motorcycles.

Awa loves riding motorcycles.

2) Konan /  / trains

---

3) Zokou /  / take gbakas.

---

4) Yelly /  /cars.

---

5) Abou /  / fly

---

6) Yao /  / drive taxis

---

7) John and Mike /  / get on bus

---

8) Alicia /  / travel by coach

---

2 **Complete with words from the box.**



departure domestic book advance passport	boarding pass international luggage check-in desk

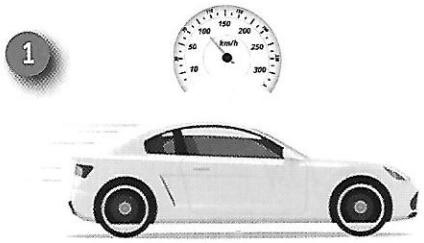
If you want to travel by plane, you have to make a reservation for a particular flight. You can do it through a travel agency and pay cash or on the internet. If you **1**_____the ticket early, it will be cheaper. For a **2**_____ flight, you should check in at least one hour before the **3**_____. If you take an **4**_____ flight you should be at the airport at least two or three hours in **5**_____. You cannot have any liquids on you when you are travelling by plane. You can take only a small **6**_____ on board. At the airport, you go to the **7**_____ with your luggage to check in. There the officer checks your **8**_____, weighs your luggage and gives you a **9**_____. Then you go to the passport control and security control. Just after the passport and security control you get to the departure lounge.

3 **Write sentences about how these people go to work.**

1. You
2. Your best friend
3. The principal of your school
4. Your parents

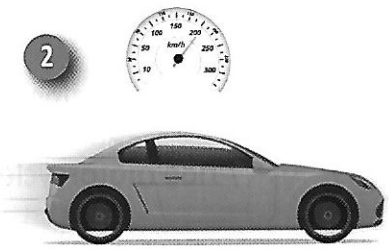
4 **Look at the pictures and write sentences to make comparisons.**

1



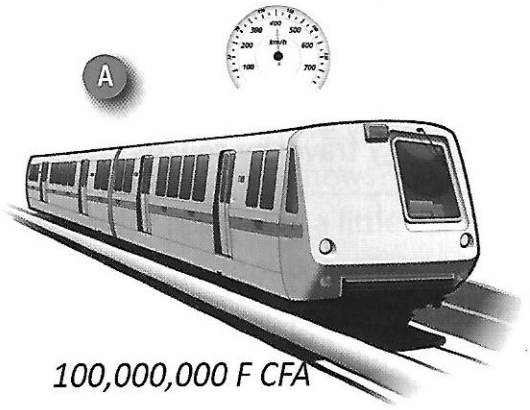
5,000,000 F CFA

2



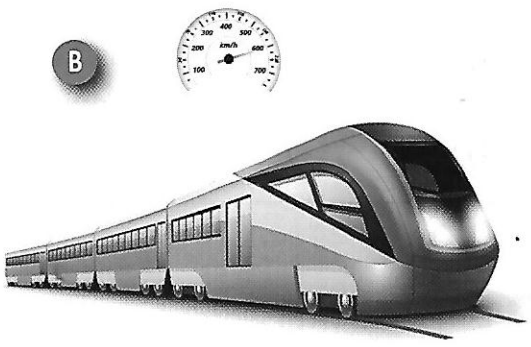
5,000,000 F CFA

A



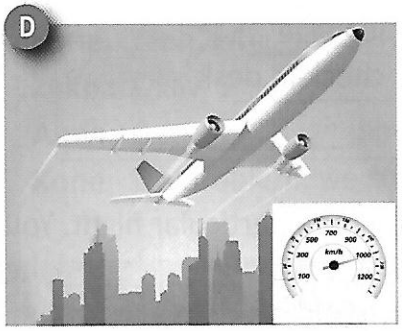
100,000,000 F CFA

B



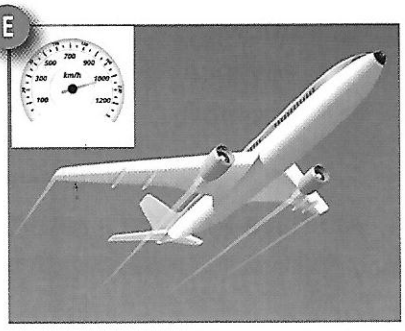
120,000,000 F CFA

D



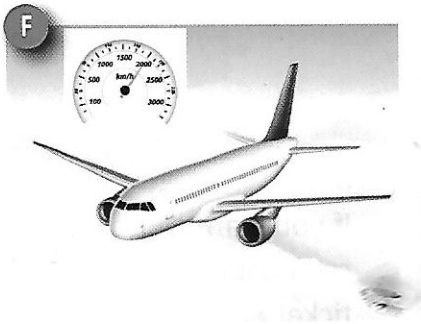
300,000,000 F CFA

E



300,000,000 F CFA

F



350,000,000 F CFA

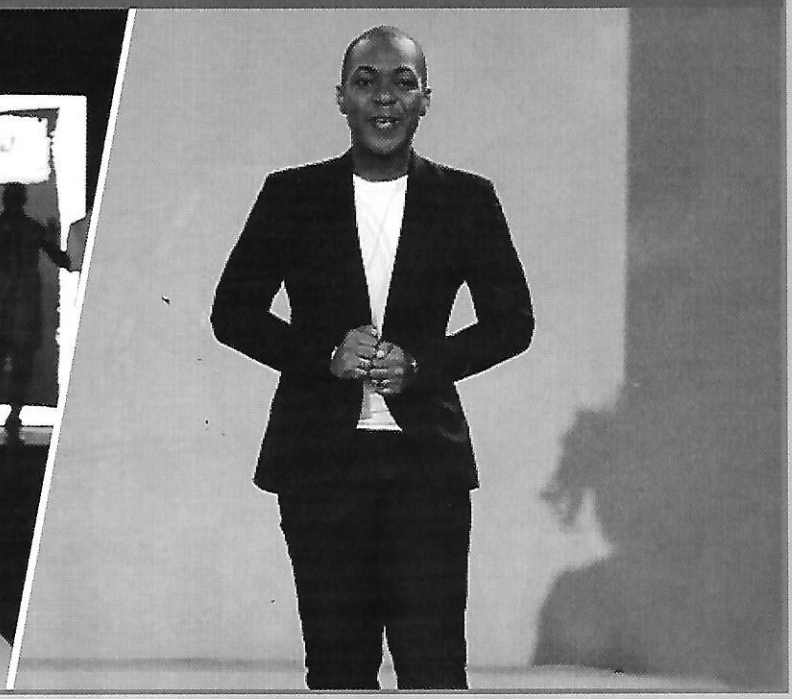
5 **Write a conversation.**

You and two friends are talking about your plans for the coming weekend. In your conversation, suggest some places to visit, express your preferences, accept or refuse.

unit 4

FASHION (WRITING)





LESSON 1

What Would you like to wear?

TIME TO FIND OUT

1 **Look, listen and repeat.**

LESSON FOCUS

- Vocabulary related to items of clothing.
- Describing items of clothing
  - What are you wearing?
  - I am wearing a blue shirt.
- Giving reasons
  - I like traditional clothes because they are unique.



1 Kita cloth



2 Tapa cloth



3 Kamanje cloth



4 Tights



5 Indigo cloth



6 A bubu



7 Boots



8 A woolly jumper



9 A coat



10 A raincoat



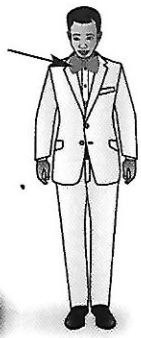
11 A suede blazer



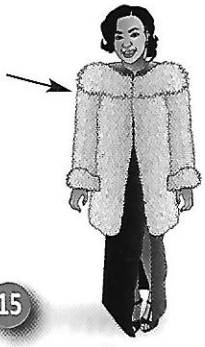
12 A denim skirt



13 A leather coat



14 A silk bow tie



15 Fur

2 Look, listen and repeat.



A checked shirt



A striped shirt



A flowery dress



A plain skirt

3 Look, listen and repeat.

(Dago and Yapi are talking about the clothes that they're wearing at a traditional festival.)

Yapi : Hello Dago!
Dago : How are you Yapi?
Yapi : Fine, thanks! Come on, **you're wearing** nice clothes this morning.
Dago : **I'm wearing** tapa clothes!
Yapi : What's tapa?
Dago : It's a traditional cloth from Lakota. I love wearing traditional clothes.
Yapi : Why?
Dago : **Because** they are beautiful and unique.
Yapi : Don't you like modern clothes?
Dago : I do, but I prefer traditional clothes **because of** the material they are made of. And you, what kinds of clothes do you like wearing?
Yapi : I love wearing modern clothes because they're fashionable.
Dago : Oh, I see; but traditional clothes are good to wear too.
Yapi : I guess so, but that's my choice.
Dago : Okay, that's fine.

TIME TO PRACTISE AND CHECK

4 Matching

A Complete with words from the box.

a bubu — a kita cloth — a bow tie — a tapa cloth — tights — an indigo cloth — a raincoat



1.....



2.....



3.....



4.....



5.....



6.....



7.....

B Write the correct adjective under each picture.

striped — flowery — plain — checked



1.....



2.....



3.....



3.....

B Write the correct description for each picture.

cotton bubu — leather boots — woolly tights — silk bow tie — fur coat — denim trousers — suede blazer



Koffi has a ---------



Gueu has a --------



Zita has ----------



Awa has a ---------



Anita has ----------



Konan has a-------



Sika has a --------

5 Complete the sentences with 'because' or 'because of'.

1. She was late ..... the traffic jam.
2. She's wearing tapa clothes ..... she likes traditional attire.
3. He's wearing a bow tie ..... he's going to meet the Minister.
4. The football match was canceled ..... the rain.

TIME TO COMMUNICATE AND CHECK

6 **Writing: Your British pen friend wants to have some information about traditional clothes in your country after watching a traditional festival on TV.**

Write him a letter in which you:

- give him some examples of traditional clothes in your country,
- tell him on what occasion people wear them,
- invite him to the next festival in your region.

LESSON 2 Preparing for the next fashion show

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

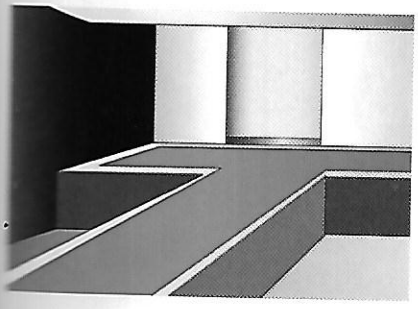
– Vocabulary related to fashion shows.
– Describing fashion shows.
– Persuading
  • I can assure you, you'll enjoy it.



1 A fashion show



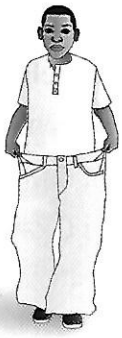
2 A top model



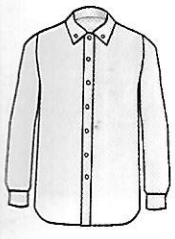
3 A catwalk



4 A designer



5 Baggy trousers



6 A long-sleeved shirt



7 A hairdresser



8 A short -sleeved dress

2 **Listen and repeat the conversation.**



Yapo : Kimi, you know what? There's a big fashion show at the 'Hotel Ivoire' this weekend.

Kimi : Really?

Kone : Yeah, would you like to come with us?

Kimi : Eur..., I have things to do.

Yapo : **Come on**, Gilles Touré is presenting his new collection.

Kone : Ciss st Moise, too!

Yapo : You must come with us; top models will wear nice and beautiful clothes. **I am sure you'll love it.**

Kone : **That's a good idea**, you know! We'll enjoy the flowery and latest creations of Gilles.

Yapo : We'll surely appreciate the dresses and the new skirts.

Kimi : Are you really sure?

Kone : **Believe me, you'll enjoy it!**

Kimi : What time will it be?

Yapo : 6 pm sharp.

Kimi : Okay! I'll be there.

3 **Look at the pictures; listen and repeat the descriptions.**

This model is wearing a beautiful shirt. She has a cap on her head. She is also wearing sneakers. She really looks cool!





This model is wearing blue shorts and a white top. **She also has** nice earrings and a brilliant necklace. **She's holding** a red handbag.



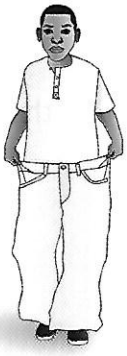
This model has got a fantastic suit. **She's got** a brown **blazer** and a black pair of trousers. **She's also wearing** a white shirt and a red **bow tie**. They match well with her red **boots**.

TIME TO PRACTISE AND CHECK

4 **Complete with the right word or expression.**



This top model is wearing a...shirt.



Koffi is wearing... trousers.



This top model has a...dress.



This ----------is presenting his new collection.



These top models are on a....



The...is doing the model's hair.



The people are attending a....

5 Describe each model.





6 Complete the dialogue with words from the box.

Believe me — I can assure you — fashion show — it'll be fun

Koffi: Hi, Fatou!
Fatou: Hello, Koffi!
Koffi: Would you like to go with me to a **1**_____ this weekend?
Fatou: Where is it?
Koffi: In Bouaké.
Fatou: In your home town?
Koffi: Yes! **2**_____, you'll love it .It's a big show!
Fatou: Really?
Koffi: **3**_____, people from all over the country will be there and **4**_____
Fatou: Okay! I won't miss it!

TIME TO COMMUNICATE AND CHECK

7 As a member of the English Club of your school, you were invited to attend a f show during the 'Fashion week' organized at the 'Hotel Ivoire' of Abidjan. I English club magazine write a report of the show:

- describe the show (the models, the clothes...)
- Invite everyone to attend the next show.

LESSON 3

Be proud of your skin colour!

TIME TO FIND OUT

1 Look, Listen and repeat.

LESSON FOCUS

- Vocabulary related to cosmetics.
- Asking for advice.
  - What should I do?
- Giving advice
  - You should not bleach your skin.
  - Always ask for medical advice.



1 Cosmetics



2 A perfume



3 A lipstick



4 A nail varnish



5 A moiturizer



6 A hairgel



7 A blush



8 A nail polish



9 A lip gloss



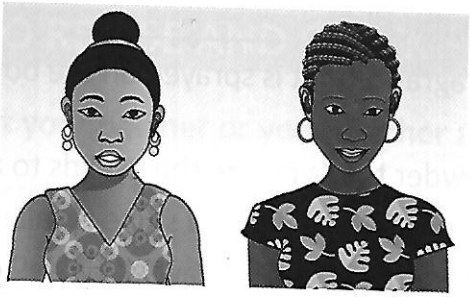
10 A bleaching lotion



11 A bleaching cream



12 A bleaching soap



13 A light complexion – a dark complexion



14 To bleach the skin

2 **Listen and repeat the dialogue.**

Amy : Hello, doctor!
Doctor : Hi, girl! What can I do for you?
Amy : I have skin problems.
Doctor : What products did you use?
Amy : 'Quick-White', doctor! I wanted to have a light complexion to look more beautiful.
Doctor : Let me see; oh that's very bad. You can have skin cancer.
Amy : **What shall I do now?**
Doctor : **You must stop** using these dangerous products and avoid make-up.
Amy : But doctor, **what should I use then**?
Doctor : **You should take** safe beauty products which do not bleach the skin.
Amy : No one ever told me before.
Doctor : You mustn't use any product without a doctor's advice; and be proud of your skin colour.
Amy : Okay doctor, thank you!
Doctor : You're welcome!

TIME TO PRACTISE AND CHECK

3 **Write the right word or expression from the box to complete the sentences.**

nail varnish — lipstick — perfume — powder — blush — eyeliner pencil — moisturizer — lip gloss — bleach the skin — light complexion — bleaching

1. It is a liquid or cream that women use to add moisture to the skin. We call it _____.
2. The dry substance that has very fine particles that is put on the face to make it less shiny and oily is called _____.
3. A cream or powder that makes the cheeks a pink or reddish color is called _____.
4. A pencil that is used to line and enhance the rim or contour of the eyes is named a _____.
5. A cream that is put on the lips to add color is called _____
6. Women use it every day and it is a liquid fragrance that is sprayed on the body to smell pleasant. It is _____
7. An _____ is a cream or powder that's put on the eyelids to add colour.
8. A liquid substance that is applied to the nails to add color and shine is called_____.
9. Many young girls _____ because they want to have a _____. So they use different _____ products such as creams, lotions and soaps.

4 **Give advice to the people making these statements.**

Example: 'It is raining'.

➢ **You should take an umbrella.**

1. 'I have got skin cancer'.
2. 'My sister has a skin rash'.
3. 'Doumbia bleaches her face'.
4. 'My niece is a fashion slave'.
5. 'This girl uses a dangerous beaching soap.'

5 **Write the words or expressions in the box in the appropriate column:**

You should — you could try — what would you do? — Why don't we...? — Maybe, you should... — what can I do? — It might be a good idea to... — If I were you...I would – what shall we do? — What do you suggest? — What do you advise me to?

Asking for advice	Giving advice

TIME TO COMMUNICATE AND CHECK

6 **Pair work: Your best friend loves fashion and uses beauty products that bleach her skin. You decide to convince her to stop using them and being a fashion slave.**

Write down your conversation with her in which:

- You talk about the effects of bleaching creams,
- You give her some advice.

TIME TO REVISE AND CHECK

1 **Look at your partner or your teacher and describe what they are wearing.**

2 **Complete with 'because' or 'because of'.**

1. She doesn't want to marry him ____ he is too old.
2. ____her good looks and intelligence, every TV channel wants to hire her to present the news.

3. He was late to school today_____he overslept.

4. _____his honesty, everyone respects him.

TIME FOR FUN

1 SONG: Clothes song.



Let's take some socks and a shirt
and hang them out on a washing line
they won't take very long to dry
cos today the weather's fine
Deary Deary me!
it's such a windy day!
the socks and shirt have blooown away

Let's take some shorts and a skirt
and hang them out on a washing line
they won't take very long to dry
cos today the weather's fine
Deary Deary me!
it's such a windy day!
the shorts and skirt have blooown away

Let's take a t-shirt and some jeans
and hang them out on a washing line
they won't take very long to dry
cos today the weather's fine
Deary Deary me!
it's such a windy day!
the t-shirt and jeans have blooown away

Let's take a dress that's purple and green
and hang it out on a washing line
it won't take very long to dry
cos today the weather's fine
Deary Deary me!
it's such a windy day!
now the dress has blooown away

Where are the sock? And the shirt?
Where are the shorts? And the skirt?
Where is the t-shirt? And the jeans?
Where is the dress that's purple and green?

Deary Deary me!
They're stuck up in the tree!
Can you tell me all the clothes you see?
there are the socks and the shirt
there are the shorts and the skirt
there is the t-shirt and the jeans
there is the dress that's purple and green.

