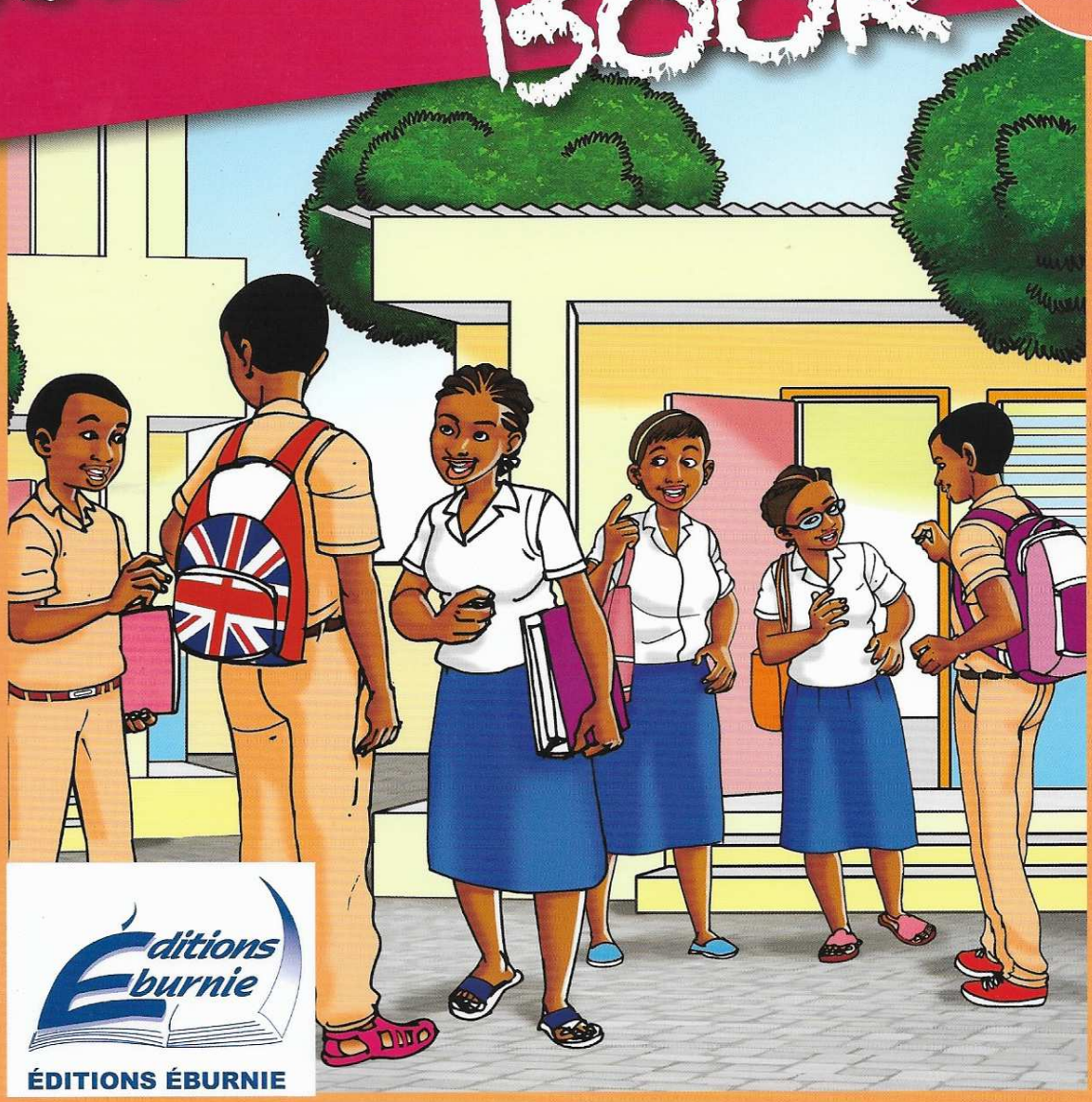
École Nation et Développement

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

ENGLISH FOR ALL

Student's Book

3e



ÉDITIONS ÉBURNIE

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DIRECTION DE LA PÉDAGOGIE
ET DE LA FORMATION CONTINUE

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MODE D'EMPLOI

A Méthode d'enseignement de la discipline

Chaque leçon s'articule autour d'un ensemble d'objectifs énoncés dans le LESSON FOCUS, et de tâches appropriées. Elle est dispensée en trois (03) séances d'une heure chacune. La leçon devra respecter la Méthodologie APC qui se présente de la façon suivante :

1. Phase de Présentation

- Mise en train
- Rappel des prérequis
- Exercice introductif
- Situation d'apprentissage

2. Phase de Développement

Présentation des items lexicaux et grammaticaux de la leçon du jour.

3. Phase d'Évaluation

3.1. Exercices de manipulation et d'application.

3.2. Activités de réinvestissement des acquis de la séance du jour.

B Structure de l'unité

Ce manuel se compose de huit (08) unités. Chaque unité comprend trois (03) leçons dispensées en trois séances d'une heure (1h) chacune. Elle se termine par une page de révision : TIME TO REVISE AND CHECK.

À la fin de deux (02) unités, interviennent une page d'activités ludiques, TIME FOR FUN, et une page de projet de classe, TIME FOR CLASS PROJECT, faisant appel à la mobilisation des acquis de ces deux unités.

Des chansons et des poèmes aideront les élèves à apprendre un peu plus dans une atmosphère détendue.

C Structure d'une leçon

Chaque leçon est structurée en trois (03) blocs rédactionnels :

1. TIME TO FIND OUT (Activités de Découverte)
2. TIME TO PRACTISE AND CHECK (Activités d'Application)
3. TIME TO COMMUNICATE AND CHECK (Activités de Synthèse)

Ces activités d'apprentissage visent la mise en œuvre intégrée des quatre (04) compétences disciplinaires :

SPEAKING (Expression orale)
LISTENING (Compréhension orale)
WRITING (Expression écrite)
READING (Compréhension écrite).

unit
1

SCHOOL LIFE
(SPEAKING)



LESSON 1

My first holiday in my village

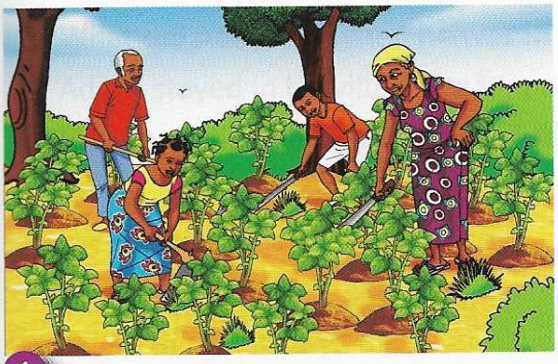
LESSON FOCUS

- Vocabulary related to holidays activities : pay a visit, welcome, have fun, go to the beach, feel homesick, family reunion, miss someone, set a trap
- Language functions: Talking about past events
- Grammar: regular vs irregular verbs ; time sequence adverbs : first, second, next, last, finally
- Pronunciation : the **ed**–ending of the simple past of regular verbs

TIME TO FIND OUT

1 What are the people in the pictures doing?

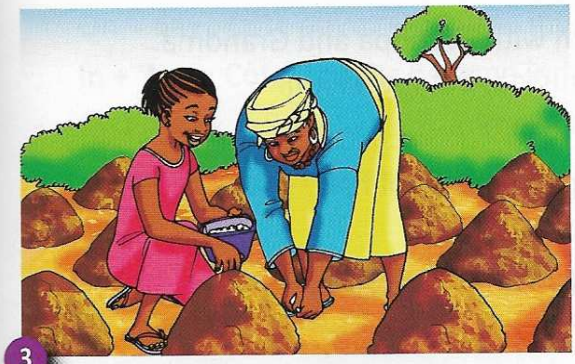
A



1 work on the farm



2 set a trap

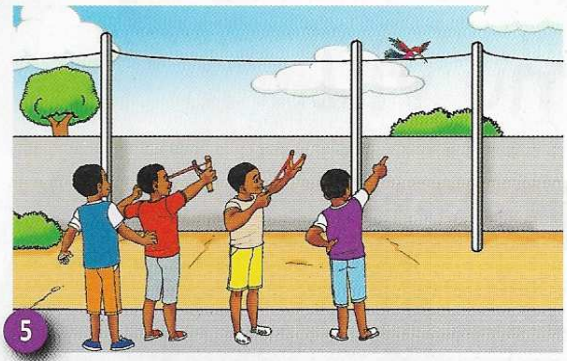


3 plant aubergines/egg-plants



4 go fishing

B



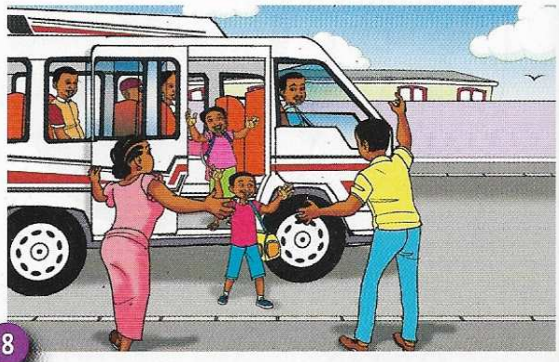
5 go hunting



6 have a party



7 say good-bye



8 welcome

(2) What are Amon and Adaye talking about in the dialogue ?

A – Dialogue

Amon : Hi Adaye. Where have you been?

Adaye : Oh, I visited my village for the first time. I spent a whole month there.

Amon : Really? How did you like it?

Adayé : Oh, I loved it. I did plenty of things.

Amon : Great! What did you do?

Adaye : Well, the first week, I went to the farm with Grandpa and Grandma. We worked the whole day. I was exhausted, but it was fun.

Amon : But, what did you do exactly?

Adaye : For example, I learned how to set traps to catch animals.

Amon : And did you catch anything at all?

Adaye : No. Nothing. But we tapped some palm wine. It was so sweet!

Amon : How about your sister Ama? Was she on the farm too?

Adaye : Sure ! She was busy planting vegetables with Grandma while I was with Grandpa.

Amon : Cool! And what else? Tell me more.

Adaye : I also went fishing; and we went bird hunting, too. It was so exciting!

Amon : Wow! I imagine leaving the village was painful for you.

Adaye : Yeah, it was! But in the end, we had a beautiful farewell party. We danced, ate and drank a lot. I had to leave the village early in the following morning.

Amon : Oh, I see.

Adaye : Dad and Mum were waiting for us at the Adjamé bus station. They were so happy to see us back. They gave us a warm welcome at home.

I really enjoyed my holidays in the village. I learned a lot about our culture. I think I'm going back next year.

B – Language function: Talking about past events. Study the following sentences and questions.

Adaye **went** to his village **last vacation.**

Where **did** Adaye **go** last vacation?

Adaye **went** to his village **three months ago**.

How long ago did Adaye **go** to his village?

Adaye **tapped palm** wine **when he was in his village**.

What **did** Adaye **do** when **he was in his village**?

Adaye **stayed** in his village **for two months**.

How **long did** Adaye **stay** in his village?

Adaye and his sister **were** happy when they were in their village.

Were Adaye and his sister happy?

Adaye and his sister **had** a wonderful vacation in August.

When **did** Adaye and his sister **have** a wonderful vacation?

C – Adverbial phrases with the past tense:

On + day : Côte d'Ivoire became independent on **August 7, 1960**.

In + Year : Côte d'Ivoire became independent in **1960**.

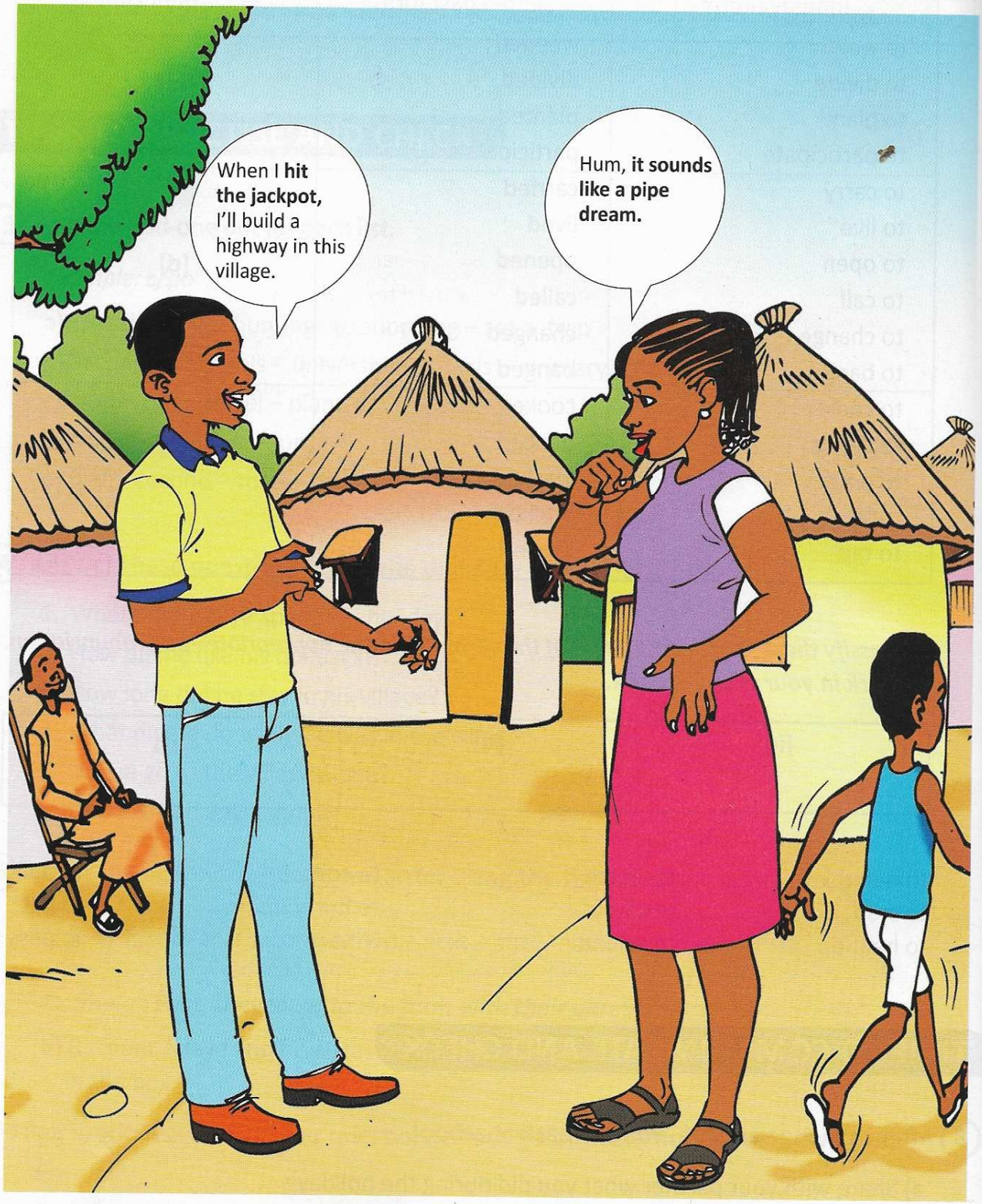
Last (week, month, year, summer): I visited the USA **last summer**.

(Three days, four weeks, two years) **ago** ***Example*** : Yao travelled two **weeks ago**.

NB:

- Irregular verbs take different forms in the past tense. ***Example*** : To go/went; give/gave
- Regular verbs end in – ***ed*** in the past tense: ***Example*** : Adaye tapped palm-wine.

GET THE IDIOM RIGHT



LESSON 2 Memories of School

LESSON FOCUS

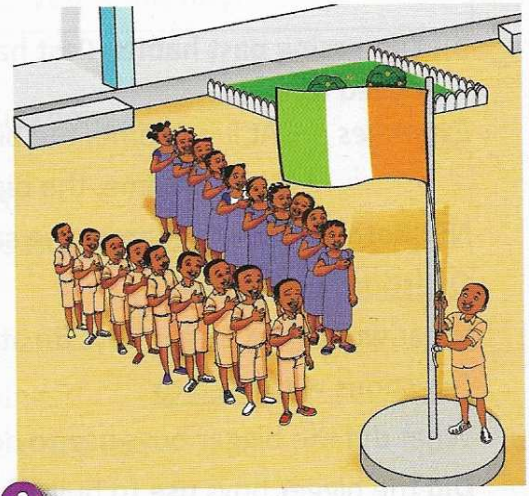
- Vocabulary related to memories of school: to queue up, to raisie the flag, to bully...
- Language function : Expressing past habits and actions
- Grammar :
  - used to/would + verb
  - the preterit of irregular verbs
- Pronunciation : Word stress
  memories - com**pul**sory - **queue** up

TIME TO FIND OUT

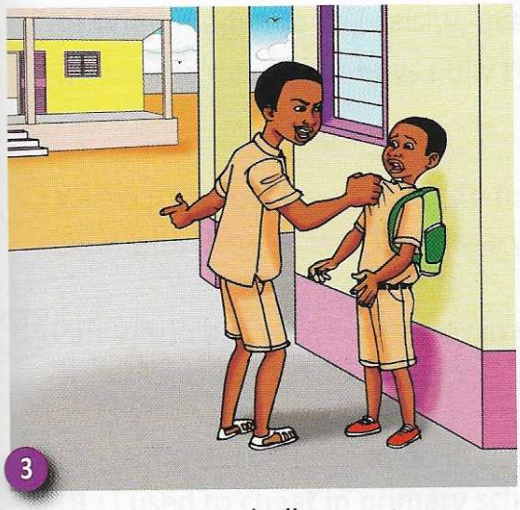
1 What are the people in the pictures doing?



1 to queue up



2 flag-raising ceremony
stand to attention



3 to bully



4 activities in the school garden

(2) a) What is the text about?

Everyone's school days have the **memories** they **cherish** and treasure for life. When the bell rang, we used to queue up in silence in front of the classrooms. With a big cane in his hand, the teacher would stand right in front of us to make sure that the lines were straight: we would put our hands on the shoulders of those standing in front of us.

One thing was **compulsory** for everybody on Monday mornings. It was the flag raising ceremony. The director used to call on a neatly dressed boy or girl to raise the flag; while the flag was going up, the whole school would **stand to attention** and sing **heatedly** the national anthem. The **challenging** part of the task was that the song had to come to an end exactly at the same time as the flag reached the top of the mast. Failing to do that meant that the flag raiser of the day was in deep trouble.

At lunch time, the bigger boys used to **bully** the younger ones. They would **snatch away** their meals, give them knocks on the heads or beat them up for no particular reasons. There were times when some older students would protect the smaller ones against the bullies.

b) Expressing past habits. Past habitual actions can be expressed with « would » or « used to ».

Examples : – At lunch time, the bigger boys **used to** bully the younger ones.

– At lunch time, the bigger boys **would** bully the younger ones.

NB: Both sentences express the same meaning.

Questions with would **:**

What **would** the bigger boys **do** at lunch time ?

Questions with used to :

What **did** the bigger boys **use to** do ?

Did the bigger boys **use to** bully the younger ones ?

TIME TO PRACTISE AND CHECK

3 Match the words or phrases in Column A with their meanings in Column B. One word in B is not concerned.

Example: 1. f

Column A	Column B
1. memories	**a.** stay without making any movement
2. cherish	**b.** obligatory, mandatory
3. compulsory	**c.** brutalise
4. stand to attention	**d.** with passion
5. heatedly	**e.** take away suddenly
6. challenging	**f.** love, like
7. bully	**g.** difficult
8. snatch away	**h.** frightened
	i. things you remember

4 Read the text again and discuss the following questions.

a) What did the pupils use to do when the bell rang?
b) Where would the teacher stand when the pupils were lining up?
c) What did he have in his hand?
d) How would the pupils make their lines straight?
e) What did the pupils use to do on Monday mornings?
f) What would the whole school do as the flag was going up?
g) What made the flag-raising task challenging?
i) How did the bigger boys bully the younger ones?

5 Write 5 things you used to do in the past but don't do anymore.
Example: When I was in primary school, I used to cheat, but I don't any more.

6 Pair work: use your sentences in number 5 to share your past habits with your partner.

Example:

A : What did you use to do in the past?
B : I used to cheat in primary school.
A : Oh, really? And do you still cheat today?
B : Thank goodness, I don't anymore.

(7) Pronunciation: Word stress

The syllables in bold are stressed. Read them aloud.

memories	**heat**edly	**cha**llenging	**bu**lly	**na**tional	**an**them
com**pul**sory	**queue** up	di**rec**tor	e**xac**tly	par**ti**cular	

TIME TO COMMUNICATE AND CHECK

(8) The topic of your next English Club debate is the following: *Primary school memories.*

a) Write a dialogue with your partner about what you remember from your primary school days.

b) Memorise the dialogue.

c) Role-play the dialogue before the rest of the class.



LESSON 3

School Work

LESSON FOCUS

- Vocabulary related to school work: oral work, writen work, homework, to correct a paper, class presentation, group work, pair work, test, grades, marks, mock exam, school results, report card...
- Language function : Expressing conditions
- Grammar : 'If'clauses
- Pronunciation : vowels
  /ɜ:/ /ɔ:/ /ʌ/ /ju:/

TIME TO FIND OUT

1 What are the people in the picture doing?



Mr Good is giving back the students' copies.

② A – Dialogue

Who are the main characters in the dialogue? What are they talking about?

Mr Good : Good morning boys and girls!

Students : Good morning Sir!

Mr. Good : Today, we're going to correct your last written test.

(Students grumble)

Komlan : Excuse me, Sir! Are the marks good? We're worried; the test was very difficult and we didn't have enough time to finish the last two questions.

Mr Good : Actually, the last two questions were the easiest ones.

Students : No, Sir, they weren't easy at all!

Mr Good : Be quiet, please! The questions were on what we saw in the first two sessions. If you had learned your lessons, you wouldn't have worried about your marks.

Sonnan : That's true, Sir! If we regularly study our lessons, we'll always get good marks.

Mr Good : Yes, you're right Sonnan... Ok, now, here are your papers. Take five minutes to read them through and see what you got right or wrong.

(After five minutes teacher continues)

Mr Good : Now, listen to me. You are going to sit in your usual groups, and discuss your mistakes.

Sonnan : But Sir, I got 20 out of 20.

Mr Good : I know! You'll come to the board with Patricia to write the corrections. For the time being, work in groups, please.

Sonnan : Ok, Sir!

Mr Good : Right! Let's start.

B – Language function: Expressing condition

Study the different uses of conditional in the chart.

If-clause (condition)	Main clause (result)	Conditional	Action
If we study (present simple) our lessons,	we will get (future) good marks.	First form	Possible in the future
If we studied (past tense) our lessons, If I were (past tense) you,	we would get (conditional) good marks. I would work harder.	Second form	Not possible in the present
If you had studied (past perfect) your lessons,	you would have got (past conditional) good marks.	Third form	Impossible in the past

NB: a) If **I were** you, I would work harder.

b) If **I was informed** about the test, I would study harder.

TIME TO PRACTISE AND CHECK

3 **Read the dialogue again and discuss the questions.**

a) How did the students feel before getting their papers back?

b) Did the students treat all the questions?

c) Were the last two questions easy or difficult?

d) What sessions was the test about?

e) Why were some students worried about their marks?

f) What will happen if students regularly learn their lessons?

g) How much did Sonnan get for the test?

4 **Here are some remarks Mr. Good wrote on the students' test papers. Turn them into 'If' – clauses.**

Example:

You didn't understand question 1.
If I had understood question 1, I would've had 3 out of 3.

1. You didn't understand question 1. (0 out of 3)

2. The answer of question 2 is not complete. (1 point 5 out of 3)

3. Too many grammar mistakes in your essay. (3 out of 8)

4. Question 4 not done. (0 out of 2)

5. Question 5 not done. (0 out of 2)

6. Untidy paper. (minus 2)

5 **Work in pairs. Ask and answer questions about the teacher's remarks. Use the 'If'clauses.**

Example:

A : *The teacher wrote on my paper: 'Dirty paper, minus two'.*

B : *If your paper wasn't dirty, you wouldn't have minus two.*

⑥ Use the conditions and results in the box below to build sentences in the present conditional.

Example : If I understand all the questions, I will get better marks.

Conditions	Results
study harder understand all the questions make fewer grammar mistakes (not) miss classes create a study group learn more words listen to native speakers	pass my BEPC get better marks improve my results speak better understand lessons better

⑦ Pronunciation

Classify the words below according to these sounds. Work in your exercise book.

morning girls Sir students grumble excuse were saw
first study continues usual discuss board work weren't

[ɜ:]	[ɔ:]	[ʌ]	[ju:]

TIME TO COMMUNICATE AND CHECK

⑧ Role-play

During break time, you have a conversation with your classmate about a number of problems he/she has faced. Use the example and the prompts below to build up your conversation.

A. Hey Koffi, why did you get such a bad mark?

B. Oh, I missed the English class last Friday.

A. Oh, sorry to hear that. If you hadn't missed the class, you would have done better in the English test.

B. Certainly...

Help yourselves to the following ideas:

a) Come late for class/ miss the quiz

b) Fight in the classroom/be punished

c) Study hard / get good marks
d) Get up early / be on time
e) Cut your hair / be allowed to enter the class

TIME TO REVISE AND CHECK

9 Reordering sentences: Reorder the following words to make meaningful sentences.

a) Used to/when/wake up/ every/ I/ primary /I/ very/ morning/at
b) When/bad/my marks/mother would/comfort me
c) If/wouldn't/come/have/known/I/ had/ I
d) Started/ secondary/ Yao/ school/ years/ ago/ three
e) Foreign/many/can/languages/ speak/ you/how?

10 Find the odd-one out in each list

a) memories-past-present-remembrance
b) recollect-remind-tell-remember
c) stopped-planted-cheated-skidded
d) go to school- do my homework- have food and shelter- to be protected
e) easy-hard-friendly-usually

11 Referring to the text about school memories (p.24), join fragments of sentences in column A with their right endings in Column B.

Example : **1.f**

Column A	Column B
1. Every morning, before getting into class,	a) there was the lifting of the flag for all the students of the school.
2. To make sure the lines were straight,	b) was for the flag lifter a big challenge.
3. Every Monday morning,	c) bigger pupils would bully smaller ones.
4. While the flag was being lifted,	d) the students behind would put their hands on the shoulders of those in front.
5. Having the song end at the same time the flag reached the top,	e) students used to queue up in front of their classes.
6. At meal times and in the school yard,	f) the students would sing the national anthem.

(12) Pair work

Are the memories in exercise number 3 the same as yours when you were at primary school or in 6e/5e ? In pairs, use the example below to ask and answer questions.

Example :

A: Did you use to lift the flag when you were in primary school?

B: No, we didn't, but we used to queue up before entering class.

When I was/We were .... Also lifted the flag. .... Come for extra classes on ... ; .... Get into class directly ; ... not line up ; every morning – every Friday – on Wednesday aftenoons ... ; ... teacher wrote our names when ....

(13) Matching

Match these pieces of sentences in column A with those in column B to get meaningful sentences to be read to the class.

Column A	Column B
1. If you work hard at school,	**a)** he wouldn't have been removed from school.
2. If you studied your lesson well yesterday,	**b)** you will put your future life in danger.
3. If the class prefect hadn't misbehaved last year,	**c)** she wouldn't be so embarrassed now.
4. If you cheat at school,	**d)** you'll get a good job one day.
5. If you told her what to do yesterday,	**e)** you wouldn't have got that zero in your marks.
6. If you hadn't been that much talkative in class,	**f)** you wouldn't get that bad mark this morning.

(14) Text completion

Complete the paragraph below with *used to+verb* or past simple form of the verb. Justify your choice each time.

***Example 1 :*. used to get up/ would get up (RA=Repeated action).**

If the action is not repeated, use NRA.eg. 8. *caught* (NRA)

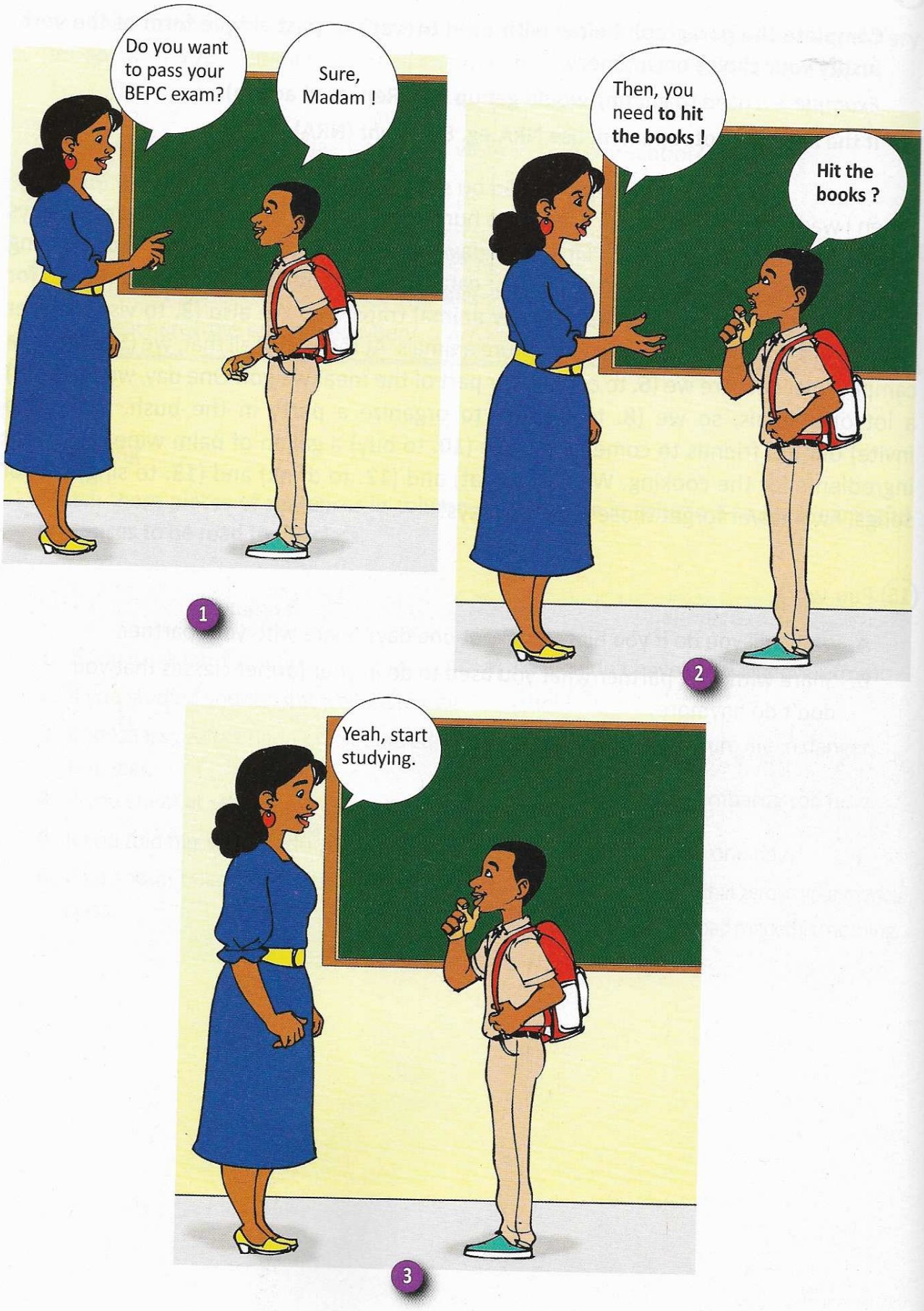
When I was at primary school, I used to go hunting with my brothers and cousins on days when we didn't go to school. On those days, we (**1.** to get up) early in the morning and (**2.** to gather) our hunting materials: catapults for hunting, hoes and matchets for digging rat holes, iron cables to set new animal traps, etc. We also (**3.** to visit) former traps and (**4.** to collect) our game or capture animals. At the end of all that, we (**5.** to clear) a camping place where we (**6.** to cook) all or part of the meat we got. One day, we (**7.** catch) a lot of animals, so we (**8.** to decide) to organize a party in the bush. We (**9.** to invite) our girl friends to come along. We (**10.** to buy) a gallon of palm wine and some ingredients for the cooking. We (**11.** to eat) and (**12.** to drink) and (**13.** to sing) school songs. I will never forget those good old days!

(15) Pair work

A. What will you do if you hit the jackpot one day? Share with your partner.

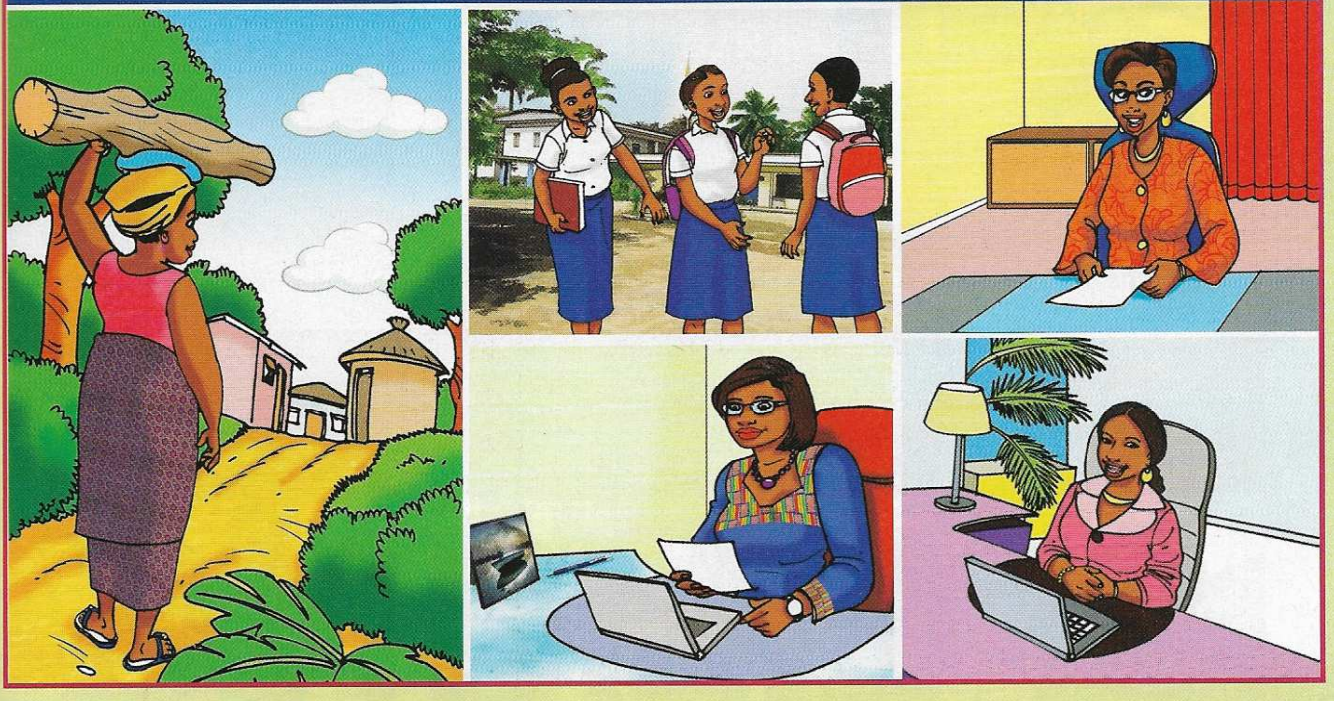
B. Share with your partner what you used to do in your former classes that you don't do anymore.