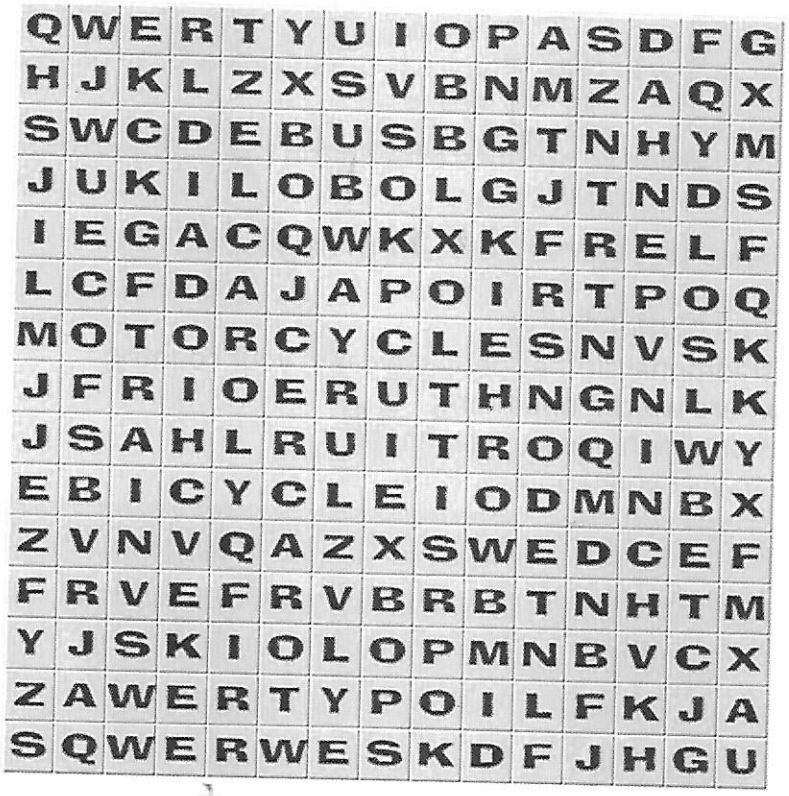
("Clothes Song" By Peter Weatherall)

Mercedes Samprimo Pérez

Song at: https://www.youtube.com/watch?v=cFWm1sUCD_g

Lyrics From : https://fr.slideshare.net/Merceditasperez/the-clothes-song-lyrics-12525606, consulted on 8/4/17

2 WORD SEARCH: Find six (6) means of transport.



Q	W	E	R	T	Y	U	I	O	P	A	S	D	F	G
H	J	K	L	Z	X	S	V	B	N	M	Z	A	Q	X
S	W	C	D	E	B	U	S	B	G	T	N	H	Y	M
J	U	K	I	L	O	B	O	L	G	J	T	N	D	S
I	E	G	A	C	Q	W	K	X	K	F	R	E	L	F
L	C	F	D	A	J	A	P	O	I	R	T	P	O	Q
M	O	T	O	R	C	Y	C	L	E	S	N	V	S	K
J	F	R	I	O	E	R	U	T	H	N	G	N	L	K
J	S	A	H	L	R	U	I	T	R	O	Q	I	W	Y
E	B	I	C	Y	C	L	E	I	O	D	M	N	B	X
Z	V	N	V	Q	A	Z	X	S	W	E	D	C	E	F
F	R	V	E	F	R	V	B	R	B	T	N	H	T	M
Y	J	S	K	I	O	L	O	P	M	N	B	V	C	X
Z	A	W	E	R	T	Y	P	O	I	L	F	K	J	A
S	Q	W	E	R	W	E	S	K	D	F	J	H	G	U

http://www.englishexercises.org/makeagame/viewgame.asp?id=3489#a
Consulted on 27/2/2017

3 Poem: Tourism

The people who come here
Are normally friendly
They drive on the road
Oh so bendy
It's nice to help them
Find their way around
But they might be in an aeroplane
Above the ground
They're in the town
They're in the street
They're in the butchers
Buying meat.
They drive you really barmy
It's like a massive army
The summer's gone
They have gone away
I think I'll miss them
At least another day.

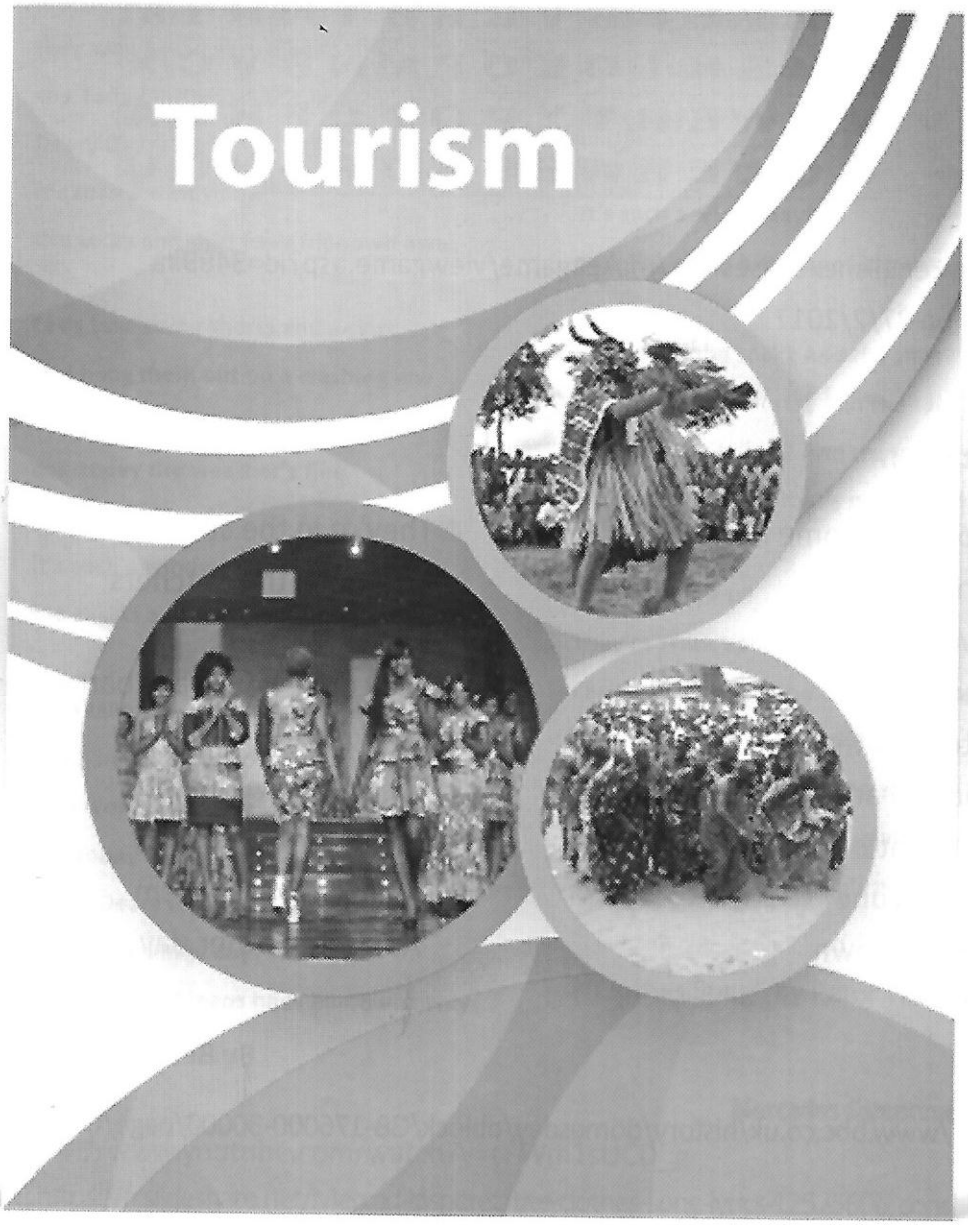
By Ben Peters

From : http://www.bbc.co.uk/history/domesday/dblock/GB-176000-30000/page/Consulted on 8/4/17

TIME FOR CLASS PROJECT

The Ghanaian Ambassy in Côte d'Ivoire is organising a "Day of Tourism" to promo tourism in Africa.
Your English club is asked to produce a leaflet on the national attires of your coun that day.
Produce this leaflet that you will present to the visitors.

Your prensentation must include:
— the types of traditional clothes people wear in your country;
— the regions where we can find them;
— the occasions on which people wear them;
— an invitation to visit your country.

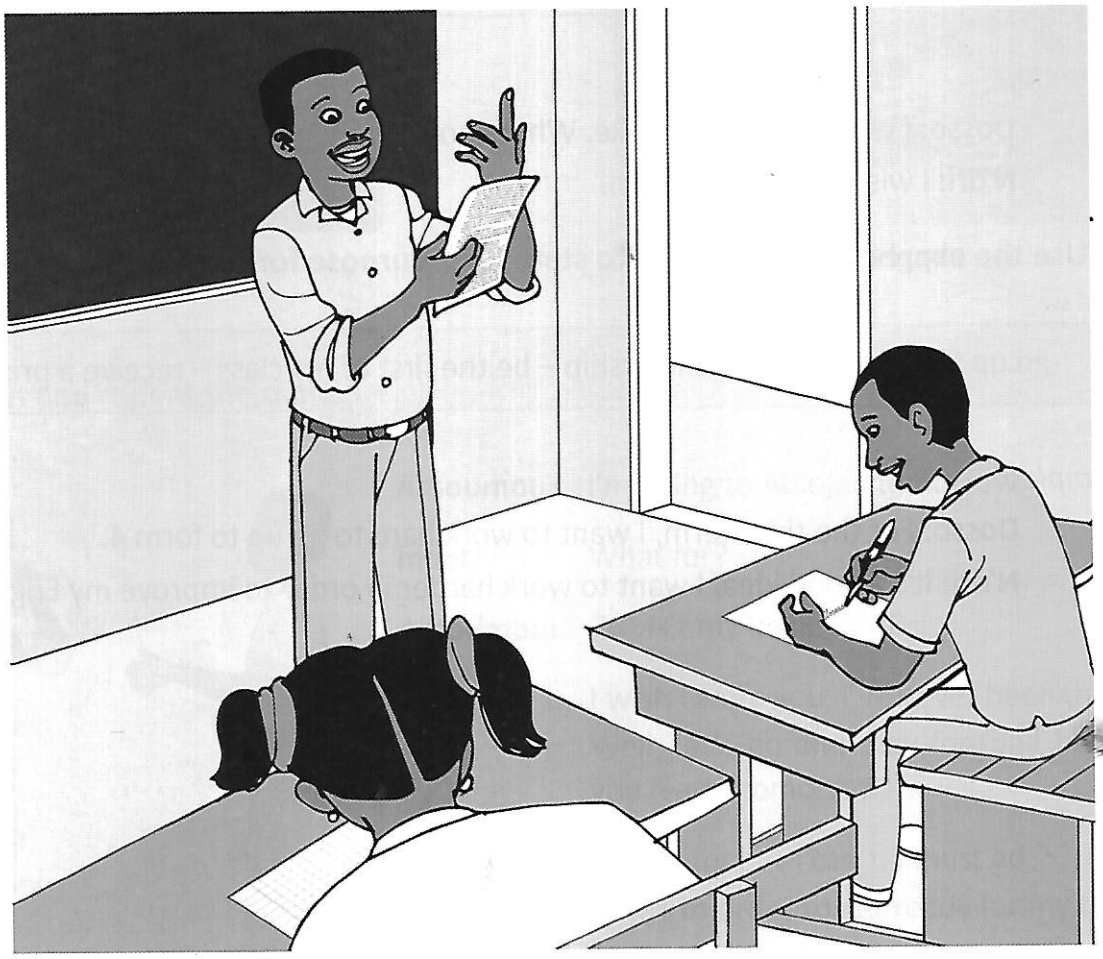


TIME TO COMMUNICATE AND CHECK

4 Listen to the teacher and write down the good reason for each person to be in town.

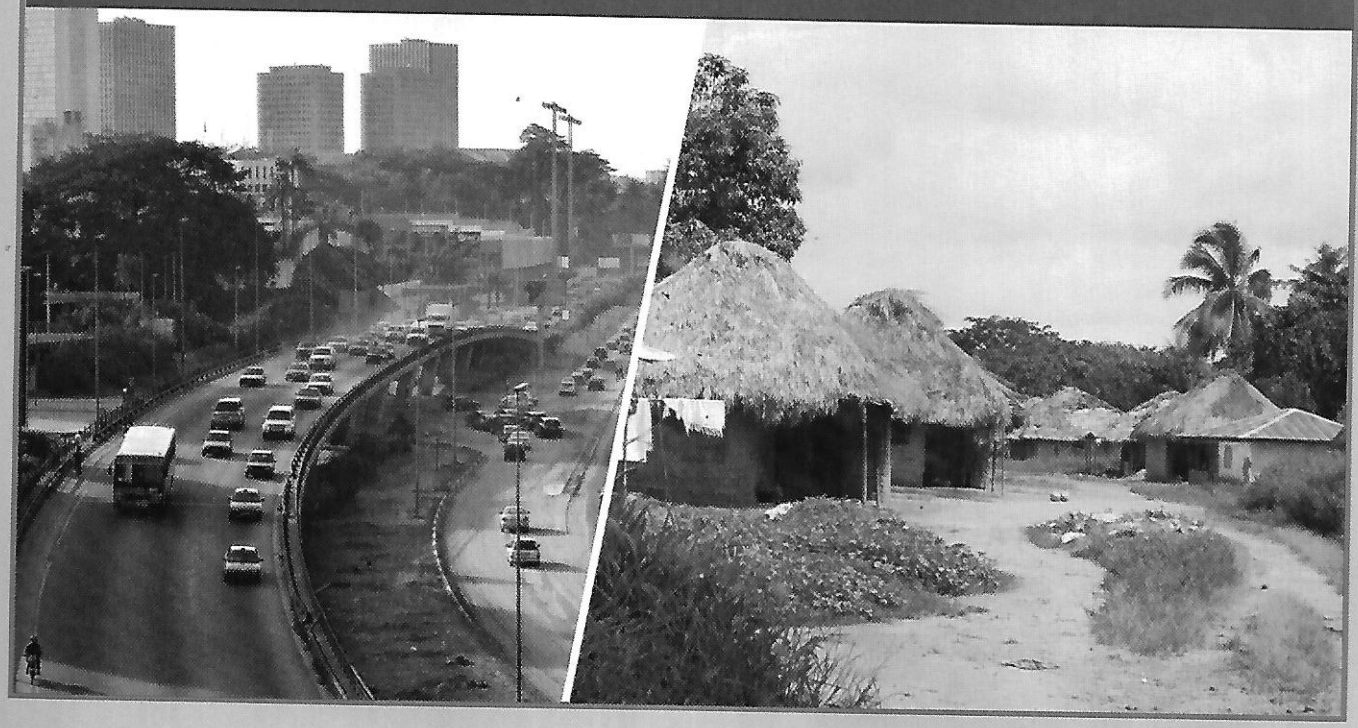
PERSON	REASON FOR BEING IN TOWN
Bouabré	
Trabouet	
Alice	
Dokou	
Séry	

- Give other reasons which can make you live in the city and say why.



unit 5

CITY OR VILLAGE?
(LISTENING)



LESSON 1

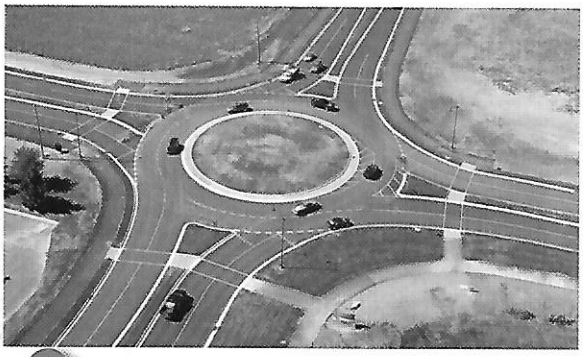
I wish I lived in Abidjan

LESSON FOCUS

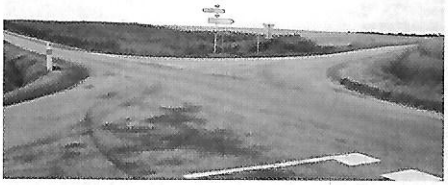
- Vocabulary related to city life .
- Expressing wishes.
  - I wish I lived in Abidjan.
- Expressing purpose.
  - I work hard to pass my exam.
  - I work harder in order to pass my exam.

TIME TO FIND OUT

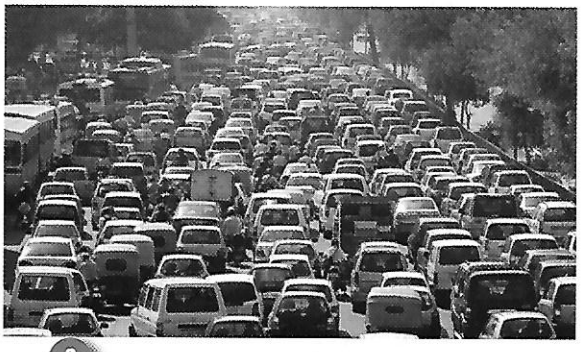
1 **Look, listen and repeat.**



1 A round about



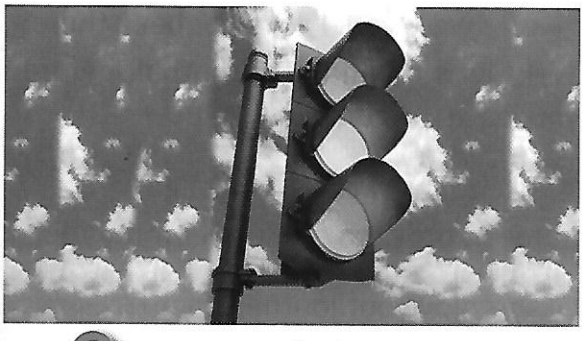
2 A cross roads



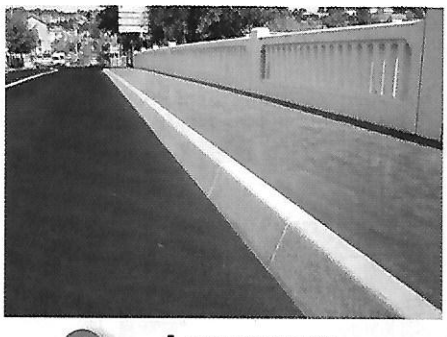
3 A traffic jam



4 A highway



5 Traffic lights



6 A pavement



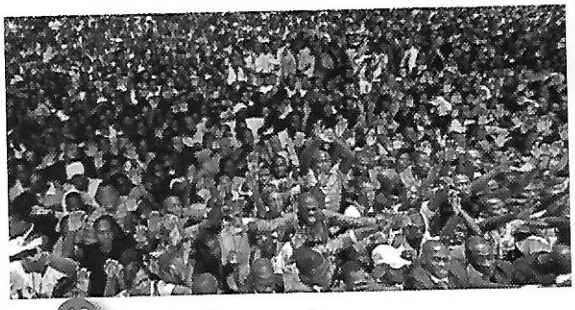
7 A parking lot



8 A university



9 Buildings



10 A crowd



11 A bridge



12 A fire brigade

2 Listen and repeat the dialogue.



Assoumou: I'm going to Abidjan tomorrow.

Indat: What for?

Assoumou: To visit my uncle Soro.

Indat: **I wish** I were you. I've never been there. Well; let's go and play football before you leave tomorrow.

Assoumou: I'd like to; but I can't. I must go home **in order to** get ready for my trip.

Indat: Okay, enjoy your journey, then!

TIME TO PRACTISE AND CHECK

3 Listen to the teacher and complete the text.

Loada is a very big city. When you arrive for the fist time in this town you are attracted by its high **1**..... It is a well-built city with large **2**..... and clean **3**.....At the main **4**..... ..... of some streets the **5**..... facilitate the moving of the vehicles. But some days there are car accidents creating heavy **6**.....The most attractive place of Loada during the day is the **7**.....where there are a lot of crowded shops.

4 Pair work

A **Use the expressions in the box to express your wishes.**

live in Bouaké – live in Abidjan – travel to America – be a famous footbal player – meet the President – buy a car

Example:

Dosso: I wish I lived in Bouaké. What about you?

N'dri: I wish I lived in Abidjan.

B **Use the expressions in the box to state your purpose for this new year.**

go up to form 4 – get a scholarship – be the first of my class – receive a prize

Example:

Dosso: For the third term, I want to work hard to go up to form 4.

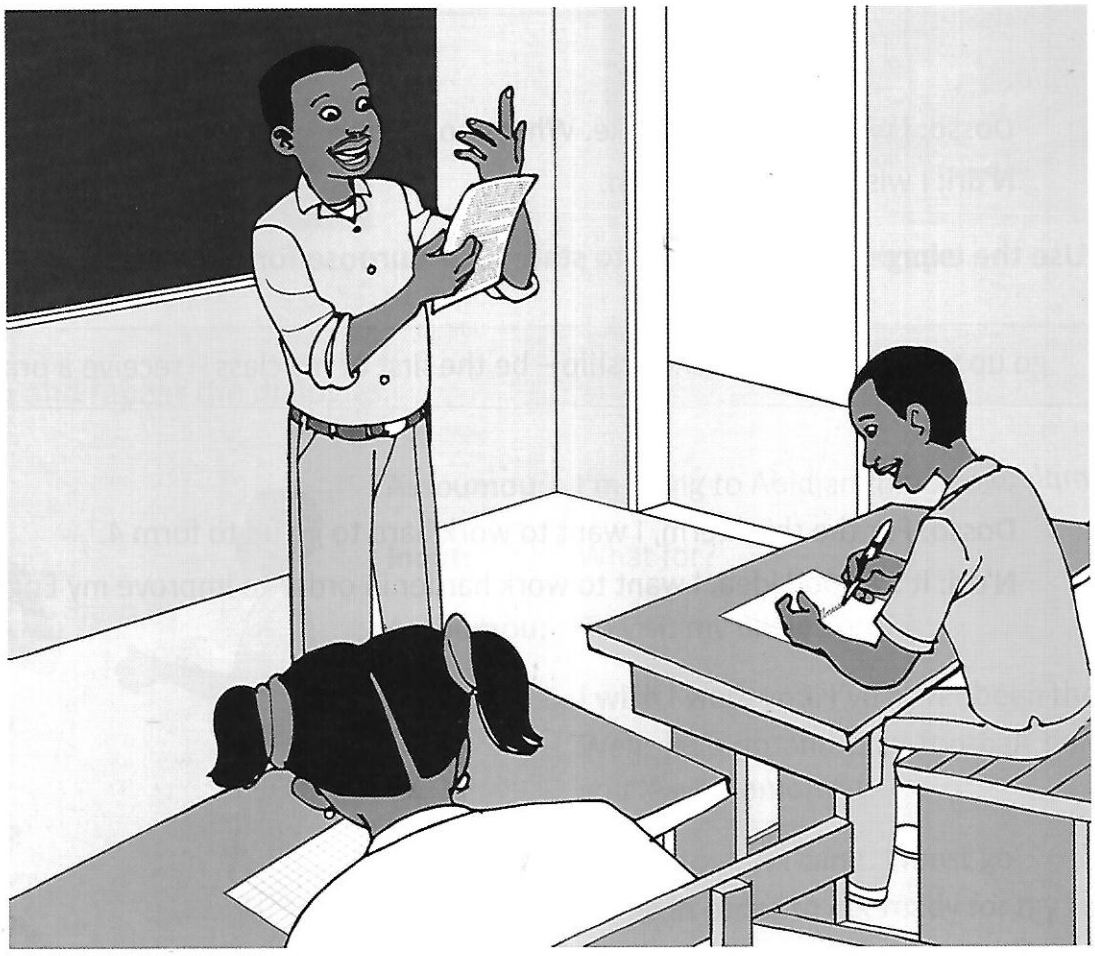
N'dri: It's a good idea, I want to work harder in order to improve my English.

TIME TO COMMUNICATE AND CHECK

4 Listen to the teacher and write down the good reason for each person to be in town.

PERSON	REASON FOR BEING IN TOWN
Bouabré	
Trabouet	
Alice	
Dokou	
Séry	

- Give other reasons which can make you live in the city and say why.



LESSON 2 Is Village Life Better?

TIME TO FIND OUT

1 **Look, listen and repeat.**

LESSON FOCUS

– Vocabulary related to village life.
– Expressing feelings.
  • I am glad to see you.
  • I feel happy.
– Expressing reasons.
  • Due to the teacher's illness, the students went home.



1 A village



2 A hut



3 To plant/to grow



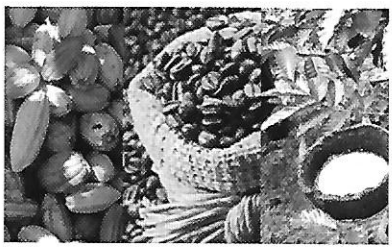
4 A hunter / to hunt



5 Food crops



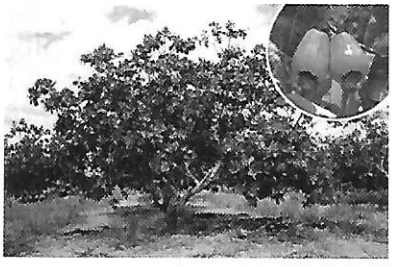
6 A fisherman / to fish



7 Cash crops



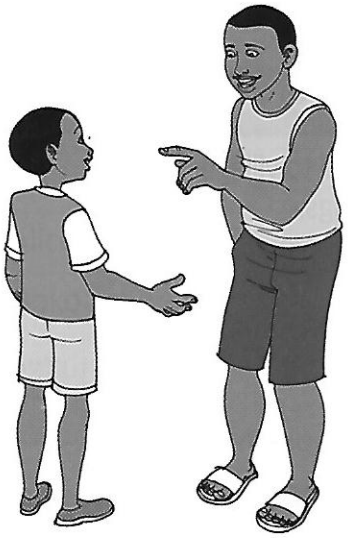
8 A river



9 A cashew tree

2 Listen and repeat the dialogues.

A



Koffi : Good morning Dad.

Father : Good morning Koffi. How are you?

Koffi : Fine. Dad, **I'm very happy to** tell you that my term results are excellent.

Father : Fantastic! **I'm very glad to** hear that from you.

Koffi : Thank you Dad. By the way, I told Mum and she **felt delighted**.

Father : Congratulations!

B

Sansan : Good afternoon.

Kouamé : Good afternoon , how are you?

Sansan : I'm fine, thanks; and you?

Kouamé : Oh, I'm also fine. Any particular news for me?

Sansan : Yes, I heard that **due to** your illness you lost your job some days ago.

Kouamé : That's true. I couldn't work for a long time so the compagny decided to send me out.

Sansan : What a pity! But what are you going to do?

Kouamé : Well, now I feel better; And as a new company is coming, I'll try to get a new job.



TIME TO PRACTISE AND CHECK

3 **Complete the words.**

1. Vi– –a–e	**6.** F– –h– –m–n
2. H–t	**7.** C– –p
3. H– –t– –	**8.** R–v–r
4. Ca–s– –w	**9.** C–s–
5. Gr– –	

4 **Match the people in column A with the activity they do in column B.**

A	B
1. Hunter	a) grows crops
2. fisherman	b) kills animals
3. farmer	c) takes his product from the river

5 **Put each crop in the box below in the appropriate box.**

cocoa – yam – coffee – cashew – plantain – cassava – rice

FOOD CROPS	CASH CROPS
.....	.....
.....	.....

6 **Complete the following sentences using an appropriate word from the box.**

Example: **1. because**

I lost my job **because** I was ill for several months

because – due to – because of – as – so

1. I lost my job..... I was ill for several months (because – due to – because of).
2. It is raining again..... we will have to cancel the picnic (as – so – since).
3. I was feeling tired..... I decided to take a break (for – because – so).
4. We were late to school..... the rain (because – so – due to).
5. .....the bad weather the match was cancelled (as – due to – because).
6. ..... koffi was sick, he didn't come to school (because of – as – due to).

7 **Put the words in the correct order to make meaningful sentences.**

Example: 1. Today is Anna's birthday; she is very happy.

1. she / very / is / Today / birth / day / Anna's / happy / is.
2. glad / am / meet / you / to / again / I / very.
3. boys / really / The / bored / with / game / same / are / the.
4. excited / She / so / when / news / the / was / she / good / heard.
5. amazed / when / were / they / what / discovered / They / happened.
6. worried / losing / about / job / his / He.

8 **Underline the verb to be and the adjective in each of the sentences in 7.**

Example: 1. Today is Anna's birthday; she **is** very **happy**.

TIME TO COMMUNICATE AND CHECK

9 **Listen to the teacher and answer the question below.**

A – What's the text about?.....

B – Listen to the teacher again and say whether the following statements are true (T) or false (F).

Number 1 is an example.

1. Kofi's village is Akakro. [T]
2. There is one family in Akakro. [ ]
3. There are harmony and solidarity in Akakro. [ ]
4. They grow cocoa and coffee Akakro. [ ]
5. The problems are solved under the palaver tree. [ ]
6. Young people don't like dancing. [ ]

C – The text presents some aspects of solidarity in Akakro.
In groups of four, write a paragraph about solidarity in your village.

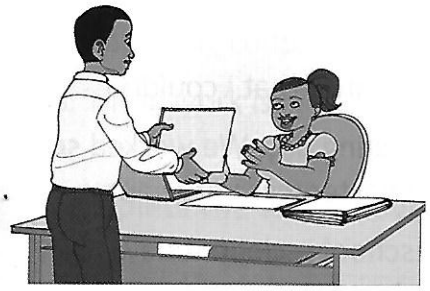
LESSON 3 Zoko leaves his village to the city

TIME TO FIND OUT

1 **Listen, look and repeat.**

LESSON FOCUS

– Vocabulary related to rural exodus.
– Expressing results.
So + adjective + that
He was so lazy that he failed his exam.
So + adverb + that
He worked so well that he passed his exam.



1 Employment



2 Rural exodus



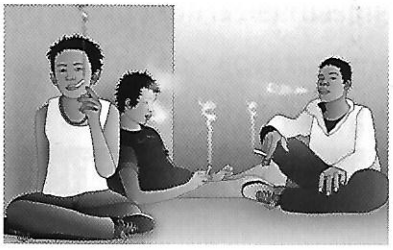
3 Juvenile delinquency



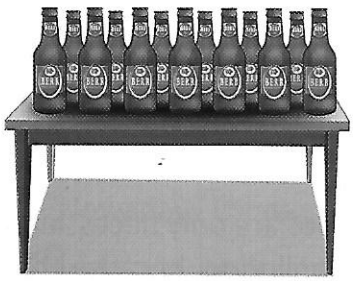
4 Tiring work



5 Youngsters



6 Drug addiction



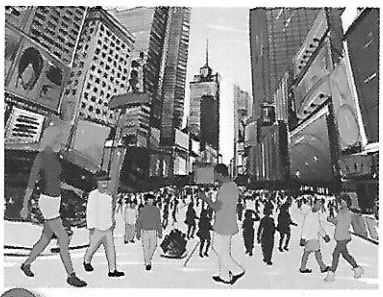
7 Temptations



8 Attractive places



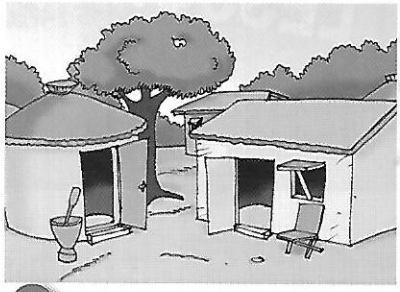
9 Poverty



10 **Overcrowded**

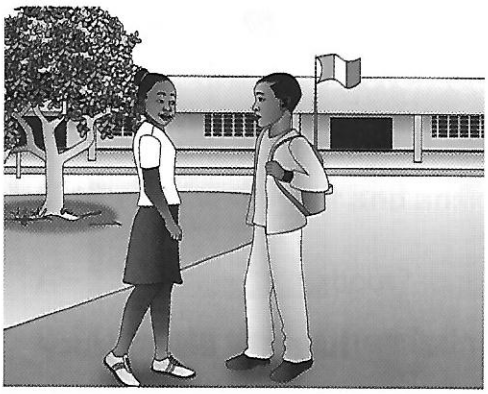


11 **Bad living conditions**



12 **Depopulation**

2 **Look, listen and repeat.**



Soro: Good morning!

Tuan: Good morning! You didn't come to the environment day last Friday.

Soro: Yes, I know. I was so tired that I couldn't.

Tuan: Ok! It was an interesting day. We worked **so well that** the headmaster was very happy.

Soro: I can see that the school is clean today. That will encourage students to come to school.

Tuan: Let's hope so!

TIME TO PRACTISE AND CHECK

3 **Listen and complete the paragraph.**

People living in towns face many problems. ...**1**...increases the number of city dwellers. This overpopulation creates problems of accommodation. Lots of the people coming from villages are illiterate so it is difficult for them to find jobs. Some live in...**2**...and most of the time in...**3**...houses.

They do...**4**... Others are ...**5**...and fall in ...**6**...becoming ...**7**..., ...**8**...or prostitutes.

The luckier ones build some houses to live in. But those houses are only necessary to sleep in: there is no toilet, no dustbin. This situation increases pollution, because these people put their wastes everywhere they are.

4 **Complete the sentences below with phrases from the box.**

Number 1 is an example:

- taking drugs everyday.
- difficult to do as an activity.
- which is not good for living.
- where people can enjoy themselves.
- moving massively from the village to town.
- wrong doing of young people.

1. Drug addiction is **taking drugs everyday**.
2. Rural exodus is.....
3. Juvenile delinquency is.....
4. Attractive places are.....
5. Bad living condition is .....
6. Tiring work is.....

5 **Complete the text below with words from the box.**

so high – so rapidly – so important – so monotonous

The migration of people from village to town reduces the number of inhabitants. The depopulation is (**1**)..... that villages are becoming empty. Food production is decreasing (**2**) .....that people are getting hungry. The problem is (**3**) .....that the government has taken some decisions against rural exodus. But life in villages is (**4**) .....that youngsters want to leave. People say local communities have got to help the government by encouraging young people to cultivate their land.

6 **Rewrite the sentences using "so.....that."**

Example: 1. Young people are **so** attracted by fashionable clothes **that** they leave their village to town.

1. Young people are attracted by fashionable clothes. They leave their village to town.
2. The number of the people going to town is increasing quickly. Our village are depopulated.
3. Nowadays young people are lazy. They think that village jobs are tiring.
4. I spoke very clearly. Everyone could understand me.
5. Facilities are numerous in cities. Young people think city life is better.

TIME TO COMMUNICATE AND CHECK

7 **Listen to the teacher and complete the text below.**

Text: Causes of rural exodus.

Rural exodus is the moving of young people from village to town. The main reason why young people are leaving rural areas is the improvement of their **1**..... Most of the rural areas present **2**..... living conditions. First of all, there is no clean water, no **3**..... and the rural jobs are very difficult and **4**..... There are no **5**..... places such as pubs, cinemas and night clubs. Besides, there are no **6**.....schools; students after primary school are obliged to go to the city so that they can continue their studies.

8 **Read the text and answer the questions below.**

1. What is rural exodus?
2. What is the reason why people leave rural areas?
3. What do the living conditions look like in the rural area?
4. Give two examples which make life in the rural area difficult.

9 **Group work:**

Rural exodus is a serious problem for African societies.

- Identify some causes,
- Present some consequences.

TIME TO REVISE AND CHECK

1 **Look at the picture and write its name.**



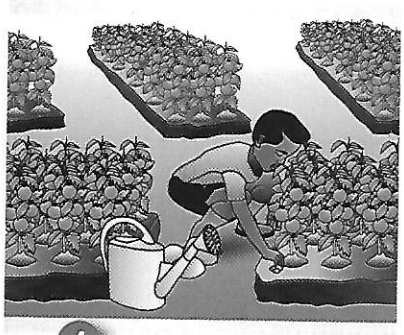
1 .....



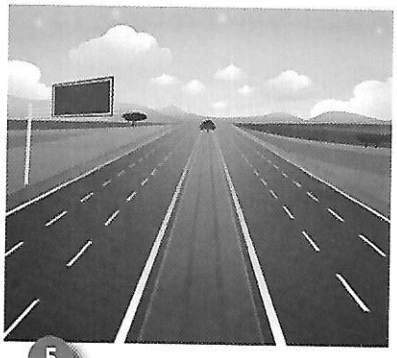
2 .....



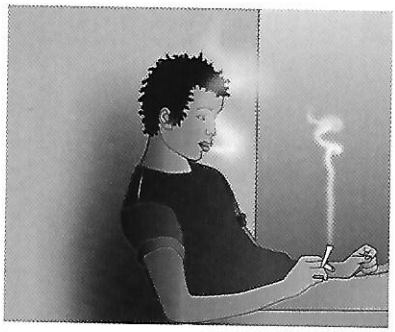
3 .....



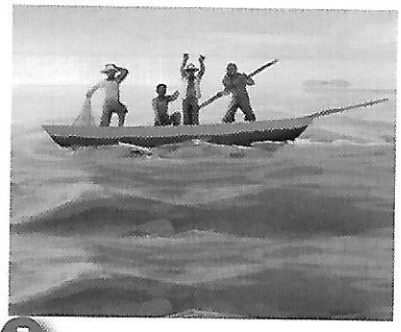
4 .....



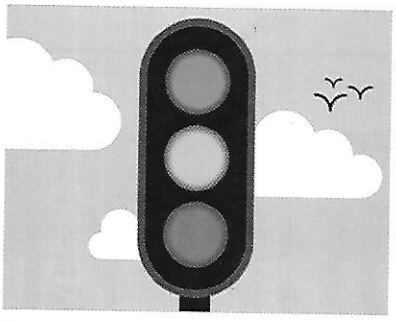
5 .....



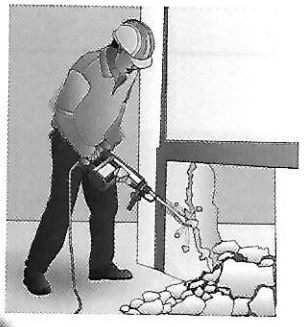
6 .....



7 .....



8 .....



9 .....

2 **Complete the sentences with "so that" or "in order to".**

1. He trains himself everyday.....win the competition.
2. They always learn their lessons.....they get good marks.
3. The students of their school are working harder.....pass their exams.
4. Every morning she gets up earlier....she is never late to school.
5. Alla came this morning....work with us.
6. Some villagers go to town .....get a job.

3 **Put the words in order to have meaningful sentences.**

1. attracted / families / cities / so / were / villagers / by / that / loft / their / they.
2. Was / in / they / life / village / so / towns / that / back / difficult / the / to /went.

4 **Complete the passage below with expressions from the box; one is not concerned.**

feel good – happy – glad – kind

Citizens are not (**1**).....because of pollution. When it rains they don't (**2**).....; the streets smell very bad; that is why sometimes when they go back to the country, they (**3**)..... because of the natural and fresh air.

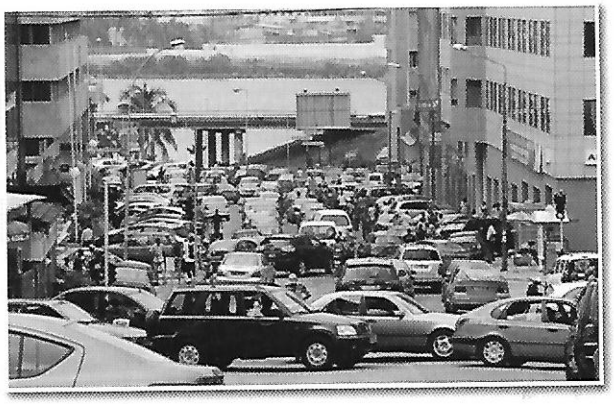
5 Listen to your teacher; write each word related to the city and each one related to the village.

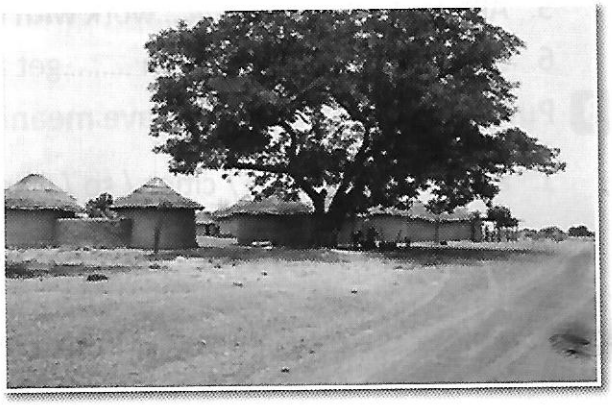
CITY	VILLAGE
.....	.....
.....	.....
.....	.....
.....	.....