GET THE IDIOM RIGHT



unit
2

WOMEN AT WORK
(SPEAKING)



LESSON 1

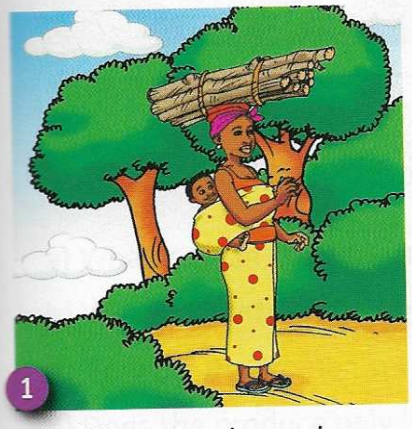
Village Women

LESSON FOCUS

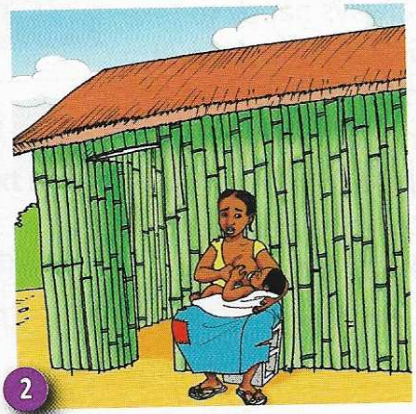
- Vocabulary related to village women's activities:
  carry firewood, breasfeeding, farming, trading
- Language functions: Expressing abilities
- Grammar :
  - They can/could do it
  - They were able to do it
  - She will be able to rear chickens
- Pronunciation : Word stress: **fire**wood, im**prove**, re**la**tion, **poul**try

TIME TO FIND OUT

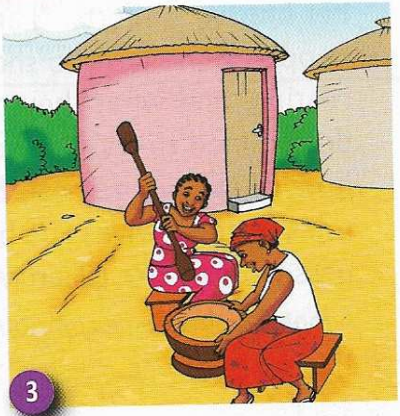
1 What are the women doing in these pictures?



This woman is carrying firewood on her head. She could have gone to school to improve her living conditions.



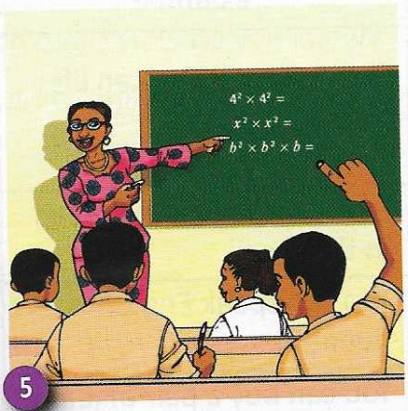
Amsatu is breastfeeding her baby. She could go back to school and have a proper job.



These women can become rich if they learn a trade.



This woman is able to buy a gas cooker with the money she earned in her pig farm business.



Amsatu could change her situation because she went back to school. She is now a Mathematics teacher.

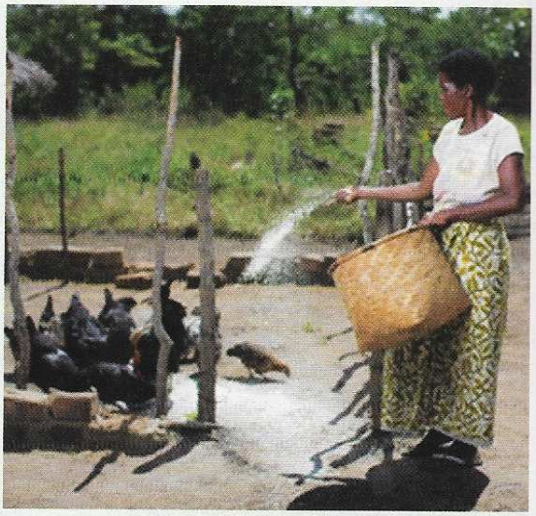


If rural women are given proper training, they will be able to earn a lot of money from raising poultry farms.

(2) a) Does this text match the picture ?

More than four years ago, Lillian Makula constructed a flourishing network of poultry farms in her village in Eastern Zambia. She quickly began attracting the interest of others.

Lilian had learnt about poultry-breeding, and received an improved breed cockerel, which helped her strengthen the breeding of her local chickens. "The chicks that I now produce are much bigger and stronger, and my hens can lay eggs more regularly than before", Lillian said.



Emma, Lillian's daughter, is a 'community development advisor'. She supports her mother in the small business. She advises village women on different agricultural practices. She is proud of her mother's efforts. "I am always happy to take people to the farm to show them about poultry rearing, and what they can achieve if they are determined to try. They can see for themselves how village women can depart from traditional roles of housewives and become successful business women, like Lillian Makula," says Emma.

Adapted from google.com/Rural women

b) Language function: Expressing ability or possibility with *Can*

Uses of can	example	Corresponding phrases
Physical ability	Tom is strong. He can lift that heavy box.	Tom is able to lift that heavy box. Tom is capable of lifting that heavy box.
Used with verbs of senses (see, smell, hear, taste, feel)	I can smell something bad in the area.	
An acquired skill	Yao can speak English fluently.	Yao is able to speak English fluently.
Possibility	You can buy a pair of jeans trousers at Primark.	It's possible for you to buy a pair of shoes at Primark.

NB : Past of can = **could** ***Example*** **:** Emma could speak English fluently when she was in the USA.

TIME TO PRACTISE AND CHECK

3 **Read the text in number 2 and match the words in column A with their meanings in column B. Write your answes like in the example.**

Example : 1-h

A	B
1. firewood	a) a young male chicken
2. to rear	b) happy with
3. to improve	c) prospering
4. poultry	d) to gain
5. to earn	e) chicken farm
6. flourishing	f) to make strong
7. cockerel	g) to raise
8. to strengthen	h) wood used for fuel
9. proud of	i) to make better

4 **Work in pairs. Read the text again and discuss the questions.**

a) What is Lilian Makula's activity?

b) Which country is she from?

d) How did the woman set up her business?

e) Does she produce only local chickens? Justify your answer.

f) How is Emma related to Lilian Makula?

g) What is Emma's job?

h) Does Emma also work with men? How do you know?

I) How does Emma feel about her mother?

5 Pair work

a) Study the list of activities or capacities and discuss which ones can be done by both men and women, and which ones can be done exclusively by either men or women.

lift heavy loads	breastfeed	do politics
work on the farm	cook	be a leader
drive a bus	hairdresser	
fly a plane	speak foreign languages	
teach	do post graduate studies	
give birth	do business	

b) Build short dialogues with your partner using actions or capacities.

Example :

A. Can women do politics?

B. Sure! Women are among the best politicians in the world!

A. Are there any activities that can be done by both men and women?

B. Sure! In fact, most activities done by men can also be done by women. For example, playing football, flying a plane, etc...

6 Make as many meaningful sentences as possible. Work in your exercise book.

Example: My mother can drive a car.

My mother	***can***	drive a car.
Women	***are able to***	play football.
Girls	***could not***	be mechanics.
In the past, village women	***won't be able to***	read and write.
Most young rural women	***cannot***	read and write.
If women are not educated, they	***can't***	fight for their rights.
Men		set up their own business.
If village women are trained, they		give birth to children like women.
Nowadays, village women		depend on their husbands.

7 Pronunciation: Word stress

The syllables in bold are stressed. Read them aloud.

*fire*wood *im**prove*** *flou*rishing *poul*try *de**ve**lopment*

*con**di**tions* *so**lu**tions* *re**la**tion* *infor**ma**tion*

TIME TO COMMUNICATE AND CHECK

8 Oral presentation.

After reading the text about Lillian Makula, a successful business woman, give a presentation on the following topic :

" If village women receive proper training, they can become financially autonomous."

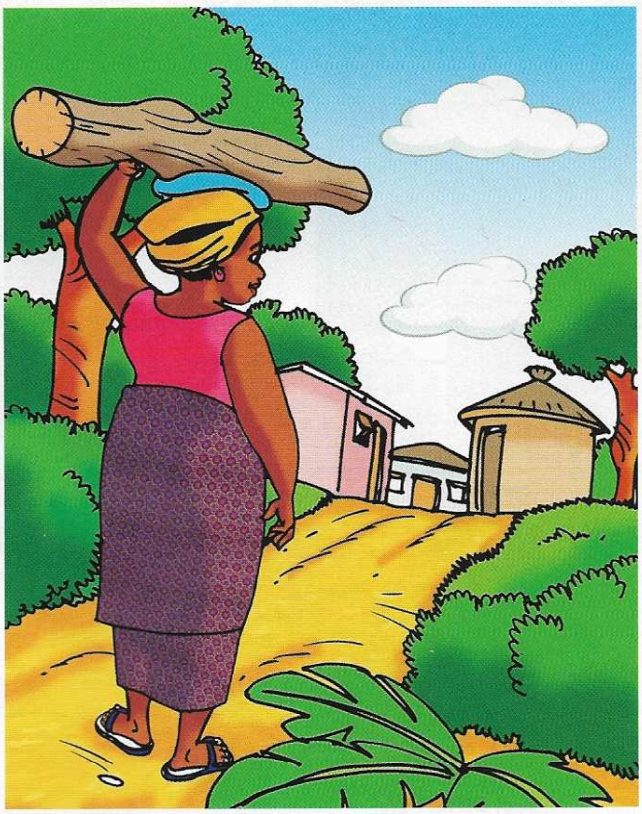
The following ideas may help you.

a) skill building: reading and writing. doing simple mathematics, calculation.

a) identify income-generating activities that can help rural women become autonomous.

b) Looking for funds : NGOs, banks.

c) Identifying potential markets.



GET THE IDIOM RIGHT



LESSON 2 What are Women's Rights and Duties?

LESSON FOCUS

- Vocabulary related to women's rights and duties: right to vote, right to read and write, take care of children, to do business.
- Language function:
  - Expressing rights and duties
  - Comparing
- Grammar structures:
  - I have the right to...
  - It's my duty/my responsibility to...
  - more ... than/fewer ... than/less ... than
  - as many ... as

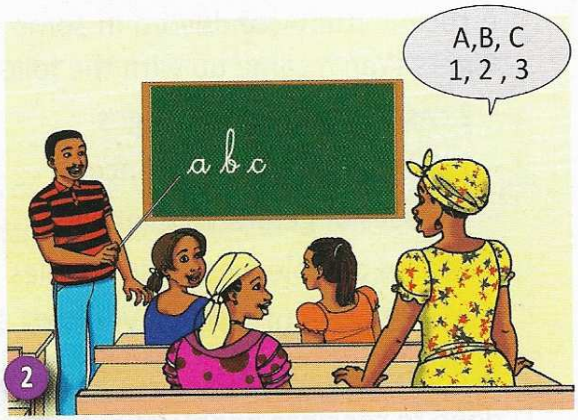
TIME TO FIND OUT

1 What are the women in the pictures doing and saying?



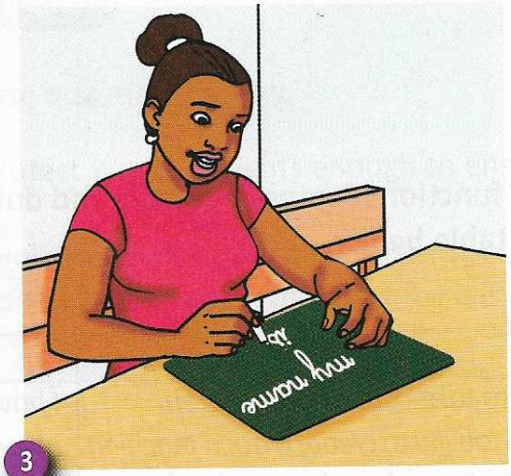
1

I have the right to vote.



2

I have the right to know how to read and write.



3

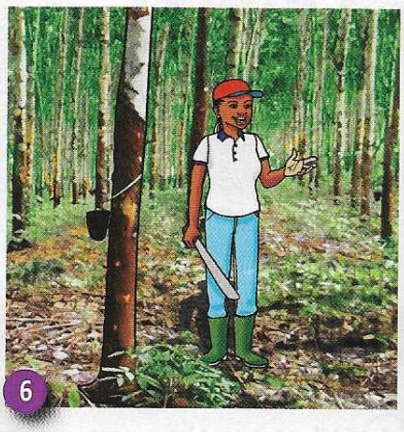
My name is...



It's my duty to take care of my children.



It's my responsibility to create a good teaching and learning atmosphere in my school.



I have the right to own a rubber plantation.

(2) a) What is the text about?

According to the "OFACI" (The Organisation of Active Women of Côte-d'Ivoire), the rights of most women in our country are being violated almost every day although some laws exist to protect these rights.

A recent study conducted in some regions of the country by the OFACI Women's Rights Watch came up with the following results:

– 2 cases of forced marriages

– 177 cases of sexual violence

– 30 cases of genital mutilations

– 8 cases of violence within couples

– and 32 cases of physical violence, 15 of which caused the death of the victims.

According to Mrs Namizata Sangaré, Chairwoman of the OFACI, enough has been done to sensitize people about women's rights. Now is the time to act so that those who commit such crimes are taken to court.

Translated from French article by SUY Kahofi, in

https://nousfemmes.files.wordpress.com/2011/12/

b) Language function: Expressing rights and duties

Study the table below.

Duties	Rights
It's my duty to take care of my children.	*I have the right to vote.*
It's my responsibility to create a good teaching and learning atmosphere in my school.	*I have the right to own a rubber plantation.*
	It's my right to know how to read and write.

c) Comparing.

	Form	Example
Superiority	Short adj + **er** + **than** **More** + long adj + **than**	– There is a **larger** number of sexual violence cases **than** forced marriages. – The number of sexual violence is **more** important **than** that of forced marriages.
Inferiority	**Less/fewer** + adj + **than**	The number of forced marriages is **fewer than** violence within couples.
Equality	**As.....as**	There are almost **as** many cases of physical mutilations **as** physical violence.

NB:

- **More/less/fewer + noun:** There are **more** cases of sexual violence **than** forced marriages. There are **fewer** forced marriages **than** violence within couples.
- Fewer...than = less...than.

Example : The number of forced marriages is **less than** the number of violence within couples = There are **fewer** cases of forced marriages **than** physical violence.

TIME TO PRACTISE AND CHECK

3 Read the text again and answer the questions below.

a) According to the text, are laws to protect women's rights enough to ensure our respect for women?

b) Which category of women's rights violations was higher than cases of physical violence?

c) Do you agree with the "OFACI" President when she says that the time has come to enforce the laws?

4 **Ask and answer questions about the text above. Use these comparatives: *as many as, more ... than, fewer ... than, less ... than.***

Example 1 **A :** Are there as many forced marriages as cases of sexual violence? **B :** No, there are fewer forced marriages than cases of sexual violence.	forced marriages sexual violence genital mutilation violence within couples physical violence death of the victims

5 **Make meaningful sentences to express duties and rights. Then, read them aloud.**

It's parents' It's our It's your It's women's It's students' It's the MPs' It's the Principals' It's the teachers' It's the husbands' It's the children's It's the wives'	***duty to*** ***responsibility to*** ***right to*** ***role to*** ***task to*** ***mission to*** ***priority to***	take care of their parents take care of their children provide food for their family vote laws promote discipline in their schools keep the school clean plan their lessons before class protect their wives work hard at school take care of their husbands

6 **Complete with *to, for, of, against,* or *about.***

a) It is my responsibility .....do my home assignments.
b) Women should be responsible.....choosing their life partners.
c) Parents are in charge ..... paying their children's school fees.
d) It is a woman's right ..... set up her own business.
e) Women must not be discriminated.....in any sector of activity.
f) Women deserve .....be respected.
g) Girls have the right ..... go to school. They shouldn't be forced ..... get married.
h) Women should not be deprived .... their rights.
i) To avoid being exploited, girls should be informed .... their basic rights.

TIME TO COMMUNICATE AND CHECK

7 **According to the Ivorian constitution, wives have the same rights as their husbands in the homes. What do you think of that?**

a) Discuss this statement in groups.
b) Report your position to the class.

LESSON 3

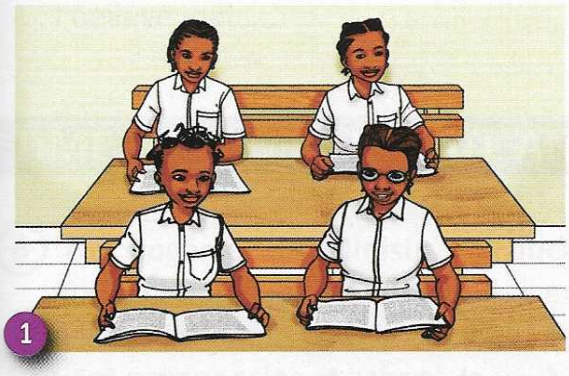
Girls at School

TIME TO FIND OUT

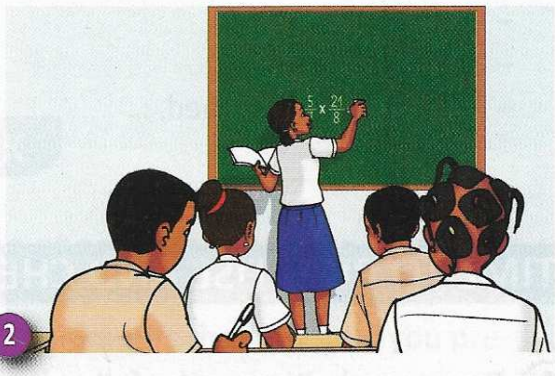
1 What are the people in the pictures doing?

LESSON FOCUS

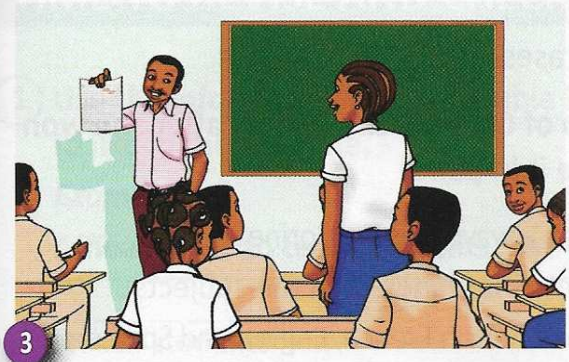
– Vocabulary related to girls education:
to be good/bad act, good jo, congratulations, to praise, average, disciplines, to pass, to take an exam
– Language function:
• Expressing opinions:
– Grammar structures:
• I think that
• I believe that...
• In my opinion, girls should...
• as far as I'm concerned, my daughters...
• For me, girls have the right to
– Pronunciation : Word stress : in my **opi**nion, I be**lieve**, as far as I'm con**cerned**



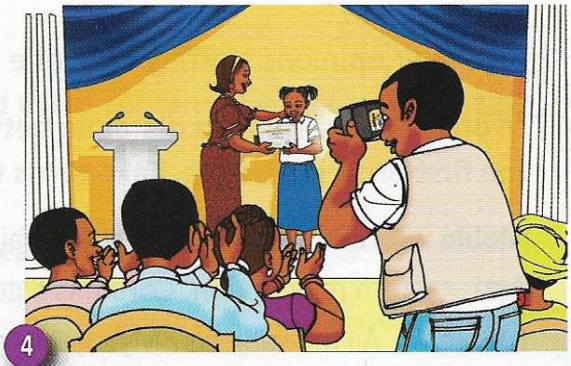
It's a girl's right to know how to read and write.



Some girls are better at Maths than some boys.



Corine is the best in Maths. Congratulations, Corine!



Nice job !/Well done!

(2) a) Why should girls be sent to school? Read the text to find out.

In my opinion, girls' education is the starting point of the economic and social development of a country. Unfortunately, some parents still refuse to send their daughters to school, although there are many valid reasons why girls' education should be encouraged.

When discussing the issue of girls' education, people usually quote this common saying: "Educating a boy is educating one individual; but educating a girl is educating a whole nation." An educated woman will never neglect her children's education. Moreover, she will make sure that her children grow up in good health and have moral values. It is these values that will protect the girls from becoming pregnant while still at school, or both boys and girls from contracting deadly diseases such as HIV/AIDS.

Well brought up children are likely to be good parents one day; they will pass on to their offspring the principles and life skills they received from their parents, and particularly from their mothers. That is how an educated woman sows the seeds of good values in her family for generations of citizens.

b) Language function: Expressing opinions

Study the following phrases we use to express opinions.

- In my opinion, ...
- I think (that) ...
- I believe that ....
- In my view, ...
- As far as I'm concerned, ...

TIME TO PRACTISE AND CHECK

(3) Group work. Discuss the following statement from the text above.

"Educating a boy is educating one individual; but educating a girl is educating a whole nation."

Give your opinions starting with one of the phrases in number **2b**.

(4) Work in pairs. This is a dialogue between two of Corine's classmates after she won the first prize in Science. Take turns to practise it in pairs.

Mobio : I don't think the teacher is fair to us. She's always praising Corine's work.
Assi : In my opinion, Corine is a good student. She shines in all the subjects.
Mobio : All the subjects? My marks are better than hers in French, English and Spanish.
Assi : You may be right. But, her general average is the best in the whole school.

Mobio : As far as I'm concerned, I have some doubts. Don't forget, her father is a Physics teacher...Do you really think Corine deserves first prize in Physics, Maths and Biology?

Assi : I believe she deserves it. She's a bright student, isn't she?

Mobio : Yeah, I'm sure she is; but her father does the exercises for her.

Assi : Oh, come on Mobio! Don't be cynical. The girl's brilliant, that's all.

Mobio : Ok. How can we beat her next term?

Assi : I have an idea. What about studying with her? That way, we will discover all her strategies.

Mobio : Very good idea. At lunch time, I'll buy her some "Alloco", then we can talk to her about our plans. Do you think she'll agree to work with us?

Assi : I don't know, but let's try.

(5) Pronunciation: Word stress

The syllables in bold in the following phrases are stressed. Read them aloud.

I **don't** think.....

In my o**pi**nion,.....

As far as I'm con**cer**ned, ...

I be**lie**ve that.....

TIME TO COMMUNICATE AND CHECK

(6) The slogan of the Ministry of Education is: "NO PREGNANCIES IN OUR SCHOOLS". Your school English Club has chosen that slogan as the topic of their debate in the next meeting. In your groups, prepare 10 commandments that can help you prevent pregnancies at school.

TIME TO REVISE AND CHECK

(1) Use the information from the table below and make sentences with can or *be able to* like in the example.

Example :

Affiba is able to teach students. She can be a teacher.

Actions	Professions
teach students	teacher
fly a plane	pilot
drive a car	car driver

(2) A Poem: Woman Work (shortened).

I've got the children to tend,
The clothes to mend,
The floor to mop,
The food to shop,
Then the chicken to fry,
The baby to dry,
I've got company to feed,
The garden to weed,
I've got the shirts to press,
The tots to dress,
The cane to be cut,
I gotta clean up this hut,
Then see about the sick,
And the cotton to pick.

You're all that I can call my life.
By Maya Angelou (in GFE Tle, Students' book, p. 198).

TIME FOR CLASS PROJECT

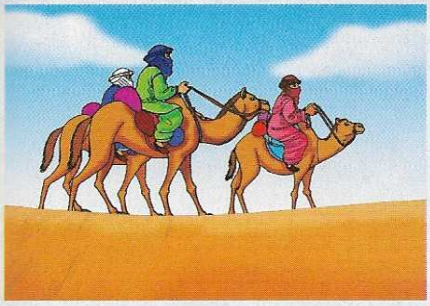
You want to know what people in your school community think about gender discrimination in education, the job market or home chores.

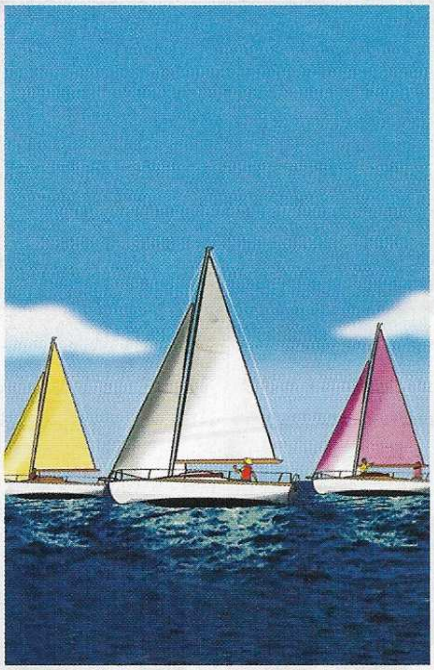
a) In groups of 5, prepare some 6 questions for your survey on gender issues (education, job opportunities; rights and duties in the home)

b) Meet people in your community and ask them their opinions on these subjects. Target one population (pupils, staff members or teachers). Back to class, put your notes together in your respective groups. Then your spokesperson will present your work to the class.

unit
3

TRAVELLING
(Writing)











LESSON 1

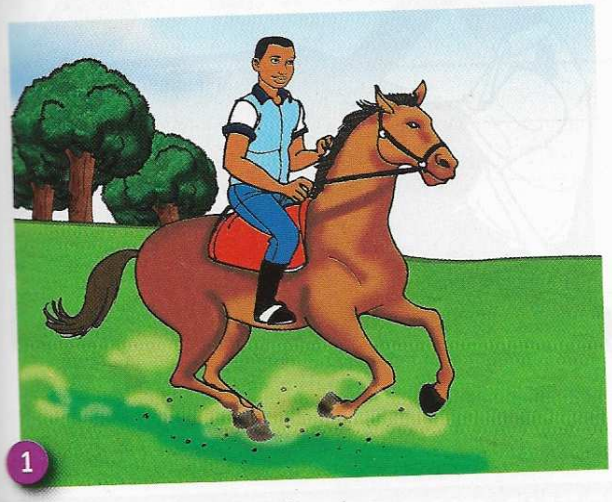
Defferent Means of Transport

LESSON FOCUS

Vocabulary related to means of transport:
ride a horse, drive a car, fly a plane, fast, cheap, comfortable, safe, luggage...
– Language functions:
– Comparing
Planes are faster than trains.
– Expressing preference:
• prefer to travel by train/by bus...
• She does not like air travel
Pronunciation [i] vs [ai]

TIME TO FIND OUT

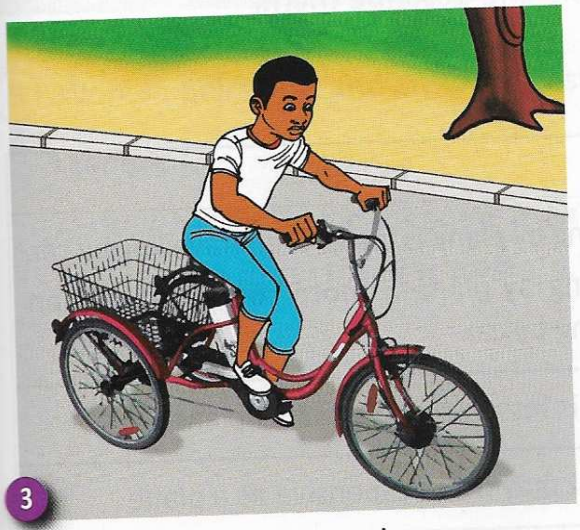
1 **What are the people in the pictures doing?**



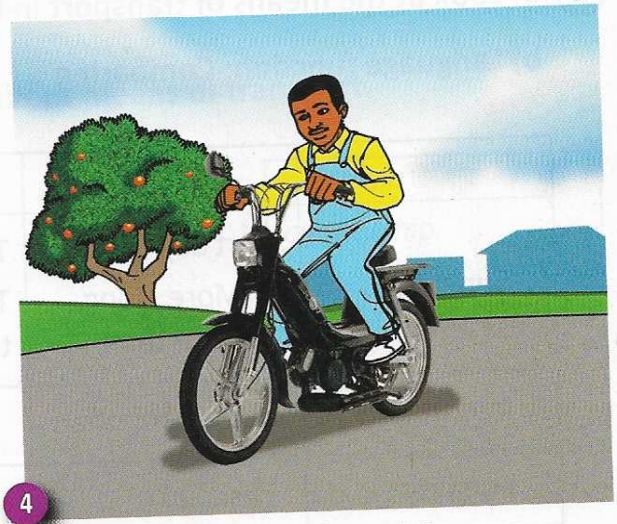
1 to ride a horse



2 to ride a bicycle



3 to ride a tricycle



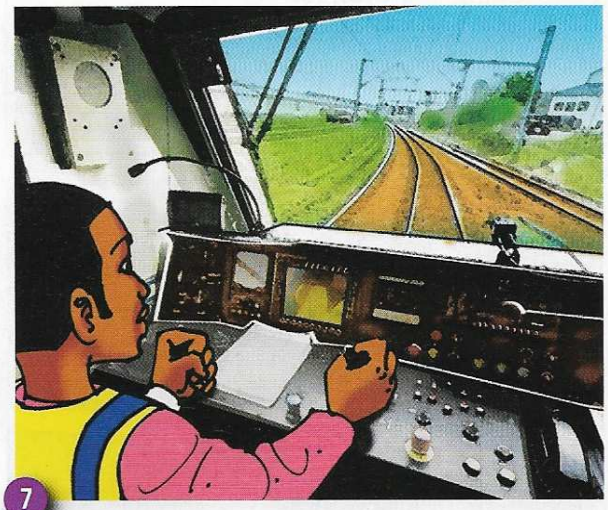
4 to ride a motorbike



5 to drive a car



6 to drive a lorry



7 to drive a train



8 to fly a plane

(2) a) Look at the means of transport in the table and describe them.

b) Language function: Comparing

	Form	example
Superiority	Short adj+er + than More +long adj+than	Travelling by plane is **faster** than travelling by car. Travelling by plane is **more comfortable than** travelling by car.
inferiority	Less +adj+than	A car is **less** expensive **than** a plane.
equality	As.....as	A boat may be **as** expensive **as** a plane

NB : Modifiers like 'much' 'a lot' 'a little' can be used to indicate the degree of the comparison.

Example : A train is **much** faster than a car.

An adult tricycle is a **little** more expensive than a motorbike.

A boat is much **slower** than a plane.

3 Study the means of transport, the verbs and the prepositions that go with them.

Verbs	Prepositions	Means of transport
to travel to go to get	by on off	*foot, horse, bicycle, motorbike, tricycle, car, train, plane, ship, boat, canoe*

4 Pronunciation of the letter 'i': [i] or [ai]

[i]	[ai]
rid	ride
sit	site
bit	bite
kit	kite

TIME TO PRACTISE AND CHECK

5 Work in pairs. Ask and answer questions about means of transport.

Example :

A : *Which is faster, the car or the train?*

B : *The car is faster than the train.*

car/train
canoe/ship
plane/train
motorbike/bicycle
bus/lorry
tricycle/bicycle

6 **Work in pairs. Ask and answer questions about means of transport.**

Example :

A : *What means of transport do you prefer?*
B : *I prefer planes because they're faster and safer. And you?*
A : *I don't like trains. I prefer planes, they're more comfortable.*

car/cheap and fast
plane/fast and safe
train/comfortable and fun
bus/cheap

7 **Replace the figures in brackets by the right prepositions in the sentences.**

Work in your exercise book.

1. Guéhi and his brother live near the school; they go to school (1...) foot.
2. Travelling (2...) plane is much faster than travelling by train.
3. If you get (3...) a crowded bus, you are exposed to pickpockets.
4. Before getting (4...) a plane, make sure you collect your hand luggage.
5. It is dangerous to travel (5...) a motorbike in the rainy season.

8 **Put the following words in the right column.**

Bit bite tide bide fit kite sit wit wide wig

[i]	[ai]
bit	bite

TIME TO COMMUNICATE AND CHECK

9 **Writing a description to express likes and dislikes for a means of transport.**
The Ministry of tourism is writing a brochure about means of transport in your country. So, a competition is organized to describe why people would prefer one means of transport to the other.

a) Choose two means of transport you know and complete the table. Help yourself to adjectives from exercise 6.

		CHARACTERISTICS				
	NAME	Size	Speed	Safety	Comfort	Others
LIKES						
DISLIKES						

b) Now, write the description of the means of transport that you like or dislike.

LESSON 2

Travelling by plane

LESSON FOCUS

Vocabulary related to air travel:
to check passport, to check in, departure lounge, to take off, to land, to board a plane...

Language function : Comparing

- *There are fewer planes at Abidjan Airport than at Orly Airport.*
- *More and more people are migrating to Europe.*
- *He has more stories to tell*

Punctuation

Period/Full stop, comma, colon, semi-colon, question mark, capitalisation

TIME TO FIND OUT

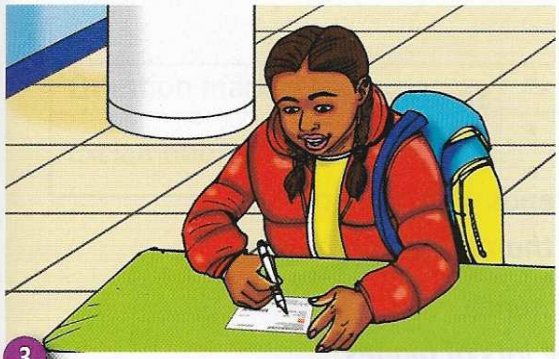
1 What are the people in the pictures doing?



1 To check passport and plane tickets



2 To check in/check out



3 To fill in a boarding card



2 To wait in the departure lounge



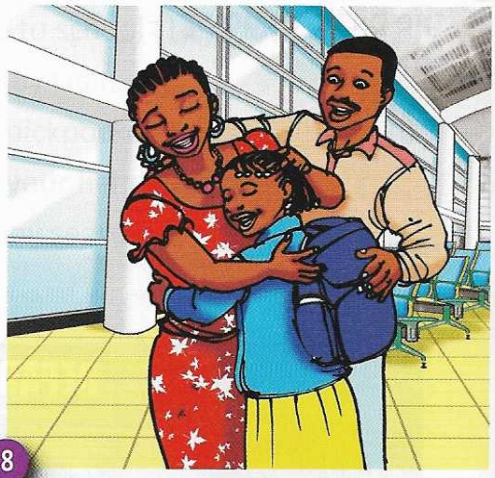
5 To board a plane



6 To take off



7 To land



8 To meet

(2) Sentence, Punctuation and Capitalisation.

a) Sentence structure

Subject	Verb	Complement	
The plane	is landing.		Subject + Verb (SV)
The passengers	are getting off	the plane	Subject + Verb + Object (SVO)

b) Punctuation

Period/Full stop (.) Comma (,) Colon (:) Semi-colon (;) Question mark (?)

▶A sentence begins with a capital letter and ends with a period (.).

Example : Travelling by plane is much faster than travelling by bus.

▶A comma (,) indicates a short pause in a sentence.

Example : If you go to an airport, you will see lots of planes.

▶A colon (:) indicates a pause before an enumeration or explanation.

Example : There are lots of means of transport in Abidjan: buses, taxis, and ferry boats.

▶A semi-colon (;) indicates a pause in an idea; it is stronger than a comma (,).

Example : Travelling by plane is faster than travelling by bus; but it is more expensive.

▶A question mark (?) comes at the end of a question.

Example : Are you coming to the airport with us?

c) Capitalisation

▶We use capital letters at the beginning of a sentence.

Example : Some passengers are waiting in the departure lounge.

▶We also use capital letters for names of people, continents and countries and cities, days and months.

Example :

Adou, **A**frica, **C**ôte d'Ivoire, **A**bidjan, **M**onday, **J**anuary

TIME TO PRACTISE AND CHECK

3 Copy the table in your exercise book and complete it.

Punctuation	Uses	Examples
Period/Full stop (.)	• • •	• • •
Comma (,)	• •	• •
semi-colon (;)	•	•
Colon (:)	• • •	• • •
Question mark (?)	•	•
Exclamation mark (!)	• •	• •

(4) Copy the text below in your exercise book with the right punctuation and capital letters.

kanaté had never been to an airport before one afternoon his uncle took him to the airport to meet a friend coming from new york kanaté was very excited at the coffee kiosk in abobo he would have more stories to tell his friends taxi-drivers after parking the car they entered a huge hall he saw many people coming out with their bags then at the other end of the hall more and more people were waiting in queues with their luggage "where are these people coming from and where are those ones going" the boy's mind was full of questions...

(5) Make comparisons by putting the words or phrases in the correct order. Work in your exercise book.

Example : There are more planes at New York Airport than at Abidjan Airport.

a) many planes/New York Airport/Abidjan Airport/There
b) many jobs/at an airport/at a train station/there
c) a ship/heavy loads/a plane/take
d) air travel/less time/sea travel/take
e) a plane/less luggage/a ship /carry
f) few airplanes/in African airports/American airports/there
g) air traffic/few risks/road traffic/has
h) travelling by car/dangerous/travelling by plane

TIME TO COMMUNICATE AND CHECK

(6) Listen to the teacher read some airport announcements.

a) Copy this table in your exercise books

Flight number	Destination	Name of passenger	Gate number

b) fill in the table with the information from the announcements

c) Write a short summary of the announcement.

LESSON 3

Visiting the USA

TIME TO FIND OUT

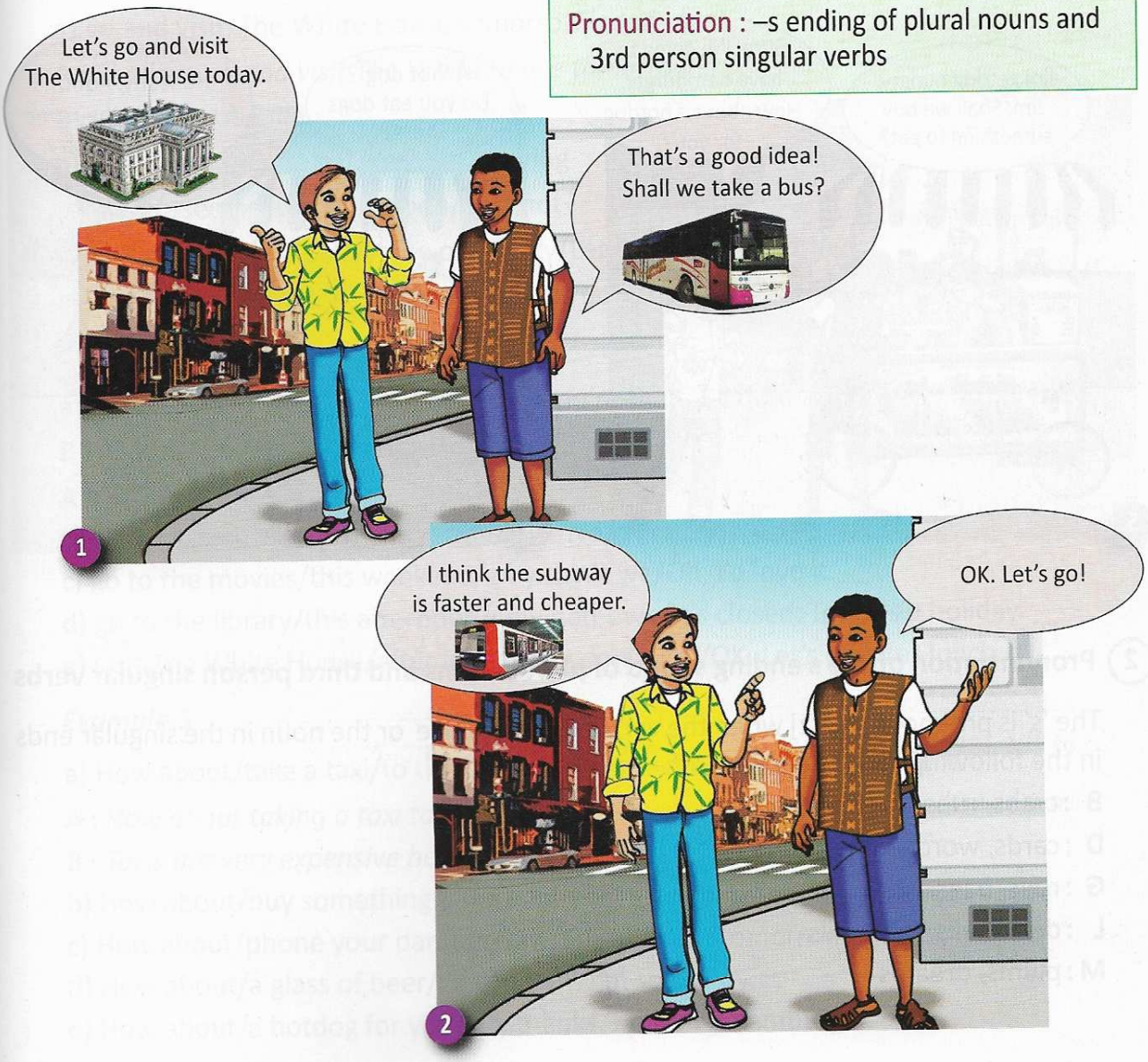
1 What are the people in the pictures doing?

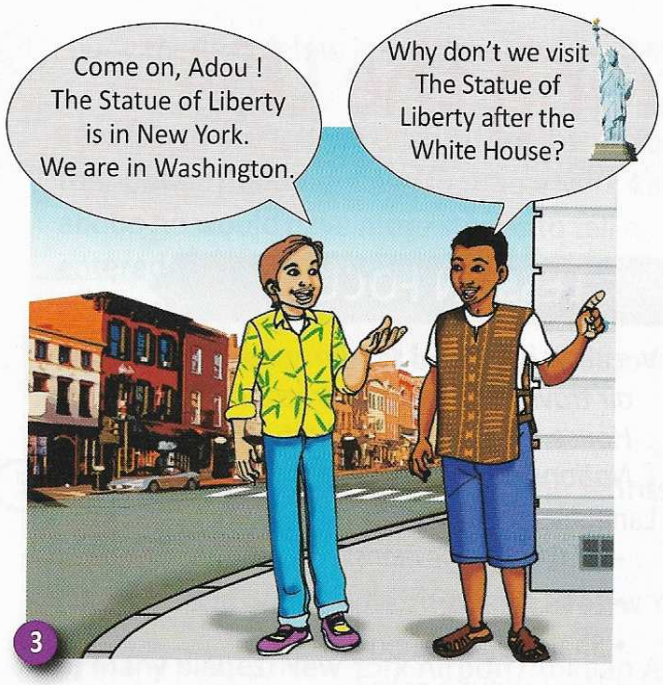
LESSON FOCUS

Vocabulary related to tourist attractions :
air travel and tourist attractions, The White House, The Statue of Liberty, the United Nations...

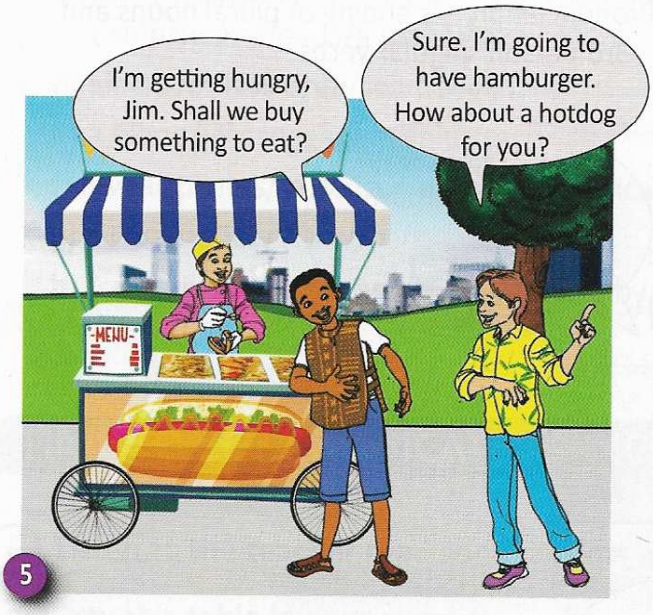
Language function :
– Making suggestions:
- Let's go and visit the Statue of Liberty
- Shall we take a bus?
- How about a coke?

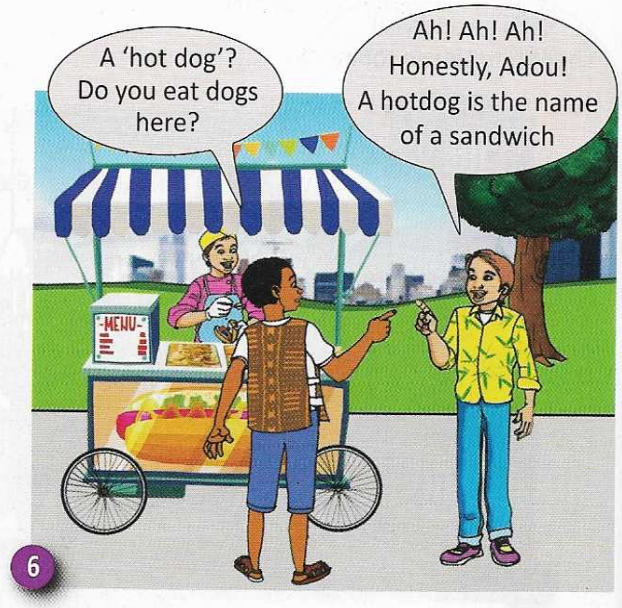
Pronunciation : –s ending of plural nouns and 3rd person singular verbs











(2) Pronunciation of the s ending sound of plural nouns and third person singular verbs

The 's' is prounounced [z] when the verb in the infinitive or the noun in the singular ends in the following:

B : crabs, rubs
D : cards, words, rides, ends
G : rugs, bags, begs
L : deals calls, falls, hills
M : plums, dreams

N : fans, drains, runs, pens
NG : kings, belongs, sings
R: wears, cures
V : gloves, wives, shelves, drives
Y : plays, boys, says,
THE : clothes, bathes, breathes
VOWEL SOUNDS: sees, fleas

TIME TO PRACTISE AND CHECK

3 Work in pairs. Make suggestions like the examples.

Example 1

a) go and visit/The White House tomorrow/good idea
A : *Shall we go and visit The White House tomorrow?*
B : *That's a good idea.*
b) buy/something to eat/Yes! I'm starving
c) go sightseeing/this afternoon/why not?
d) climb to the top/The Statue of Liberty/Let's not. It's too tiring.
e) meet in Central Park/at four in the afternoon/Fine with me.

Example 2

a) call your friends first/why don't you/You're right. I'll do that.
B : *Why don't you call your friends first?*
A : *You're right. I'll do that.*
b) Take a coach to Boston/why don't we/No, a train is more comfortable.
c) go to the movies/this weekend/why don't we/Oh, I'd love it.
d) go to the library/this afternoon/why don't we/It's closed. Today's a holiday.
e) visit The White House/after lunch/why don't you/OK. Let's go after lunch.

Example 3

a) How about/take a taxi/to the University/Taxis are very expensive here.
A : *How about taking a taxi to the University?*
B : *Taxis are very expensive here.*
b) How about/buy something to eat now/Let's do that. I'm very hungry.
c) How about/phone your parents now/I'll call them tomorrow.
d) How about/a glass of beer/I'd like that. I'm so thirsty.
e) How about/a hotdog for you/No, thanks. I prefer a hamburger.

4 **Listen and fill in the flight security instructions.**

a) (...), Captain Brown and his crew welcome you (...) of the aircraft.
b) Our flight (...) are demonstrating flight (... ...).
c) Before (... ...), put your (...) at upright positions, then (...) your (... ...).
d) In case of (...), do not panic. Use the oxygen (...) from to help you (...).
e) There are emergency (... ...) on either side of the aircraft.

5 **Practice saying the following words.**

crabs, rubs cards, words, rides, ends rugs, bags, begs deals calls, falls, hills plums, dreams fans, drains, runs, pens kings, belongs, sings wears, cures gloves, wives, shelves, drives plays, boys, says, clothes, bathes, breathes sees, fleas

TIME TO COMMUNICATE AND CHECK

6 **Dictation. Listen to a dialogue between Adou and his American friend Jim in New York. Then,**

a) write down the dialogue as you listen;
b) correct the dialogue with your partner;
c) finally, roleplay it with someone in class.

TIME TO REVISE AND CHECK

7 **Do the exercises in the chart.**

1. Find the names of means of transport.	**2. Find the comparatives of the adjectives.**
b) rolry	**a)** fast
c) pairelan	**b)** slow
d) tiran	**c)** expensive
e) phis	**d)** comfortable
f) ikeb	**e)** heavy
g) bomtorike	**f)** dangerous
h) toba	**g)** safe
i) critcley	**h)** easy
j) arc	**j)** cheap

3. Make comparisons.	4. Find the comparative forms of the adjectives and adverbs.
a) travelling by plane/traveling by car/	**a)** much
b) a ship/a train/	**b)** many
c) a bicycle/a motorbike/	**c)** few
d) riding a bicycle/riding a motorbike	**d)** good
e) travelling by train/travelling by bus	**e)** bad
f) going by bus/going by taxi	**f)** well
g) planes/trains	**g)** far
h) travelling by plane/traveling by car/	

8 Find the words or expressions related to air travel.

a) a palen tetick	**g)** an paritro
b) a sarpsopt	**h)** to hecck ni
c) to danl	**i)** a barondig drac
d) to keta fof	**j)** alvarri
e) gbagega	**k)** parudetre nougel
f) a ploti	**l)** tega

9 Copy this passage with the correct punctuation and capital letters. Then, read it aloud.

explained to him that the flight from new york was delayed so they had to wait the boy walked round greeting everyone.

"bonjour maman bon arrivée Tonton!"

people looked at him in surprise his uncle noticed that and told him

"kanaté we are at the airport not in a village"

10 Make suggestions. Use the words in brackets.

a) go and visit the airport (we)

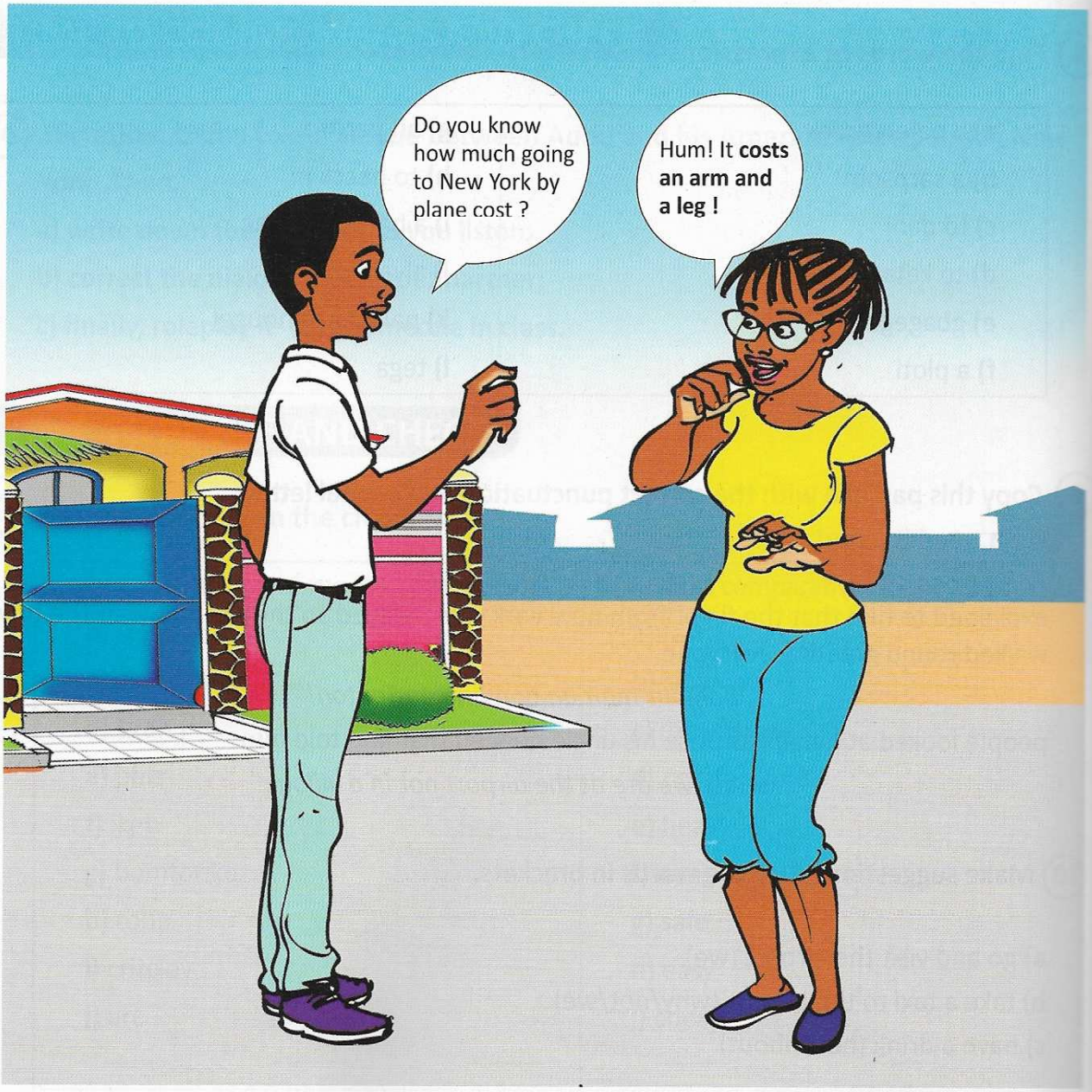
b) take a taxi to the airport (why/not/we)

c) have a drink (how about)

d) a glass of beer (what about)
e) postpone our flight till next week (we/shall)
f) phone the luggage department (why/not/you)
g) listen to the announcements (we)
h) have a look at Gate 5 (why/not/you)

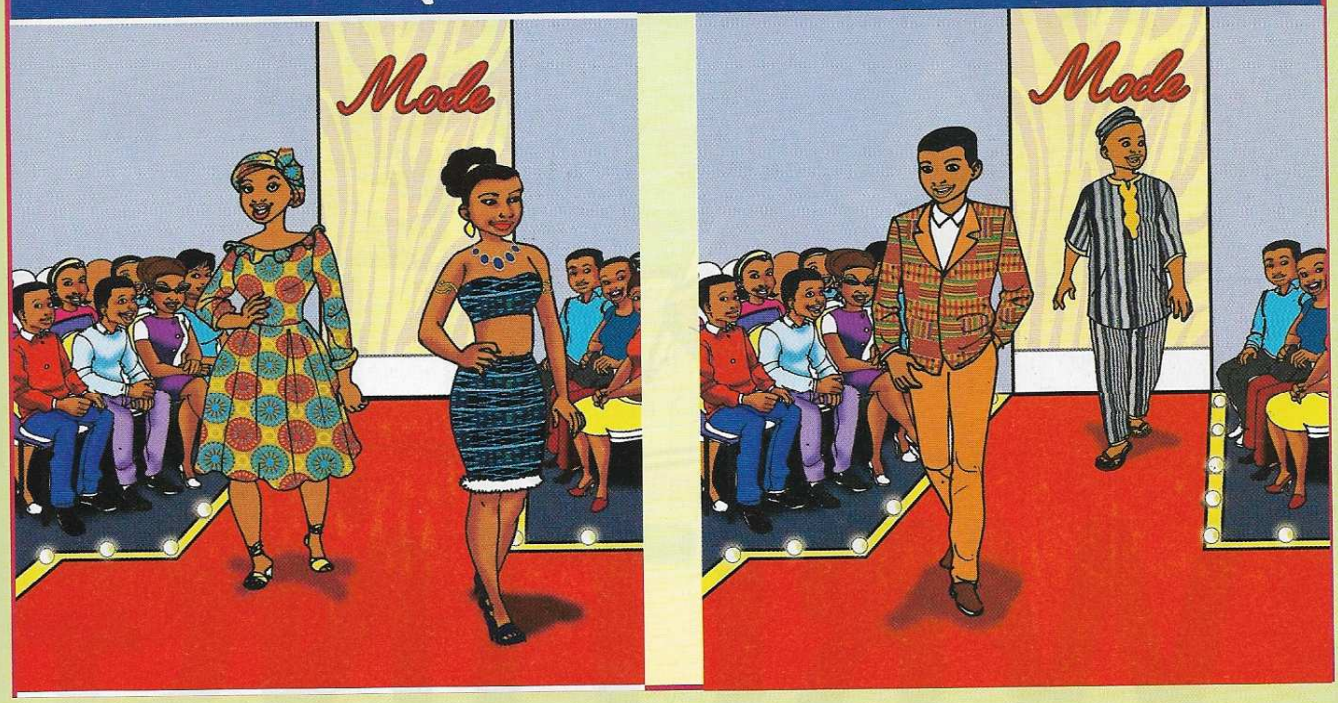
(11) What is your favourite means of transportation? Write a paragraph supporting your choice with at least 3 reasons why you prefer this means of transportation.

GET THE IDIOM RIGHT



unit
4

FASHION AFRICA
(WRITING)



LESSON 1

Modern and Traditional clothes

LESSON FOCUS

Vocabulary related to modern and traditional clothes : traditional outfits, fashionable clothes, second hand clothes, fashion, trends...

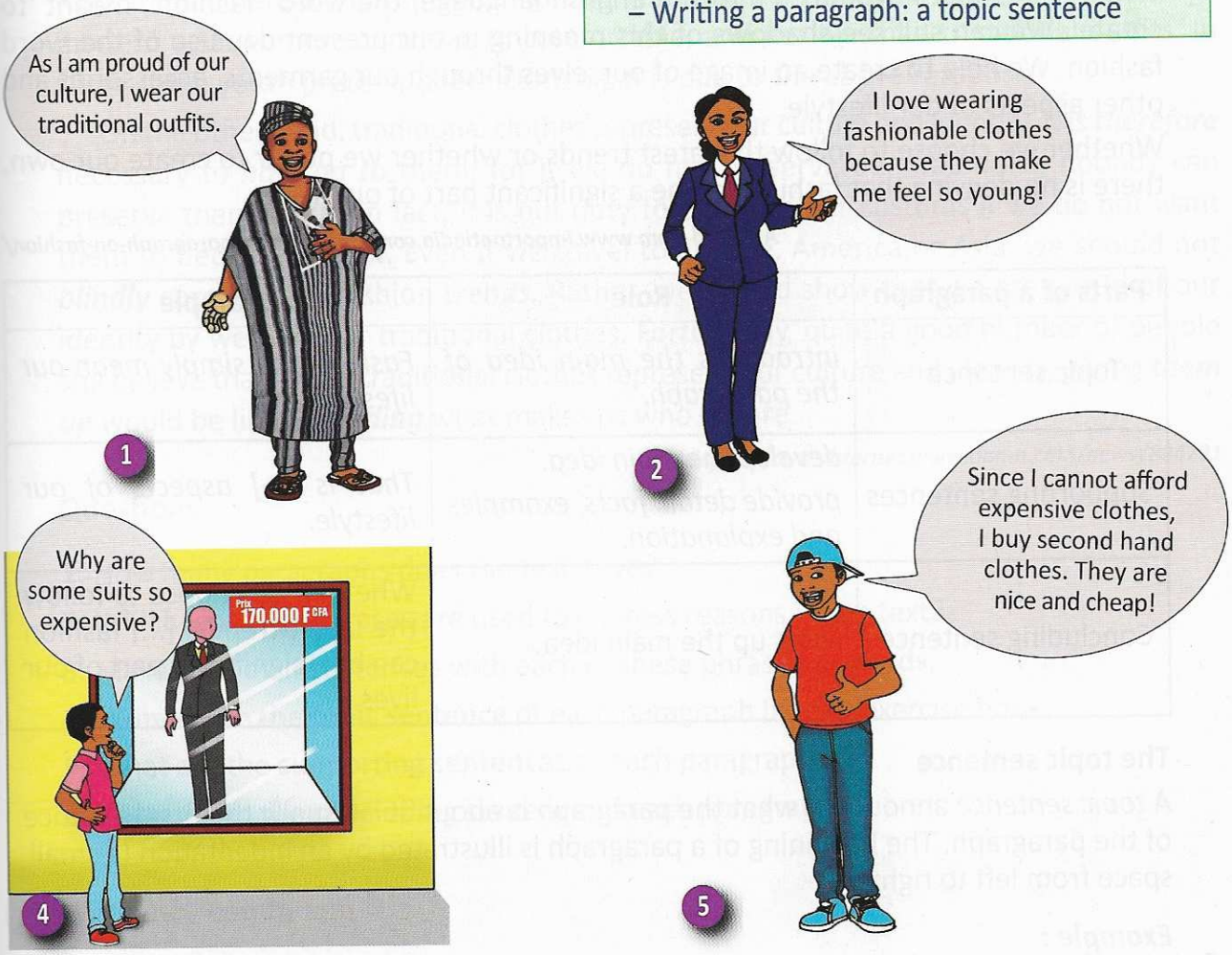
Language fonction

– Expressing reasons:
because (of), since as, that is...

– Writing a paragraph: a topic sentence

TIME TO FIND OUT

1 What are the people in the pictures talking about?



2 Words and phrases to express reasons

because (of) *since* *as* *that is (the reason) why*
due to *for this/that reason* *for*

Example : Since we are Africans, we must like African culture.

③ Writing a Paragraph

A paragraph is a group of sentences dealing with one specific topic. It consists of *a topic sentence, supporting* sentences and ends with a *concluding sentence*.
The conventional symbol of a paragraph is §. *Supporting sentences* give additional details to illustrate the topic. A *concluding sentence* puts an end to a paragraph. It is the conclusion of the paragraph.

Example :

Fashion can simply mean our lifestyle. That is the clothing and accessories that we wear and the cosmetics that we apply. Besides clothing, ornaments, accessories, and make up, it also includes our mannerisms and behaviour. The way we talk, the words that we use while talking, the voice tone, the clothing, the way we wear the clothes, etc. are all aspects of fashion.

When it was first introduced into the English language, the word "fashion" meant 'to create'. We can still see shadows of this meaning in our present day use of the word fashion. We help to create an image of ourselves through our garments, accessories and other aspects of our lifestyle.

Whether we choose to follow the latest trends or whether we prefer to create our own, there is no denying that fashion can be a significant part of our lives.

Adapted from www.importantindia.com/25005/short-paragraph-on-fashion/

Parts of a paragraph	Role	Example
Topic sentence	*introduces the main idea of the paragraph.*	*Fashion can simply mean our lifestyle.*
Supporting sentences	*develop the main idea.* *provide detail: facts, examples and explanation.*	*That is [...] aspects of our lifestyle.*
Concluding sentence	sums up the main idea.	Whether we choose to follow the latest trends, [...] fashion can be a significant part of our lives.

The topic sentence

A topic sentence announces what the paragraph is about. It is usually the first sentence of the paragraph. The beginning of a paragraph is illustrated by an indentation (a small space from left to right).

Example :

TOPICS	TOPIC SENTENCES
Clothing	*Clothing is one of our basic human needs.*
Modern and traditional clothes	*If modern clothes make us look fashionable, traditional clothes help us to preserve our cultural identity.*

TIME TO PRACTISE AND CHECK

4 Read the text and answer the questions below. Write your answers in your exercise book.

Why do Teenagers in Africa like Modern Clothes?

Modern clothes are popular among teenagers in Africa for a number of reasons. First, most ***youngsters*** nowadays believe that following Western fashion is trendy and 'cool'. Secondly, machine-made ***outfits*** tend to offer more freedom of expression as they can add their own designs and ideas to them. In addition, they are quite stylish and attractive. ***Furthermore,*** people believe that the youth tend to prefer modern clothes because they want to be different from the older generation. Last but not least, youngsters think that modern wear is more convenient, comfortable, and flexible than traditional outfits. In short, if the youth prefer modern clothing, it is ***due to*** the above reasons.

On the other hand, traditional clothes represent our culture and identity. It is ***therefore*** necessary to ***hold on to*** them, for if we do not preserve our traditions, nobody can preserve them for us. In fact, it is our duty to promote our customs if we do not want them to become extinct. Even if we travel to Europe, America or Asia, we should not ***blindly*** copy foreign fashion ***trends.*** Rather, we should show that we are proud of our identity by wearing our traditional clothes. Fortunately, quite a good number of people still believe that as our traditional clothes represent our culture and identity, ***giving them up*** would be like ***discarding*** what makes us who we are.

Adapted from: Internet.www.damn.com/news/884791

Questions

1. How many paragraphs does the text have?
2. Which words or phrases are used to express reasons in the text?
3. Make your own sentences with each of these phrases or words.
4. Write down the **topic sentence** of each paragraph in your exercise book.
5. What are the **supporting sentences** of each paragraph?
6. Write down the **concluding sentence** of each paragraph.

5 Sentence combining

Combine the two sentences into one to express reason. Use one of the reason phrases in 2.

Example : Since the show room caught fire, the fashion show was cancelled.

1. Youngsters are trendy. They don't like traditional clothes.
2. The show room caught fire. The fashion show was cancelled.
3. Modern fashion designers are creative. They can make African traditional clothes trendy.

4. A lot of celebrities are invited to the Cannes Film Festival. Most world famous media channels are interested in it.
5. There are no fashion schools in Côte d'Ivoire. There are not many creative fashion designers.
6. Anna could not attend the fashion show. She did not have enough money to pay the entrance fee.

(6) Word study. Match the words from the text in Column A with their meanings or synonyms in Column B. Work in pairs.

Example 1 : youngsters = b) young people

Column A	Column B
1. youngsters	**a)** because of
2. outfits	**b)** young people
3. furthermore	**c)** in addition
4. due to	**d)** preserve, keep
5. hold on to	**e)** responsibility
6. duty	**f)** without thinking
7. blindly	**g)** therefore
8. trends	**h)** abandoning
9. so	**i)** tendencies, fashions
10. discarding	**j)** clothes

TIME TO COMMUNICATE AND CHECK

(7) Write a topic sentence for each of the following topics.