6 Complete each sentence below with a word from the box.

as, so, dùe to, since, because

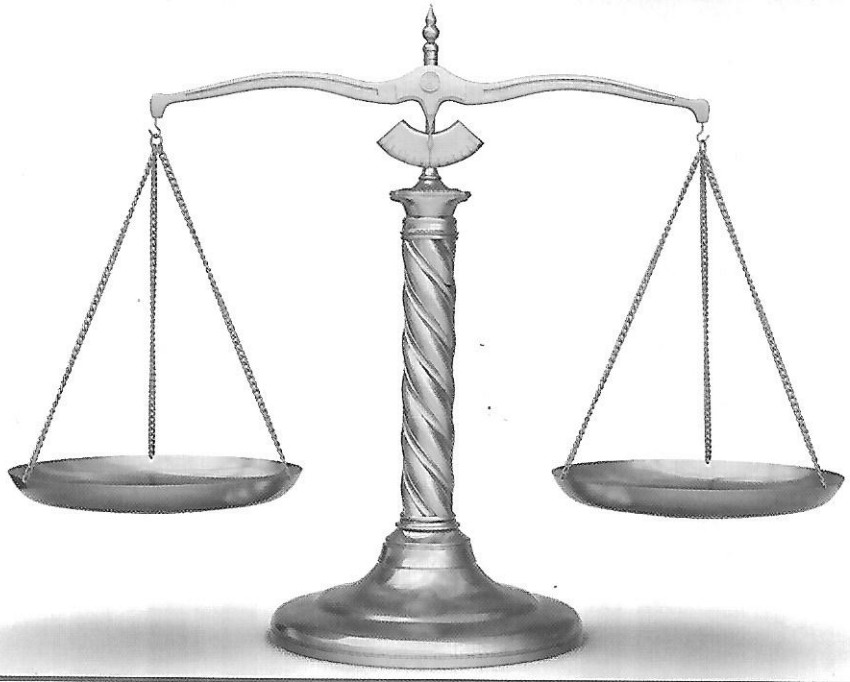
1. Young villagers leave the village.....life is hard there.
2. .....the tiring work in villages youngsters go to cities.
3. .....many young people can't get a job in cities, they become delinquents.
4. Some girls do not like working.....they practise prostitution.
5. .....there are no attractive places in most of the villages, youngsters move to cities.
6. Many people prefer living in cities.....for them, life is easier there than in a village.





unit 6

HUMAN RIGHTS (LISTENING)



LESSON 1

I know my rights!

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to human rights.
- Expressing rights.
  - We have the right to...
  - You don't have the night to...
  - It's my right to...



1 A right



2 Health



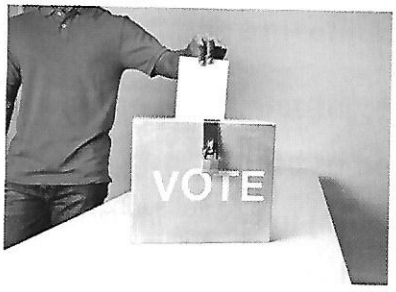
3 Freedom



4 Leisure



5 Love



6 Vote



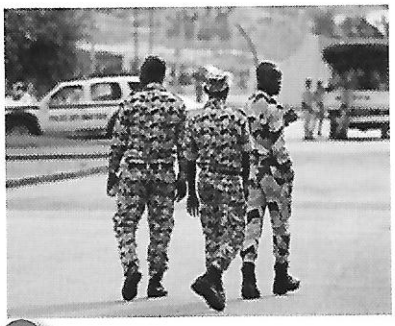
7 Education



8 Nutrition



9 Freedom of speech



10 **Security**

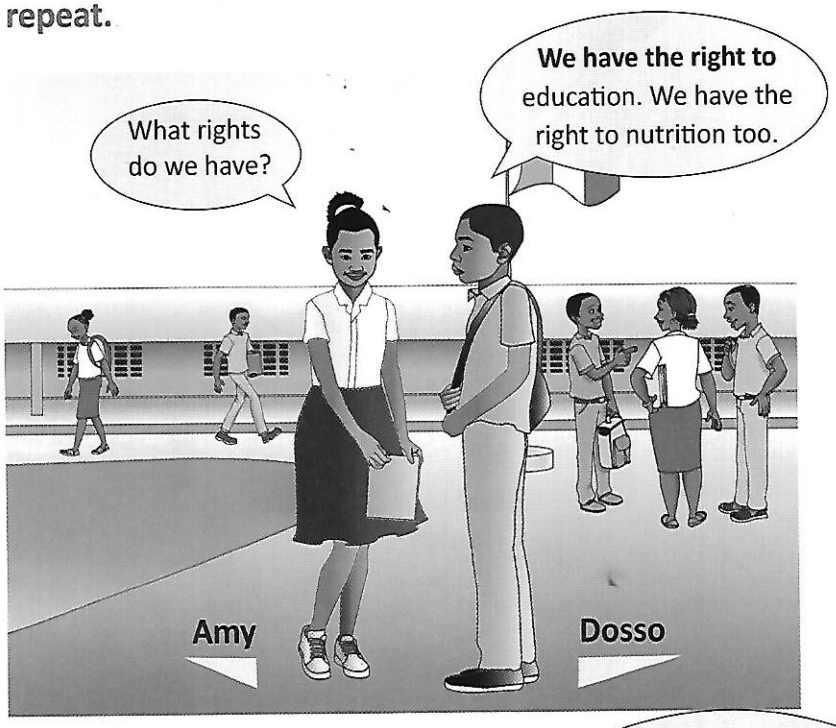


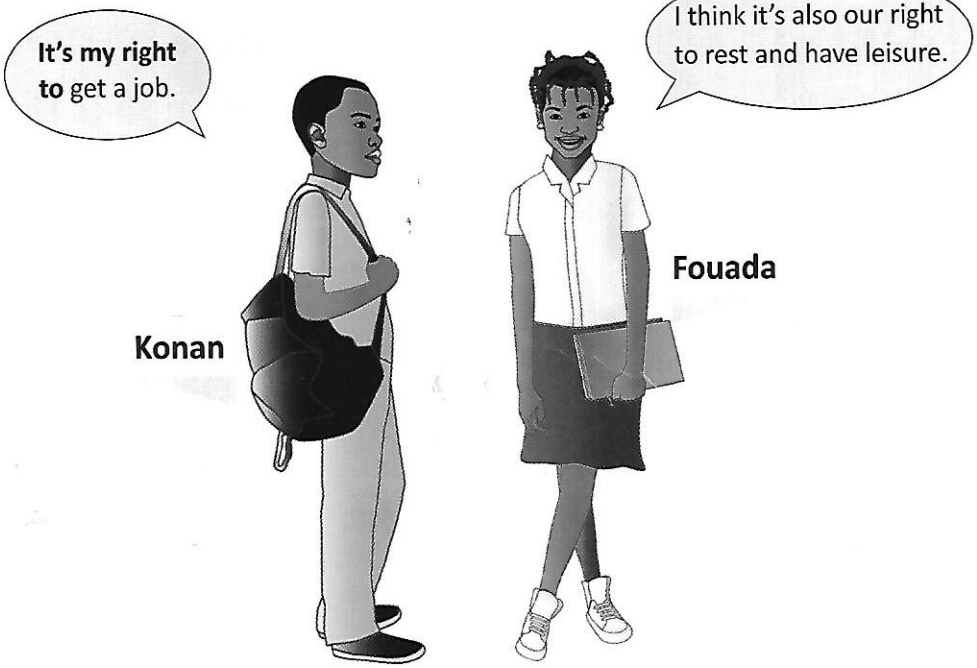
11 **Life**



12 **Work**

2 Listen and repeat.





TIME TO PRACTISE AND CHECK

3 **Complete the passage with an expression in the box:**

have the right to – has the right to – don't have the right to – doesn't have the right to.

In accordance with the Universal Declaration of Human Rights everyone **(1)**.....live. They also **(2)**.....protection. But in many countries people are persecuted because of their ideas they, **(3)**..... freedom of speech. If progressively everywhere people **(4)**..... free elections, on the contrary they **(5)**..... freedom of thought.

4 **Listen and complete the passage.**

(During a meeting of an English Club, one of the members is invited to talk about some of their rights.)

Dear friends, today I'm going to talk about some of our rights. You know that we all need food everyday. **(1)**.....But eating is not the unique thing for us; we have to go to school. **(2)**.....When you are eighteen years old you can take part in the elections in your country. **(3)**.....Some citizens try to talk about social problems and give their opinions; **(4)**.....They sometimes ask the authorities to take care of the hospitals; **(5)**.....

5 **Listen and complete a speech given by a chairman of an English Club during a meeting.**

Today, education is one of the most important rights of people in the world. But there are many other rights like the right to **(1)**.....and the right to **(2)**.....people need to be free to say what they think. It's their right to **(3)**.....and it is an important aspect of **(4)**..... in general. When there are elections people use their right to **(5)**.....Some rights like the rights to **(6)**.....and **(7)**.....are asked by workers in some countries.

6 **Read the text and answer the questions.**

1. How many rights are there in the text?
2. Make a list of the rights linked to children's life.
3. Do people in your community respect these rights?

TIME TO COMMUNICATE AND CHECK

7 **Listen to the teacher and answer the question.**

1. What is the main topic of each text?
2. Complete the table – Number 1 is an example.

TEXTS	RIGHTS
Text 1: (article 23)	1. Right to work 2. ..... 3. ..... 4. .....
Text 2: (article 24)	5. ..... 6. ..... 7. .....
Text 2: (article 24)	8. ..... 9. ..... 10. .....

8 **Group work: Choose one right from the table above and:**

– Discuss its importance for you.

– Identify the persons in society who can help you to use this right.

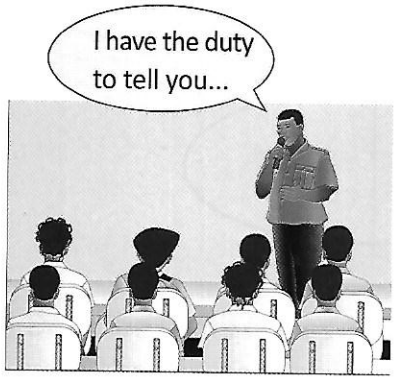
LESSON 2 What are your duties?

TIME TO FIND OUT

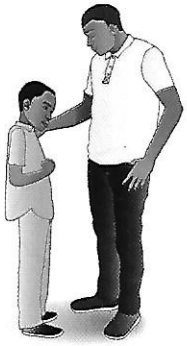
1 **Look, listen and repeat.**

LESSON FOCUS

– Vocabulary related to duties.
– Expressing duties.
  • It's my duty to.....
  • I have to / don't have to....



1 **A duty**



2 **To obey**



3 **To work hard**



4 **To pay taxes**



5 **Citizenship**



6 **To respect the law**

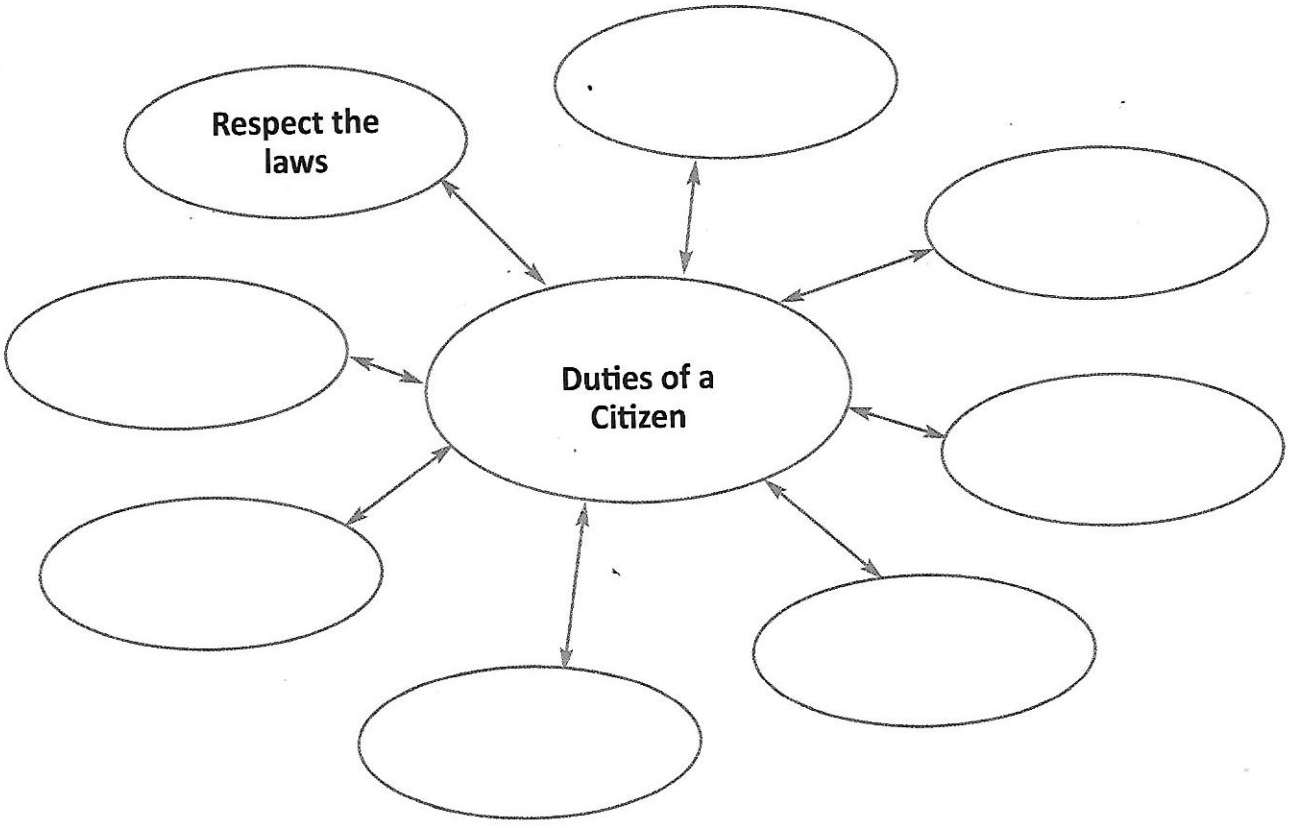


7 **To help**



8 **A citizen**

2 Complete the spidergramme with words related to duties.



3 Look, listen and repeat the dialogue.

Goha : A citizen has many **duties** for his country.

Zivo : What's a duty?

Goha : It's an obligation for a person to do something for other people or for the country.

Zivo : Okay, can you give an example of a duty?

Goha : Yes, it's my duty to respect my parents and the laws of the country.

Zivo : I see! I can say citizens have to know and to respect the laws of the country.

Goha : Good! That's a very important duty; they don't have to refuse to pay taxes for example.

4 Word formation: Look, listen and repeat.

– citizen ⟶ citizenship.

– brother ⟶ brotherhood.

TIME TO PRACTISE AND CHECK

5 **Rewrite the words in the box with the appropriate ending.**

Example: Example: citizen → citizenship

1. citizen
2. partner
3. relation
4. man
5. friend
6. owner
7. brother
8. leader
9. town
10. mother
11. father

6 **Describe some duties of the members of your family at home. Complete the sentences with the expressions in the box below.**

a) to help mother at home after class.
b) to provide money for our studies.
c) to clean the windows from time to time.
d) to take care of our meals at home.
e) to respect our parents.

1. It's my duty.....
2. It's my mother's duty.....
3. It's my sister's duty.....
4. It's my father's duty.....
5. My sister and me; it's our duty.....

7 **Complete the text with: have to – has to – don't have to – doesn't have to.**

Citizens of every country have many duties. For example, they **(1)**.....obey the laws of their countries. A good citizen **(2)**.....respect all the institutions and **(3)**.....destroy public properties like buildings, buses when there are demonstrations for an important part of financial resources comes from the population. That's why they **(4)**.....refuse to pay taxes.

8 Ask and answer questions about duties.

At home	clean the living room – study my lessons – help my mother
At school	answer teacher's questions – sweep the class room
In the street	put papers in the dustbin
Public places	be polite

Example 1:

– Clean the living room.
– Study my lessons.

A – What are your duties at home?
B – At home, it's my duty to clean the living room and study my lessons.

Example 2:

– Respect the law.
– Pay taxes.

A – What are some duties of citizens?
B – They have to respect the laws and pay taxes.

TIME TO COMMUNICATE AND CHECK

9 Listen to the teacher and write (T) for TRUE and (F) for FALSE.

Number 1 is an example.

1. The text is about human rights. F
2. Everyone has duties in the community. ☐
3. There are no limitations to exercise one's rights. ☐
4. We have to abide by the law. ☐
5. We don't have to respect the principles of the United Nations. ☐

10 Listen to the text and write a paragraph to report the ideas to the class.

- Show why the law is useful for the community.
- Say what we can do to know the law of the community.

LESSON 3 We've got to promote tolerance

TIME TO FIND OUT

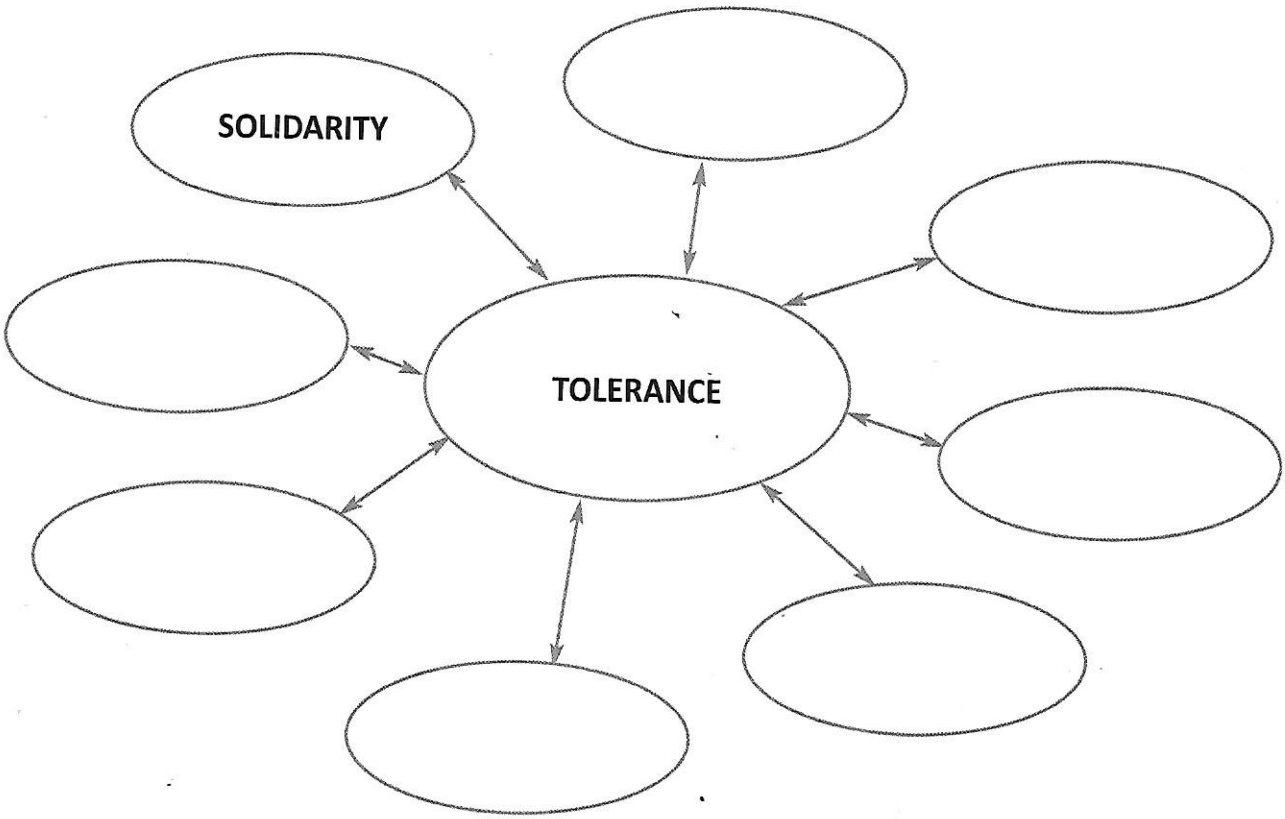
1 **Look, listen and repeat.**

LESSON FOCUS

– Vocabulary related to tolerance.
– Expressing obligation.
- I have got to promote tolerance.
- I mustn't be rude to people.