Older People and Fashion

Traditional Clothes in Côte d'Ivoire

The Effects of Fashion on African Youth

LESSON 2

Fashion Shows

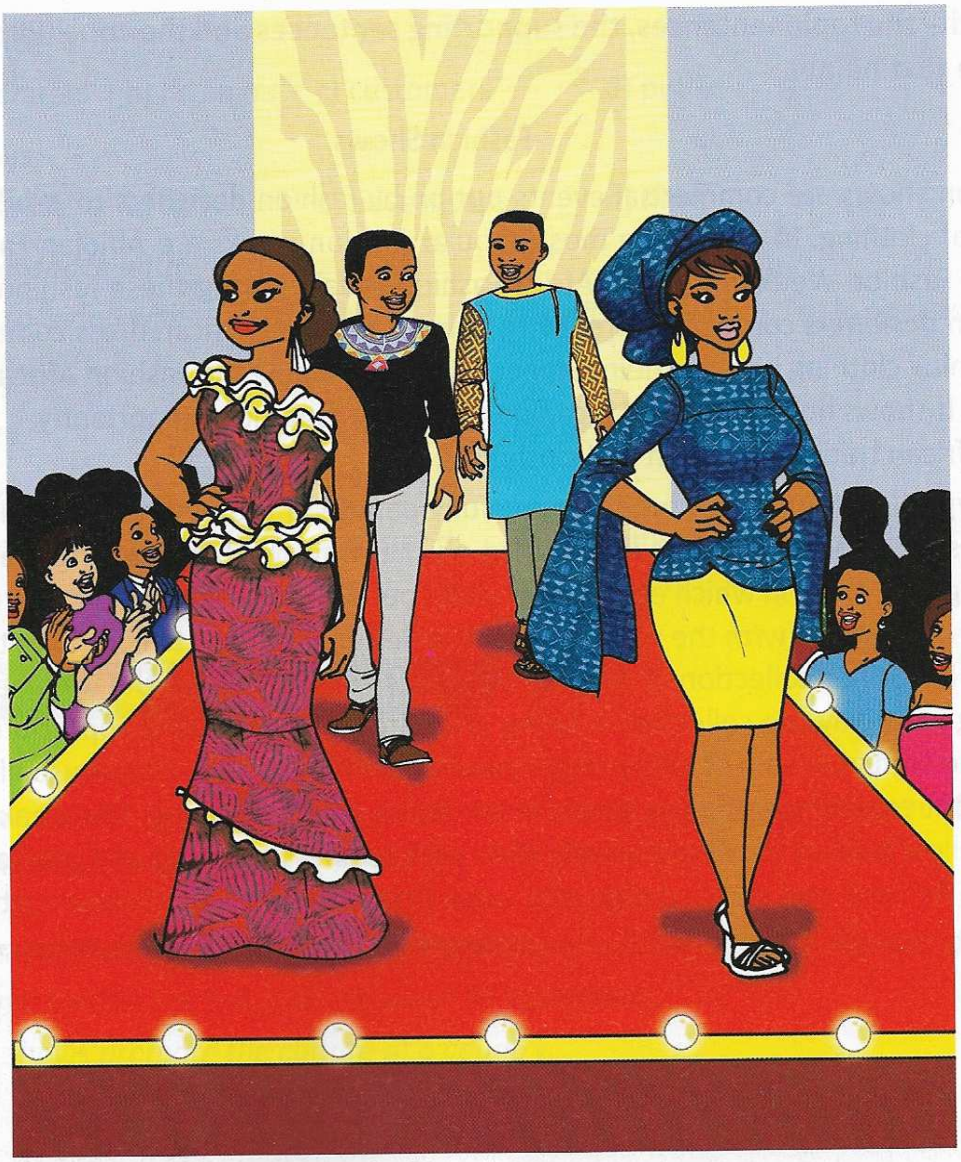
LESSON FOCUS

Vocabulary related to fashion show :
put on/wear, organise, design, pay for, exhibit

Language function :
– *Expressing likes and dislikes:*
I like, I love, I am fond of, I do not like...
– *Writing a paragraph: supporting sentences and concluding sentence*

TIME TO FIND OUT

1 **What are the people in the picture doing?**



a fashion show

(2) Words and phrases to express likes and dislikes.

I like – I love – I am fond of – I am crazy about – I enjoy +verb+ing – I hate
I do not like – I am not fond of – I am not crazy about – I do not enjoy+verb+ing

Examples:

I love watching fashion shows.

Anoh hates wearing traditional clothes.

TIME TO PRACTISE AND CHECK

(3) Write three sentences about what you like or do not like about fashion shows.

(4) Identify the topic sentences, the supporting sentences and the concluding sentences in the text below.

Fashion Shows

Fashion shows are commercial events ***put on*** by fashion designers to ***exhibit*** their new lines of clothing. In Africa, the most popular fashion weeks are Abidjan Fashion Week, Dakar Fashion Week and South Africa Fashion Week. During these fashion exhibitions, African ***designers*** compete in creativity, using traditional African dress codes to propose upcoming clothing lines to their audience. I love watching the Fashion Africa programme on TV. It shows how inventive African designers are, but more importantly, it ***portrays*** the rich African tradition of cloth and clothing.

In a typical fashion show, models gracefully parade in the newly designed outfits. The clothes being advertised are illuminated on the runway which has bright and colourful lighting. The order in which each model walks out wearing a specific outfit is usually planned ***in accordance with*** the message that the designer intends to convey to the audience about his or her collection. It is up to the ***audience*** to ***decipher*** the designer's message through the way the collection is being presented and to visually appreciate the details and the craftsmanship of every single piece of clothing. The audience usually consists of the most experienced businessmen in the realm of dressmaking. The weeks or months that follow fashion shows are usually filled with business meetings and phone calls to give orders for such and such a design that came first in the audience's appreciation.

Adapted from: https://en.wikipedia.org/ Wiki/Fashion-show 2014

5 **Choose the best meanings of the words and expression according to the text. Work in your exercise book.**

Example : 1 designers means d) inventors, creators

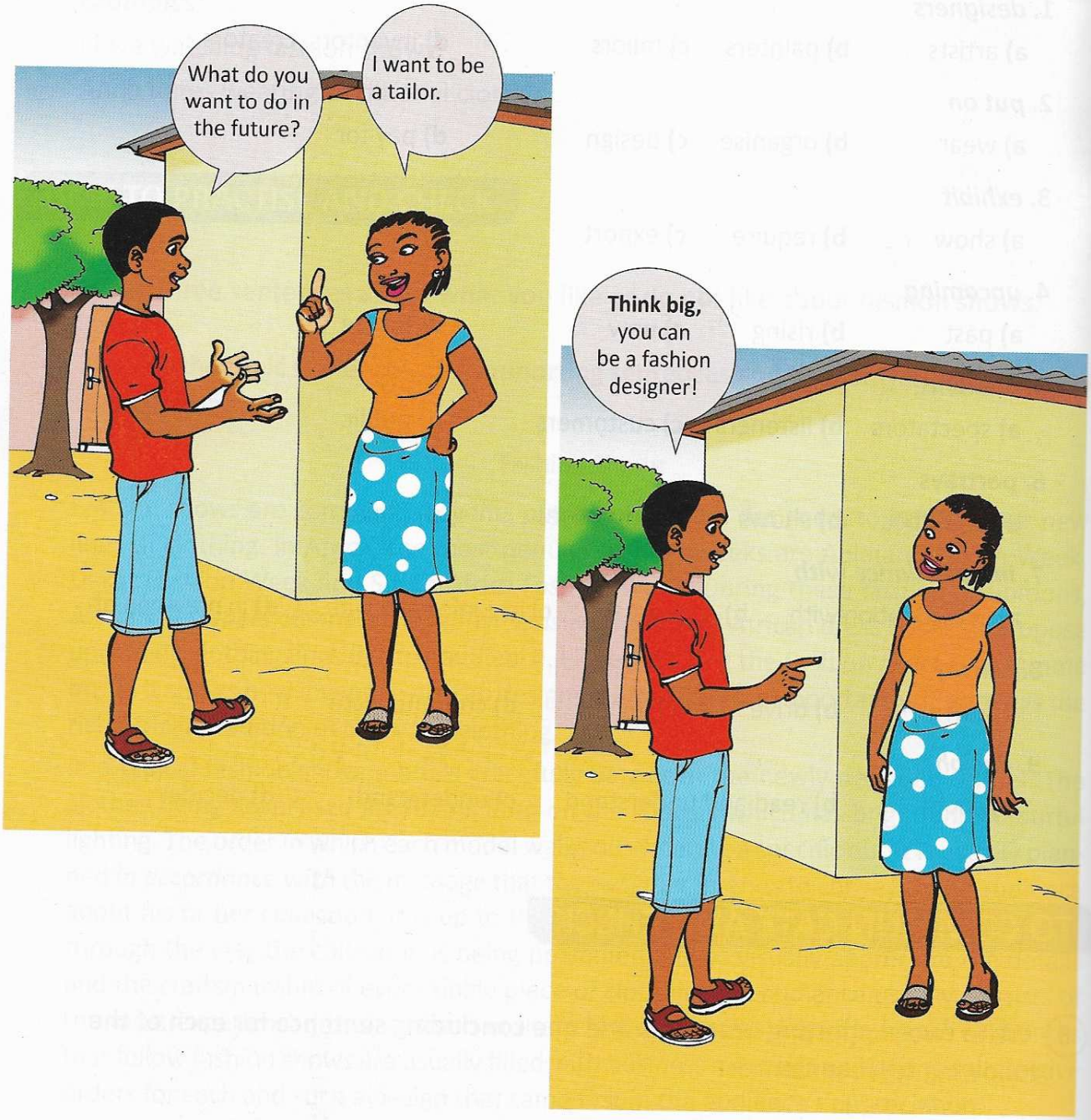
1. ***designers***
   a) artists **b)** painters **c)** tailors **d)** inventors, creators
2. ***put on***
   a) wear **b)** organise **c)** design **d)** pay for
3. ***exhibit***
   a) show **b)** require **c)** export **d)** sell
4. ***upcoming***
   a) past **b)** rising **c)** new **d)** future
5. ***audience***
   a) spectators **b)** listeners **c)** customers **d)** public
6. **portrays**
   a) describes **b)** shows **c)** advertises **d)** films
7. ***in accordance with***
   a) in association with **b)** contrary to **c)** in conformity with **d)** in prevision of
8. ***convey***
   a) carry **b)** drive **c)** invite **d)** communicate
9. ***decipher***
   a) count **b)** read and understand **c)** understand **d)** decide

TO COMMUNICATE AND CHECK

6 **Write two supporting sentences and one concluding sentence for each of the following topic sentences.**

Older people are more attached to their traditional culture than the younger generation.
Traditional clothes are less and less worn by youngsters.
Fashion shows promote the culture of a country.

GET THE IDIOM RIGHT



LESSON 3

Cosmetics



LESSON FOCUS

Vocabulary related to cosmetics:
make-up, skin lightening creams, develop two complexions, hair sprays, plait (to)...

Language function:

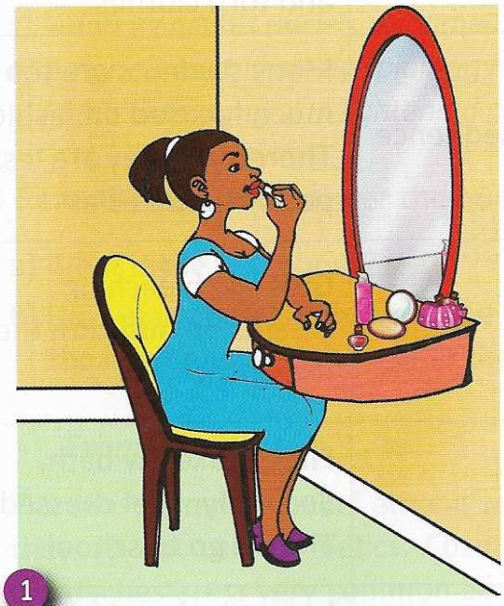
– *Expressing cause and effect:*
If you wear too much cosmetics you will spoil your skin.

– *Giving advice:*
I think you should/I don't think you should.

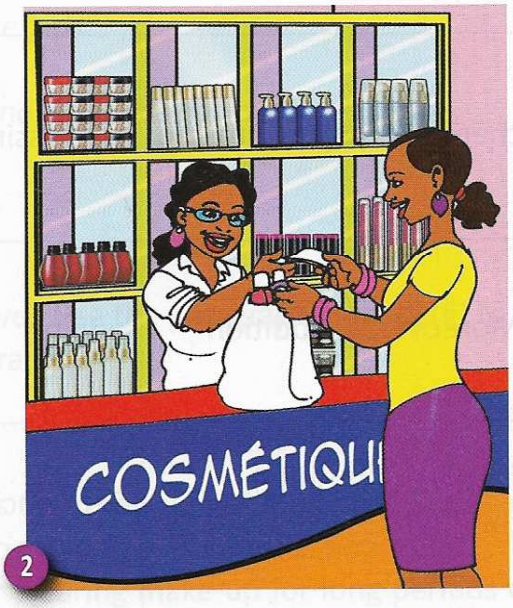
Writing a paragraph: Linking words
however, therefore, moreover...

TIME TO FIND OUT

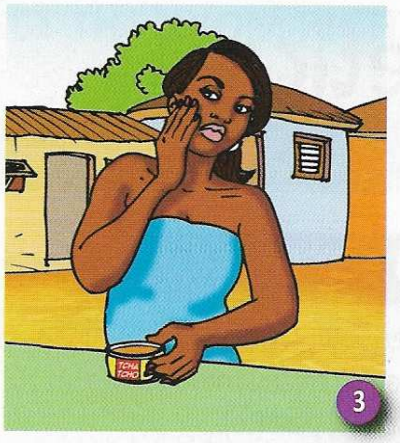
1 What are the people in the pictures doing?



1 Ama is putting on some make-up.



2 Aunty Sally is buying some cosmetic products.



Anita is lightening her skin



You should be more careful when using cosmetic products.

(2) Using connectors.

Connectors	Role	Example
in contrast, however	Contrasting	Using cosmetics is fashionable; **however** some make up has side effects.
similarly, likewise	Expressing similarity	You cannot wear miniskirt here; **likewise**, it's forbidden to put on tight and torn clothes.
therefore, as a result	Expressing consequence	Many students are too much focused on fashion. **Therefore**, they are less performant in class.
Moreover, in addition	adding	Girls like bleaching creams. **In addition** they use lipstick
first(ly), second(ly), third(ly)	Sequencing	**First**, I take my bath. **Secondly**, I get dressed. **Third**, I go to school.
In conclusion, to sum up	Concluding	**In conclusion**, Africans should be proud of their culture.

3 Phrases to express advice.

I think you should/I don't think you should / You ought to/you ought not to / I wouldn't encourage you to / If I were you, I would/wouldn't...

4 Phrases to express cause and effect.

If you use too much cosmetics, you will spoil your skin.

If girls plait their hair all the time, they will lose their hair.

Using too much beauty creams will make you old before your time / Straightening your hair often will make it drop.

TIME TO PRACTISE AND CHECK

5 Make sentences to express cause and effect and advise people who find themselves in the following situations. Use the phrases in 3 and 4.

Example :. *a) If I were you, I wouldn't lighten my skin. Lightening your skin can seriously affect your health.*

a) Your sister wants to buy some cream to have lighter skin.
b) Your friend Amarie likes straightening her hair.
c) Adou wears his uncle's perfume to seduce girls.
d) Amarie's aunt is always plaiting her hair.
e) Fatou likes using skin lightening creams; now she has got two skin colours.

6 Read the text and answer the questions.

a) What is the text about?

b) How many paragraphs does the text have? Use the paragraph symbol (§) to show the beginning and the end of the paragraph.

Example : §1: from "... to ...."

The most common belief among women is that they cannot look pretty or beautiful if they do not use cosmetics. Cosmetics do have lots of severe side effects, though. Headaches are a very common issue after wearing make-up for long periods of time. Generally ladies feel tired, dizzy and nausea after prolonged exposures to strong make-up. The use of hair sprays is even more dangerous. It said that using hair sprays for a long time can result in the damage of the skull and permanent loss of hair colour. Lipsticks contain aluminium which may cause long term anaemia and even glucose intolerance.

In addition, if swallowed by mistake with food, lip balms and lipsticks can lead to many respiratory diseases. Different types of allergies can occur with excessive use of cosmetics. Women should be very careful while choosing their cosmetic products if they don't want to risk skin cancer which does not have any cure at the present time. Wear make-up, but make sure it is not for too long. If you have to spend a large amount of time outside, then you had better use light make-up to be on the safe side.

Adapted from Internet: Effects of cosmetics
By Neil Verma | January 18, 2014

TIME TO COMMUNICATE AND CHECK

(7) A South African magazine called *Africa on the Peak*, reported what a famous African fashion designer said in a South African Fashion Week in Johannesburg: *"African models should parade in traditional clothes. They should not put on funny make-up that makes them look so unnatural."*

The Editor of the magazine asked youngsters all over the world to react to that opinion in the "Letter to the Editor" column of the magazine.
Write a one-paragraph article to respond to the fashion designer. The best paragraph will be published in the school English Club magazine.

TIME TO REVISE AND CHECK

(1) Work in your exercise book. Rewrite the text below in your exercise book. Use capital letters, commas and full stops where necessary.

everyone wants to move with the times but time changes so fast it is amazing how fast fashion comes and goes some years ago boys used to wear loose clothes today boys' jeans are becoming tighter and tighter fashion today is more elegant and democratic than it was before there is no need to change your clothes with every season it is great for us today that fashion is not only more independent but free from age restrictions.

(2) Rewrite the text into two paragraphs. Work in your exercise book.

There are different types of allergies that can occur with the excessive use of cosmetics; at times, there are side effects even if the usage is limited. Allergies can cause skin depigmentation, breathing problems, hair loss and even loss of appetite. Be careful while choosing your cosmetics. Fake skin products can lead to severe health issues such as skin cancer, which has no cure at the moment. You can wear makeup, but make sure you do not wear it for too

long. If you have to wear makeup for a long period of time, then it is better to apply some light makeup to avoid headaches, nausea and dizziness after long hours of use.

TIME TO REVISE AND CHECK

3 **Join the clauses in (A) and (B) to express cause and effect. Work in your exercise book.**

A	B
1. If you do not use perfume,	**a)** she may eventually suffer from anaemia.
2. If your sister uses hair sprays for a long time,	**b)** can lead to respiratory problems.
3. If you use fake skin products, it	**c)** will make you look unnatural.
4. If fashion models use too much makeup, they will	**d)** will cause your hair to drop.
5. If she swallows some lipstick while eating,	**e)** you will not smell good.
6. If you use skin lightening creams,	**f)** lose their natural beauty.
7. Depending on beauty creams constantly	**g)** you may develop two complexions.
8. Wearing African braids all the time	**h)** can be dangerous, causing even skin cancer.

TIME FOR FUN

1 **Article writing**

Soon it is going to be the Fashion Week of your school. On this occasion, the English Club magazine organizes a writing competition about the effects of cosmetics on school girls.

- **Write a two-paragraphs article on this topic.**
- **Give a title to your article.**

② **Learn the poem by heart to recite it in class. Then, write your own poem on cosmetics.**

Crazy for Fashion

Birds do beautifully display
Their feathers in the skies,
Lions proudly show off
Their brittle hairs in the jungles,
Peacocks flaunt their feathers
Around the courtyards,
Snails are comfortable in their shells,
Man, God's image is confused in himself!

Man is ashamed of his godly nature,
Crazy outfits are designed
To display nookies and crannies,
Skins are bleached to change colours
Tattoos are engraved on skins,
Hair colours are changed
Like the garment of masquerade,
Man, never satisfied with nature!

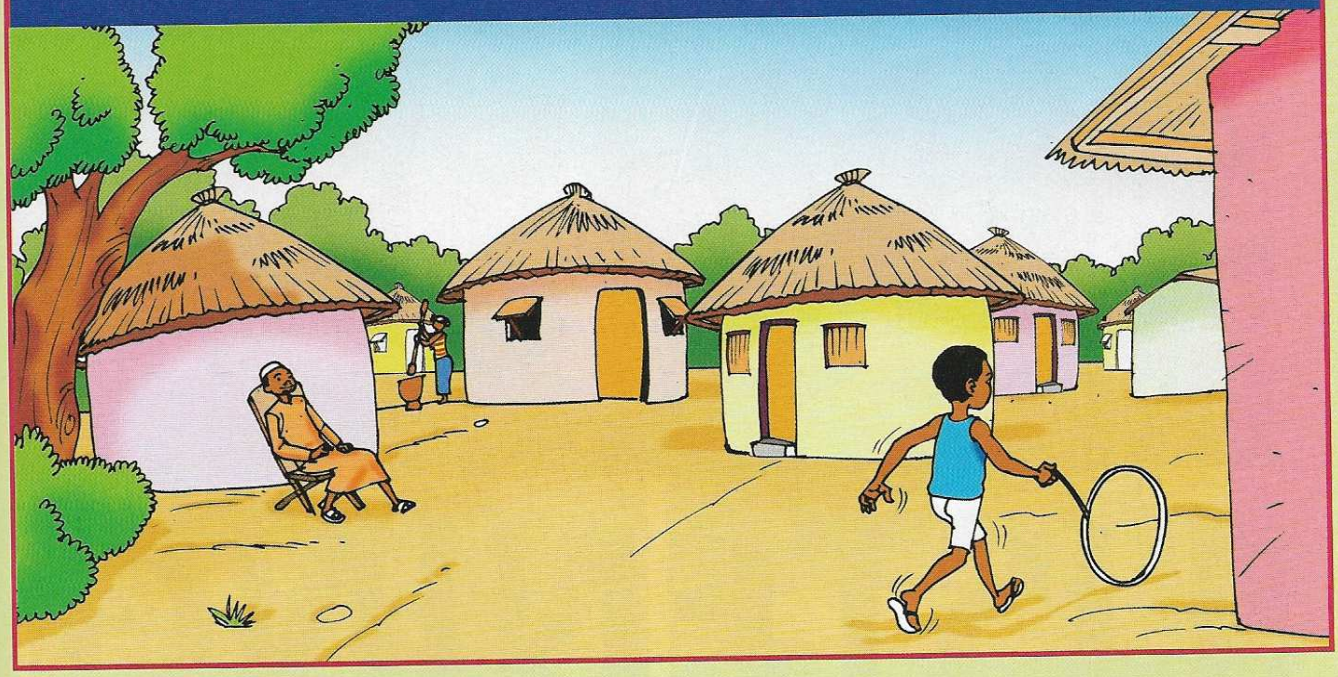
Man's insatiable and craze
For fashion runs like oceans
He has a face-lift,
Does liposuction and implants,
Has a tummy tuck
And even brightens his teeth,
All in the name of fashion,
It's just crazy fashion!

Why this rat race?
Why tampering with natural beauty?
Is God no more perfect?
Are these really fashion?
No, they are destruction
In the name of fashion
It's just fashion crazy!

(Babatunde Aremu)

unit
5

CITY OR VILLAGE?
(Listening)



LESSON 1

In the City

TIME TO FIND OUT

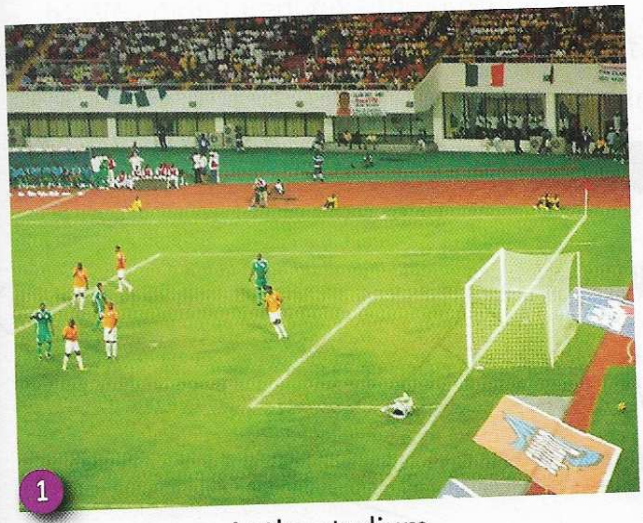
1 What are the people in the pictures doing?

LESSON FOCUS

Vocabulary related to city life:
public facilities, university, supermarket, stadium, toll bridge, traffic...

Language Functions:
Expressing preference with 'would rather'

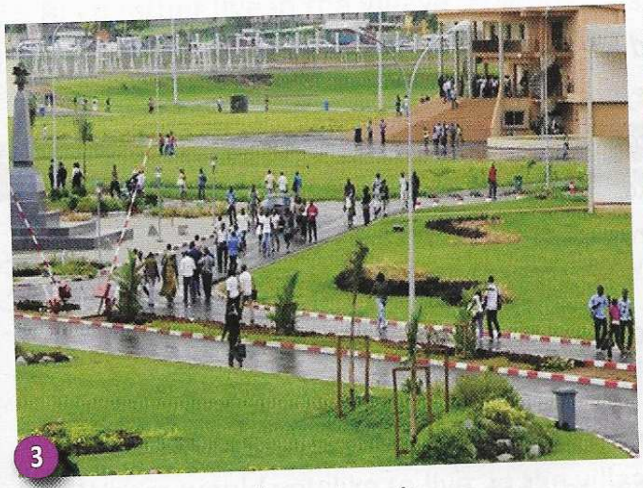
Pronunciation: Intonation
Asking and answering questions with rising or falling intonation.



1 At the stadium



2 At the toll bridge



3 At the university



4 At the hospital



5

At the supermarket



6

To direct the traffic

2 Expressing preference with *'would rather'*

To express preference with would rather we use:
subject + would rather/I'd rather + infinitive without 'to'

Example:

I would/I'd rather live in my village.

TIME TO PRACTISE AND CHECK

3 Pair work. Ask and answer questions with your partner.

Example:

A *– Do you prefer to live in the city or the village?*

B *– I'd rather live in the city.*

a) *live in the city/in the village/you/prefer*
b) *live in an apartment/in a villa/you/prefer*
c) *have a coke/some lemonade/you/would like*
d) *go to school by car/on foot/children/prefer*
e) *eat alloco and fish/fried yams and chicken you/would like*
f) *buy a motorbike/a bicycle/you/would like*
g) *set up a business/buy a new car/your brother/prefer*

4 Listen and complete this dialogue between two students. Write your answers in your exercise book.

Aline : You look very tired. What happened?

Badi : I had to walk all the way from Plateau to Abobo yesterday because of the taxi drivers' strike.

Aline : And all the buses were (2...)

Badi : The worst thing is that our area was (3...) last night after the heavy rain. I didn't sleep at all.

Aline : Oh, I'm so sorry to see you like that. Floods, strikes, (4...) pollution, (5...), (6...) problems, (7...)! These are the realities of our (8...).

Badi : Honestly, if I had the choice, (9...) live in my small village of Gueibly. It is so peaceful there!

Aline : Me, too. (10...) in Saïoua or Niablé. Life is less stressful in (11...) than in big cities.

Badi : That's true, but what can we do? We have to live with our parents.

Aline : I know! Well, I have class in five minutes. See you then.

B : Bye bye!

5 Answer the questions on the dialogue above.

a) Why does Badi look so tired?

b) Why didn't Badi take the bus home?

c) Did the boy sleep well at night? Why not?

d) What are the realities of city life according to Aline?

e) Where would Badi rather live?

f) Does Aline like to live in the city?

6 Intonation: Practice asking and answering questions with rising or falling intonation.

Example:

A: Where do you prefer living? (city or village). ***Rising***

B: I'd rather live in the village. ***Falling***

TIME COMMUNICATE AND CHECK

7 After listening to the conversation between Aline and Badi, discuss the following questions in groups.

– What causes pollution in cities?

– What causes transport problems in cities?

– Where would you like to live, in the village or in the city?

GET THE IDIOM RIGHT



LESSON 2

Village life

LESSON FOCUS

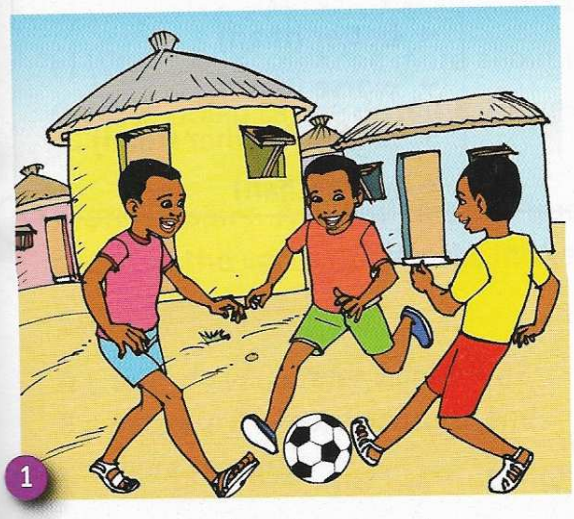
Vocabulary related to village life:
peaceful, relaxing and restful, caring and hospitable, healthy, natural, clean, hard working...

Language function: Comparing
Adj + -er + (than)/More +adj + (than)

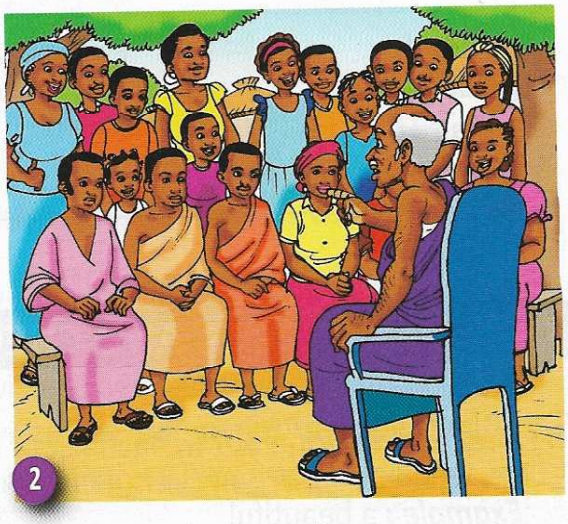
Pronunciation: Word stress
heavy/**ha**ppy

TIME TO FIND OUT

1 What are the people in the pictures doing?



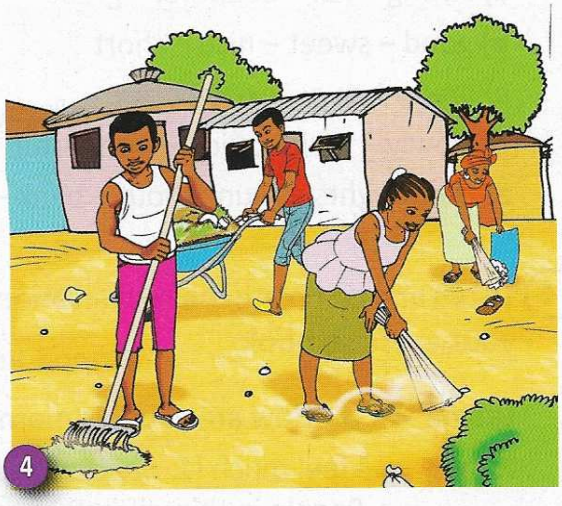
1 On the playground



2 Under the palaver tree



3 Dating



4 Clean-up day

② Comparing things or people.

To compare things or people, we use the comparatives.

Adjectives	Comparative Forms	Examples
➡ one and two-syllable adjectives	Adj + -er + (than)	short → shorter (than) clever → cleverer (than)
➡ two-syllable adjectives ending in y	Adj + -ier + (than)	happy → happier (than)
➡ more than two-syllable adjectives	More +adj + (than)	beautiful → more beautiful (than)

NB: The adjectives *good, bad, far, much* and *many* have irregular comparative forms.

Example

Adjectives/Adverbs	Comparative forms
good	→ better (than)
bad	→ worse (than)
far	→ farther/further (than)
much/many	→ more (than)

TIME TO PRACTISE AND CHECK

③ Find the odd-one out in each list of adjectives.

Example : a.beautiful

a) strong – tall – beautiful – great

b) good – sweet – nice – short

c) pretty-heavy- icy- light

d) slowly – rapid- quick – wonderful

e) traffic lights – roundabout – bank – crossroads

④ Listen and complete the conversation between Lasme and Koné. Write your answers in your exercise book.

Lasme : Hi! How are you this morning?

Koné : I feel much (**1.** ..*better*). I slept so well. Thank you for inviting me to Kpass. People in this village are more caring and (**2** ...) than in Abidjan.

Lasme : Yeah, village life is always more (**3** ...) and more restful than urban life.

Koné : Now I understand why Aline and Badi (**4** ...) live in the village.

Lasme : And because the lagoon in Kpass is not (**5** ...), the air is (**6** ...) in Abidjan.

Koné : What strikes me more is that life in the village is (**7** ...). At night, people leave their (*8* ...) open and they aren't worried about (**9** ...).

Lasme : That's because in the village, everybody knows everybody, whereas in the city, you don't know everybody, that's why (**10** ...) break into people's houses to rob them.

Koné : Yeah! It's a pity, isn't it? Unfortunately, all the good things are in the cities.

Lasme : If our villages (**11** ...), I would definitely live in my village and work in the city.

5 Answer the questions on Lasme and Koné's conversation.

a) Where are Lasme and Koné?

b) How does Koné like the people in Lasme's village?

c) What does Lasme say about village life?

d) Why is the air in Kpass fresher than the air in Abidjan?

e) What impresses Koné more about the village of Kpass?

f) What would Lasme do if the villages were more developed?

6 Work in pairs. Ask and answer questions with you partner. Use the comparative forms of the verbs or adverbs in the box.

Example

A : *Why do you prefer village life?*

B : *Because it's more peaceful and more relaxing*

village life/peaceful and relaxing
village people/ caring and hospitable
village food/healthy and natural
village environment/clean and healthy
living in the village/restful and peaceful

7 Word stress. The syllable in bold of each short adjective is stressed. Practice pronouncing them.

taller ***shorter*** ***heavier*** ***prettier*** ***scarier*** ***better*** ***further*** ***faster***

TO COMMUNICATE AND CHECK

8 Roleplay the conversation between Lasme and Koné.

– Take turns to be Lasme or Koné;
– replace Kpass with the name of a village of your choice;
– use the names of your friends instead of Aline and Badi.

GET THE IDIOM RIGHT



LESSON 3

Rural exodus

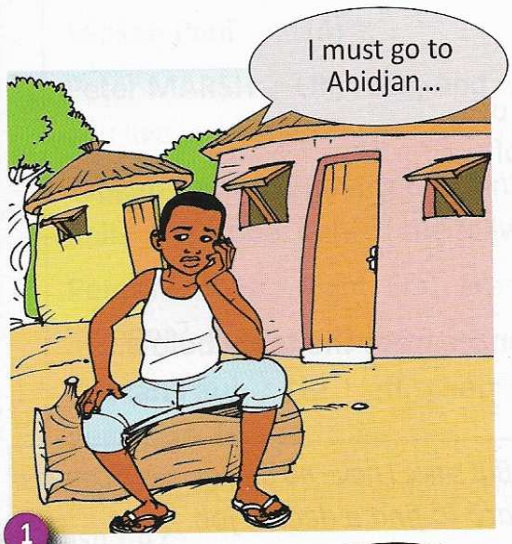
LESSON FOCUS

Vocabulary related to rural exodus:
school leavers, to find a job, low prices of products, poor living conditions...

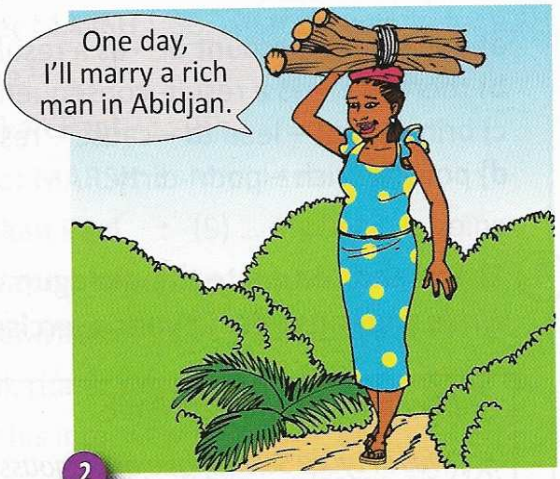
Language functions:
– Expressing cause and consequence: due to, since, consequently, therefore
– Making suggestions: Why don't you...? What/How about +v ing...

TIME TO FIND OUT

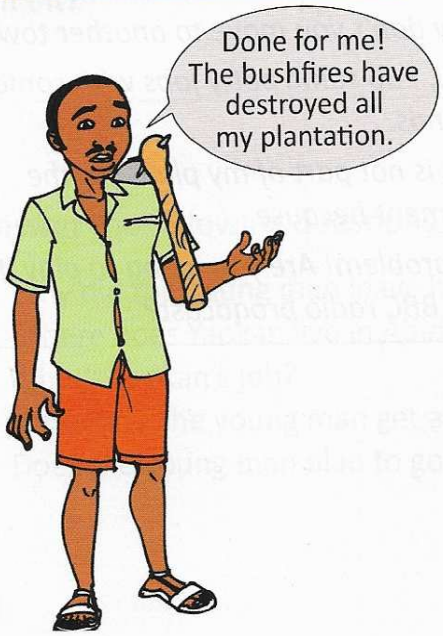
1 What are the people in the picture thinking of or saying?



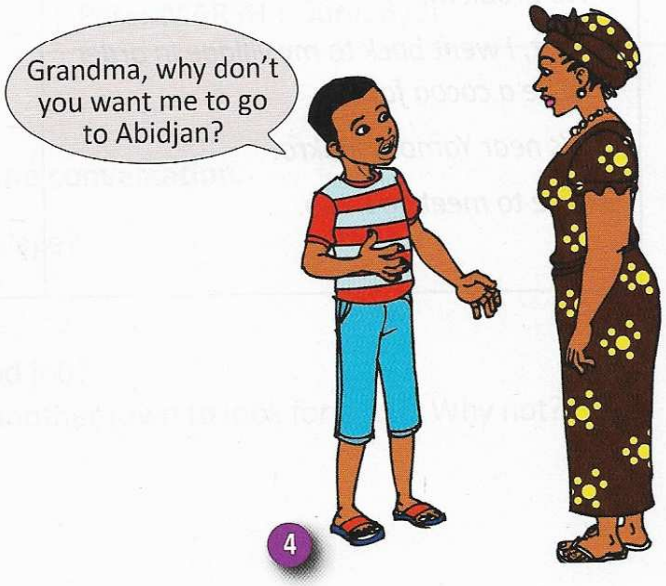
1



2



3



4

(2) Words and phrases to express causes and consequences

Cause	Consequence
due to, because (of), on account of to make someone do something for this reason, as, since, for to cause, to provoke, to bring about to beget	as a result of, consequently in the end, eventually thus, so, therefore

TIME TO PRACTISE AND CHECK

(3) Find the odd-one out in each list.

Example: **c.** cause

a) due to – on account of – as a result of – because of
b) therefore – as a result- consequently – because of
c) bring about – lead to – cause – result in
d) poverty- rich – poor -dirty

(4) Listen and complete the dialogue with the sentences from the table below. Write your answers in your exercise book.

– *My name's Konankan Paul.* – *I was in Lycée Scientifique of Yamoussoukro.* – *No problem.* – *First, I went back to my village in order to be a cocoa farmer.* – *It's near Yamoussoukro.* – *Nice to meet you, too.*	– *Yeah! But since I have no proper qualifications, it's hard to find a decent job.* – *Why don't you move to another town?* – *Well, I do some petty jobs with some friends.* – *This is not part of my plans for the moment because* – *No problem! Are you going to play it on the BBC radio broadcast?*

Peter MARSH : Hi! I'm Peter MARSH from the BBC. What's your name?

Yaokan Paul : Hi! (1) ...

Peter MARSH : Nice to meet you.

Yaokan Paul : (2) ...

Peter MARSH : Can I ask you some questions?

Yaokan Paul : (3)...

Peter MARSH : Where are you from?

Yaokan Paul : N'Gettadolikro.

Peter MARSH : Where's that?

Yaokan Paul : (4) ...

Peter MARSH : Oh, I see. And where do you live in Abidjan?

Yaokan Paul : With my uncle in' Derrière Rails'; in Abobo, behind the railway.

Peter MARSH : Right. Err... are you a student?

Yaokan Paul : No. I left school four years ago. (5) ...

Peter MARSH : That's a very good school, isn't it?

Yaokan Paul : It is! But as I had no place to stay, my results became very bad; so I was expelled.

Peter MARSH : Sorry about that! And what did you do?

Yaokan Paul : (6) ...

Peter MARSH : Have you got a big cocoa plantation?

Yaokan Paul : No, unfortunately, because there's no more land for us school leavers to create plantations.

Peter MARSH : So you moved to Abidjan to find a job?

Yaokan Paul : (7) ...

Peter MARSH : So, what do you do for a living?

Yaokan Paul : (8) ...

Peter MARSH : Mm, I see. ...?

Yaokan Paul : (9) ... my uncle is going to pay for my driving lessons.

Peter MARSH : Oh, good for you! Well, Paul, thank you very much for agreeing to do this interview.

Yaokan Paul : You're welcome, sir. (10)

Peter MARSH : Sure. Bye!

(5) Answer the following questions on the conversation.

a) Why did the young man leave his village?
b) Where does Yaokan live in Abidjan?
c) What's Yaokan's job?
d) Why can't the young man get a good job?
e) Does the young man plan to go to another town to look for a job? Why not?

6 **Classify each word or phrase into the right box. Then, write three sentences to express cause and consequence. Work in your exercise book.**

overpopulation in cities | insalubrity | low prices of agricultural products
bad living conditions | lack of reliable manpower in plantations | poverty
lack of modern infrastructures | development of slums in the cities | insecurity

Causes of the rural exodus	Consequences of the rural exodus
low prices of agricultural products	overpopulation in cities

7 **Pair work. Explain your problem to your partner and listen to his/her suggestion.**

Example

A : Life hasn't been easy for me in the city.

B : So, Why don't you go back to the village ?

a) life/not easy for me in the city/go back to the village

b) I/no job/go to another town to look for one

c) I/very tired/have a rest

d) our neighbourhood not safe/move to somewhere safer

e) I/no money/ask your Mum for some

f) no more forest in our village/migrate to the city

TIME TO COMMUNICATE AND CHECK

8 **Discuss the following questions in your groups.**

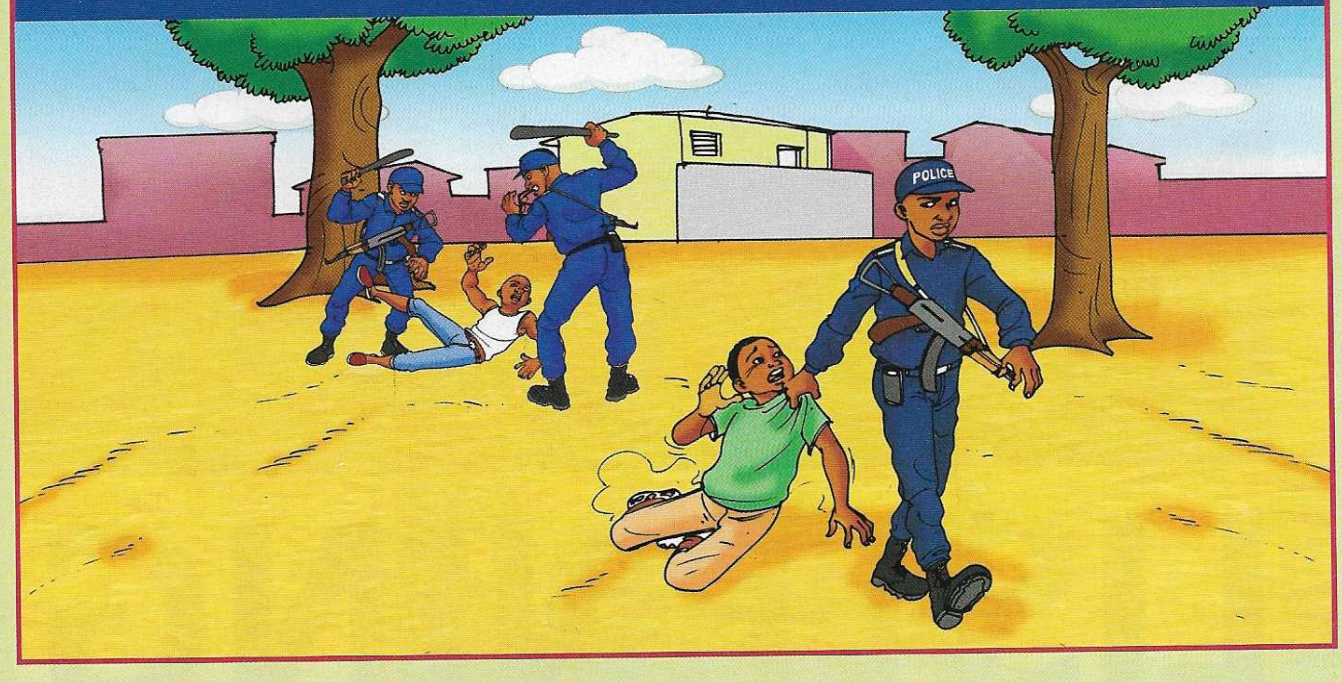
1. What makes young people leave the village for the city?

2. What are the consequences of the rural exodus on the city and on the village?

3. What suggestions can you make to solve the problem?

unit
6

HUMAN RIGHTS
(LISTENING)



LESSON 1

My Rights

LESSON FOCUS

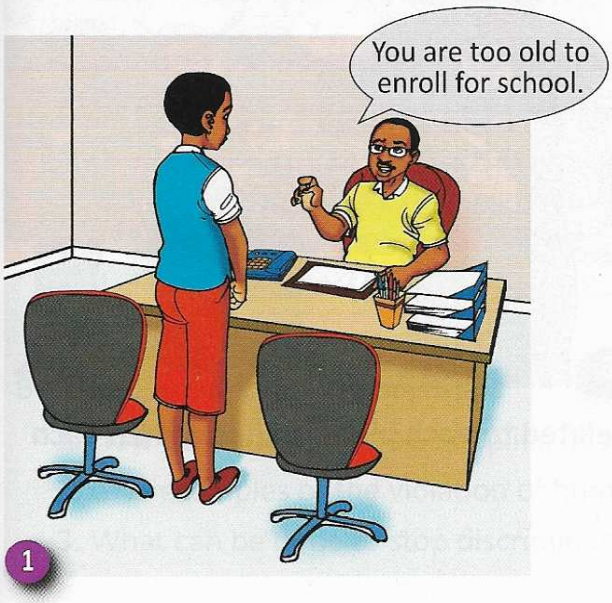
Vocabulary related to human rights:
citizen, to enforce, to apply, to achieve, to be entitled to, to be held in, to be tortured to...

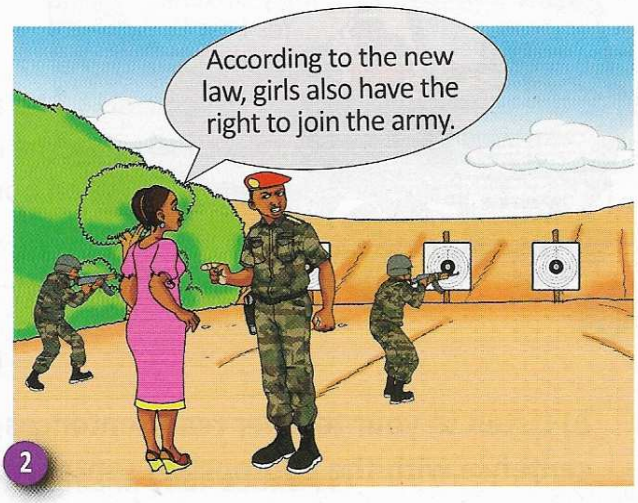
Language function: Expressing opinion
I think, in my opinion, as far as I'm concerned,

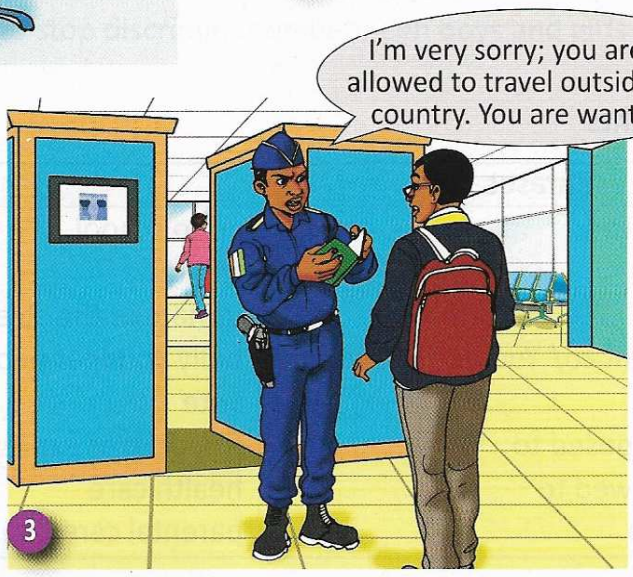
TIME TO FIND OUT

1 Look at the pictures.

a) What are the people in the pictures talking about?

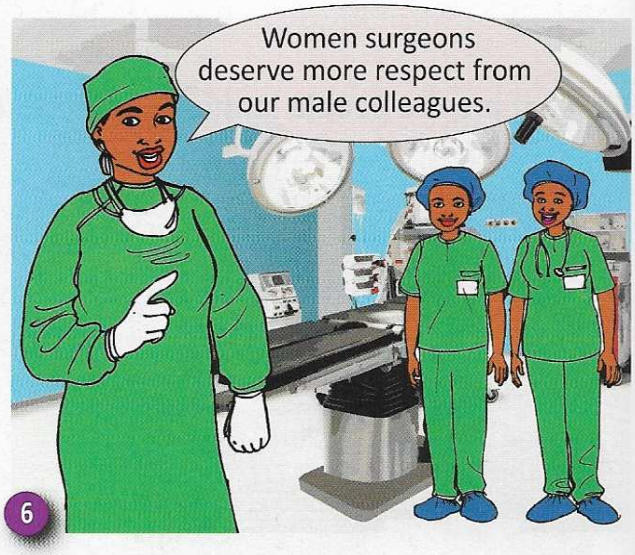












b) Listen to your teacher read sentences related to each picture, then match each sentence with the appropriate sentence.

(2) Phrases

a) expressing rights

Phrases	Rights
I have the right to	go to school
It's my right to	shelter
I'm entitled to	urinate in the street
You have no right to/ You don't have the right to	bully younger people
	vote
You are not supposed to	freedom of expression
You are not allowed to	health care
It's forbidden to	parental care

b) expressing opinions

I think.... I believe.... I feel.... I suppose.... I guess.... In my view.... In my opinion.... It seems to me that.... From my perspective.... From my point of view.... From my view point.... As far as I'm concerned.... Personally, I think.... What I mean is.... Generally, it is thought that.... Some people say that.... Well, it is considered that.....My impression is...

TIME TO PRACTISE AND CHECK

(3) Now, listen to a text read aloud by your teacher and answer the following questions.

a) What is the text about?

b) Who is Eleanor Roosevelt ?

c) What's the title of the speech she gave 10 years later?

(4) Listen to the text again and do the following.

A – Complete the missing parts of the text.

Where, after all, do universal human rights begin? In small **1**....., close to home - so close and so small that they **2**..... be seen on any maps of the world. Yet, they are the world of the **3**..... person; the neighbourhood he **4**..... in; the school or college he 5.....; the factory, farm, or office where he **6**..... Such are the places where every man, woman, and child seeks equal **7**....., equal **8**....., equal ...**9**..... without discrimination'

B – Discuss the following in groups

1. How can human rights be applied at school?

2. Give examples of the violation of human rights in your country?

3. What can be done to stop discrimination between boys and girls at school?

5 **Match each of the word or expression in column A with its meaning in column B. Write your answers in your excercise book like in the example.**

Example *: 1 = a): A citizen is somebody who is from a (given) country.*

Column A	Column B
1. a citizen	a) somebody who is from a (given) country
2. standard	b) accomplished
3. enforce	c)be given the right to
4. applied	d) executed
5. entitled	e) model, example
6. achieved	f) apply (the force of law)
7. state out	g) not to respect the law
8. carried out	h)to maintain or keep somebody in
9. to be held in	i) be ill-treated until one dies
10. to be above the law	j) done as planned
11. to be tortured to death	k) declare, affirm

6 **The passage below has some words or expressions missing. Read it through and complete it with the appropriate words or expressions in the box. Then, in pairs, compare your answers and read the final work to the class.**

apply – being – citizens – enforce – carry out – standard – are above – stated – achieve – held

Every country has its constitution worked out on the (1....) of the Universal Declaration of Human Rights for its (2.....) to follow. But some want to show that they (3....) the law. They do things as they like and how they want. Our governments shouldn't allow that to happen. On the contrary, they should (4.....) the law and punish those who don't respect it. Punishing is different from (5....) tortured. And if someone wants to create troubles, they must be (6....) in prison until they understand what life in society means. This is the aim everybody should help (6....or 7.....). We should exemplarily (8....) what was (9....) by the United Nation's Human Declaration. That's how our countries can become strong, respected and appreciated by the whole world.

TIME TO COMMUNICATE AND CHECK

7 **Working with your partner, decide which of the following is a citizen's right and which is not. Justify your choice using an opinion phrase.**

Example :

a) What do you think about voting?

b) In my opinion/As far as I'm concerned, voting is a right.

1. voting
2. going to school
3. benefitting from equal treatment before the law
4. respecting the law
5. creating jobs
6. getting a job
7. living in security
8. having a place to live
9. obeying our parents
10. benefitting from government assistance during natural disasters



GET THE IDIOM RIGHT



LESSON 2

My Duties

LESSON FOCUS

Vocabulary related to duties:

be responsible for something, be dutiful, be accountable for something, be in charge of something, bear responsibility for something

Language function :

Expressing necessity/absence of necessity: must/have to/need to

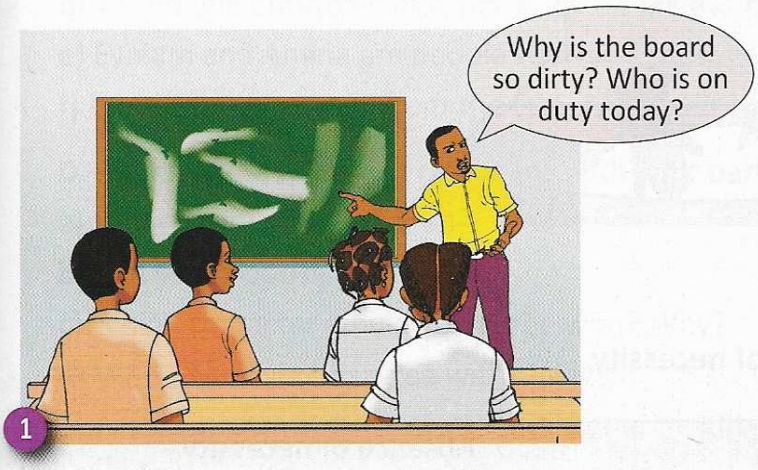
Don't have to/don't need to/needn't

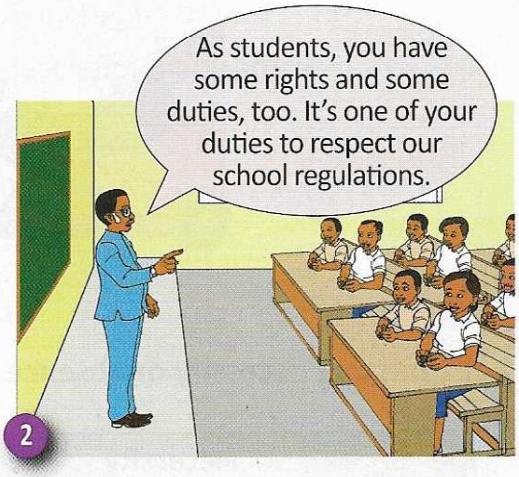
Pronunciation Intonation :

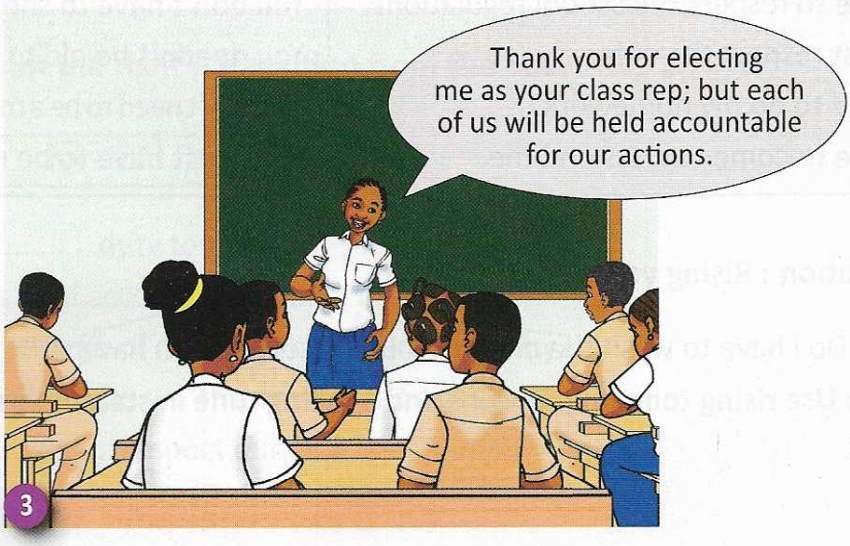
rising versus falling tone

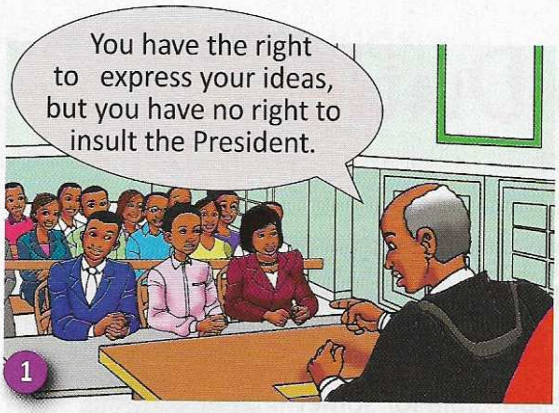
TIME TO FIND OUT

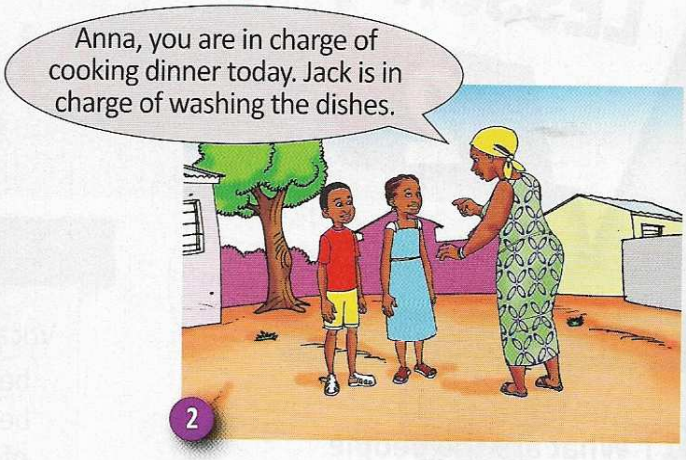
1 What are the people talking about in the pictures?

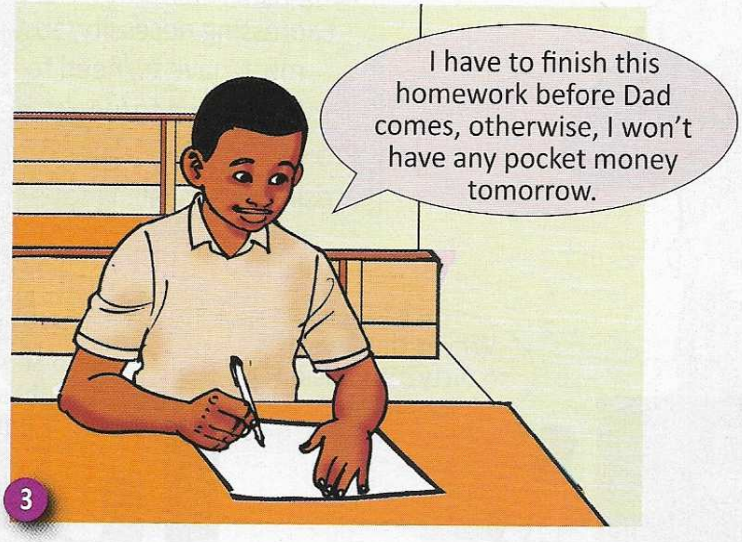












(2) Expressing necessity or absence of necessity.

Necessity	Absence of necessity
I **have to** respect the school regulations.	You **don't have to** shout to be heard.
I **must** respect the elders.	You **needn't** be old to take responsibility.
I **need to** do my homework.	You **don't need to** be a man to have a good job.
I **have to** come to class on time.	You **don't have to** be rich to be a leader.

(3) Intonation : Rising versus Falling tone

A : Do I have to wash the dishes? **B :** Of course, you have to.

Note : Use rising tone in questions and a falling tone in statements.

TIME TO PRACTISE AND CHECK

4 Listen to this discussion among some adults in an Anglophone country.

Examples :

A – What are they talking about?

B – Now listen to the text again and answer these questions.

a) How many characters are there in the dialogue?

b) Who are they?

c) What was the 4th name that was mentioned?

d) What did she do?

C – Listen again, and say whether the following statements are true (T) or false (F).

a) Eyniam is a model citizen.

b) Amina is Toozio's wife.

c) She and Toozio have the same ideas, reactions and behaviours.

d) Toozio and Ebotto want Africa to be an emergent continent.

e) Eyniam and Amina are people who pull back the development of Africa.

f) From what we heard from the text, Africa will emerge quickly soon.

D – Discuss the following questions with your partner.

a) What social problem(s) does it raise?

b) Can you propose a title?

c) Which character would you agree with? Why?

d) Who would you disagree with? Why?

e) Are there some similar examples in your neighbourhood? If yes, tell the class about that.

5 Fill in each gap with the right preposition from the box.

on	for	of	to	in

a) My partner is ..... duty today.

b) Each student is held accountable ..... his behavior.

c) Who is ..... charge of cleaning the classroom today?

d) Anna is responsible ..... the presentation of the group.

e) It is our duty ..... respect our own constitution.

6 Pair work. Exchange with your partner expressing necessity or absence of necessity?

Example 1 :

A : *Do I have to travel by train?*

B : *No, you don't have to/You don't need to/you needn't. You can travel by car.*

Example 2 :

A : *Do I have to come early?*

B : *I'm afraid you have to./you need to.*

TIME TO COMMUNICATE AND CHECK

7 Group discussion.

In groups, discuss your rights and duties as students and say why you think that to know knowing your rights and duties is important.

– List up 5 duties: Use phrases like "we have to.....", "It's our duty to...."
– List up 5 rights: Use phrases like " we have the right to...."
– Report your findings to the class.

LESSON 3

Tolerance

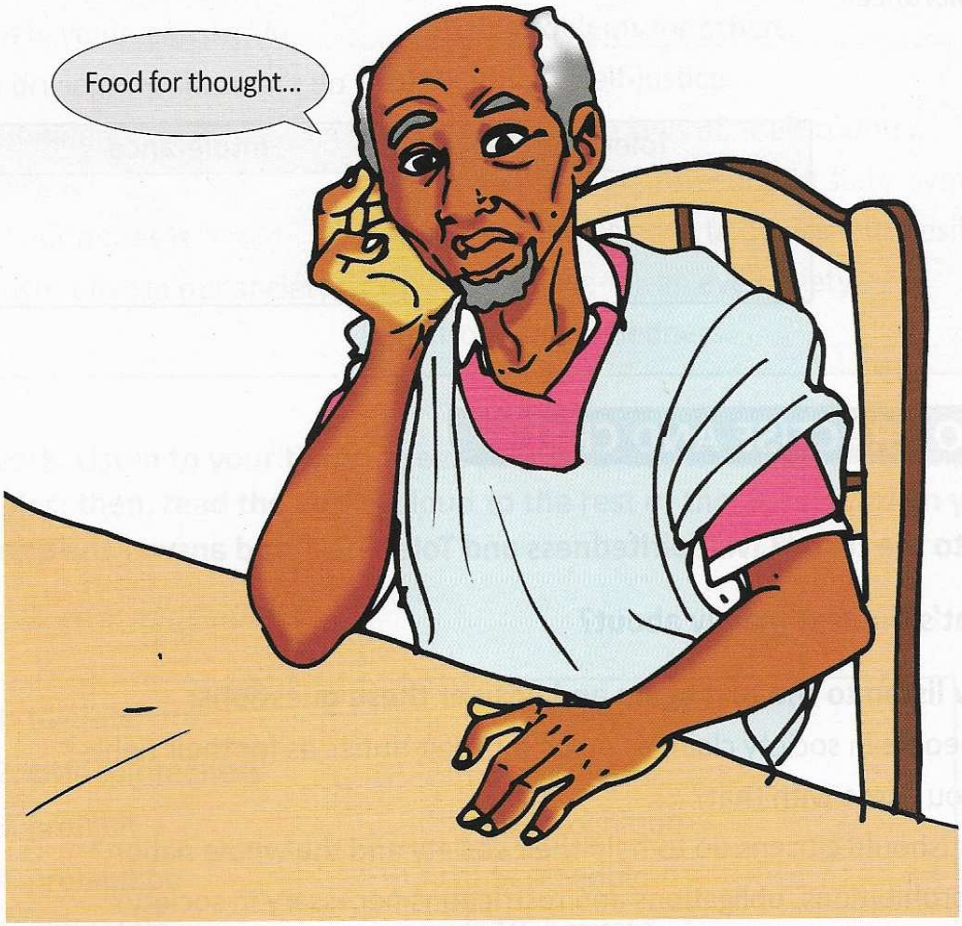
LESSON FOCUS

Vocabulary related to tolerance and intolerance:
acceptance, unity, inclusion, exclusion, rejection, respect, diversity

Language function :
Expressing necessity/ Absence of necessity: must/ have to/ need to/ don't have to/ don't need to/ needn't (review)

TIME TO FIND OUT

(1) What is the old man doing?



(2) Read these quotes. Discuss the meaning of each with your partner and be ready to report to the class.

"Religion is like a pair of shoes... Find one that fits for you, but don't make me wear your shoes." **(George Carlin)**

"It is not for me to judge another man's life. I must judge, I must choose, purely for myself. For myself, alone." **(Herman Hesse, Siddhartha)**

"It's a universal law-intolerance is the first sign of an inadequate education, whereas truly profound education breeds humility." **(Aleksandr I. Solzhenitsyn)**

"Think for yourself and let others enjoy the privilege of doing so too." **(Voltaire)**

"Men build too many walls and not enough bridges." **(Joseph Fort Newton)**

(3) Read the following words and phrases. Which of them is close to "tolerance" and which one is close to intolerance? Complete the chart.

Acceptance – unity – inclusion – exclusion – rejection – respect – diversity – equality fusion – xenophobia – incorporation – admittance – insertion patience – prejudice intolerance

Tolerance	Intolerance
- ...	- ...
- ...	- ...

TIME TO PRACTISE AND CHECK

(4) Listen to the text "Civic spiritedness and Tolerance" and answer the questions.

a) What's the text mainly about?

b) Now listen to the text again and answer these questions:

1. Do people in society claim as much for their duties as for their rights?
2. Do you agree with that?
3. What should citizens do to help their society and the whole nation?
4. Are prohibitions, obligations and restrictions necessary in society?

5 **Listen to your teacher again and choose the right option.**

1. **a)** duties – **b)** rigths – **c)** needs
2. **a)** duties – **b)** wants – **c)** rigths
3. **a)** humanity – **b)** mankind – **c)** human
4. **a)** laws – **b)** decisions – **c)** elders
5. **a)** oder – **b)** success – **c)** failure
6. **a)** war – **b)** conflict – **c)** peace
7. **a)** cases – **b)** response – **c)** court
8. **a)** wrong – **b)** interesting – **c)** good

6 **Match parts of the sentences in column A with their appropriate endings in column B to make meaningful sentences based on the text.**

***Example** : 1 = c): All citizens must obey the laws of their country.*

Column A	Column B
1. All citizens	**a)** prohibited things. You will endanger your life and create problems for others.
2. Civic behaviour consists in	**b)** to practise self-justice.
3. When driving, we shouldn't do	**c)** must obey the laws of, their country.
4. It is forbidden	**d)** respecting and protecting all state symbols.
5. Tolerance is	**e)** to do what we have to do without hesitation.
6. Part of our duties is	**f)** like in an eye-for-an eye society.
7. We mustn't live in our society	**g)** also civic-mindedness.

7 **Group work. Listen to your teacher read these words aloud. Underline the stressed syllables; then, read the words aloud to the rest of the class. Work in your exercise book.**

***Example :** 2. <u>civ</u>ic <u>mind</u>edness*

1. tolerate	**6.** society
2. civic spiritedness	**7.** recognise
3. prohibit	**8.** recognition
4. prohibition	**9.** schedule
5. ultimately	**10.** hesitate

TIME TO COMMUNICATE AND CHECK

(8) Group discussion.

Which of the quotes in number 1 do you like best? In your groups, write an explanation or comment on your favourite quote. Find an example that best illustrates it in your social environment. Then share it with the class.