Reconciliation – Conflict – Peace keeping – Theft – Love – Forgiveness – War – Brotherhood – Tolerance – Peace – Peace maker – Non violence – Terror – Solidarity

2 **Select and complete the spidergramme with the words related to tolerance in the box.**



3 **Match each word from box A with its meaning or definition in box B.**

Example: 1 – F

A		B	
1.	Reconciliation	a)	Showing pacific attitude to someone who is rude to you
2.	Solidarity	b)	When we accept other people as brothers
3.	Peace-keeping	c)	When members of a group support another member
4.	Forgiveness	d)	Ability to accept something unpleasant
5.	Brotherhood	e)	When someone stops to be angry with another person
6.	Tolerance	f)	Making two people or groups of people friendly again after a conflict
7.	Peace	g)	Help of people to maintain peace in order to prevent war
8.	Peace-maker	h)	When there is no war or conflict
9.	Non-violence	i)	A person who tries to establish peace between people

4 **Listen and repeat the conversation.**



A: Have you heard the news?

B: Are you talking about the bombing in Krikity?

A: Yes, that was horrible! There are a lot of conflicts everywhere today.

B: Yes, that's true. We've **got to** promote tolerance.

A: Certainly! We've got to accept differences.

B: See, the killings in many places! We **mustn't** allow this to happen.

TIME TO PRACTISE AND CHECK

5 **Match each verb in column A with the corresponding phrase in column B.**

Example: 1 – F

A	B
1. Help	a) Differences between people
2. Forgive	b) Conflicts in the world
3. Promote	c) Solidarity and non-violence
4. Prevent	d) Two groups in conflicts
5. Accept	e) Your brother's bad actions
6. Reconcile	f) Someone in danger

6 **Listen to the teacher and complete the text.**

I think we must accept people who are different from us and **(1)**..... them. This is what can bring **(2)**..... in a community. Our country is a land of **(3)**....., I am happy to see the population of other countries living in **(4)**..... with the Ivoirian **(5)**..... The ethnic groups have made inter-ethnic **(6)**..... to promote tolerance and social cohesion.

7 **Ask and answer questions about promoting reconciliation and peace.**

Example: 1

A: What mustn't we do if we want to promote reconciliation?

B: We mustn't hate people.

- hate people
- practise injustice
- obey the law
- discriminate against other people
- show brotherhood
- be violent

Example: 2

A: What have people got to do to promote peace?

B: They've got to be together as one.

- be together as one
- be violent
- hate people
- love people
- promote tribalism
- encourage terrorism
- respect and obey people
- practise justice
- show solidarity

TIME TO COMMUNICATE AND CHECK

8 **Listen to the teacher and complete the sentence below.**

A – The text is about...

9 **Listen to the teacher again and write T for True and F for False.**

Example: 1 – T

1. The relationship in the families was important. [T]
2. The children always stayed at home. [ ]
3. Another family accepted someone they didn't know. [ ]
4. People refused to give you food if they didn't know you. [ ]
5. They were given food to eat when it was night. [ ]
6. They never spent an evening with another family. [ ]
7. We were unhappy because we were ill-treated. [ ]

10 **Listen to the text again and give an example of solidarity.**

.....

.....

TIME TO REVISE AND CHECK

1 Listen to the teacher and complete the chart below.

MY RIGHTS	MY DUTIES
1	1 .....
2	2 .....
3	3 .....
4	4 .....
5	5 .....
6	6 .....
7	7 .....
8	8 .....

2 Complete with have to / don't have to / has to / doesn't have to / mustn't.

1. Villagers.....respect traditional rules in order to have harmony in the community.
2. Local authorities.....refuse suitable facilities to people in rural areas.
3. We.....keep the environment clean to avoid pollution
4. A good factory worker.....be on time everyday to avoid trouble.
5. A citizen.....destroy public properties because they are expensive.
6. Parents.....take care of their children regularly.
7. We.....refuse to pay taxes so that the authorities can take care of the city.

TIME FOR FUN

1 **Song: Ooh my home.**

Ooh my home
I shall see my home
I shall see my native land
I shall never forget my home
} Twice

My father is there
My mother is there
My sister is there
Ooh my home

2 **How many words can you find in this band? Read them aloud.**

roundabouthighwaycrowdbridgecashewgrowemploymentattractivetiring
freedomhealthleisurecitizen

TIME FOR CLASS PROJECT

You are sent by the English club of your school to collect information about rural exodus that you will present at a meeting. In groups of four, prepare a talk in which you mention:

- the causes of rural exodus;
- the consequences on villages;
- the consequences on cities;
- the solutions you can suggest.

unit 7

READING



LESSON 1 We Can Avoid Diseases

TIME TO FIND OUT

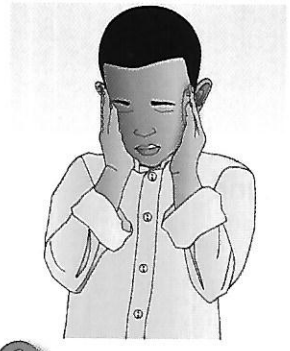
1 **Look, listen and repeat.**

LESSON FOCUS

- Vocabulary related to health.
- Giving advice.
  - You'd better protect yourself.
- Expressing passive actions.
  - She was bitten by a mosquito.



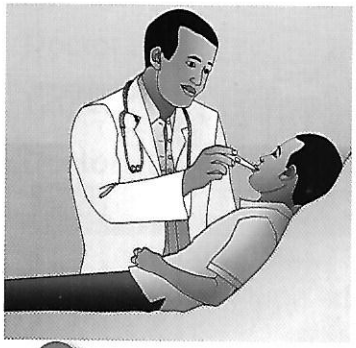
1 Stomach ache



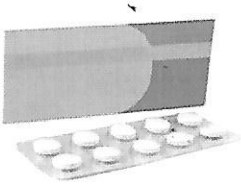
2 To suffer from



3 To recover



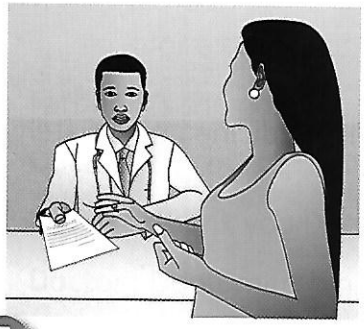
4 Temperature



5 Medicine



6 Patients



7 Prescription



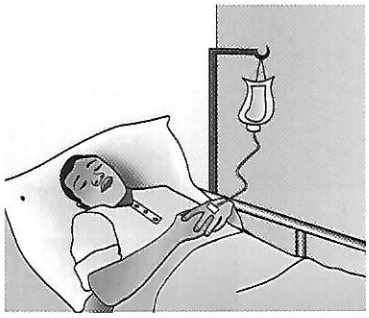
8 Thermometer



9 Dirty



10 **Precautions**

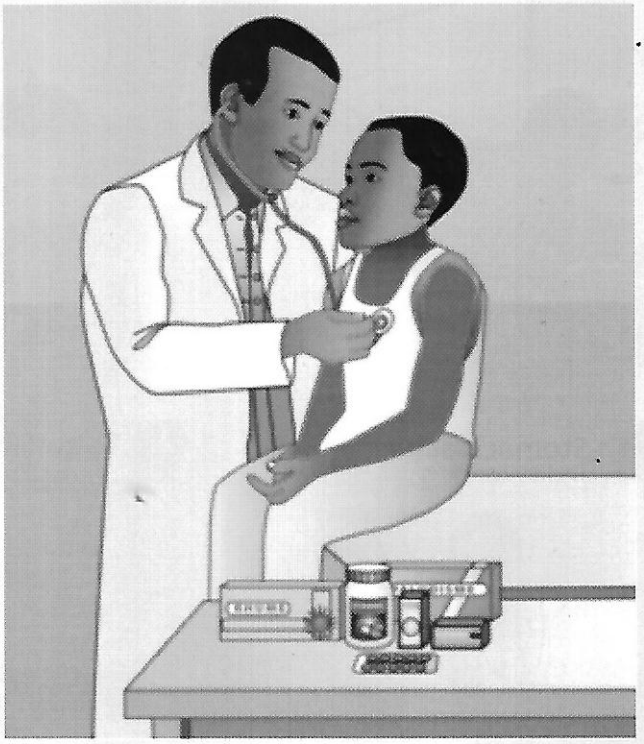


11 **Malaria**



12 **To vomit**

2 Listen and repeat: Dialogue 1



Patient : Good morning Doctor.

Doctor : Hi, **what's the matter** today?

Patient : I don't feel well, I feel cold, **I vomit** and I have a bad **headache**.

Doctor : Let me take your name and the area where you live.

Patient : My name is Koffi Bley and I live in Abobo Sogefiha.

Doctor : How long have you **suffered from** these pains?

Patient : Since yesterday.

Doctor : Let me check your weight! And now, your **temperature** with this **thermometer**.

(some time after)

Doctor : Hum....! 39°c that's a little bit high.

Patient : Am I going to die?

Doctor : No. What did you eat yesterday?

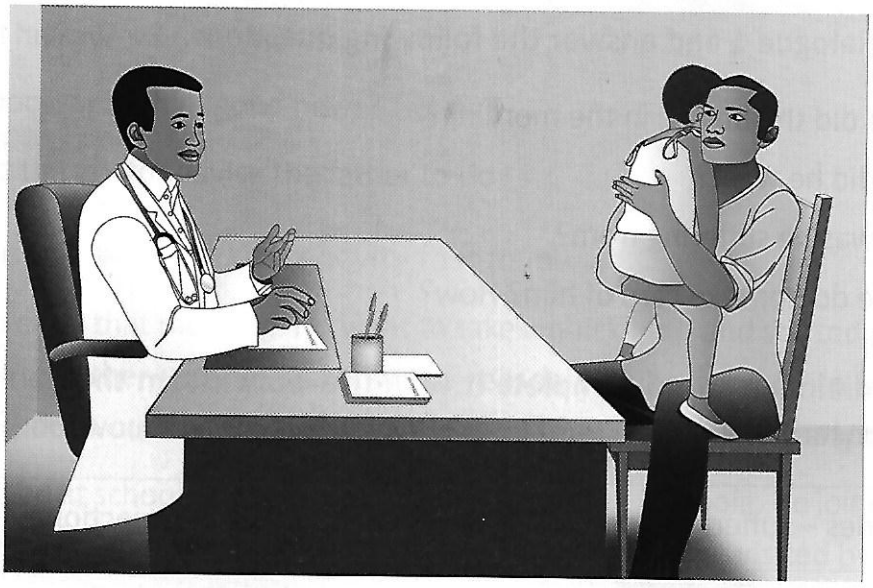
Patient : I don't know sir. I ate what I usually eat....

Doctor : Young man, here is a **prescription**. You **should buy** the medicine immediately. If you take the medicine, you'll soon **recover**.

Patient : Thank you Doctor.

Doctor : You're welcome.

3 Listen and repeat: Dialogue 2



Father : Good morning doctor.

Doctor : Good morning sir; what's wrong with the girl?

Father : She spent the whole night vomiting. She complains about a **severe stomach ache**.

Doctor : What did she eat yesterday?

Father : I can't tell; you know, you can never say what children eat outside.

Doctor : Let me see.... She's gone weak...Her eyes are red... She must be suffering. We're going to keep her as a precaution... But go to the pharmacy to buy these medicines.....
(Some time later, the father is back).

Father : Here you are, Doctor.

Doctor : Good. Your daughter is suffering from cholera. We're going to keep her here for a couple of days. **You'd better** go and wait outside please...

Father : Is she going to be alright, Doctor?

Doctor : Of course, she needs a closer attention.

Father : Thank you Doctor...

Doctor : Don't mention it.

TIME TO PRACTISE AND CHECK

4 Pair work:

A Read dialogue 1 and answer the following questions.

1. Where did the boy go in the morning?
2. What did he want?
3. What was he suffering from?
4. Did the doctor take care of him? How?

B Read dialogue 1 and complete it with the words from the bank. One word is not concerned.

medicines – suffering from – recover – sick – headache – injection – temperature.

Yao was a student. He never felt sick. But one day when he woke up, he was very cold. He informed his mother and she decided to take him to hospital. On the way he started vomiting. When they arrived at the hospital, the doctor asked him what he was .....**(a)**..... He said he had a ..... **(b)**..... The doctor checked his .....**(c)**..... and gave a prescription to his mother to buy the ..... **(d)**..... at the pharmacy.
When she came back, they gave Yao an ..... **(e)**..... and a bed to lie down. Some time later the doctor came back and said to Yao's mother: "You can now go home; you must give him the medicines as I prescribed them. He will soon..... **(f)**....."

C Look at "LOOK, LISTEN and REPEAT"; make suggestions from Pictures 1, 4, 5, 7, 8 and 10 like in the example:

Example 1 : **Picture 1**: He has eaten bad food and he has stomach ache.
Suggestion : He'd better go to the hospital.

Picture 4 : He (the doctor) is taking his temperature before he prescribes the medicines.

Picture 5 : She has bought some medicine to feel better.

Picture 7 : He prescribed some medicines for her to feel better.

Picture 8 : He has taken her temperature with a good thermometer.

Picture 10 : They are taking some precautions before eating to feel well.

5 **Read dialogue 2 and answer the following questions.**

1. Why did the man take his daughter to hospital?
2. What did the doctor ask him?
3. What did he say?
4. Did the doctor give him good news?
5. What did the doctor advise the father to do?

6 **Read the text below and do the activity that follows.**

Yapi woke up early that morning. He went to take a quick bath and started getting ready for school. His mother wanted to know the reason why he seemed to be in a hurry. He said the **school would be visited** by a delegation from the Ministry early that morning.

When he arrived at school, there was a big gathering at the flag pole. He joined his friends and soon the Principal started speaking. He said they **were being visited** by a delegation from the Ministry. Each student had to **be vaccinated**. He also said that sicknesses like cholera, typhoid fever **should be kicked out** of the school. He added that the following week would be "THE ENVIRONMENT WEEK", that any little rubbish would be collected from the school yard.

The students lined up to their classrooms. Each class **was expected** to go to the medical team when they **would be called**.

Pair work: With your partner, say if these statements are true or false and justify your answers.

Example: 1-F (L 1) Yapi woke up early that morning.

1. Yapi woke up late that morning.
2. Yapi's mother told him not to go to school for it was too early.
3. Yapi said they would be visited by the Principal's friends.
4. The Principal had started speaking before Yapi arrived.
5. The visitors were new teachers.
6. The visitors came to vaccinate the students.
7. The Principal announced an Environment Day.

7 **Turn these sentences into Passive Form or Active Form.**

1. The sick boy was given an injection by the nurse.
2. Her mother told her to take precautions next time.
3. All the patients were visited by the doctors that day.
4. They drove to hospital because he was sick.
5. The Principal congratulated them for their good work.
6. She was bitten by a mosquito and she got malaria.

TIME TO COMMUNICATE AND CHECK

The Principal of your school has decided to reward any student who can produce a leaflet that is expressive enough to invite the students to keep the school environment clean to avoid diseases. The English club magazine will publish it.

Below, you are proposed some ideas that can help you.

a) Select the aspects of the environment you want to speak about;

b) Say which precautions should be taken to respect the environment;

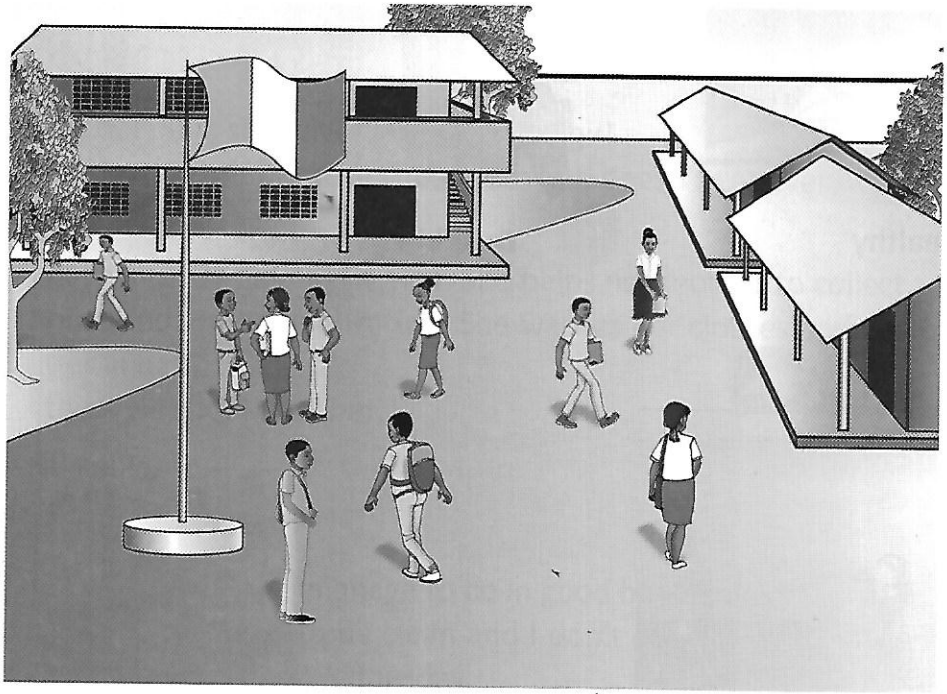
c) Write your production that you will read to the class.

LESSON 2 Keep Your School Clean to be Healthy!

TIME TO FIND OUT

LESSON FOCUS

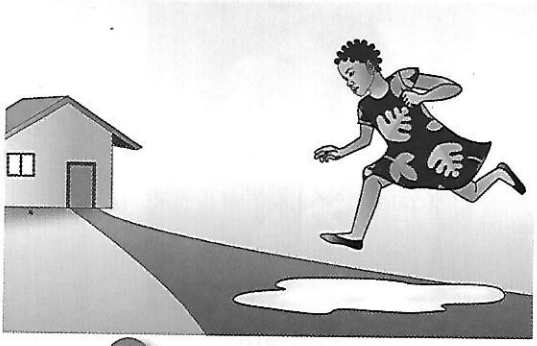
- Vocabulary related to hygiene at school.
- Expressing Opinions.
  - I think
  - According to ....
- Making suggestions.
  - Why don't you go to hospital?