TIME TO REVISE AND CHECK

(1) True/False statements. Listen to these sentences and say whether they are true or false and justify your answers. Work in your excercise book.

a) In this unit, people talked mainly about women's rights.

b) It was made clear how society is difficult to run.

c) It is also said that most people have tendency to claim more rights than accept their duties.

d) It's been shown that men are the ones concerned by the Universal Declaration of human Rights.

e) It is stated that if we tolerated one another, there would never be any prejudice in society.

f) All citizens are born equal means that they are equal in dignity and security, but not in physical or intellectual strengths.

(2) Odd one out. Listen to your teacher give you some jobs meant to maintain order in society. With a pencil, cross out of the list, the jobs that are not meant to maintain order in society. Then discuss your answers and groups. Do it in your exercise book.

Shopkeepers, police force, military personnel, teachers, judges, taxi-drivers, customs officers, chiefs of villages, pilots, office managers, heads of state, heads of tribes, Prime ministers, PE teachers, garbage collectors, gardeners, mechanics, street cleaners

3 Production: From your understanding of the Unit, complete these ideas with anything meaningful sentence you can think of, and read it for the class to listen to and evaluate.

a) The Universal Declaration of Human Rights is .....
b) Both men and women are said to .....
c) There is no job men can do that.....
d) Sometimes, in some jobs, women .....
e) Rights and duties must equally .....
f) Civism-mindedness is doing.....
g) Tolerance must .....

TIME FOR FUN

1 Some proverbs: What do these proverbs mean?

a) Where there is a will, there is a way.
b) Better late than never.
c) First in, last out.
d) Let it roast and you'll enjoy eating it.
e) He who works in the sun, eats in the shade.
f) The five fingers of a hand are not the same but each plays its role.

2 Puzzle : Read through the table below and find all the 9 words related to a family.

Across

1. We sleep on it. Opposite of "house boy".
2. Opposite of able
3. Synonym of angry
4. Past form of to eat
5. They help us to see.
6. Synonym of sick
7. Possessive pronoun
8. Male child. What is ... of
9. What's the ... today, please? Covered with rust
10. ... comes from tolerance. Ten minus one is ...

	1	2	3	4	5	6	7	8	9	10
1	B	E	D		H		M	A	I	D
2	R	A	A	R	U	N	A	B	L	E
3	I	R	D	E	M	A	D	O	L	A
4	B	L		A	A	T	E	U	I	R
5	E	Y	E	S	N			T	T	
6	I	L	L	O	I				E	
7				N	T	H	E	I	R	S
8	S	O	N		Y	E		M	A	D	E
9	D	A	T	E		R	U	S	T	Y	
10	P	E	A	C	E			N	E	N	E

Down

1. Corruption
2. Please, come ...
3. Short from a Daddy
4. "Because"expresses
5. Mankind
6. North Atlantic treaty Organisation. Possessive adjective
7. Past form of "to make"
8. What is this text ... ?
9. Someone who cannot read and whrite
10. ... Mum, I'm writing this letter to hear from you.

③ A Song

Teaching Peace all The World around (Sang by Mr Rossi and Mr Griffin).
Teaching Peace all the world around.

.....

.....

.....

(Written by Red Grammer)
See " Teaching Peace" on www.youtube.com/watch?

TIME FOR CLASS PROJECT

As a group, find out what the Ivorian Constitution says about the following citizen categories of rights and duties: Women, men and children (Each group deals with only one category). Based on your findings, answer the following questions.

– Are these rights and duties respected in the Ivorian society? (give examples to justify your position)?

– What can be done to make Ivorian citizens know and respect their rights and duties?

unit
7

HYGIENE AND HEALTH
(READING)



LESSON 1

Is it an Epidemic or a Pandemic ?

LESSON FOCUS

Vocabulary related to diseases:
high fever, body aches, chills, headaches, lack of appetite, dehydration, diarrhea, vomiting

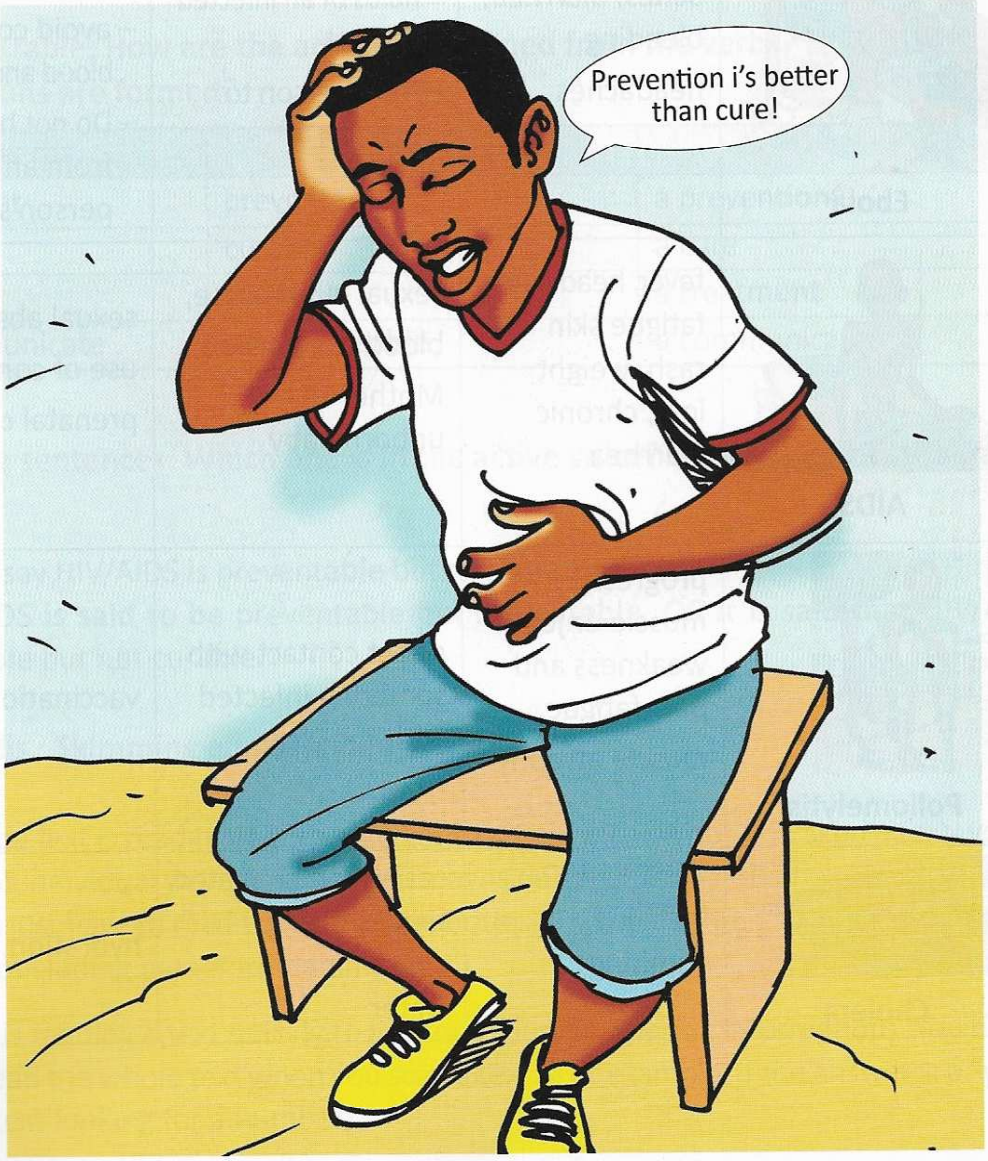
Language function:
Expressing impersonal passive:
Ebola is said to be contagious.

Reading skills (skimming and scanning)

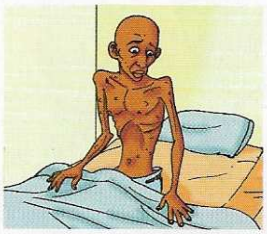
TIME TO FIND OUT

1 Look at the picture

a) What's wrong with the man?



b) Study the table about the different types of diseases.

Diseases	Symptoms	Mode of transmission	Preventive methods
 **Malaria**	High fever, body aches, chills, headaches, lack of appetite	anopheles mosquito bites	– Insect repellent – Mosquito net – Insect spray – Remove stagnant water
 **Ebola**	High fever, body aches, diarrhea, bleeding headaches	– contact with the skin or bodily fluids of an infected animal – from person to person	– wash your hands with soap and water or a hand sanitizer – avoid contact with blood and body fluids – Do not handle items from an infected person's fluids
 **AIDS**	fever, headaches, fatigue skin rash, weight loss, chronic diarrhea	sexual intercourse, blood transfusion, Mother to her unborn baby	sexual abstinence use of condoms prenatal care
 **Poliomelytis**	progressive muscle or joint weakness and pain fatigue, muscle atrophy	direct contact with someone infected with the virus	vaccination
 **Cholera**	dehydration, diarrhea vomiting	eating contaminated food drinking contaminated water	hydration, antibiotics

2 **Read about the characteristics of an epidemic, a pandemic and an endemic disease. Discuss what makes the difference between them.**

Epidemic	Pandemic	Endemic
sudden outbreak – limited to one specific geographic region – I nfectious, contagious – spread to many people	– sudden outbreak – spread around the world – infectious, contagious	constantly present in a group or geographic area
Contagious (communicable) diseases	**non contagious (transmittable) diseases**	**Infectious diseases**
spread from person to person or animal to person	Not transmitted from person to person or animal to person	Caused by germs like bacteria or viruses

3 **Study the table. How are the adjectives formed from the verbs? How many categories of nouns are formed?**

verbs	adjectives	nouns
to prevent	prevent**able**	a prevent**ion**
to cure	cur**able**	a cure
to treat	treat**able**	a treat**ment**
to communicate	communic**able**	a communicat**ion**

4 **Study the sentences. Which one is in the active voice? Which one is in the passive voice?**

a) People say HIV/AIDS is prevent**able** but not cur**able**.
b) HIV/AIDS **is said to be** preventable but not cur**able**. ***OR It* is said(that)**HIV/AIDS is prevent**able** but not cur**able**.

5 **Study skills : Skimming and Scanning**

Skimming a text is reading it quickly to get the main idea. When you skim a text, you do not stop at individual words; you run your eyes quickly through the text to get the main ideas. You just have to read the title, the subtitles, the topic sentences of each paragraph and the concluding paragraph.

Scanning is reading a text quickly to get some details (specific information). You do not need to read the whole text when you scan a text. (For example, if the answer is a "year", scan the text looking for a number).

TIME TO PRACTISE AND CHECK

(6) Complete the table. Work in your in exercise book.

Diseases	Symptoms	Preventive methods	mode of transmission
Malaria			
HIV/AIDS			
Ebola			***transmittable***
Polio			

(7) Copy the table in your exercise book and complete it.

verbs	adjectives	nouns
to rely		
to bear		
to recommend		
to suit	*suitable*	
to adapt		

(8) Rewrite the sentences like in the example

Example : **People say malaria is an endemic disease in Africa. →Malaria is said to be an endemic disease.**

1. People say HIV/AIDS was a fatal disease in the 1980s.
2. People say pandemics are worldwide epidemics.
3. People say epidemics are limited to one specific geographic region.
4. People say an endemic disease is constantly present in a group or geographic area.

(9) Reading.

a) Skim the text and say what it is about.
b) Scan the text and answer:
– What is an endemic disease?
– Is malaria an epidemic, a pandemic or an endemic disease? Justify your answer.
– How does an epidemic disease differ from a pandemic?

What is an endemic disease?

An endemic disease is a disease that is always present in a certain population or region. One of the most talked about endemic diseases is malaria. It is estimated that around half the world's population live in areas where they are at risk of malarial infection. It is endemic in large parts of Africa as well as some areas of South America.

Endemic diseases are often confused with epidemics. However, an epidemic refers to an outbreak of a disease. An epidemic occurs when a disease is spreading through one or more populations. In contrast, an endemic disease is one that is constantly present in a group or geographic area. Pandemics are worldwide epidemics. Under certain circumstances, an epidemic can lead to a disease becoming endemic.

Endemic diseases are not always present at high levels. They can be relatively rare. The defining feature of a regional endemic disease is that it can always be found in the population that lives there.

Adapted from www.verywell.com/whatian-endemic-disease, Updated June 14, 2017

TIME TO COMMUNICATE AND CHECK

10 Group discussion.

Discuss the characteristics of an epidemic, a pandemic and an endemic disease. ***Share in your groups where some of these diseases have already taken place and what preventive measures were taken.***

GET THE IDIOM RIGHT



LESSON 2

Promote hygiene at school

LESSON FOCUS

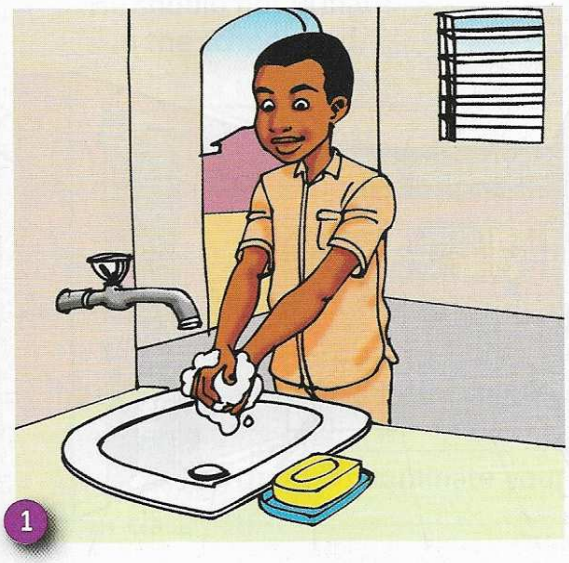
Vocabulary Words and expressions related to hygiene at school : hygiene at school, hands washing, hand sanitizer, using a tissue, spitting on the floor

Language function : Expressing purpose in order (not) to/ so that/so as (not) to

Sequence markers : first, next, then, finally...

TIME TO FIND OUT

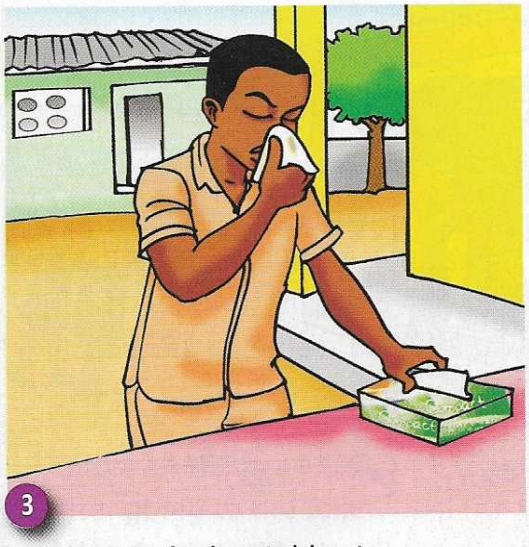
1 What the people in the pictures showing and telling us?



He is washing his hands with water and soap.



She is cleaning her hands with a hand sanitizer.



The boy is blowing his nose with a tissue.

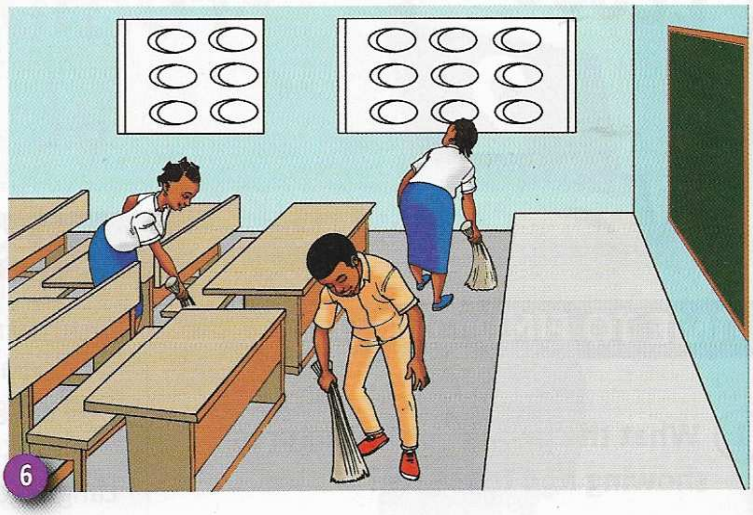


They are cleaning their toilets.



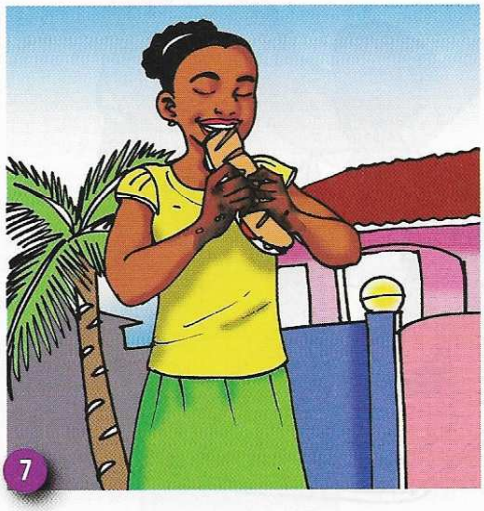
5

The girl is throwing the garbage into the dustbin.



6

The pupils sweep their classrooms every day.



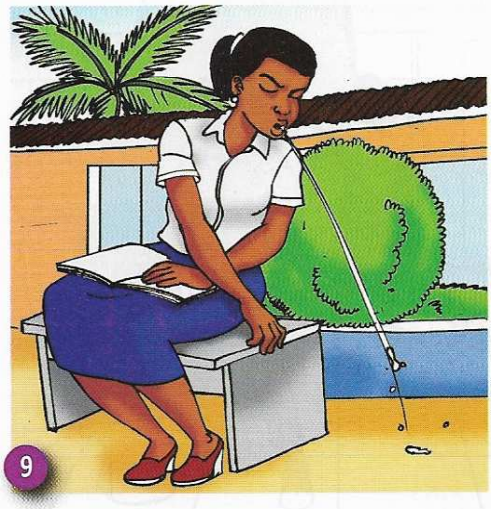
7

She is eating with unclean hands.



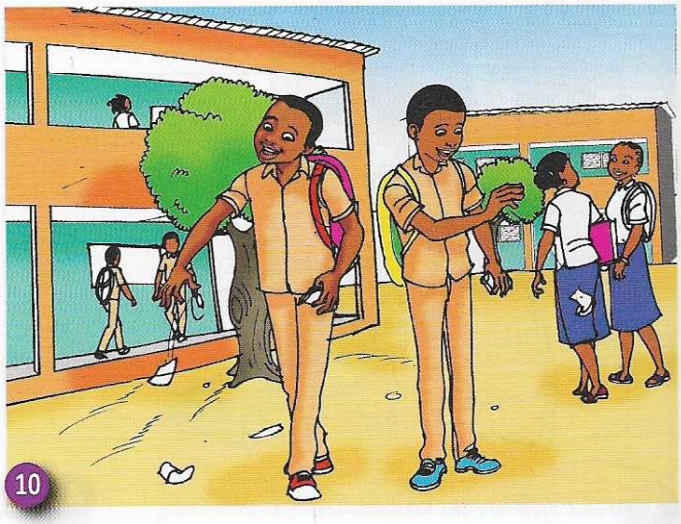
8

He did not wash his hands after using the toilet.



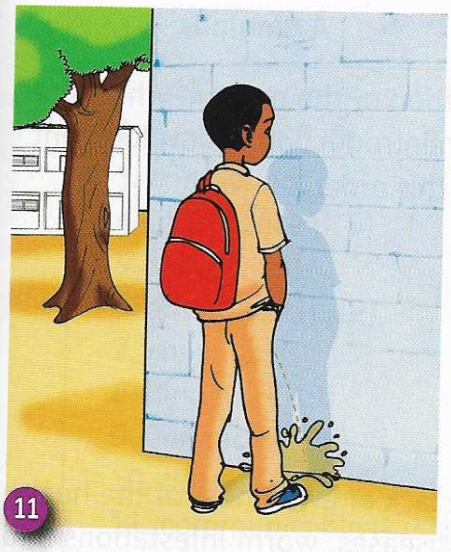
9

She's got a bad cold.
She is coughing and spitting on the ground.

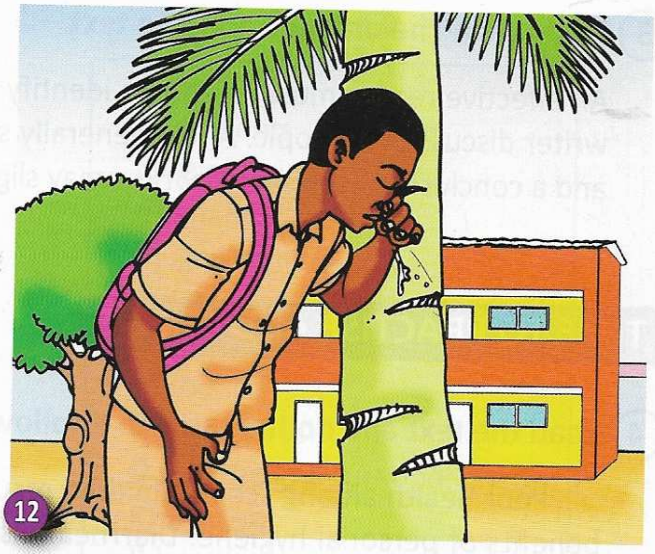


10

These pupils are littering the school yard.



He should not urinate in the school yard.



She is blowing her nose without a tissue. She shouldn't do that!

(2) a) Expressing purpose

Study the following sentences. What do the phrases in bold express?

Cover your cough/Don't spread germs. Cover your cough **in order not to** spread germs.

Wash your hands/Prevent the spread of germs. Wash your hands **in order to** prevent the spread of germs.

Use hand sanitizer/ Stop the spread of germs. Use hand sanitizer, **so that you can** stop the spread of germs.

Use a tissue/Don't contaminate your classmates. Use a tissue **so as not to** contaminate your classmates.

b) Read the steps for a good hand washing.

1. wet your hands with running water.
2. scrub your hands with soap.
3. rinse your hands with water.
4. dry your hands with a towel.

Use sequencing markers.

First, wet your hands with water.
Next, scrub your hands with soap.
Then, rinse your hands with water.
Finally, dry your hands with a towel.

C) When should pupils wash their hands?

Before and after eating.
After ***going*** to the toilet.
After ***doing*** sport.
After ***being*** exposed to body fluids.

③ Study skill: The organisation of a text

An effective reader must be able to identify the organisation or the order in which the writer discusses the topic. A text generally starts with an introduction, a development and a conclusion. However, a writer may slightly modify this order.

TIME TO PRACTISE AND CHECK

④ Read the text and do the tasks that follow.

Poor health among school children results from the lack of awareness of the health benefits of personal hygiene. Diarrheal diseases, skin diseases, worm infestations and dental diseases are most commonly associated with poor personal hygiene. One of the major problems faced by school children are infections. The primary causes of infections are contaminated water and poor sanitation, as well as poor hygienic practices. Lack of personal hygiene coupled with poor sanitation favour person-to-person transmission of infection. Infection and malnutrition form a vicious circle and retard children's physical development. Repeated attacks of infections often compound the existing poor health of children, compromising children's attendance and performance at school and not uncommonly, can result in death. The condition may even be worse in a slum community with poor socio-economic conditions and compromised living situations.

Many of the illnesses of adulthood have their roots in the unhealthy behaviours of childhood and adolescence. However, most of the childhood illnesses are preventable by the promotion of hygienic practices among school children through proper health education by their parents and teachers.

Children in their primary schooling age can learn specific health-promoting behaviours, even if they do not fully understand the connections between illness and behavior. Healthy habits can be developed in this period. More research on this ground is needed. The present inadequate knowledge base hinders the development of improved strategies to enhance the maintenance of personal hygiene, which is of great importance to decrease the burden of communicable diseases in the developing countries.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4718376/

Journal of Preventive Medical and Hygiene Sept. 2013

a) Match the words or expressions from Column A with their meanings or synonyms in Column B according to the text.One word in column B is not concerned. Write your answers in your exercise book like in the example.

Example : 1 – *lack of awareness = e – ignorance*

Column A	Column B
1. lack of awareness (l. 1)	**a)** adult age
2. sanitation (l. 5)	**b)** prevents
3. compound (l. 8)	**c)** reinforcing
4. attendance (l. 9)	**d)** infancy
5. slum (l. 10)	**e)** ignorance
6. adulthood (l. 12)	**f)** presence
7. childhood (l. 13)	**g)** toilet, bathroom
8. hinders (l. 19)	**h)** reduce
9. enhance (l. 20)	**i)** contagious
10. decrease (l. 20)	**j)** poor neighbourhood, ghetto
11. communicable (l. 21)	**k)** worsen
	l) healthy

b) Read the text again and decide if these statements are True or False. Write (T) for True and (F) for False. Justify your answers by quoting specific lines from the text.

1. Pupils' sicknesses are due to the ignorance of personal hygiene rules.

2. Poor hygienic habits are one of the principal causes of infections.

3. Children's class attendance and performance don't have anything to do with hygiene.

4. The promotion of healthy habits among pupils may prevent most of childhood diseases.

c. Reorder the following sentences according to the organisation text.

1. Children in their primary schooling age can learn specific health-promoting behaviours, even if they do not fully understand the connections between illness and behavior.

2. Repeated attacks of infections often worsen the existing poor health of children, compromising children's attendance and performance at school.

3. Poor health among school children comes from the ignorance of personal hygiene rules.

4. However, most of the childhood illnesses are preventable by the promotion of hygienic practices among school children through proper health education by their parents and teachers.

5. Lack of personal hygiene coupled with poor sanitation favour person-to-person transmission of infections.

TIME TO COMMUNICATE AND CHECK

(5) In groups, write a school sanitation and hygiene regulation to promote healthy habits using sequencing markers. Consider the following:

– School environment
– Roles of the pupils
– Roles of the school personnel

GET THE IDIOM RIGHT



LESSON 3

HIV-free Generation

LESSON FOCUS

Vocabulary related to facts and myths about HIV/AIDS : sexual intercourse, abstinence, doing blood test, myths, facts

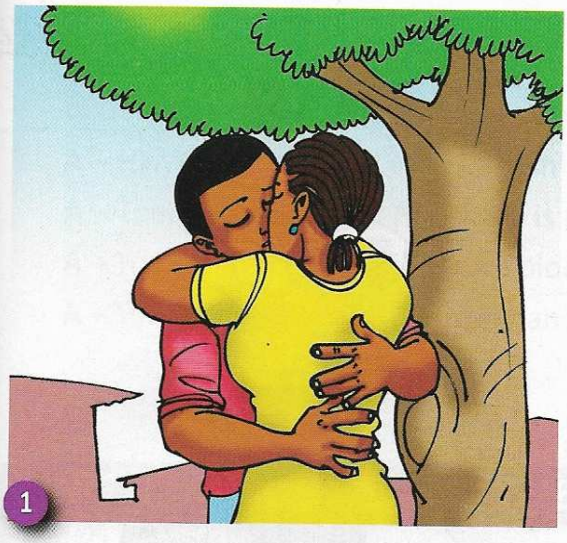
Language function : Checking information : Question tags

A : HIV/AIDS is difficult to catch, isn't it?

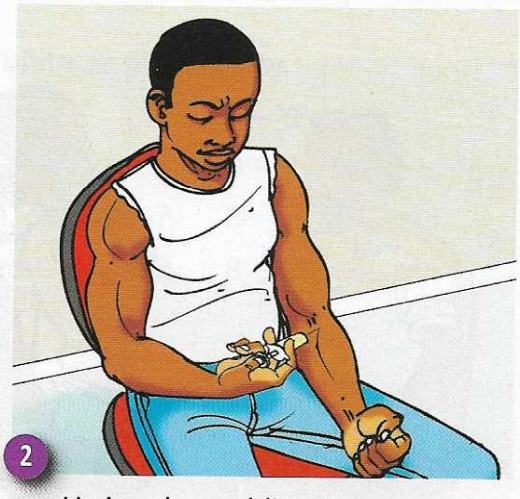
B : Yes, it is.

TIME TO FIND OUT

1 What are the people doing in the pictures?



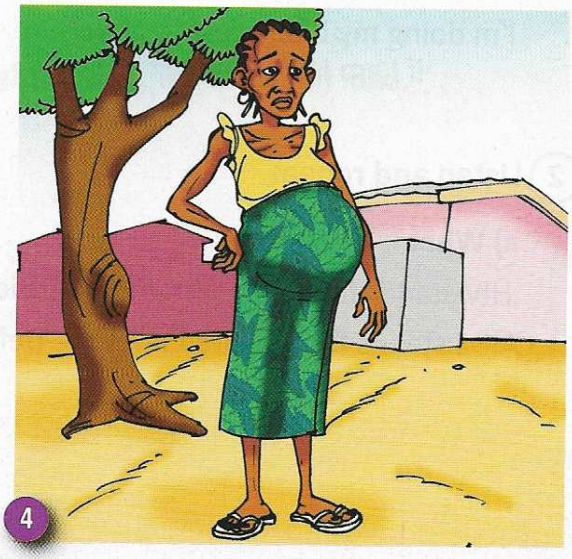
They are kissing.



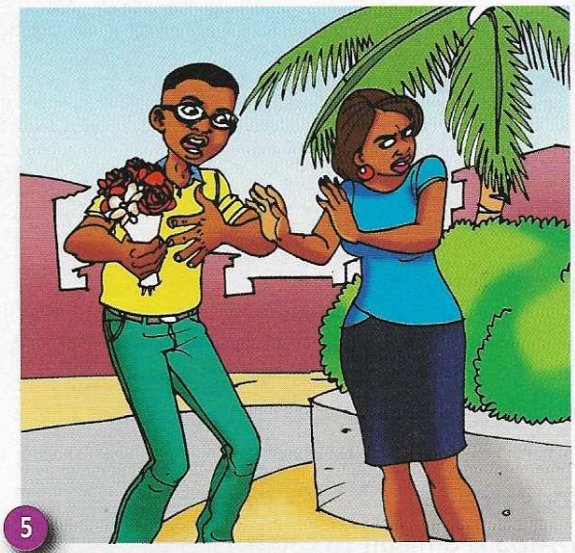
He is a drug addict. He is using a contaminated needle.



He is borrowing a shaver for his beard.



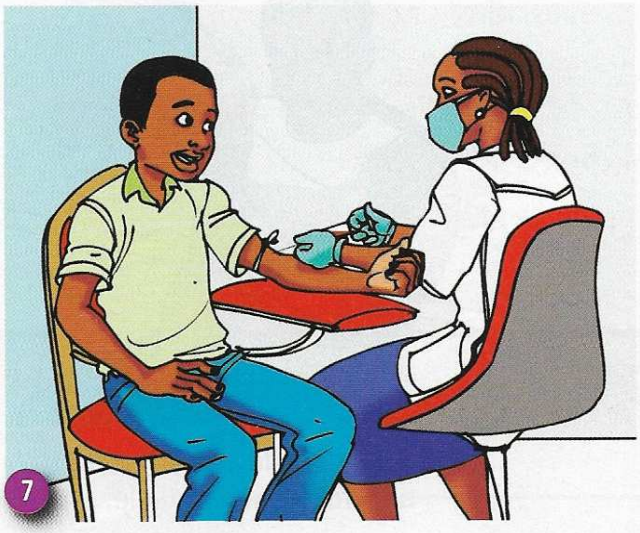
She is HIV positive and she is expecting a baby.



5 Let's observe abstinence till we get married.



6 If you cannot avoid having sex, use condoms.



7 I'm doing my blood test to check if I am HIV positive.



8 One patient, one syringe.

(2) Listen and repeat.

a) What is HIV/AIDS?

HIV stands for Human Immunodeficiency Virus.

AIDS stands for Acquired Immune Deficiency Syndrome.

b) Facts and Myths about HIV/AIDS

Facts	Myths
It's difficult to get HIV/AIDS from casual contacts.	Being HIV positive means you have AIDS.
HIV is a fatal virus; if you catch it, you cannot recover from it.	HIV/AIDS is a fatal disease, if you catch it you will die.
There is treatment for AIDS patients.	You will know you have HIV/AIDS because of the symptoms.
Anyone can get HIV/AIDS.	HIV/AIDS can be cured.
You can have a baby if you are HIV positive.	As an HIV positive person, you can't avoid HIV related infections.

c) Using question tags to express opinion, possibility or probability.

A – HIV/AIDS is difficult to catch, **isn't it?** **B – Yes, it is.**

A – There is no cure for HIV/AIDS, **is there?** **B – No, there isn't.**

A – You can catch HIV/AIDS from blood transfusion, **can't you?** **B– Yes, you can.**

A – You can't get HIV/AIDS from handshakes, **can you?** **B – No, you can't.**

TIME TO PRACTISE AND CHECK

(4) Read the text on page 134 and do all the activities related it. Work in your exercise book.

1. Skim the text (page 134) and choose the right option, for the main idea.

a) HIV risk factors

b) AIDS symptoms

c) HIV/AIDS facts

d) malaria facts

2. Scan the text and choose the right option.

A. HIV is

a) a germ

b) a disease

c) a virus

d) an epidemic

B. Being immunodeficient means,

a) you have less body defense.

b) you have less virus in your body.

c) your immune system is stronger.

d) you are going to die.

C. The AIDS patient presents,

a) specific symptoms all along the period of sickness.

b) a variety of symptoms according to the stage of infection.

c) no symptoms all along the period of sickness.

d) same symptoms as influenza throughout the period of sickness.

D. HIV cannot be transmitted through ordinary day-to-day contacts means,

a) HIV is not communicable.

b) HIV is communicable.

c) HIV is very fragile.

d) HIV can spread only in limited circumstances.

The Human Immunodeficiency Virus (HIV) targets the immune system and weakens people's defence systems against infections and some types of cancer. As the virus destroys the function of immune cells, infected individuals gradually become immunodeficient.

Immunodeficiency results in increased susceptibility to a wide range of infections, cancers and other diseases that people with healthy immune systems can fight off.

The most advanced stage of HIV infection is Acquired Immunodeficiency Syndrome (AIDS), which can take from 2 to 15 years to develop depending on the individual. AIDS is defined by the development of certain cancers, infections, or other severe clinical manifestations.