1 Look, listen and repeat.



1 A gutter

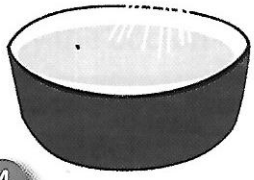


2 A pond of water

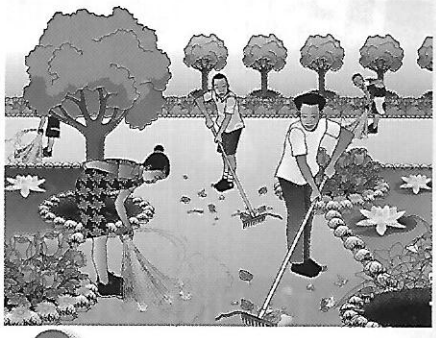


3 To suffocate

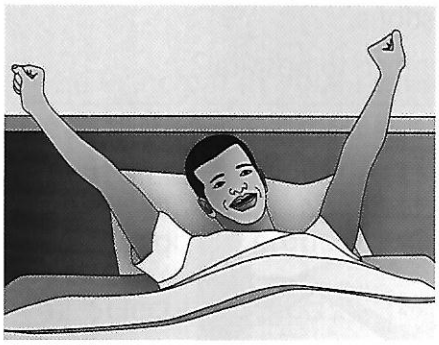




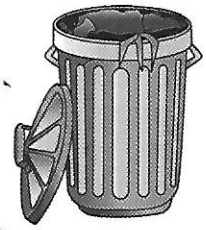
4 A water tap



5 To collect litter



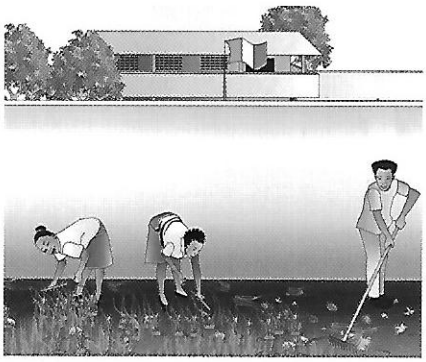
6 Healthy



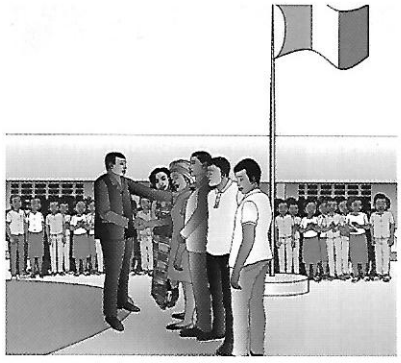
7 Dust bin



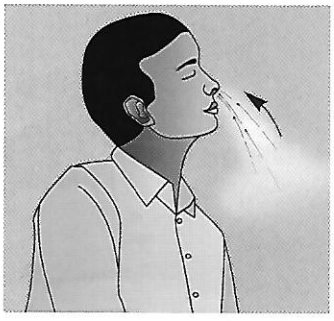
8 Litter



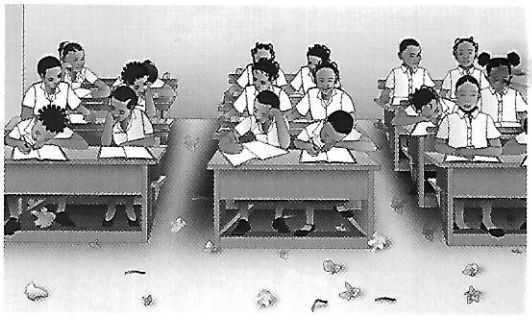
9 Bushy



10 To congratulate

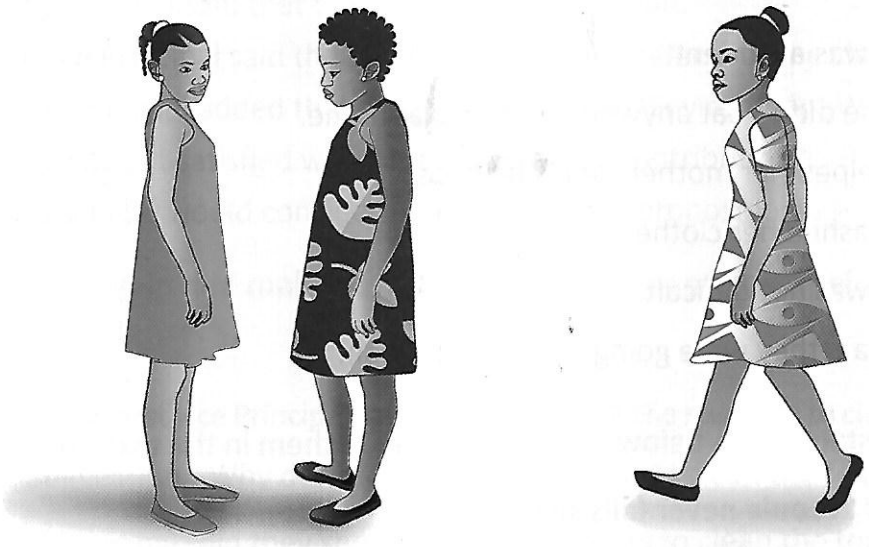


11 To inhale



12 Rubbish

2 Listen and repeat the conversation.



Amy : Look at Loula, she never falls sick, that girl.
Brisca : No, she doesn't because she's clean and doesn't eat everywhere.
Amy : What do you mean?
Brisca : I have already paid her a visit. She helps her mother to collect the rubbish at home and dust the furniture. She washes her clothes and you can't find any litter in her home...
Amy : I think we should ask her...
Brisca : Hi! Loula.
Loula : Hi! Girls...
Amy : Tell us: How do you manage to be in good health every day?
Loula : It's easy. I try hard to be clean and I don't eat anywhere. I wash my clothes every Saturday and Wednesday.
Brisca : What else do you do?
Loula : As the prefect of my class, I make sure the litter in the classroom is collected every day.
Brisca : So, that's your secret...
Amy : I can see now. Maybe we can try too...
Loula : It's not difficult. Just try. You'll feel better.
Brisca : Thanks a lot Loula.
Loula : You're welcome.

TIME TO PRACTISE AND CHECK

3 **Read the conversation in 2 and ask questions to get these answers.**

a) Loula was a student.

b) No; she didn't eat anywhere. She ate at home.

c) She helped her mother clean the house.

d) She washed her clothes.

e) No, it was not difficult.

f) They said they were going to try to be clean.

4 **Read the statements below and say who made them in the text using "according to..."**

Example : **1. Loula never falls sick.**

According to Amy, Loula never falls sick.

1. Loula never falls sick.
2. Loula doesn't eat anywhere.
3. Loula helps her mother to clean the house.
4. Loula washes her clothes every Wednesday and Saturday.
5. It's not so difficult to be clean.
6. We can try to be clean too.

5 **Read the text and do the activities below.**

One morning the Principal of our school received a call informing him of the 'National Environment Day'. He was told that a national competition would start soon and that the first five cleanest schools in the country would be rewarded.

So he called the three vice Principals to plan the coming competition. He asked:
"What do you think we should do to participate in the competition?"
The first vice Principal answered: 'I think we must be prepared. We should inform all the prefects and ask them to start by keeping the toilets clean'. Then, the second vice Principal added: 'It's a national competition. We have to get all the students involved to clean the school, clean the gutters, and collect the litter.' After the second vice Principal, the third one completed the talk. 'According to the Principal, we still have three months to go; but why don't we decide on an 'Environment Week? Then step by step, we will cover the different tasks to be completed before the jury comes to our school'.

The Principal took the floor, congratulated his collaborators and promised to take their suggestions into consideration.

A **Are the following statements true or false?**

a) The Principal and his collaborators were talking about a football competition.
b) The first vice Principal said that the toilets had to be clean.
c) The second vice Principal said they had to inform the prefects of the classrooms.
d) The third vice Principal added that they had to plan an 'Environment Week'.
e) The Principal was not satisfied with his collaborators' contributions.
f) The Principal said he would consider his collaborators' propositions.

Read the text again and make suggestions with the sentences below using the present simple tense.

B *Example :* **1. The first vice Principal said they should ask the students to clean the toilets.**

Suggestion : Why don't we ask the students to clean the toilets?

1. The first vice Principal said they should ask the students to clean the toilets.
2. The 2nd vice Principal said they should inform all the prefects.
3. The 3rd vice Principal said they should organise an Environment week.
4. The students said they were ready to start as soon as possible.
5. The Principal said that they should clean the school compound that day.

6 **Match the attitudes in column A with the health situations in Column B.**

Example : **1 – f: I think you should wear shoes to avoid being hurt by a nail.**

A. Attitudes		B. Health situations	
1	Wear shoes	a	contaminating fellows.
2	Wash your hands before eating	b	having malaria.
3	Use a handkerchief when you cough	c	having a stomach ache.
4	Sleep under a mosquito net	d	being in good health.
5	Clean your bathroom	e	being infected.
6	Have a clean school environment	f	being hurt by a nail.

7 **Read the text below and answer the questions.**

Yapi was a 3rd form student. His parents used to give him pocket money and he would buy anything he could eat.

One day, when he arrived at school, he bought some meat that he put in a loaf of bread and enjoyed it.

Some time later, he felt a serious stomach ache and he had to go to toilets many times. He was taken to the school infirmary. He was given some pills and he felt better. But when he came back home, the pain started again and he was taken to hospital by his parents. He remained there for three days. His parents were worried for he never told them what he had eaten.

The Doctor advised them to make sure that Yapi did not eat in the streets.

Questions

1. Was Yapi a seller?
2. What did he eat at school?
3. How did he feel after eating?
4. Did they take him home straight?
5. How long did he remain at the hospital?
6. How did his parents feel when he was at the hospital?

TIME TO COMMUNICATE AND CHECK

8 **Group work:**
On the occasion of the 'National Environment Day', you're asked by the president of your English club to write an article about health and environment.

Write down your article.

In the article:

- List the different attitudes that people should have to be healthy;
- Give advice to your friends in order to have a clean school environment.

LESSON 3

Be on the safe side!

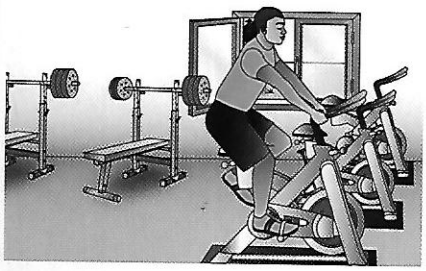
TIME TO FIND OUT

LANGUAGE FOCUS

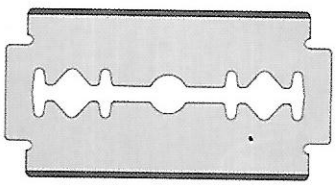
- Vocabulary related to HIV /AIDS.
- Giving strong advice.
  - You'd better go to hospital.
- Making recommendations.
  - We recommend that young men should observe continence.



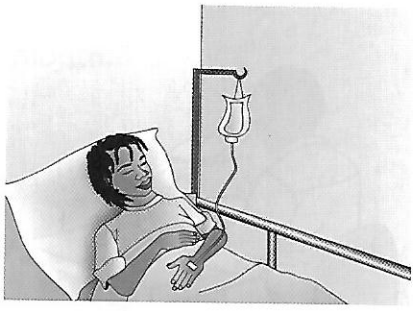
1 **Look, listen and repeat.**



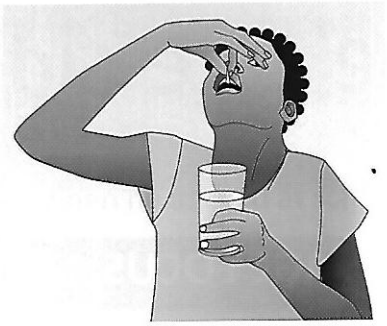
1 **To exercise**



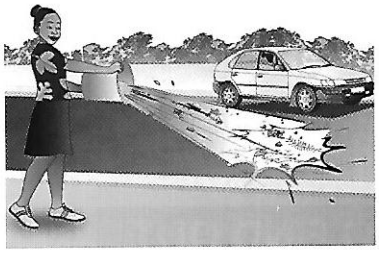
2 **Razor blade**



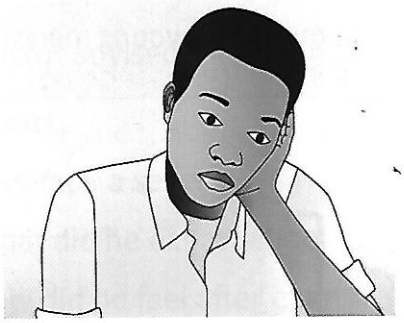
3 **To be admitted at the hospital**



4 To swallow



5 To pollute



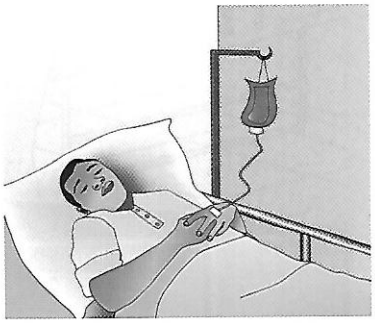
6 Depressed



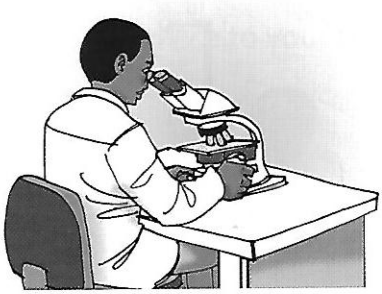
7 A pregnant woman



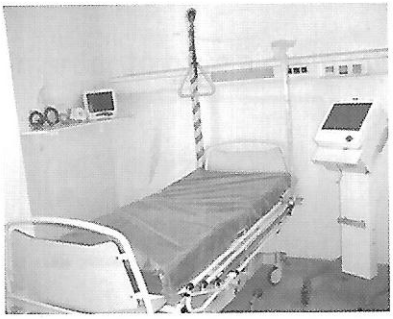
8 To hug



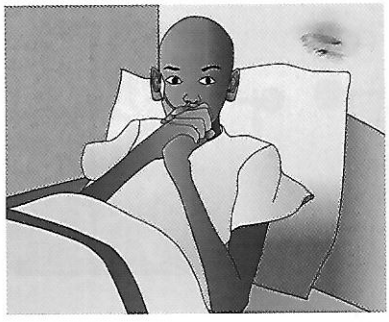
9 A blood transfusion



10 To test



11 A ward



12 A skinny man

TIME TO PRACTISE AND CHECK

2 **Fill in the blanks with the appropriate word or expression.**

tested – suffering from – blood transfusion – depressed – admitted at – swallow.

Kocoon went to Europe a long time ago. Now he called his sister Babim to inform her he was coming back home. The family rejoiced and went to welcome him at the airport. When he got back, he called his sister to inform her that he was **(1)**.....AIDS. He said that he was **(2)**.....the hospital. He was given pills to **(3)**..... He was even given a **(4)**..... Later he felt slightly better but he was not cured. For many weeks, he was **(5)**..... He knew there were some Africans who could cure him from his sickness. That was the reason of his arrival. The next morning, she led him to a famous healer. He gave Kocoon a mixture that he had to drink three times a day. A month later; the healer advised him to have his blood **(6)**..... again to see how the situation had evolved. But he said he would have a few more bottles of the mixture before....

3 **Look at pictures 1, 2, and 7 in "LISTEN and REPEAT"; make recommendations following the example.**

Picture 1 : She exercises every Saturday morning.
(to exercise 2 times a week to feel better).

Answer : I recommend she exercises 2 times a week to feel better.

Picture 1 : She exercises every Saturday morning to feel good.

Picture 2 : She cuts her nails with ambulant nail cutters.
(to cut her nails at home to avoid infections).

Picture 5 : Her mother said she should put the rubbish in a plastic bag.
(to protect the environment).

Picture 7 : Her husband told her to meet the doctor every month.
(to be in good health).

4 **Read the text and say if the statement are True or False.**

Zitta was living with his uncle in the city where he attended a secondary school while his parents were in the village.

Zitta had been sick for more than six weeks. He was admitted at the hospital and he never came back home. His younger cousin Yoho, was worried. His uncle and aunt kept going to hospital to see him. But Yoho was not allowed to.

One day after school, she decided to go to hospital to see her cousin. She used the information she had got from her parents to go to the ward where her brother was kept. When she entered, she saw rows of beds where skinny people were lying.

When her cousin saw her he called her. She could hardly recognise him. He stared at her weeping. As she comforted him, lines of tears flowed from her eyes. He told her to go back home. He promised to join her soon.

When she met her father, he told her that Zitta was suffering from HIV virus. He invited her to pray for her cousin. Then she said: 'I recommend you should inform his parents.'

a) Zitta was Yoho's brother.

b) Yoho went to see Zitta at the hospital with her parents.

c) Yoho went to visit Zitta by herself.

d) When Yoho entered the ward, she recognized Zitta.

e) Zitta was happy to see Yoho.

f) Yoho cried deeply when she saw Zitta.

g) Zitta encouraged Yoho to go back home.

h) Yoho wanted her father to inform Zitta's parents.

5 **Match the elements in Colum A with the corresponding ones in Colum B.**
Example: **1 – g**

COLUMN A	COLUMN B
1. She has not taken the pills	**a)** to feel better.
2. She'd better take precautions	**b)** to be healthy.
3. You'd better take the pills	**c)** before he prescribes the medicines.
4. You should clean your environment	**d)** when you don't feel well.
5. He'd better take your temperature	**e)** when she meets people she doesn't know.
6. You'd better buy your own thermometer	**f)** to take your son's temperature.
7. You'd better go to hospital	**g)** as she should have.

6 **Complete the text below with correct words or expressions from the box.**

breastfeeding – tested – blood transfussion – hug – pregnancy – person – kiss – infected – pregnant

HIV is a dangerous disease; it destroys your immunity and you can die pretty easily when you fall sick. HIV can spread in different ways: the most frequent way to get HIV is from sexual inter course with someone who is infected. It can also spread from a woman who is **(1)**.....to her child during **(2)**....., childbirth or **(3)**..... This spread of HIV is called mother-to-child transmission of HIV. A third way to get HIV is to cut your nails with nail cutters who walk up the streets. In the past, some people were infected with HIV after receiving a **(4)**.....or organ transplant from a **(5)**..... who was infected. Today, this risk is very low because donated blood and organs are carefully **(6)**..... You can't get HIV from casual contact with a person who is infected with HIV, for example from a **(7)**..... or **(8)**..... And you can't get HIV from contact with objects such as toilet seats, or dishes used by a person infected with HIV.

Adapted from https://aidsinfo.nih.gov/education-materials/fact-sheets/20/48/the-basics-of-hiv-prevention.

TIME TO COMMUNICATE AND CHECK

7 **At a meeting of the English club, you have decided to discuss HIV/AIDS. You are asked to prepare a presentation relating the story of a young man who got HIV because he was careless. Write your story that you will present to the members of the club.**

In your story, mention.

– What that boy did to get HIV,
– How he suffered before meeting the Doctor,
– What the doctor told him to do to live longer.

TIME TO REVISE

1 **Fill the blanks with the right words.**

Mary was living with her daughter. Last week she woke up in the night and heard her daughter **(1)**..... She got up and cleaned her. She opened her box of **(2)**..... and took a pill that she gave her early in the morning, she took her to (**3**)..... The doctor took her **(4)**..... and told her to go to the (**5**)..... to buy the medicines.
When she came back; the doctor gave her some **(6)**..... and told them to go home: He added that she would **(7)**..... soon if she gave her the pills as he **(8)**..... it.

2 Match the phrases in Column A with the ones in Column B.

COLUMN A	COLUMN B
1. Why don't you go to hospital	a) after you have taken the medicines.
2. She has not taken the pills	b) if your environment is clean.
3. You should take some precautions	c) before he gave you the prescription?
4. You are looking far better	d) when you don't feel well?
5. You will feel healthier	e) when you meet people you don't know.
6. Did the Doctor take your temperature	f) to check my son's temperature.
7. I just want to borrow your thermometer	g) as the Doctor prescribed it.

3 Turn the sentences into passive form or active form.

a) The nurse gave an injection to the sick boy.
b) She was told to come to the next meeting.
c) The doctor consulted all the patients that day.
d) He never cuts his nails with a razor blade.
e) He was driven to hospital because he was sick.
f) The rubbish was collected and thrown into the dustbin by students.
g) The Principal congratulated the teachers for their good work.
h) A mosquito bit her and she got malaria.
i) She can avoid infection if her bathroom is clean.
j) The doctor advised her to take two pills after each meal.