The symptoms of HIV vary depending on the stage of infection. Though people living with HIV tend to be most infectious in the first few months, many are unaware of their status until later stages. The first few weeks after initial infection, individuals may experience no symptoms or an influenza-like illness including fever, headache, rash, or sore throat. As the infection progressively weakens the immune system, an individual can develop other signs and symptoms, such as swollen lymph nodes, weight loss, fever, diarrhoea and cough. Without treatment, they could also develop severe illnesses such as tuberculosis, meningitis, severe bacterial infections and cancers.

HIV can be transmitted via the exchange of a variety of body fluids from infected individuals, such as blood, breast milk, semen and vaginal secretions. Individuals cannot become infected through ordinary day-to-day contact such as kissing, hugging, shaking hands, or sharing personal objects, food or water.

Behaviours and conditions that put individuals at greater risk of contracting HIV include:

– having unprotected sex;
– having another sexually transmitted infection such as syphilis, herpes, etc;
– sharing contaminated needles, syringes and other injecting equipment and drug solutions when injecting drugs;
– receiving unsafe injections, blood transfusions, tissue transplantation, medical procedures that involve unsterile cutting or piercing;
– experiencing accidental needle stick injuries, including among health workers.

Adapted from www.who.int/mediacentre/factssheets

5 Complete the dialogues with the right question tags.

A – AIDS is a fatal disease, (...) **B** – Yes, ...
A – There are many myths about AIDS, (...) **B** – Yes, ...
A – There is no cure for AIDS, (...) **B** – No, ...
A – You can catch AIDS from tattooing and piercing, (...) **B** – Yes, ...
A – You cannot get AIDS from day-to-day contacts, (...) **B** – No, ...

TIME TO COMMUNICATE AND CHECK

6 Make a leaflet about HIV/AIDS facts. Consider the following:

– definitionof HIV/AIDS,
– mode of transmission,
– facts and myths,
– preventive methods.

TIME TO REVISE AND CHECK

1 Choose two current endemic diseases and describe them. Consider the following:

– the symptoms,
– the mode(s) of transmission,
– the preventive methods.

(2) Rewrite the following sentences starting by the word in bold.

1. It is said that **pandemics** are worldwide epidemics.
2. People say that **malaria** is endemic in Africa.
3. It is said that **HIV/AIDS** is difficult to catch.
4. People say that **Ebola** is more communicable than any other disease.

(3) Complete the text below with the words in the box to make it meaningful. Write your answers like in the example.

Example : **11. healthy**

education – behaviour – toilets – hygiene – schoolchildren – dirty – handwashing school – promoted – facilities – healthy

Many children learn their most important hygiene skills at **(1 ...)**, and for some of them, this is where they are introduced to hygiene practices that may not be **(2 ...)** or possible in the home. Teachers can be effective advocates for hygiene, through hygiene **(3 ...)** and through acting as role models for **(4 ...)**. Contacts between the school and homes — for example, through parent–teacher meetings — should be used to link **(5 ...)** promotion at school and in the home. However, good hygiene **(6 ...)** and the effectiveness of hygiene promotion in schools are severely limited where water supply and sanitation **(7 ...)** are inadequate or nonexistent. Teachers cannot credibly convey the importance of (8 ...) if there is no water or soap in the school, or promote the proper use of (9 ...) if they themselves avoid them because the toilets are **(10 ...)** or unsafe. Overall, it is important to achieve a balance between hygiene education and **(11 ...)** environmental conditions.

Adapted from Water, Sanitation and Hygiene Standards for school in low-cost settings
By John Adams, Jamie Bartram, Yves Chartier, Jackie Sims

(4) Complete the sentences with the following expressions: in order to, in order not to, so that.

1. Children should wash their hands after using the toilets ... prevent infections.
2. Medical tests are kept secret ... alarm patients and their families.
3. Hygiene practices should be promoted at school ... children can adopt healthy attitude.
4. Children should know the connection between health and hygiene ... adopt risky behaviours.

5 Complete each sentence with the right option

1. **As an HIV positive person, I can contaminate my family members easily, ...?**
   - can I
   - can't I
   - am I
   - aren't I
2. **Malaria is the first killer in Africa, ...?**
   - is it
   - isn it
   - does it
   - doesn't it
3. **Preventive methods are better than curative ones,...?**
   - isn't it
   - is it
   - aren't they
   - are they
4. **Hygiene promotion in schools cannot be effective if children are not involved,...?**
   - is it
   - isn it
   - can it
   - can't it

6 In groups, write a school sanitation and hygiene regulation to promote healthy habits. Consider the following.

Help yourselves to the phrases in the following table and write at least 10 sentences like these :

The school environment ***must be*** healthy.

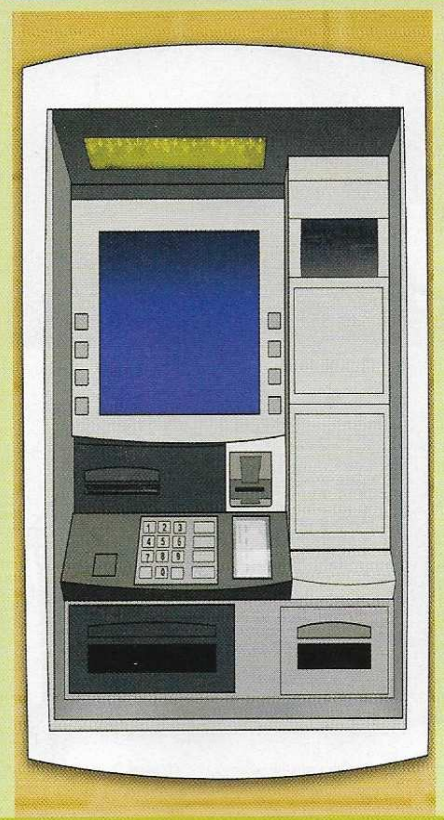
Handwashing facilities ***must be*** available.

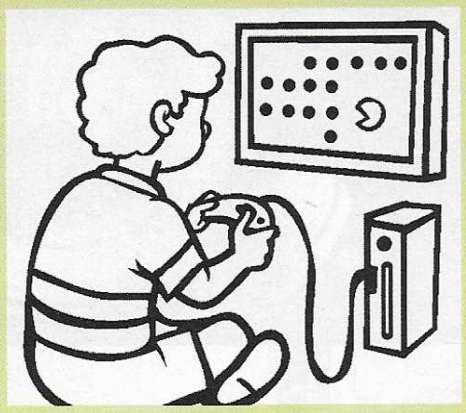
Physical school environment	Healthy Compound and classrooms clean (free of waste and faecal matter) Sanitation is available and convenient Sufficient and safe drinking water Hand washing facilities are available
Role of the pupils	Active and organised children Convenient use of facilities by children Organised cleaning and maintenance of toilets, hand washing and drinking facilities Management of school health clubs
Role of the school personnel	Trained and committed school personnel Make and carry out a plan for organising in the use, monitoring and maintenance of facilities and in personal hygiene A programme for hygiene education Creation of school health clubs

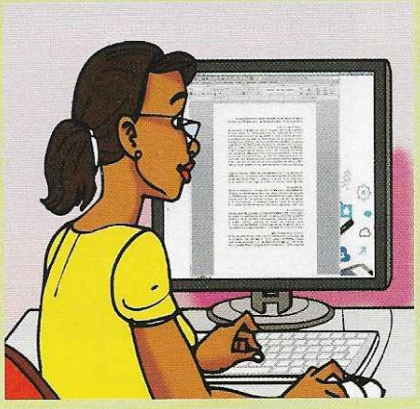
unit
8

INFORMATION AND COMMUNICATION TECHNOLOGIES

(ICTS) (READING)











LESSON 1

The Computer Revolution

LESSON FOCUS

Vocabulary related to the different parts of a computer and their uses : desktop, laptop mobile phone, scanning, word processing , social networking

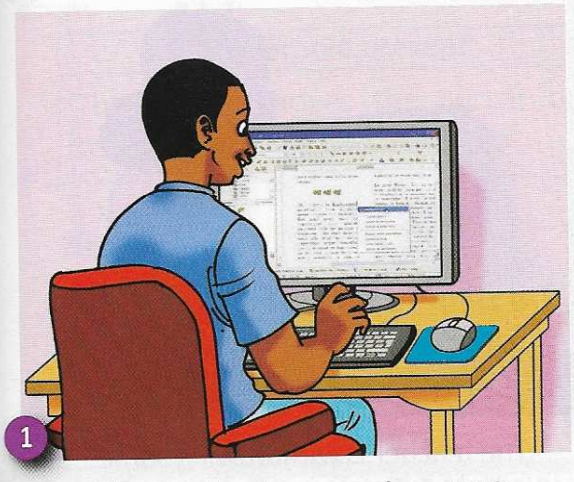
Language function : Describing a routine or an action in progress

Simple present Vs Present continuous

She wakes up early. Vs Look! She is reading a book

TIME TO FIND OUT

1 What are the people in the pictures doing?



1 The teacher is processing a text.



2 A shop cashier is scanning the bar code of an article.



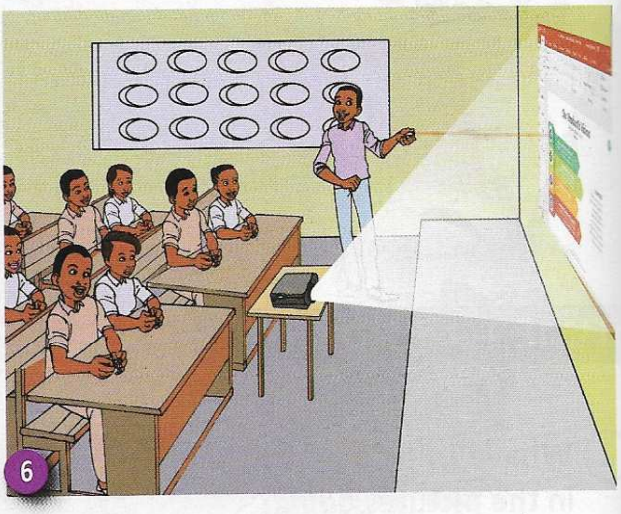
3 She is surfing on the internet.



4 The children are playing video games.



5 She is using Facebook.



6 He is giving a PowerPoint presentation.



7 She is being examined by a scanner.



8 The teacher is withdrawing some money from a cash machine.

(2) Study the different parts of a computer and their uses.

Information and Communications Technology



mouse



external Drive

Introduction



hard Drive

speakers

printer



web Camera

keyboard







memory stick

Input	Output	Storage
the keyboard the mouse the printer	the speakers the monitor/screen the web camera	the pen drive the external drive

The monitor or screen **displays** information (texts, figures and images).
The mouse **moves** the cursor on the monitor or screen.
The hard drive and the pen drive **store** information (texts, figures and images).
The web camera **helps you to phone and see** your correspondent on the computer.
The hard drive or central unit **is the engine** of the computer.
The speakers are used to **listen to** music or phone calls on the computer.

③ Simple present vs Present continuous

Simple present	Present continuous
The mouse moves the cursor on the screen.	The mouse is moving the cursor on the screen.

NB:
The Simple present describes a routine whereas the Present continuous describes an action in progress.

TIME TO PRACTISE AND CHECK

④ Label the parts of the computer. Work in your exercise book.



5 Read the passage and answer the questions below.

Computers are electronic machines that help us in many ways. But they cannot think or do things on their own. We have to feed them with information and tell them what to do with it. They cannot come up with any new information. But they save us much time and work. For example, all the information and the office files can be stored in a computer's "memory". Where it took a clerk days and even weeks to trace any information from a particular file, the computer takes only seconds to find it.

The first computers were huge and costly. They filled up almost the whole floor of large offices. Later, because of the increasing importance of computers in business and everyday life, scientists soon found ways to produce smaller and cheaper versions of these machines. They invented chips which made it possible to store more information in less space. Nowadays, computers are not only cheaper but also more compact. They can just be placed on top of an ordinary writing table, or on our lap while travelling. They can even be carried from place to place easily. Computers are now used everywhere: offices, factories, banks, schools and at home.

Adapted from www.englishdaily626.com/r

Multiple choice questions

1. Why do we have to feed the computers with information and tell them what to do?

a) Because computers can save time and work.
b) Because computers cannot think or do things on their own.
c) Because computers can store office information in their memory.
d) Because computers can help us in many ways.

2. Where do computers store all the office folders and files?

a) In computers.
b) In CDs.
c) In their memories.
d) In chips.

3. How different is a clerk's work from that of a computer?

a) A clerk's work can take days or weeks.
b) Computer work is precise.
c) A clerk's work can be slow.
d) A computer works much faster than a clerk.

4. What were the early computers like?

a) They were huge and very expensive.
b) They were huge and slow.
c) They were very large and cheap.
d) They were compact and cheaper.

5. Why did scientists invent personal computers (PCs)?

a) Because computers were becoming indispensable in business and everyday life.
b) Because huge computers were very expensive and slow.
c) Because the early computers were too heavy to carry around.
d) Because PCs are easy to carry around.

6. Why is a personal computer (PC) also called a 'laptop'?

a) Because it is top of all the computers.
b) Because you can work with it on your lap.
c) Because it is the best of the computers.
d) Because you can place it on top of a table and work with it.

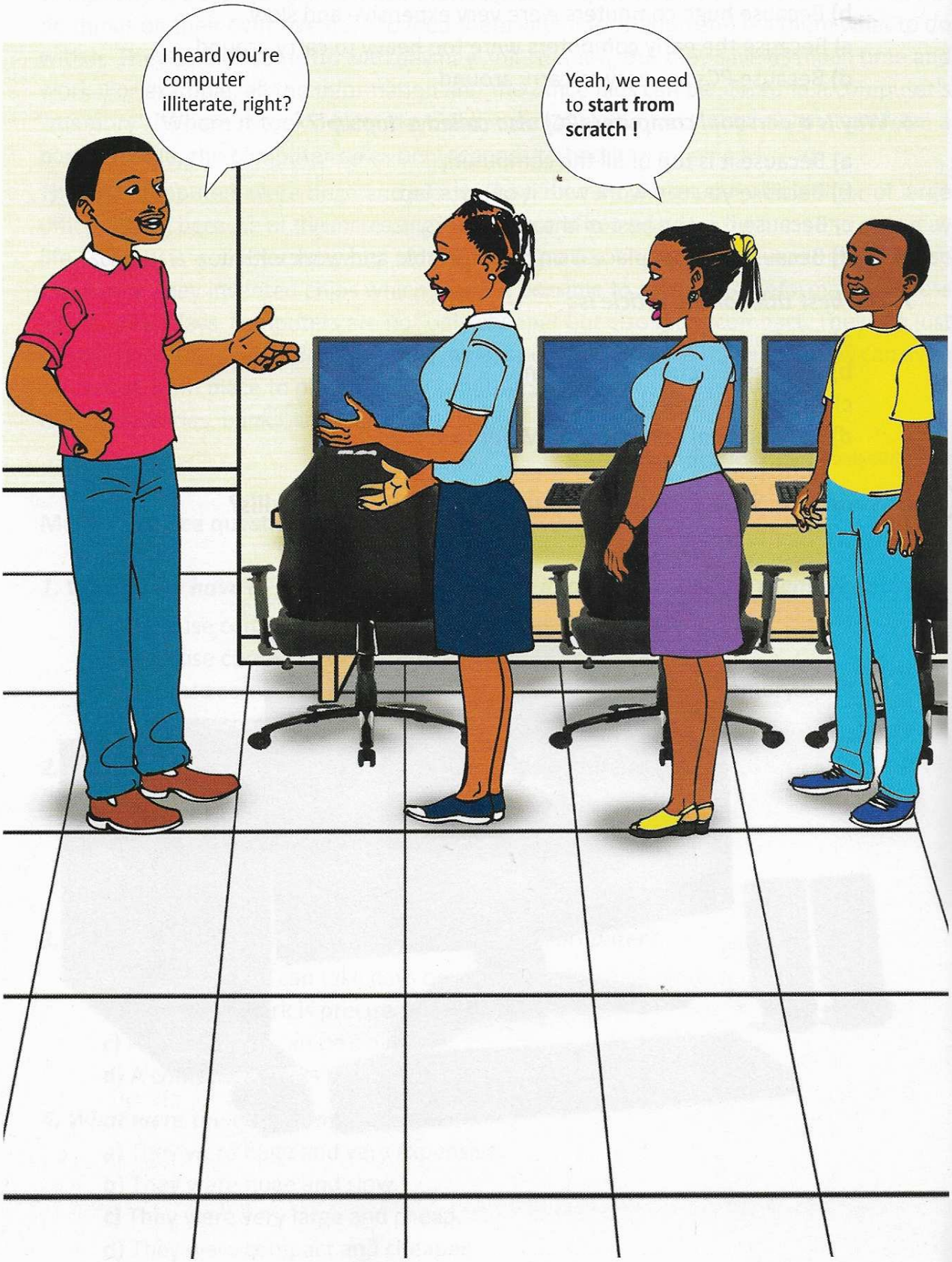
7. The best title for the article is :

a) The Computer Revolution.
b) The Best Electronic Invention.
c) Faster than a Clerk.
d) The Personal Computer : A Major Invention.

(6) Class debate. Why should every student learn computer skills?



GET THE IDIOM RIGHT



LESSON 2

The Cellphone

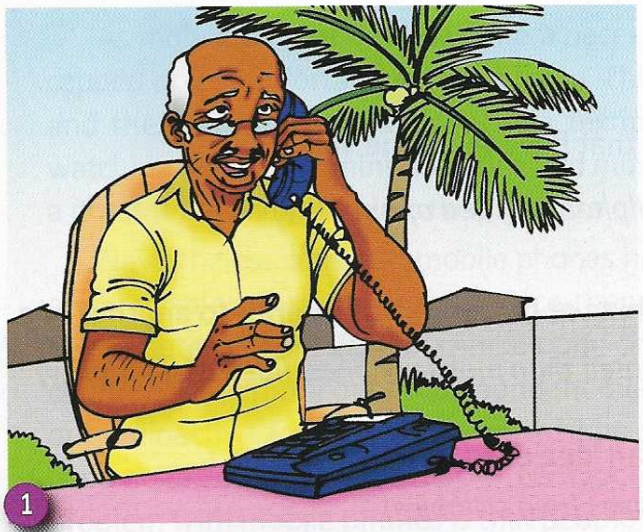
LESSON FOCUS

Vocabulary related to cellphones and their uses:
texting on cellphones to keep in touch with relatives, take picture, entertainment

Language function : expressing comparison and alternatives with neither... nor OR either or

TIME TO FIND OUT

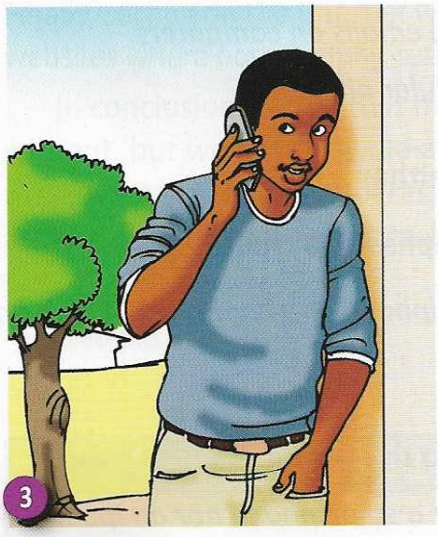
1 What are the people in the pictures doing?



Grandpa likes to use the fixed phone.



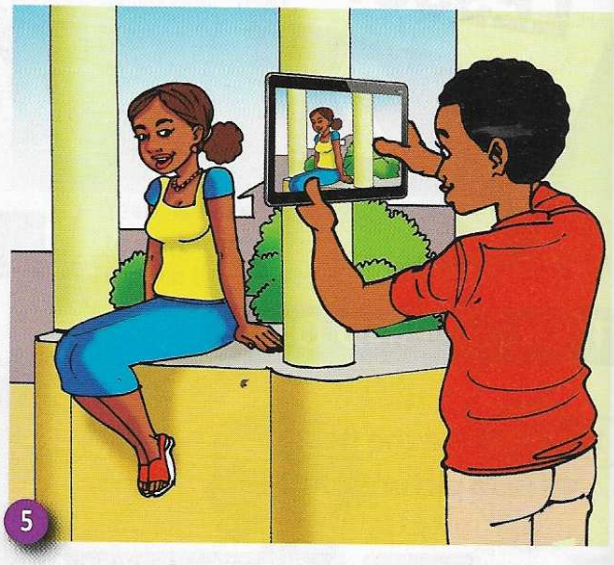
Grandma prefers to use the cordless phone.



Where are you, Patty?



Kate is sending an sms:
"Uv got a nu smartphone 4 my HBD"?



He's taking her picture with her new IPad.

(2) Comparing

a) We use *as* ... *as* to compare two things that have the same value.

Example: *Fixed phones are* ***as*** *useful as cellphones.* ***(idea of equality)***

b) Less ... than is used to comparing one thing or person that is inferior to another one.

Example: *Cordless phones are* ***less*** *sophisticated* ***than*** *mobile phones.* ***(idea of inferiority)***

c) To compare two things or people with an idea of superiority, we use :

- ***more + adjective + than*** *for long adjectives (two syllables)*

Example: *Smartphones are more popular than fixed phones.*

- ***adjective + er + than*** *for short adjectives*

Example : *Texting on cellphones is* ***faster than*** *sending emails on computers.*

Cordless telephones are ***less*** *mobile* ***than*** *ordinary cellular phones.*

(3) Expressing alternatives with use *either* ... or *and* neither ... nor

a) We use *either...or* to express alternatives or to emphasize a choice.

Example: *For your birthday, I can give you* ***either*** *a cellphone* ***or*** *a computer. Which one would you like?*

b) We use *neither*... nor to give a negative meaning to the verb.

Example : *As you didn't work hard, I'll buy you* ***neither*** *a smartphone* ***nor*** *an Ipad.*

TIME TO PRACTISE AND CHECK

(4) Fill in the table with the information from the passage. Draw the table in your exercise book.

Mobile phones play an important role in our daily lives. Almost everybody, even children, have mobile phones. There must be reasons why we have become so **dependent** on mobile phones.

Firstly, they are portable. Therefore, it is **convenient** for us to carry mobile phones on us to keep in touch with relatives and friends any time. Secondly, mobile phones **enable** us to call for help in case of emergency. For instance, if you are **involved** in an accident or if you **witness** a crime taking place, your mobile phone will help you call the police immediately. There have been cases of kidnapping in which, making use of the victims' cell phones' networks, the police were able to **locate** the kidnappers.

As mobile phones have become a necessity in our daily lives, some people feel handicapped or uncomfortable without them. This is mainly due to the convenience of mobiles and their various functions such as texting, calculating, taking and sending pictures, watching videos, listening to radios and music, playing video games. Mobiles are not only a great time-saving **device**; they are also great a tool of **entertainment** too.

Nevertheless, although mobile phones have got a great deal of advantages, they can be easily **misplaced** and even lost, since they are quite small. In addition, a mobile phone five minute-communication can be quite costly, as **airtime** is rather expensive within the country. What more our correspondent **overseas?** Furthermore, mobiles are said to give out radioactive waves that can cause brain cancer or damage our ear drums. So far, there is no solid evidence that these new types of phones are safe for our health. Another problem with mobile phones is that people become **addicted to** them on account of their multi-purpose functions. With smartphones, there's hardly any communication between husbands and wives. Both are connected and thus **dead to the world** around them. Finally, surfing on the Internet with cellphones exposes children to a number of dangerous websites where pornography, terrorists and hackers **lure** the youth into dangerous situations.

In conclusion, I think that mobile phones are indispensable tools that we cannot live without, but we should avoid abusing them. Therefore, we should think carefully about the advantages and drawbacks before purchasing a mobile phone for a young child, and ask ourselves why we need a mobile phone and whether we will be able to use it responsibly.

http://englishplace.wikifoundry.com

Information transfer

Advantages	Drawbacks
–	–
–	–

TIME TO COMMUNICATE AND CHECK

6 Group discussion

In groups, discuss the bad effects of mobile phones on the youth.

GET THE IDIOM RIGHT



LESSON 3 The Magic of the Internet

TIME TO FIND OUT

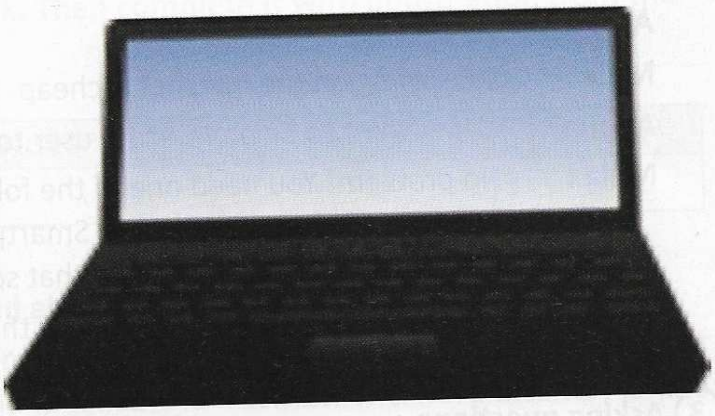
1 Look, listen and repeat.

LESSON FOCUS

Vocabulary related to Internet connection devices and social networks: devices, desktop, laptop computer, mobile phone,
Language function: asking question Yes/No questions/Wh-questions



1 a desktop computer



2 a laptop computer



3 a smartphone



4 a tablet phone

② What are they talking about in this dialogue?

Ariel : Hi, How are you, Nella?

Nella : Fine, and you?

Ariel : I'm fine too. Where are you going?

Nella : To the cyber café.

Ariel : Oh I see. Please, can you tell me something about the Internet?

Nella : Sure! the Internet is a computerized network of information. It helps us discover new people, new things, and new places. We can also chat with family and friends all around the world. I love to surf on the Internet!

Ariel : Wow! Now what are you going to do exactly at the cyber café?

Nella : Check my email and read the notifications on my Facebook page.

Ariel : That's great! How often do you do that?

Nella : On weekends. But when I'm connected at home, I do that every day.

Ariel : It's expensive, isn't it?

Nella : No, surfing on the Internet is cheap. But the equipment is costly.

Ariel : Well! I want to be an Internet user too. Can you help me?

Nella : No problem! You need one of the following internet connection devices: a desktop or laptop computer, a Smartphone or a tablet phone, and an Internet connection. Can we talk about that some other time? I'm really in a hurry.

Ariel : Okay!Okay! I'll see you later about that. Bye!

③ Asking questions

a) Yes/No questions

A : Can you help me, please? **B :** Yes, I can. Or Sorry, I can't.

A : Have you got a mobile? **B :** Yes, I have. Or No, I haven't.

A : Do you like surfing on the Internet? **B :** Yes, I do. Or No, I don't.

b) Information questions (who, what, when, where, why, and how...)

A : What do I need? **B :** You need some equipment.

A : How can I use the Internet? **B :** Well, you need to have an email address. It's free.

TIME TO PRACTISE AND CHECK

④ Complete the dialogue with the missing information questions.

Nella : Hello Ariel, ...?

Ariel : Hi! I'm fine. Thanks. And you?

Nella : I'm fine, too. ...?

Ariel : Yes, I have got my Internet connection.

Nella : Good, ...?

Ariel : I use the Internet every day.

Nella : ...?

Ariel : Usually at home. But sometimes in a cyber café when there is no network coverage.

Nella : ...?

Ariel : Facebook. I love this social media network.

Nella : ...?

Ariel : Because, It helps me interact with my family members and friends all around the world.

5 Copy the table in your exercise book. Then complete it with information from the reading passage.

Internet description	uses	abuses	remedy

Uses and abuses of Internet

The development of computer technology has given us a cheap and quick method of exchanging information, this method is called the Internet. The word Internet is the abbreviated form of International Network. The Internet has brought about a great revolution in the **fields** of communication. In a very short span of time it has linked together the whole world. In other words, the Internet has transformed the world into a global village in real terms. The uses and **abuses** of the Internet depend on the user.

In fact, the Internet is **replete** with countless advantages. It is a **low-cost** source of communication and exchange of ideas and information. A student can consult great libraries and **scholars**. A doctor can learn about the advancement in surgery and other areas of medecine. A **job-seeker** can find **job-advertisements**. Unfortunately, the wrong and corrupt use of the Internet has made it a great nuisance. The Internet is used to spread disinformation, rumors, sensational news and computer viruses. Moreover, it is **playing havoc with** our religious, moral, social and cultural values. As the Internet has **confined** its users to four walls, helpful activities like sports, social and cultural gatherings, sharing of feelings are **vanishing** away rapidly.

There is no doubt the Internet is indispensable these days, but its wrong use is causing a lot of problems. So, it must be managed intelligently. The government must impose a code of **ethics** on net-cafés and computer centers. Parents should keep a strict watch on their children in this respect. Actions should be taken against **websites** which spread

disinformation, promote immorality, vulgarity and even comit felonies and acts of terrorism. The Internet should only be used for **sound** information, fast communication and positive entertainment. Its **wise** and proper use can make it a real communication **tool** for one and all.

Adapted from https://studymoose.com/uses-and-abuses-of-internet-essay

TIME TO COMMUNICATE AND CHECK

6 With your partner, imagine the continuation of the dialogue between Nella and Ariel. Ariel asks questions to Nella about the uses and abuses of the Internet. And she answers.

Ariel : Hey Nella, how often do you use the Internet?

Nella : Oh, I use it every day!

Ariel : ...

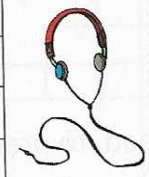
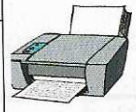
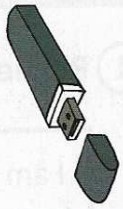
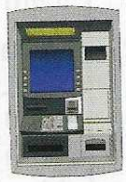
Nella : ...

TIME TO REVISE AND CHECK

1 Copy the table in your exercice book and complete it.

Pieces of equipment	Uses
	sending an email
Mobile phone	
	sending a text message
	playing video games
	checking my bank balance
TV set, remote control, aerial (or antenna) or cable link to receive signals from the TV broadcasters.	
	scanning the bar code of an article
an electronic billboard to display information	

(2) Identify the ICTs-related devices by choosing among the options. Work in your exercise book and write your answers like the example. *Exemple : 1/B (headphones).*

1			2			3		
A	a folder		A	a printer		A	a CPU	
B	headphones		B	computer		B	a printer	
C	a mouse		C	a scanner		C	a laptop	
D	a table PC		D	a monitor		D	a keyboard	
4			**5**			**6**		
A	a scanner		A	ATM		A	a pen drive	
B	a printer		B	a pen drive		B	a smartphone	
C	a network		C	a mobile phone		C	speaker	
D	desktop		D	a mouse		D	a pointer	
7			**8**			**9**		
A	a computer		A	a pointer		A	a microphone	
B	a keyboard		B	a cable		B	a keyboard	
C	a CPU		C	a keyboard		C	a webcam	
D	a screen		D	a typewriter		D	a cash machine	

(3) Complete the questions in column A. Then, match each of them with its answer in column B. Work in your exercise book.

Column A		Column B	
1	... is in the package?	a	I have lost my mobile phone.
2	... are you going?	b	Millions of people.
3	... is your Smartphone?	c	My elder brother. He is in London at the moment.
4	... are you sad?	d	Night and day. It's a real addiction to her.
5	... is your birthday?	e	It is a mobile phone.
6	... people use Facebook everyday?	f	It costs 50 000 Fcfa.
7	... you use social networks?	g	I don't think so. Rather, he scarcely gets connected.
8	... is chatting with you?	h	Yes, I do. I really like Facebook.
9	... he dependent on the Internet?	i	It's on the 25th January.
10	... does she stay online?	j	To the cyber café. I have to submit an application.

4 Change the infinitives in parentheses into the correct tense forms.

1. Listen, your mobile phone ... . (to ring)
2. How often ... you ... to the cybercafé? (to go)
3. Who ... you ... to now? (to talk)
4. Shh! Dad ... the news (to watch)
5. I ... a bike every day. Only at weekends. (not to ride)
6. Nella ... books. She ... social media networks.(not to read, to prefer)

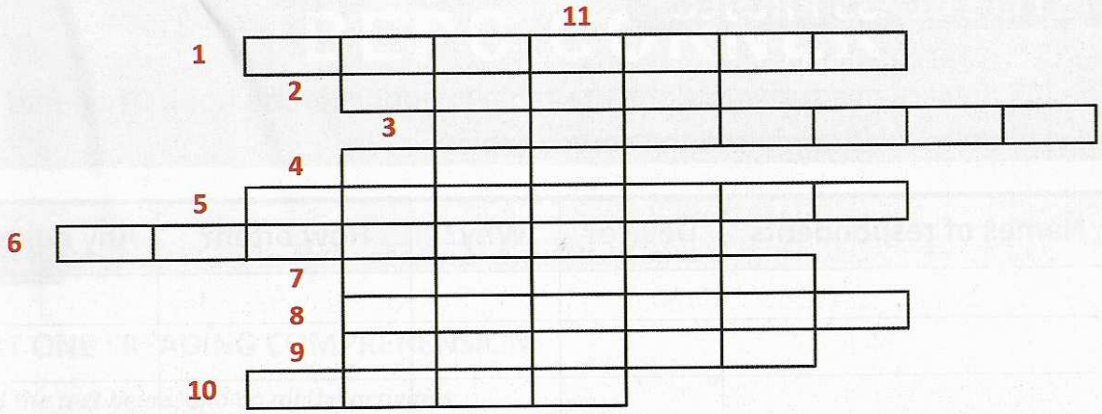
TIME FOR FUN

1 Riddles

I am a tropical disease. My symptoms are high fever and shills. I am transmitted by mosquito bites. What am I?	I am an epidemic. My symptoms are high fever and bleeding. I am transmitted by infected body fluids. What am I?
I am a pandemic. I am an acronym. My major symptom is weight loss. I am transmitted mainly through sexual intercourse. I haven't got any cure yet. What am I?	I am an epidemic. I only affect children. My major symptom is muscle wasting. I am transmitted by direct contact with an infected person. What am I?

2 Complete the puzzle and find the mystery word. All the words are ACROSS except the mystery word.

1. A sign of a disease is a S...
2. A table is a C...
3. Someone who is not sick is ...
4. It's the name of a virus.
5. Malaria is a...
6. A sick person under treatment is a p...
7. It means the same as deadly.
8. It means the same as bathroom.
9. Red fluid flowing in the body.
10. The cover of the body.
11. The mystery word is: ...