4 Match the words in column A with the expressions in Column B and make sentences following the example.

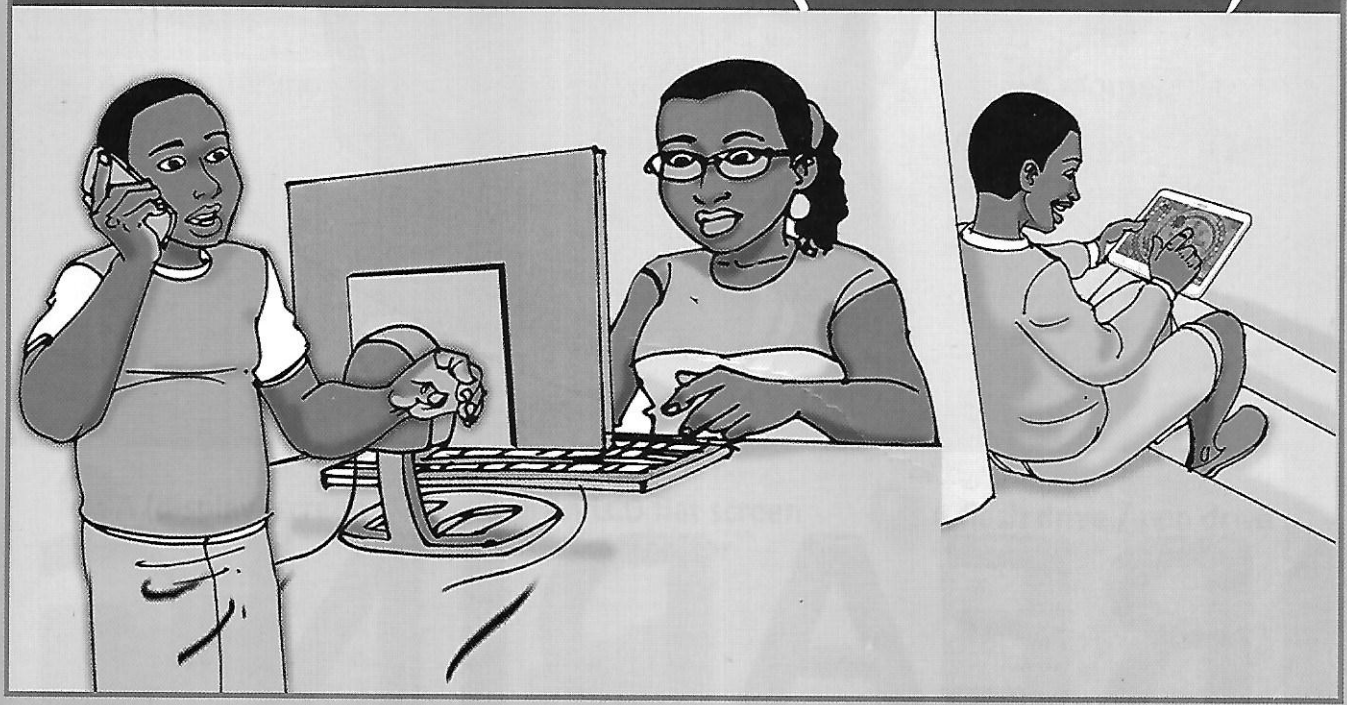
Example : **You'd better open the windows widely.**

Column A		Column B	
1	Your hands	a	To open widely
2	The toilets	b	To clean nicely
3	The furniture	c	To use toilets appropriately
4	The windows	d	To wash cleanly
5	The class room	e	To dust entirely
6	The litter	f	To collect thoroughly

unit

8

INFORMATION AND COMMUNICATION TECHNOLOGIES (READING)



LESSON 1

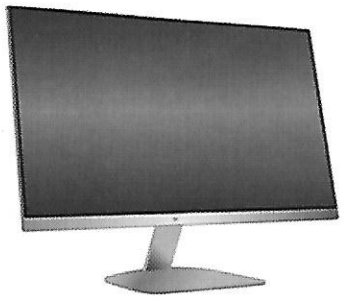
can you use a computer?

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to a computer.
- Describing a computer.
- Passive voice.
  - Computers are used for organizing our school work.
- The imperative.
  - First, plug it in; then connect it...



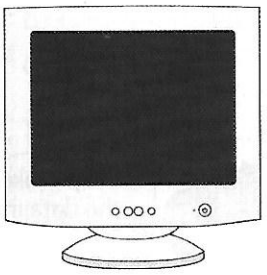
1 A computer monitor



2 A keyboard



3 A mouse



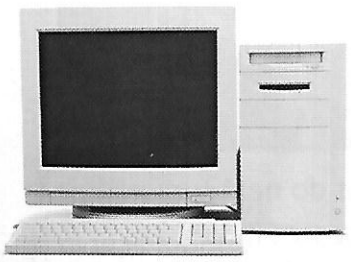
4 A (display) screen



5 An LCD flat screen monitor



6 A flash drive / pen drive



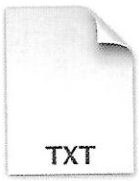
7 A desktop computer



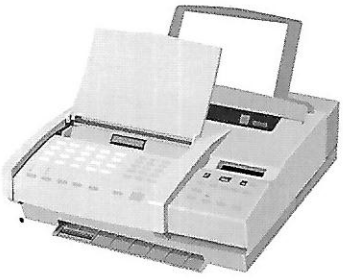
8 A laptop computer



9 A folder



10 A file



11 A printer



12 A processor

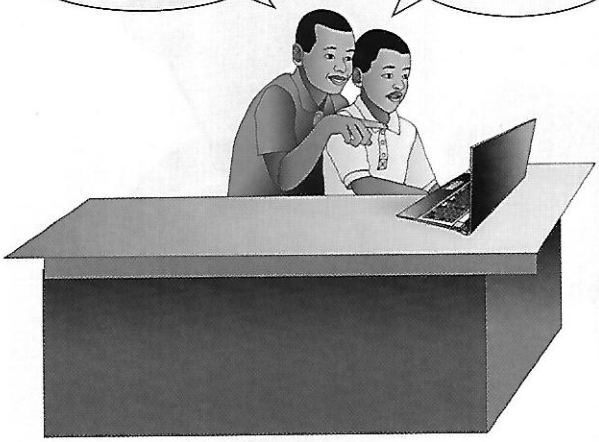
2 Listen and repeat the dialogues.

A

Diaolgue 1

What's a computer used for?

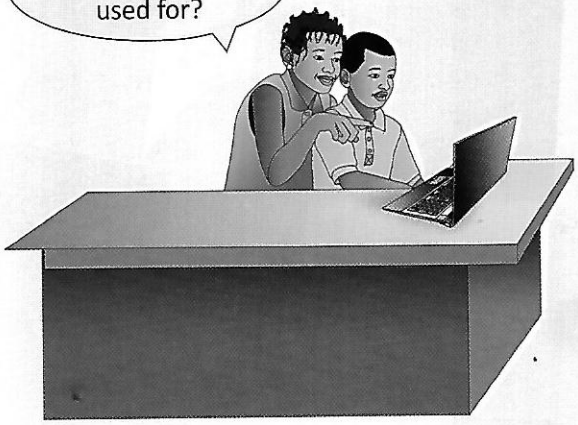
It's **used for storing** and **organizing** information.



Diaolgue 2

What's a keyboard used for?

It's used to type words and texts.

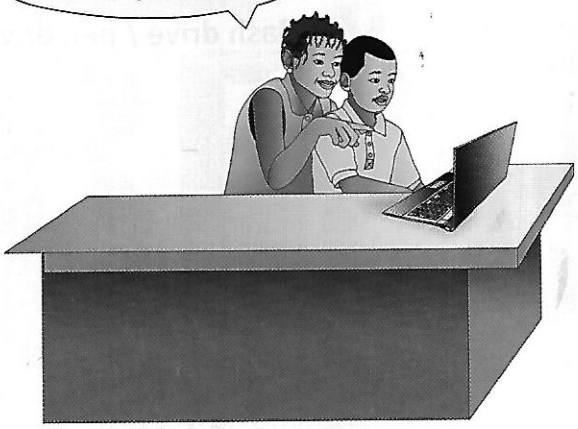


B

Diaolgue 3

Tell me what a computer **is composed** of.

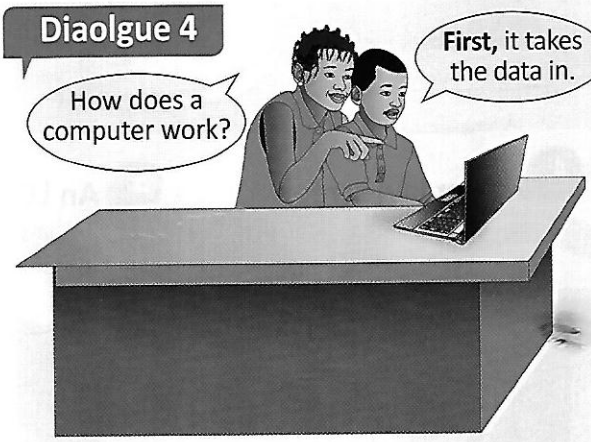
It's mainly **composed** of a monitor, a keyboard, and a mouse.



Diaolgue 4

How does a computer work?

First, it takes the data in.



A: What does it do **next**?
B: **Then**, it processes it.
A: And **finally**?
B: Finally, it restores it.

TIME TO PRACTISE AND CHECK

3 **Pair work: Use the information in the box below and make more sentences.**

– taking in information / to call / input;
– a computer / to compose / a mouse, a key board and a monitor;
– a keyboard and a mouse / to refer to / input devices;
– the screen and the printer / to know / output devices.

Example: 1

A: Working on the data **is known as** processing. What about restoring the information?

B: Restoring the information **is termed** output.

4 **Complete the following sentences with a), b) or c).**

Example: 1. New computers were distributed among the best students

1. New computers ..... among the best students.
a) were distributing
b) distributed
c) were distributed

2. A letter .....from the keyboard.
a) had removed
b) had been removed
c) removed

3. The invitation .....by the President.
a) has sent
b) has been sent
c) sent

4. Printers ..... to the female members of the club.
a) were offering
b) had offered
c) were offered

5. He ..... the secret from his friends.
a) hidden
b) had hidden
c) was hidden

6. Everything ..... in the supermarket.
   a) had stolen
   b) had been stolen
   c) stole

7. Our school project ..... very soon.
   a) will undertake
   b) will be undertaken
   c) undertook.

5 Match the definitions / functions with the words.

Example: 1–b: A screen shows or displays what is going on inside the computer and whatever you type at the keyboard.

WORDS	DEFINITION / FUNCTIONS
1. A screen	**a)** is a case that contains all the essential electronic circuitry.
2. A computer	**b)** shows or displays what is going on inside the computer and whatever you type at the keyboard.
3. A mouse	**c)** helps to type texts or dial phone numbers.
4. A keyboard	**d)** helps to control the computer's actions.
5. A folder	**e)** helps to keep information about a specific subject on a computer.
6. A file	**f)** is a piece of paper that contains informaion about a particular subject.
7. A leaflet	**g)** is a group of files that are stored on a comptuter.

6 Fill in the gaps to give instructions. Use the words in the box:

Lock – switch off – use – open – turn off – lose – enjoy – turn on – enjoy

Hello, Aïcha. I have to go now; here are the keys to the computer room. Do not **(1)**..... the door to nonmembers of the club, please. You can **(2)**..... the computers until 8pm if you wish but don't forget to **(3)**..... all of them and **(4)**..... all the lights before you leave the room. Make sure you **(5)**..... the alarm before you go out. **(6)**..... all the doors and windows and keep the keys safe. Do not **(7)**..... them. **(8)**..... your session and I will see you tomorrow.

7 **Match the first column to the second one to build sentences for correct instructions.**

Example: 1–e: Don't follow people you don't know.

COLUMN 1	COLUMN 2
1. Don't follow	**a)** to strangers at night.
2. Wash your hands	**b)** after meals.
3. Brush your teeth	**c)** when you leave a room to save energy.
4. Turn off the lights	**d)** on the school lawn.
5. Don't cross the road	**e)** people you don't know.
6. Never open your doors	**f)** adult programmes.
7. Don't watch	**g)** before you eat.
8. Don't step	**h)** when the lights are green.

8 **Read the text and answer the questions.**

Text 1

Computers used to be very expensive but nowadays nearly anybody can afford one. When you buy a computer, first read the instructions **leaflet**. The leaflet gives you simple steps to follow. Here are some of these steps.

First, **plug** the computer into a socket. Next, **switch** it **on** to start working. Now that the computer is ready, select the appropriate application.

For example, to type a text, **click on** the Windows application with the mouse. Use the keyboard to write the text. Always save parts of the text while you are typing it. At the end of your work, save it again, close the **file** and switch off the computer. The work is finished but there's one last thing to do.

Unplug the computer.
One good advice to you: always ask for help when you **are stuck**.

Questions:

1. Give a title to the text.
2. What's the most important thing to do after you buy a computer?
3. How many steps must you follow to start a computer?

9 **Turn the following sentences into the passive.**

Example: 1– *Computer science is going to be taught in our school.*

1. They're going to teach computer science in our school.
2. They've built new classrooms to welcome the new students.
3. A lot of people have bought computers these days.
4. The police caught the dangerous thieves two days ago.
5. They should have chosen him.
6. Specialists were investigating the case.
7. They organised a huge party to welcome the world champions.
8. They have not opened the new market yet.

10 **Read the text and answer the questions.**

Text 2

What's a computer used for?

A computer is an electronic machine which takes in information or **data**, works on it and then restores it. The computer itself is made of a keyboard, a central processing unit or CPU and a mouse.

Taking in information **is called input**; working on it **is known as processing** and restoring it **is termed output**.

The data can be output on a screen, or on a printer, or on any other device.
The processing is made by a processor or a central processing unit.
The data can be processed and output at a very high speed depending on the power of the computer.

A computer works very fast. It saves you time and energy. It does not make mistakes and it can remember a lot of things.

Answer the Questions:

1. What are the three important things about a computer?
2. How do you tell the computer what to do?
3. How does the computer send information back to you?
4. Say why a computer is important and useful.

TIME TO PRACTISE AND CHECK

6 **Your school has just been equipped with a computer room. You've been selected to instruct your friends about this new room. In your text for the presentation:**

– describe the computer.
– say how it operates.
– explain how to use it.

LESSON 2

Look at my new smartphone

LESSON FOCUS

- Vocabulary related to the telephone / cell phone and smartphone.
- Describing the functions of a telephone / cell phone / smartphone.
- Passive voice.
  - A cell phone is used for calling, receiving and sending information.
- Expressing past actions.
  - Graham Bell invented the telephone more than 150 years ago.

TIME TO FIND OUT

1 **Look, listen and repeat.**



1 A telephone



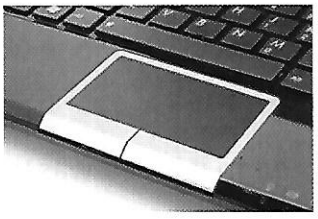
2 A cable



3 A cell phone



4 A smartphone



5 A touchpad



6 (Loud) speakers





7 Heavy / light



8 To dial



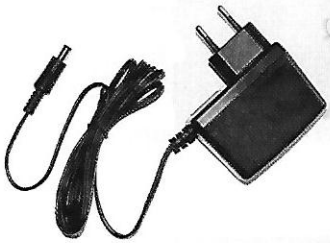
9 To receive / to send a message



10 To make / to receive a phone call



11 A cell phone battery



12 A charger

2 Listen and repeat the dialogue.

AÏCHA'S NEW SMARTPHONE

Raoul: Wow! Your smartphone is nice!

Aïcha: Thank you. It's a birthday present.

Raoul: Tell me, do you know who invented the telephone?

Aïcha: No, I don't. Who is it?

Raoul: His name is Abraham Graham Bell, born in Edinburgh, Scotland on March 3, 1847.

Aïcha: **When did he invent** that?

Raoul: More than **150 years ago.**

Aïcha: Was his telephone the same as the ones we have now?

Raoul: Of course not. It was a **heavy** telephone which needed a **cable** to **operate**.

Aïcha: A cable?

Raoul: Yes, a **wire** was **attached** to it and it was very limited.

Aïcha: So, it's been a long way.

Raoul: Yes, that telephone **was used for** mak**ing** and receiv**ing** calls.

Aïcha: What about smartphones?

Raoul: Smartphones are the latest generation of mobile phones

Aïcha: Now I see. Thanks a lot.

Raoul: You're welcome.

TIME TO PRACTISE AND CHECK

3 **Read the text and match the parts of the cell phone to their functions.**

LEARN MORE ABOUT YOUR CELL PHONE

Cell phones offer you various possibilities to use them.
Their main parts are the following:
The **screen**, which is on the front of the cell phone, is called an LCD or Liquid Display Crystal. Below the LCD is the **keyboard**, from which you **dial** your numbers to call and type the texts to send as messages.

When you **make a phone call,** you speak into a **microphone** on your cell phone and when you receive a call you hear through a **speaker**.

There's no need to plug your cell phone into a socket because a cell phone gets its power from a battery. That battery provides the electricity to run the cell phone. But when the battery is losing power, there's a special sound or a picture on the screen of the cell phone which alerts you. Then you can **attach** your cell phone to **a charger** that plugs into a socket. It can even be attached to a solar charger. After a few hours on the charger, your battery will have full power again.

Adapted from:
http://science.jrank.org/kids/pages/22/Parts-Cell-phone.html#ixzz4dIjTZnh0

Example: 1–f: The screen displays the information.

PARTS OF A CELL PHONE	CORRESPONDING FUNCTIONS
1. The screen	a) is used to enter the information.
2. The keyboard	b) is used to speak into.
3. The microphone	c) gives power to the battery.
4. The speakers	d) are used to hear through.
5. The battery	e) gives power to the cell phone.
6. The charger	f) displays the information.

4 **Pair work: Ask and answer questions about texts 2 and 3.**

Example:
A – **When was** the telephone invented?
B – It **was invented** 150 years ago.

5 **Read this conversation below and use the correct spelling of the words and the correct language to write it.**

A CONVERSATION THROUGH A SMARTPHONE

Aka: Hi, Rachel! Do u want 2 come 2 the beach nx week?

Rachel: Hi, Aka! Which beach?

Aka: Grand Bassam. Weather very fine and sunny!

Rachel: Ok! Meet u there?

Aka: No, meet @ the supermarket @ 10:30. There we can take a van 2 the beach.

Rachel: ok c u there!

TIME TO COMMUNICATE AND CHECK

6 **After your good school results, your father gave you a new smartphone. At the Information and Communication Technology (ICT) Club meeting, the president asks you to explain how it works.**

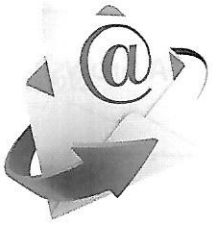
Write a text to explain to the members of the club how this new generation of smartphones works.

LESSON 3 Work at the cybercafé

TIME TO FIND OUT

1 Look, listen and repeat.

A



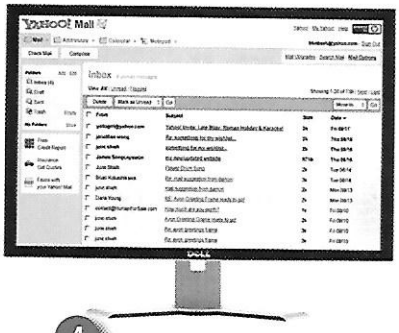
1 E-mail



2 Website



3 Wi-Fi



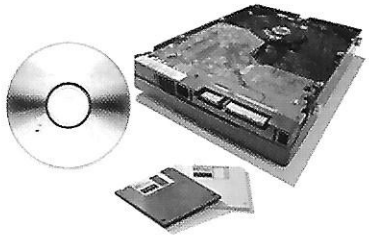
4 Text message



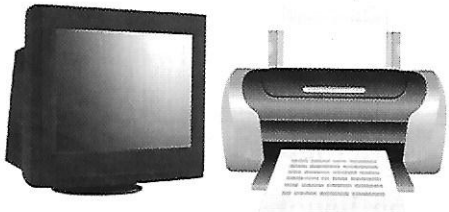
5 Game



6 Input devices



7 Storage devices



8 Output devices

LESSON FOCUS

- Vocabulary related to a computer.
- Using the present perfect: 'have/has + past participle' of verb.
- Passive voice.
  - The internet has had an impact on commerce.
  - She's worked on the internet for 2 hours.
  - We've learned how to use the internet since the beginning of the year.



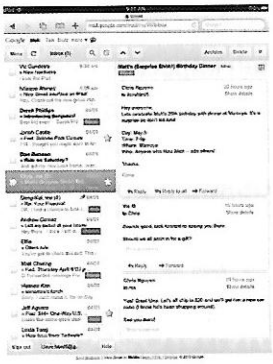
9 **Mobile**



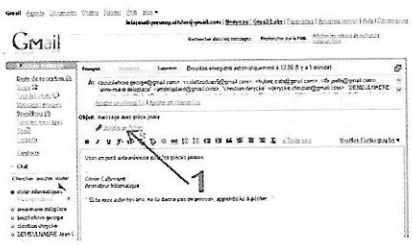
10 **Delete**



11 **Paste**



12 **Inbox**



13 **Attach a file**



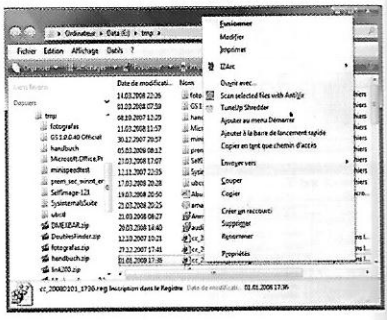
14 **A browser**



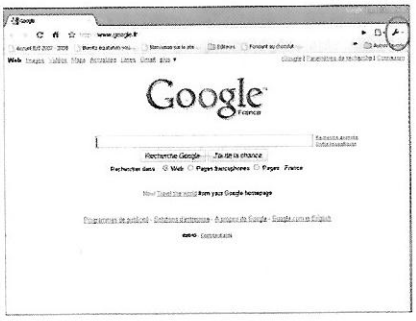
15 **A login**



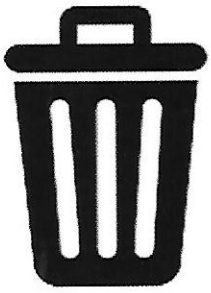
16 **A webpage**



17 **A directory**



18 **A homepage**



19 **Trash**



20 **Download**

B Get used to some internet symbols and language.

SYMBOLS	DEFINITIONS
@	Email (at)
amaraïssa_tofi@mylog.com	amaraïssa underscore tofi at my log dot com
	Facebook
	Twitter
Google	Google
:// :	A computer protocol

WORDS OR ABBREVIATIONS	DEFINITIONS, MEANINGS OR EXAMPLES
Internet	Electronic networks of computers and computers networks interconnected throughout the world.
www	World Wide Web : (a collection of information, resources, pictures, sounds, multimedia that are linked and connected together).
http://	Hypertext transfer protocol
https://	Hypertext transfer protocol SECURED
Email	Electronic mail or messages sent between 2 or more parties. (e.g : G.mail, Yahoomail)
Browser	Web pages (Examples: Google Chrome, Internet Explorer or Firefox).
URL'S	Uniform Resource Location (indicate the location of web page).
Blog	A website
Download	Transfer information from another computer to your computer.
Upload	Transfer information from your computer to another computer.
Texting	The sending of electronic notes or messages
E.commerce	The buying and the selling of items on the internet (Example: Amazon).
Apps	Stands for application which is designed to operate within a mobile system.
Website	Virtual location of one or more web pages.
Multimedia	Documents which contain text, sound, graphics and video elements that can be displayed to the user.

3 Listen and repeat the dialogue.

AT THE SCHOOL COMPUTER ROOM

Raïssa : Hello, Abdul!

Abdul : Hello, Raïssa. Where are you going?

Raïssa : I am going to the computer room to check my **mailbox.** Why don't you come with me?

Abdul : But, I don't know how to work on the internet.

Raïssa : Don't worry, I can help you.

Abdul : Okay, let's go.

Raïssa : Here we are. We can use one of these computers. **They've installed** software and special applications for sending letters or pictures to friends.

(Raïssa **has taught** Abdul how to write a text. Now he wants to take a copy home)

Abdul : Now tell me, how do you save the text that you've typed?

Raïssa : First copy it into your clipboard, open the main window, then go to the file menu and click on the function 'Save to clipboard'.

Abdul : So: open, copy, go to, click on, paste and save.

Raïssa : Yes, you are a good learner.

Abdul : Can I send a letter to a friend?

Raïssa : First, you need to create your mail box with an email address

Abdul : Have you got an email address?

Raïssa : Of course ! Here it is: amaraïssa_tofi@mylog.com

Abdul : Wow! Mine will be kimabdul_niki@myhut.com

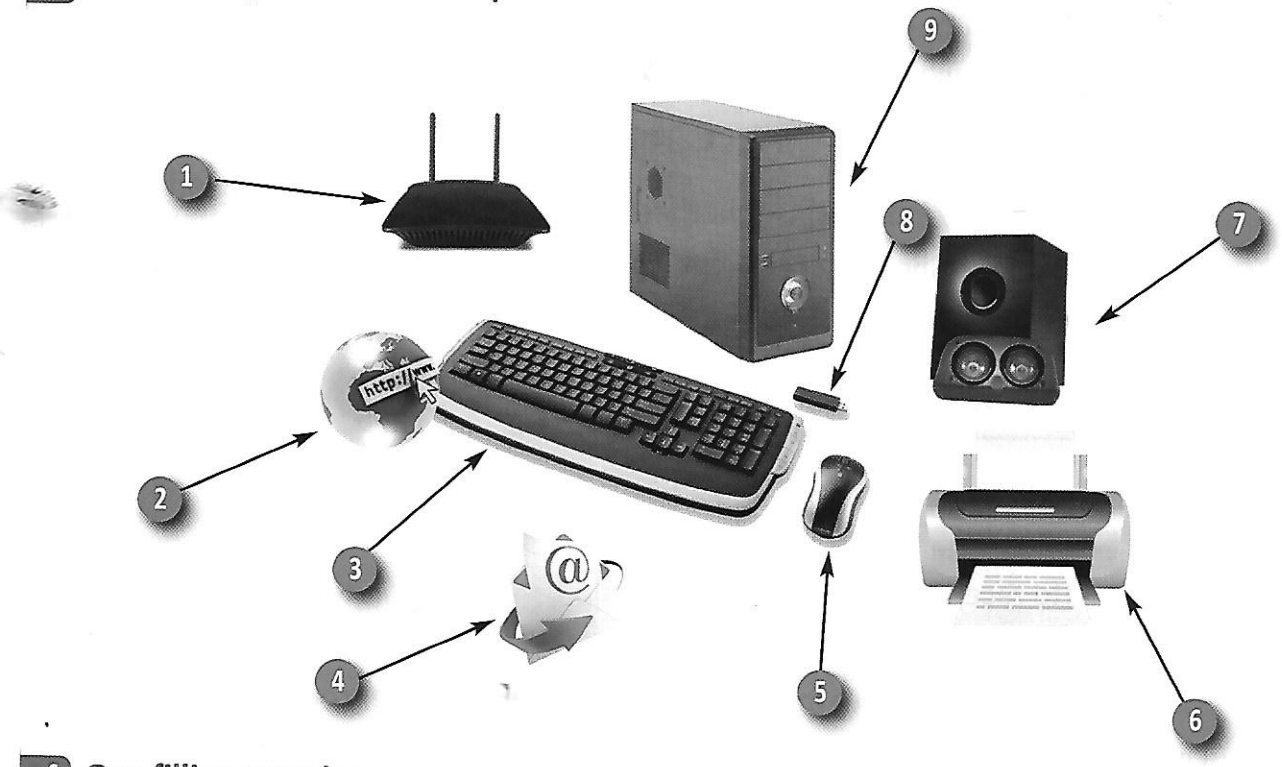
Raïssa : How funny! Now look; there are a lot of sites that you can join.

Abdul : Yes, but it's late now. We've worked for two hours already. I must go.

Raïssa : You're right. We've been here since 2 o'clock. Let's go now.

TIME TO PRACTISE AND CHECK

3 Name the parts of the computer.



4 Gap filling exercise.

Use the words in the box to fill in the gaps in the sentences.

laptop – game – keyboard – mobile – email screen – computer – website – Wi-Fi – mouse

1. You use a ..... to write on a computer. It has letters or characters on.
2. You can play a.....on the computer for fun.
3. Google, YouTube and Wikipedia are types of .....
4. A ..... is an electronic machine. You use it for going on the internet, storing information and playing games.
5. A ..... is a computer that you can travel with.
6. Internet connection without wires or cables is called .....
7. An .....is an electronic letter.
8. Your .....is your personal telephone.
9. You use a .....to move and click on a computer.
10. The part of your computer where you see the pictures or words is the.....

5 Select the appropriate word and make correct sentences.

A) If you want to (***save/to serve***) a text, you'd better (***programme/copy***) it into your clipboard. (***Close/Open***) the main (***computer/window***), search the function 'Save to ***(folder/clipboard)***' in your file menu and (***log in / click***) on it. Then (***down load/paste***) your text into your new document.

B) Raïssa's (***mailbox/internet***) is full: there are too many (***messages/letters***) from her friend Abdul. She must reply but his address was (***deleted/copied***) when her computer ***(crashed/broke***) and she can't remember it.

Adapted from Wikipedia

6 Write correct sentences using the present perfect.

1. I ..... (to receive) an email from a friend.
2. Abdul ..... (to finish) his test.
3. The students ..... (to learn) a lot with their new computer room this year.
4. Our school ..... (to buy) new computers for the language clubs.
5. Anyone..... (to see) the school Head today?
6. Raïssa and her friends ..... (to work) on this programme before.
7. The internet ..... (to have) an impact on commerce.

7 Write correct sentences using 'for' or 'since'.

1. Mrs Appia has been in this school ..... five years.
2. The family has known about the fact ..... a long time.
3. Our teacher has been very ill ..... the last month.
4. These refugees haven't eaten ..... more than seventy-two hours.
5. We haven't seen one another ..... three years. It is because we haven't been in the same city..... we left primary school.
6. He hasn't spoken to his colleague even a word ..... the last meeting.
7. She hasn't phoned her mother ..... a week.
8. He has been the principal of our high school .....1998.
9. She's worked on the internet ..... 2 hours.
10. We've learned how to use the internet ..... the beginning of the year.

TIME TO COMMUNICATE AND CHECK

8 **You are from a group of students who have won a scholarship to visit the United States of America (USA) for four weeks. For your visa and flight ticket you are asked to send the information to the American Embassy through the internet.**

As a member of the group, you've been selected to help your friends to do it. In your text for the presentation:

- say what the internet is;
- describe how it operates;
- explain how to use it.

TIME TO REVISE AND CHECK

1 **Use the appropriate words to complete the text.**

1. You use a .....to write on a computer. It has letters or characters .
2. You can play a ..... on the computer for fun.
3. Google, YouTube and Wikipedia are types of .....
4. A ..... is an electronic machine. You use it for going on the internet, storing information and playing games.
5. A ..... is a computer that can travel with you.
6. Internet connection without wires or cables is called.
7. An ..... is an electronic letter.
8. A .....is your personal telephone.
9. You use a ..... to move and click on a computer.
10. The part of your computer where you see the pictures or words is the .....

Adapted from: Wikipedia, the free encyclopedia

2 Match the words with the correct definitions.

WORDS	DEFINITIONS
1. laptop	**a)** An electronic machine. You use it for going on the internet, storing information and playing games.
2. game	**b)** An electronic letter.
3. keyboard	**c)** You can play this on the computer for fun.
4. mobile	**d)** You use this to write on a computer. It has letters or characters on.
5. email	**e)** A computer that you can travel with.
6. screen	**f)** Your personal telephone.
7. computer	**g)** You use this to move and click on a computer.
8. websites	**h)** The part of your computer where you see the pictures or words.
9. Wi-Fi	**i)** Google, YouTube and Wikipedia are types of them.
10. mouse	**j)** Internet connection without wires or cables.
	From Wikipedia, the free Encyclopedia

3 Match the words or expressions with their corresponding meaning or definition.

1	A cable	a	Doesn't weigh very much.
2	To operate	b	A wire attached to the telephone.
3	Heavy	c	To spend.
4	To put in	d	To make something work.
5	Light	e	Weighs a lot.

4 Read the text and write "T" for True and "F" for False.

The Internet

Today, it is possible to communicate with anyone around the world. This can be done very rapidly thanks to a system which is known as the internet.
It will be good to know that the internet was invented and used first by the American army. At the beginning it was used through a computer but nowadays, you can do the same thing through a smartphone. A computer needs software and special applications to enable you to do what you want to. For instance there are applications for sending a letter or a picture or a note to a friend which is called 'chat'. You can even communicate directly with your friends by using the voice on an application such as "viber", "WhatsApp". The internet is also a very important tool for people who want to work on their own.

1. It is easier to communicate with people far away from you nowadays.
2. The internet is a very fast tool for communication.
3. An American president invented the internet.
4. You can use the internet through any mobile phone.
5. If you have a smartphone, you can be connected to the internet.
6. Thanks to the internet you can send pictures or videos to some friends.

TIME FOR FUN

1 **Find the correct words about the computer.**

What am I?	Answer
1. SMEUO	1.
2. FTASRWEO	2.
3. EAYBDOKR	3.
4. NERNIETT	4.
5. MORNITO	5.
6. GSAME	6.

What am I?	Answer
7. ICOAIPAPLTSN	7.
8. AADT	8.
9. IPUNT	9.
10. PLTPAO	10.
11. EESNCR	11.
12. TOUPTU	12.

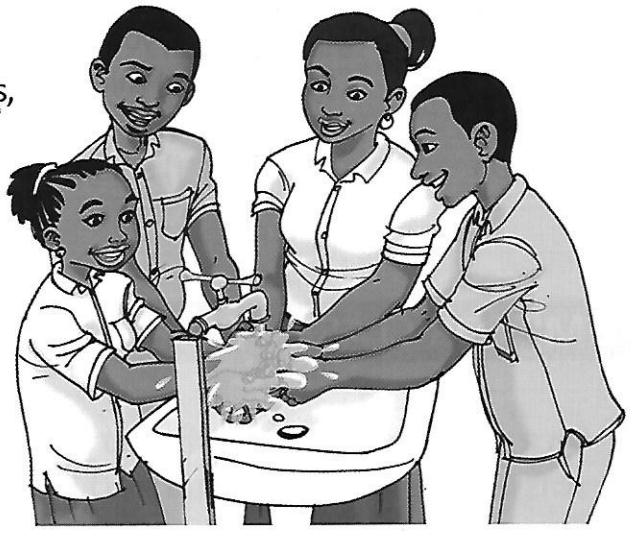
2 **Sing the song: This Is the Way We Wash Our Hands!**

This is the way we wash our hands,
When our hands are dirty we wash our hands,
After we use the bathroom we wash our hands,
This is the way we wash our hands.

First turn on the faucet with our hands,
Then put the soap in our hands,
Rub the soap all over, in our hands,
This is the way we wash our hands.

Wash the tops of our hands,
Wash the palms of our hands,
Wash between the fingers on our hands,
This is the way we wash our hands.

Next rinse off the soap from our hands,
Then turn off the faucet with our hands,
Use a paper towel to dry our hands,
This is the way we wash our hands.



This is the way we wash our hands,
When our hands are dirty we wash our hands,
After, we use the bathroom we wash our hands,
This is the way we wash our hands.

Source: http://www.songsforteaching.com/rachelrambach/thisisthewaywewashourhands.htm

A **Complete With a word from the box. One word in the box is not concerned.**

food – good – strong – healthy – weak – diet

People need to eat food. There are many kinds of food that you can eat. Your 1-_____ is all of the 2---------- you eat. Some food is 3-_____, some food is not. Healthy foods are 4---------- for you. They help you stay 5---------- and live longer.

B **What kinds of food do you eat?**

1. _____
2. _____
3. _____

C **Write three foods that are healthy.**

1. _____
2. _____
3. _____

D **Write three foods that are NOT healthy.**

1. _____
2. _____
3. _____



E **Match the actions in column A with the items in column B.**

Example: 1-b *–Drink a lot of water.*

COLUMN A	COLUMN B
1. Drink	a) a good diet.
2. Enjoy	b) a lot of water.
3. Exercise	c) your family and friends.
4. Sleep	d) things you like.
5. Eat	e) your body.
6. Do	f) 8 hours at night.



TIME FOR CLASS PROJECT

As a member of the English Club of your school, you are selected to take part in the ICTs Week that an American NGO is organizing in your town. You are asked to make a poster as a report to the next English Club meeting.

For your report take notes and pictures of your findings:

- describing the equipments displayed.
- saying how these electronic machines work.
- explaining how and why to use them.

IRREGULAR VERBS

ENGLISH			FRENCH
INFINITVE	SIMPLE PAST	PAST PARTICIPLE	TRANSLATION
To be	was / were	been	être
To bear	bore	borne	porter
To beat	beat	beaten	battre
To become	became	become	devenir
To begin	began	begun	commencer
To break	broke	broken	casser
To bring	brought	brought	apporter
To build	built	built	construire
To buy	bought	bought	acheter
To catch	caught	caught	attraper
To choose	chose	chosen	choisir
To come	came	come	venir
To cost	cost	cost	coûter
To cut	cut	cut	couper
To do	did	done	faire
To draw	drew	drawn	dessiner / tirer
To drink	drank	drunk	boire
To drive	drove	driven	conduire
To eat	ate	eaten	manger
To fall	fell	fallen	tomber
To feed	fed	fed	nourrir
To feel	felt	felt	sentir
To find	found	found	trouver
To fly	flew	flown	voler (air)
To forget	forgot	forgotten	oublier
To get	got	got	obtenir
To give	gave	given	donner
To go	went	gone	aller
To grow	grew	grown	augmenter / grandir
To have	had	had	avoir
To hear	heard	heard	entendre
To hold	held	held	tenir

To keep	kept	kept	garder
To know	knew	known	connaître / savoir
To learn	learned / learnt	learned / learnt	apprendre
To leave	left	left	quitter
To make	made	made	faire
To meet	met	met	rencontrer
To pay	paid	paid	payer
To put	put	put	mettre / poser
To read	read	read	lire
To run	ran	run	courir
To say	said	said	dire
To see	saw	seen	voir
To sell	sold	sold	vendre
To send	sent	sent	envoyer
To sew	sewed	sewed / sewn	coudre
To shoot	shot	shot	tirer
To show	showed	showed / shown	montrer
To shut	shut	shut	fermer
To sing	sang	sung	chanter
To sit	sat	sat	être assis
To sleep	slept	slept	dormir
To smell	smelled / smelt	smelled / smelt	sentir
To sow	sowed	sowed / sown	semer
To speak	spoke	spoken	parler
To stand	stood	stood	être debout
To sweep	swept	swept	balayer
To swim	swam	swum	nager
To take	took	taken	prendre
To teach	taught	taught	enseigner
To tell	told	told	dire / raconter
To think	thought	thought	penser
To understand	understood	understood	comprendre
To wake (up)	woke	woken	réveiller / se réveiller
To wear	wore	worn	porter
To weave	wove	woven	tisser
To win	won	won	gagner
To write	wrote	written	écrire