3 Computer parts word search. Find the words below in the puzzle.

1. laptop
2. keyboard
3. pendrive
4. scanner
5. screen
6. printer
7. speakers
8. monitor
9. computer

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

TIME FOR CLASS PROJECT

The ICT devices use surveys. Copy the table in your exercise book. Then find five (5) classmates and complete the survey table.

Names of respondents	Device?	Why?	How often?	Any nuisance?

Now, make the synthesis of your survey by answering the following questions.

What is the most used ICT device?

Why is it used?

How often do the respondents use it?

Is there any nuisance related to it? If yes, what is it?

BEPC CORNER

TEST 1

PART ONE : READING COMPREHENSION

Read the text below and do all the activities.

Memories of School

Each time the teacher had to leave the classroom, he asked one of the brilliant students to act as a prefect. The prefect's task was to stop anyone from talking. If anybody made a noise, the prefect would first tell him to keep quiet. If the boy kept on talking, the prefect would ask him to stand up and to keep standing until the teacher came back. If the boy still didn't obey, the prefect would write his name on the blackboard. Then the boy would be caned when the teacher came back. Can you imagine me, the smallest boy in the class, making the big boys stand up in order to be punished? It was like David and Goliath I hated being a prefect; it often got me into a lot of trouble.

If I got someone punished, I would usually make sure I left the school at the same time as the teacher. One day, Mohamed Bandukar, a very big boy in our class, had been caned for not obeying my orders. He was very mad at me. When the bell rang at lunch time, I was still busy copying my lesson from the board. Most of the students had left the classroom and the teacher was nowhere to be seen. As I put my satchel over my shoulder to join some classmates in the school yard, I heard Mohamed Bandukar calling me: "Hey! Abdu, wait for me, will you?" My friends advised me to run and not look back. I ran like the wind, and he started chasing me. Fortunately, I found refuge in the Teachers' Room. That day, I had my lunch under the vigilance of all the other teachers. The big boy could not approach me, but I knew that some way or another, he was going to take his revenge on me. I was worried the whole day.

Adapted from Kosso Town boy, by R. Wellesley Cole

COMPREHENSION CHECK

A – The words in Column A are from the text. Match each of them with its meaning or synonym in Column B. One word in column B is not concerned. Write your answers like in the example.

Example : **1- memories = h- things you remember from the past**

Column **A**	Column **B**
1. memories (title)	**a.** beaten with a stick
2. prefect (l.2)	**b.** students who are taught together
3. caned (l.6)	**c.** told
4. mad (l.11)	**d.** anxious
5. satchel (l.13)	**e.** midday meal
6. classmates (l.14)	**f.** chief, delegate
7. advised (l.15)	**g.** angry
8. lunch (l.17)	**h.** things you remember from the past
9. worried (l.19)	**i.** school bag
	j. revenge

B – Give short answers to the following questions. *(Not more than two lines).*

1. Who was chosen as a prefect when the teacher was away?

2. What was a prefect's task?

3. Why would a prefect write some students' names on the board?

4. What happened to the students whose names were on the board?

5. Was the narrator among the big boys of the class? Justify your answer.

6. How did the writer usually avoid being hurt by the boys who had been caned?

7. Why did Mohamed Bandukar call the writer to wait for him?

8. What did the writer's friends advise him to do?

9. What was the narrator worried about the whole afternoon?

10. Where did the small boy find refuge that day?

PART TWO : LANGUAGE USE

Choose the correct forms of the verbs in this paragraph. Write your answers like the example.

Example : *11 = learnt*

The school looked a strange place, but fascinating. The church, huge and hollow, looked haunted. Njoroge (1. knows/knew/had known) it was the house of God.

He (2. was/will be/has been) brought up to respect all holy places, like graveyards and mosques.

The teacher wore a white blouse and a green skirt. Njoroge (3. liked/will like/has liked) the white and green because it was like a blooming white flower on a green plant. However, Njoroge (4. was fearing/feared/had feared) her when two days later she (5. beats/was beating/beat) a boy, Whack! Whack!'Bring out the other hand'. Whack! Whack! Whack! The stick (6 has broken/breaks/broke) into pieces. Njororge could almost feel the pain. It was as if it (7. was being /will be/is being) communicated to him without

physical contact. The teacher (8. was looking/looked/looks) ugly when she punished. Njoroge hated seeing anybody being whipped and he (9. is/had been/was) sorry for the boy. But he should not (10. bully/bullied/have bullied) Njuka, a boy in the first row. It was that day that Njoroge (11. had learnt/was learning/learnt) that Njuka was the name given to a new pupil.

Adapted from Weep not, Child by James NGUGI? P. 14

PART THREE : WRITING (15 lines)

It's the beginning of the school year. You receive a letter from your Ghanaian penfriend asking you to tell him/her about a memorable event that happened to you. Write back to him/her. In your letter, say:

– where and when the event took place;

– what the event was about;

– how you felt about this event.

TEST 2

PART ONE : READING COMPREHENSION

Read the text below and do all the activities.

WOMEN IN AFRICA'S DEVELOPMENT

In Africa, women represent fifty-one per cent of the population and can be found in different professions and branches of activities. Their contributions are not always officially recognized. It is obvious that their role is very important for the economic development of their respective countries.

Women represent between 60 and 80 per cent of all agricultural labour in Africa; they are found all along the food chain : the African woman sows, reaps, transports, processes and sells the food. Women start working from childhood until the day when they are too tired to work. In the rural areas, women keep on working even when they are pregnant, until the time of birth, because they are the ones who must supply the basic needs of their families.

Women are the pillars of Africa's economic development, for the simple reason that they are the ones who produce the food crops. They also play a very important role in the production of cash crops in some countries. In the villages, in addition to cultivating the land, African women participate in community life. They are responsible for the family and household tasks, as well as the production of home articles such as mats, baskets and cooking utensils. They also prepare beverages that are sold to supplement the family income.

Adapted from topic, Issue n° 161.

COMPREHENSION CHECK

A – Match the words or expressions from Column A with their meanings or synonyms in Column B according to the text. One word or phrase in column B is not concerned. Write your answers like in the example.

Example : 1- branches = e- sectors

Column **A**	Column **B**
1. branches (l.2)	**a.** supports, key elements
2. labour (l.5)	**b.** revenue
3. sows (l.6)	**c.** drinks
4. childhood (l.7)	**d.** infancy
5. pregnant (l.8)	**e.** sectors
6. pillars (l.11)	**f.** workforce
7. cash crops (l.13)	**g.** plants
8. household (l.15)	**h.** plants for sale
9. beverages (l.16)	**i.** expecting a baby
	j. domestic

B – Decide whether the following statements are true (T) or false (F) according to the text. Give the line(s) to justify your answers.

Example : 1T (L.1)

1. More than half of the population of Africa is composed of women.
2. Women's contributions to the economic development of Africa have always been praised.
3. Most of the food production activities are done by women.
4. African women start working from their childhood till their old age.
5. All African women are entitled to maternity leave.
6. In Africa, women produce cocoa, coffee, rubber or palm oil.
7. African women are responsible for making mats, baskets and cooking pots.
8. African women sell drinks and other food items to increase the family income.

PART TWO: LANGUAGE USE

Rewrite the sentences into the passive forms.

Example: *1. = The whole population of Africa is made up of about 51% of women.*

1. Women make up about 51% of the whole population of Africa.
2. People do not recognise the vital contributions of women to the development of Africa.
3. Some parents deprive girls of modern education.

4. Some African communities make girls undergo genital mutilation for the sake of tradition.
5. Poor parents force their teenage daughters to get married to rich old men.
6. African village communities do not allow women to speak during their meetings.
7. In the old days, most Africans regarded school as a waste of time.
8. We must not consider the economic development of our country as the domain of men alone.
9. With adult literacy, we can improve the living conditions of rural African women.

PART THREE : WRITING

You are a journalist from the B.B.C. You interviewed Olivia Addo, a famous Ghanaian woman farmer about her livelihood. Write down the missing parts of the conversation you had for your English club magazine.

Alex Smith : Good morning, Madam. I'm Alex Smith. I'm a reporter from the BBC.
Olivia Addo : .....
Alex Smith : Nice to meet you, too. Ok, Mrs. Addo! Er... Is this your farm?
Olivia Addo : .....
Alex Smith : Fine! What do you grow on your farm?
Olivia Addo : .....
Alex Smith : Cocoa, plantains and yams? Wow! How many people work for you?
Olivia Addo : .....
Alex Smith : You employ twenty workers? My gosh! And how do you pay them?
Olivia Addo : .....
Alex Smith : So, if a worker doesn't complete his contract, will he get paid?
Olivia Addo : .....
Alex Smith : I see. Do you also employ women on your farm?
Olivia Addo : .....
Alex Smith : Right. The women are in charge of the food crops. And how about the chickens?
Olivia Addo : .....

TEST 3

PART ONE : READING COMPREHENSION

Read the text below and do all the activities.

TRADITION VERSUS HUMAN RIGHTS

Until the beginning of the 20th century, the Igbo threw away their twin babies soon after they were born. Today, people are very reluctant to talk about it, because they cannot explain why new-born twins or triplets were left to die in the forest though they often prayed for God to give them many children.

This was not only an Igbo phenomenon, however. Many African communities regarded the birth of twins as a curse and took different steps to deal with it. For example, the San people of southern Africa would get rid of one of the twins or even both babies. Among the Ashanti, the twin babies would be forfeited to the chief; their parents would carry them to the chief's palace soon after their birth. In the case of the royal family, the twins were killed immediately to prevent the turmoil their birth might cause in terms of succession and inheritance.

The Igbo believed that there was something mystical and abnormal about twins. When people ask for rain, they do not expect a flood; so, twin births represented excessive fertility and had to be kept in check. After leaving the babies in the bush to die, the mother would undergo long rituals to prevent her from bearing twins again. If these measures were not taken, not only the parents of the twins but also the entire community would suffer harm.

Adapted from Things Fall Apart by Chinua Achebe

COMPREHENSION CHECK

A – Find in the text the words or expressions that correspond to the following meanings. Write your answers like in the example.

Example : 1 – versus

1. against (title)

2. one hundred years (L.1)

3. unwilling (L.2)

4. something that causes evil or trouble. (L.6)

5. kill (L.7)

6. gave up, abandoned (L.8)

7. trouble (L.10)

8. under control (L.14)

9. endure (L.15)

B – Decide whether these statements are true (T) or false (F). Justify your answers by indicating the lines. Write your answer like in the example.

Example: *5 (T); lines 9-11*

1. At the end of the 20th century, the Igbo of Nigeria threw away twin babies.

2. The Igbo have always considered the birth of twins as a curse to the community.

3. Only the Igbo and the Ashanti regarded the birth of twins as a curse.

4. Among the Ashanti, twin babies were taken to the chief's palace soon after their birth.

5. Twins born into Ashanti royal families were killed to avoid succession problems.

6. Among the Igbo, the mother whose babies were left in the bush had to go through rituals.

7. The mother would undergo many rituals to help her give birth to more twins.

8. A curse would fall on the entire community if necessary measures were not taken.

PART TWO : LANGUAGE USE

A – Use the following prefixes: un - in - il - *or* dis to form the opposites of the words between brackets. Some prefixes can be used more than once.

Example : *1: unborn*

1. The Igbo didn't kill twin babies as long as they were (born).

2. Before colonization, the Igbo tribe (liked) the birth of twins or triplets.

3. Praying to God to have many children and killing twins at the same time is (logical).

4. How could women be so (different) to the loss of their babies at that time?

5. Giving birth to twins was (acceptable) in Igbo land a long time ago.

6. In precolonial Africa, (faithful) wives were severely treated.

7. It is a good thing such (human) customs do not exist anymore in our communities.

8. You must never be (loyal) to your parents and friends.

B – In the passage below, the author is narrating a story where a boy was sacrificed because of tradition. Select the correct forms of the verbs in italics to make the passage meaningful. Write your answers like in the example.

Example : *9 = being*

One of the men behind him cleared his throat. Ikemefuna looked back, and the man growled at him to go and not stand looking back. The way he said it **(1. sent/has sent/sends)** cold fear down Ikemefuna's back. His hands **(2. trembled/had trembled/tremble)** vaguely on the black pot he carried. Why **(3. had/has/was)** Okonkwo withdrawn to the rear? Ikemefuna felt his legs melting under him. And he was afraid to look back.

As the man who **(4. had cleared/cleared/has cleared)** his throat drew up and **(5. had raised/ raised/has raised)** his machet, Okonkwo **(6. has looked/had looked/looked)** away. He heard the blow. The pot **(7. (had fallen/fell/has fallen)** and broken in the sand.

He heard Ikemefuma's cry, "My father they have killed me!" as he **(8. ran/has run/had run)** towards him. Dazed with fear, Okonkwo drew his machet and cut him down.

He was afraid of **(9. being/be/been)** thought weak.

PART THREE : WRITING *(15 lines)*

In your region, some rites go against human rights. For your school English club magazine, write an article about a traditional ceremony that you think is a human right abuse. In your article, say:

– what this practice is;

– who is involved in it;

– why it is against human rights.

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

GRAMMAR RECAP

UNIT 1

A LE PRÉTÉRIT SIMPLE (THE PRETERITE OR PAST SIMPLE)

Le *Past simple* est utilisé pour parler d'actions ou d'états qui se sont déroulés à une période précise ou sur une période du passé. Les verbes réguliers prennent –ed au *Simple past* tandis que les verbes irréguliers varient.

Phrases déclaratives avec les verbes ordinaires
Adaye **went** to his village last vacation.

Phrases à la forme négative
Adaye **didn't (did not) go** to his village last vacation.

Yes/No questions
Did Adaye **go** to his village last vacation? Yes, he **did./**No, he **didn't**.

Wh-question: where, when, why, What, how...
What did Adaye **do** last vacation?

Avec to be
Adaye **was** in his village last vacation.

Yes/No questions
Was Adaye in his village last vacation? Yes, he **was**/ No, he **wasn't**.

Wh- questions
Where was Adaye last vacation?

Adverbial phrases with the past tense

On+day: Côte d'Ivoire became independent **on August 7, 1960**.
In+year: Côte d'Ivoire became independent **in 1960**.
Last (week, month, year, summer): I visited the USA **last summer.**
(Three days, four weeks, two years) **ago**: Yao travelled **two weeks ago**.

NB:
Sur le plan phonologique, on distingue trois façons de prononcer la marque du prétérite **-ED**.

[t]	asked, stopped, kissed	après les sons /p, s, k, f/
[d]	cleaned, loved, rubbed	après les sons /b, g, l, m, n, r, v, ð, z, ʒ/
[id]	wanted, needed, started	après les sons /t, d/

B EXPRIMER DES HABITUDES PASSES AVEC "USED TO" ET "WOULD"

would et used to s'utilisent pour exprimer l'habitude au passé.

Ex.: At lunch time, the bigger boys **used to** bully the younger ones.
At lunch time, the bigger boys **would** bully the younger ones.
Both sentences express the same meaning.

Questions avec *would:*

What would the bigger boys **do** at lunch time?

Questions avec *used to:*

What did the bigger boys **use to do**?
Did the bigger boys **use to** bully younger ones?

C EXPRIMER LA CONDITION

La condition s'exprime de trois façons:

1. Si La proposition subordonnée introduite par if est au **présent simple**, la proposition principale est au **futur simple**. C'est la première forme du conditionnel en anglais. Elle exprime une action possible dans le futur.
2. Si La proposition subordonnée introduite par if est au **past simple**, la proposition principale est avec **would+infinitif sans to**. C'est la deuxième forme du conditionnel. Elle exprime une action qui est irréelle (pas possible) dans le présent.
3. Si La proposition subordonnée introduite par if est au past perfect, la proposition principale est avec **would/wouldn't + have + past participle**. C'est la troisième forme du conditionnel. Elle exprime une action qui n'a pas été possible dans le passé.

If-clause (condition)	Main clause (result)	Conditional	Action
1. **If** we **study** our lessons,	we **will get** good marks.	First form	Possible in the future
2. **If** *we* **studied** our lessons, **If** I **were** you,	we **would get** good marks. I **would work** harder.	Second form	Not possible in the present
3. **If** you **had studied** your lessons,	you **would have got** good marks.	Third form	Impossible in the past

A EXPRIMER LA CAPACITÉ ET LA POSSIBILITÉ

Uses of can	Example	Corresponding phrases
Physical ability	Tom is strong. He **can** lift that heavy box.	Tom **is able to** lift that heavy box. Tom **is capable of** lifting that heavy box.
Used with verbs of senses (see, smell, hear, taste, feel)	I **can** smell something bad in the area.	
An acquired skill	Yao **can** speak English fluently.	Yao **is able to** speak English fluently.
Possibility	You **can** buy a pair of Jeans trousers at Primark.	It's **possible** for you to buy a pair of shoes at Primark.

NB :

Past of can= **could**

Ex. Emma **could** speak English fluently when she was in London.

B EXPRIMER LES DROITS ET DEVOIRS

Duties	Rights
It's my duty to take care of my children. **It's my responsibility to** create a good teaching and learning atmosphere in my school.	**I have the right to** vote. **I have the right to** own a rubber plantation. **It's my right to** know how to read and write.

C LE COMPARATIF

Le comparatif de supériorité : plus ... que

Adjectif court (1 ou 2 syllabes) : Adjectif + ER +THAN

The village environment is cleaner than the city environment.

Adjectif long (2 syllabes ou plus) **MORE + Adjectif + THAN**

Le comparative d'égalité : aussi ... que

L'adjectif est précédé et suivi de As.

As – Adjectif – As

	Form	example
Superiority	Short adj+er + than More + long adj + than	– There is a **larger** number of sexual violence cases **than** forced marriages. – The number of sexual violence is **more important than** that of forced marriages.
Inferiority	Less +adj+than	The number of forced marriages is **less numerous than** violence within couples.
Equality	As.....as	There are almost **as** many cases of physical mutilations **as** physical violence.

NB :

- **More/less + noun :** There are **more** cases of sexual violence **than** forced marriages.
  There are **less** forced marriages **than** violence within couples.
- **Adjectifs irreguliers**

Adjectives	Comparative forms	Traduction
good, well	→ **better (than)**	→ **mieux, meilleur que ...**
bad	→ **worse (than)**	→ **pire, plus mauvais que ...**
far	→ **farther/further (than)**	→ **plus loin que ...**
much/many	→ **more (than)**	→ **plus que ...**

- Les expressions **much, a lot, a little** peuvent être utilisées pour indiquer le dégré de comparaison.

Exemple: A train is **much** faster than a car.
A mini-bus is **a little** more expensive than a car
A boat is **much** slower than a plane.

UNIT 3

FAIRE DES SUGGESTIONS

Pour faire des suggestions, vous pouvez utiliser l'une des expressions suivantes :

1. Let's+ infinitif sans 'to':

Exemple: **A : Let's go to** the beach this weekend. **B :** That's a good idea !

2. Why don't you/we + infinitif sans 'to'.

Exemple: **A : Why don't we** go to the beach this weekend ? **B :** Sure, I'd like to.

3. How about+V-ing.

Exemple: **A : How about** going to the beach this weekend ? **B :** Sorry, I'm busy.

4. Shall we + infinitif sans 'to'.

A : Shall we go shopping at Playce mall this weekend ? **B :** Bright idea !

UNIT 4

A DONNER DES RAISONS

Pour donner des raisons, vous pouvez utiliser l'un des mots ou expressions ci-dessous.

because (of) – since – as – that is (the reason) why due to – for this/that reason – for

Exemples:

Because of his bad mark in English, he failed the exam.
Since he got a bad mark in English, he failed his exam.
He failed his exam **due to** his bad mark in English
He had a bad mark in English, **that is why** he failed.
He failed his exam **for** he got a bad mark in English.

B EXPRIMER LES GOÛTS ET LES DÉGOÛTS

Pour exprimer ce qu'on aime ou ce qu'on n'aime pas, on peut utiliser une des expressions ci-dessous suivie d'un nom ou d'un infinitif sans 'to'.

*I like –I love – I am fond of – I amcrazy about – I enjoy +verb+*ing
*I hate – I do not like – I am not fond of – I am not crazy about – I do not enjoy+verb+*ing

Exemples :

I **like** parties.
I **like** going to parties.
I **hate** lies.
I **hate** telling lies.

C EXPRIMER DES RELATIONS LOGIQUES ENTRE DES IDÉES À L'AIDE DE CONNECTEURS

Connectors	Role	Example
in contrast, however	Contrasting	Using cosmetics is fashionable; **however**, some have bad side effects.
similarly, likewise	Expressing similarity	You cannot wear miniskirt here; **likewise**, it's forbidden to put on tight and torn clothes.
therefore, as a result	Expressing consequence	Many students are too much focused on fashion. **Therefore**, they are less performant in class.
Moreover, in addition	adding	Fashion designers are creative. **In addition**, they are imaginative.

A EXPRIMER LA PRÉFÉRENCE (EXPRESSING PREFERENCE WITH 'WOULD RATHER')

subject + would rather/I'd rather + infinitive without 'to'.

Exemple : I would/I'd rather live in my village.

B EXPRIMER LA CAUSE ET LA CONSÉQUENCE (EXPRESSING CAUSE AND CONSEQUENCE)

	Mots et Expressions	example
Cause	for since as due to because of	Everybody buys Smartphones **because/since/as** they are cheaper than Iphones. **Because/Since/as** Smartphones are cheaper than Iphones, everybody buys them. Everybody buys Smartphones **because of/due to** their reasonable price. **Because of/Due to** their reasonable price, everybody buys Smartphones.
Consequence	so therefore as a result consequently	Bus drivers are on strike; **so/therefore/consequently/as a result,** we have to take a taxi.

UNIT 6

A EXPRIMER UNE OPINION

Une opinion s'exprime de plusieurs manières. Les plus simples sont les suivantes :

Exemples :

I think (that),
In my opinion,
As far as I'm concerned,
As far as I'mconcerned,
} it is wrong to put delinquents into prison.

B EXPRIMER UNE OBLIGATION

1. Une obligation morale (interne)

Exemples :

We **must** obey our parents.
We **need to** go to school to have a good life.
We **mustn't** insult older people.
We **don't need to/needn't/don't have to** kill people to be rich.

2. Une obligation morale (externe) :

Exemples :

You **have to** finish your exercise before going to bed.
You **don't have to** repeat everything she told you.

UNIT 7

A LA VOIX ACTIVE ET LA VOIX PASSIVE

- Dans la voix active l'on s'intéresse plus au sujet qui fait l'action.
- Dans la voix passive l'on s'intéresse plus à l'objet (le complément d'objet).

Exemples :

The cat eats the mouse. (voix active)
The mouse **is eaten** by **the cat.** (voix passive)
On utilise "to be" au présent = is + le participe passé du verbe **(eaten)**.

• À la forme impersonnelle

Exemples :

People/They say he is the best player. (voix active)
He is **said** to be the best player. (voix passive)

NB : Le temps du verbe à la voix active est le même à la voix passive.

B EXPRIMER LE BUT

• L'expression du but se fait de plusieurs manières.

Yézou goes to school { **in order to** / **so that** / **so as to** } become a V.I.P. one day.

Alima learns her lessons regularly { **in order not to** / **so that she won't** / **so as not to** } be punished.

C EXPRIMER "N'EST-CE-PAS ?"

Exemples :

– **You are** Mr BABY's son, **aren't you?** ------- Yes of course I am!
– **I'm** the best in this class, **aren't I?** ------- Sure you are! / I'm afraid you aren't.
– **He eats** snakes, **doesn't he?** Yes he does!
– **You eat** snails, **don't you?** Yes I do!
– **I can** run faster (than everyone here), **can't I?** Of course, you can !

NB : Quand la phrase est positive, l'insistance (la reprise) est interro-négative.

– I'm not the only one trouble-maker, am I?
– I can't do that, can I?
– She doesn't know, does she?
– They won't come, will they?

NB : Quand la phrase est négative, l'insistance (la reprise) est positive.

UNIT 8

A PRÉSENT SIMPLE ET PRÉSENT CONTINU

TEMPS	FORME	USAGE
Présent simple (Simple present)	You We **wake** up early. They He She **wakes** up early. It	Présent simple exprime la routine, les généralités, les faits et les états (physique, mental) ***Exemples :*** I usually wake up at 6.30 in the morning. The sun rises in the east. The boss looks angry today.
Présent continu (Present cotinuous)	I **am reading** a book. He She **is running** fast. It You We **are reading** a book They	Présent continu exprime une action en cours au moment ou l'on parle. ***Exemple :*** Look! She is reading a book.

NB :
Sur le plan phonologique, on distingue trois façons de prononcer la marque "S" de la 3e personne du singulier (présent simple).

[s]	stops – starts – works	après les sons /p, t, k, f/
[z]	plays – offers– knows	après les sons /b, d, g, l, m, ŋ, n, v, ð/
[iz]	watches – washes– passes	après les sons /s, ʃ, tʃ, dʒ/

B EXPRIMER UN CHOIX OU UNE ALTERNATIVE ENTRE DEUX POSSIBILITÉS EITHER ... OR OU NEITHER ... NOR

Pour exprimer un choix, une alternative entre deux possibilités, il faut utiliser either ... or ou neither ... nor

Exemples :

*For your birthday, I can give you **either** a cellphone or a computer. Which one would you like? (Positive alternatives)*
*As you didn't work hard, I'll buy you **neither** a smartphone nor an Ipad. (Negative alternatives)*

C LA FORME INTERROGATIVE

Yes/No questions

Ce sont des questions don't les réponses commencent par Yes ou No. Elles commencent par un verbe auxilliaire.

Be (am, is, are/was, were)

Exemple : Are you ready? Yes I am. OR No, not yet.

Do (do, does/did)

Exemple : Do you want coffee? Yes; please. OR No, thanks.

Have (has, have, had)

Exemple : Has she left for school? Yes, she has. No, she hasn't.

Modals (can, could, will, would, must, should ...)

Exemple : Can you speak English? Yes, I can. No, I can't.

Information questions OR Wh-questions.
Ce genre de questions commencent avec **Who** ou **H.**

Wh-questions	Sens	Exemple
Who	personne	**Who** is your favourite footballer?
What	Chose, idée, information, action	**What** are you carrying? (chose) **What** are you dreaming about? (idée) **What** is the score of the match? (information) **What** are you doing now? (action)
Where	lieu	**Where** do you live?
Why	raison	**Why** are you late?
When	temps, moment	**When** is your birthday?
Which	choix	**Which** one do you prefer, Smartphone or Iphone?
How	manière	**How** do you use the social media?
How many	Quantité dénombrables	**How many** pupils are there in the classroom?
How much	Quantité indénombrables	**How much** is your Smartphone?
How often	fréquence	**How often** do you use the social media?
How far	distance	**How far** is your home from your school?
How long	durée	**How long** does it take you to go to school?
How old	âge	**How old** are you?

MY DICTIONARY

LE CHIFFRE QUI SUIT CHAQUE MOT OU EXPRESSION INDIQUE L'UNITÉ DANS LAQUELLE IL/ELLE APPARAÎT.

A

abuse (to)	6	offenser, insulter
achieve (to)/fulfill (to)	6	accomplir/exécuter
actually	1	en réalité, en fait
addicted to	8	dependant(e) à
afford (to)	4	être en mesure de
affordable	4	abordable (marchandises)
air time	8	temps d'antenne, crédit de communication
annoyance	6	contrariété, mécontentement
anthem	1	hymne
apartment	5	appartement
apply the law (to)	6	appliquer la loi
as far as I am concerned	2	en ce qui me concerne
ATM, cash dispenser	8	guichet automatique/distributeur de billets de banque
attend (to)	7	assister à, suivre, être à
audience	4	auditoire
average	2	moyenne
avoid (to)	7	empêcher
awareness	7	(prise de) conscience

B

be accountable for (to)	6	être responsable de
be aware of (to)	7	être conscient de
be crazy about (to)	4	être fou de
be entitled to (to)	6	avoir le droit de
be fond of (to)	4	être fan de
be in charge of (to)	6	être chargé ou en charge de
be proud of (to)	2	être fier de

be responsible for (to)	6	être responsable de
be tortured to death (to)	6	être torturé à mort
bear responsibility for (to)	6	être responsable de
beheld in prison/ detention (to)	6	être en prison ou en détention
benefit from (to)	6	bénéficier de
bereflective on/about (to)	6	réfléchir à, analyser
blood pressure	7	pression artérielle
blood test	7	examen de sang
board (a plane) (to)	3	monter à bord (avion)
boarding card (to)	3	carte d'accès/d'embarquement
breastfeed (to)	2	allaiter, nourrir au sein
breed	6	une race, une espèce
breed (to)	6	élever (des animaux)
bully (to)	1	bizouter
burden	7	charge, fardeau
bush fire	5	feu de brousse

C

caring	5	attentionné
challenging	1	difficile, éprouvant
check in (to)	3	se faire controler à l'entrée (aéroport, supermarché
check out (to)	3	se faire contrôler à l'entrée (aéroport, supermarché
cherish (to)	1	chérir, aimer
chill	7	coup de froid, fièvre
civics/civic-spiritedness	6	civisme
cockerel	2	coquelet
Coke	5	Coca cola
compulsory/mandatory	1	obligatoire
convey (to)	4	faire savoir, transmettre
convey (to)	7	communiquer, faire comprendre
cordless phone	8	telephone sans fil
crossroads	5	carrefour
cure (to)	7	soigner

D

decipher (to)	4	déchiffrer, décoder
decrease (to)	7	diminuer
deny/refuse responsibility for (to)	6	refuser la responsabilité de
designer	4	modéliste
desktop (computer)	8	ordinateur de bureau
detainee	6	un détenu
device	8	appareil
diarrhoea	7	diarrhée
direct the traffic	5	diriger le trafic
discard (to)	4	rejeter
dislike (to)	4	detester
display (to)	8	exposer
drive (a car) (to)	3	conduire (une voiture)
due to	4	dû à
dump	6	un tas d'ordures
dustbin	7	panier à ordures, poubelle
duties	2	les droits

E

earn (a living/money) (to)	2	gagner sa vie/de l'argent
easy	1	facile
endanger (to)	6	mettre en danger
enforce the law (to)	6	faire appliquer la loi, faire force de loi.
enjoy (to)	4	aimer, prendre plaisir à
entertainment	8	divertissement
ethic	8	éthique
exciting :	1	excitant, amusant, interessant
exhibit (to)	4	exhiber, montrer

F

family reunion	1	retrouvailles familiales
feel homesick (to)	1	avoir la nostalgie
feelings	1	sentiments

fight off (to)	7	lutter contre, repousser, éradiquer
firewood	2	bois de chauffe
fixed phone	8	téléphone fixe
flag	1	drapeau
flag-raising ceremony	1	cérémonie de salut au drapeau
flight	3	vol (avion)
Flood (to)	5	inonder
flourishing	2	florissant
flu/influenza	7	grippe
fly (a plane) (to)	3	piloter un avion
for me	2	pour moi
fried yam	5	frite d'igname
friendly	2	amical
furthermore	4	en outre, en plus

G

garbage	7	ordures, déchets
genital mutilations	2	les mutilations génitales
give up (to)	4	abndonner
go fishing (to)	1	aller à la pêche
go hunting (to)	1	aller à la chasse
grumble (to)	1	grogner

H

hand sanitizer	7	désinfectant à mains
handle (to)	7	manier, manipuler
hard drive	8	disque dur
hard working	5	travailleur
hate (to)	4	hair
have a party (to)	1	organiser une surprise partie
have fun (to)	1	s'amuser, passer du bon temps
have the right to (to)	6	avoir le droit de
healthy	5	en bonne santé
hinder (to)	7	empêcher
hold on to something (to)	4	s'accrocher à quelque chose

hospitable	5	hospitalier
however	4	cependant
human rights	2	droits humains
hurry up (to)	1	se dépêcher / to be in a hurry : être pressé
I		
I have the right to	2	j'ai le droit de
I thinkthat	2	je pense que
ICTs	8	les TIC
improve (to)	1	améliorer
in contrast	4	au contraire, contrairement à
In my opinion	2	pour moi, à mon avis
increase (to)	7	augmenter
infancy	7	petite enfance, bas âge
insect spray	7	bombe insecticide
It's my duty to	2	il est de mon devoir de...
It's my duty to	6	c'est mon devoir/il est de mon devoir de
It's my responsibility to	6	il est de ma responsabilité de
It's my right to	6	c'est mon droit/il est de mon droit de
J		
joints	7	articulations
K		
keyboard	8	clavier
L		
land (to)	3	atterrir
laptop (computer)	8	ordinateur portable
leaflet	7	brochure, prospectus
like (to)	4	aimer
litter	7	détritus, ordures, saleté
living conditions :	2	conditions de vie
lose weight (to)	7	maigrir
love (to)	4	aimer
low-cost	8	à bas prix
lure	8	leurre

M

make sure (to)	2	s'assurer
malaria	7	paludisme
manpower	5	main d'oeuvre
mark	1	note
means of transport	3	moyens de transport
memories (to)	1	souvenirs
mislead (to)	6	tromper
miss someone (to)	1	avoir envie de voir quelqu'un
moreover/in addition	4	en outre
mosquito net	7	moustiquaire
motor bike	5	moto
mouse	8	Souris

N

needle	7	aiguille
neighbourhood	5	quartier
network	8	réseau

O

open-minded	2	ouvert d'esprit
operate upon a patient (to)	6	opérer un malade/un patient
outfit	4	habit
overpopulation	5	surpopulation

P

pay a visit (to)	1	rendre visite
peaceful	5	paisible
pendrive	8	clé USB
poor living conditions	5	mauvaises conditions de vie
portray (to)	4	dépeindre, décrire
poultry farm	2	une ferme de volailles
prevent	7	prévenir, éviter
prevent from (to)	7	empêcher de
prohibit (to)	6	interdire
public facilities	5	édifices publics
put on (to)	4	mettre (habit)
put on weight (to)	7	grossir
queue up (to)	1	s'aligner

R

rash	7	rougeur, bouton, éruption cutanée
rear (to)	2	élever
recover (to)	7	guérir
relaxing	5	relaxant
rely on (to)	7	compter sur
remove (to)	7	enlever, retirer
repell (to)	7	repousser
ride (a horse/a bicycle) (to)	3	aller à cheval/à vélo
rights	2	les droits
root	7	racine, base
roundabout	5	rond point
run a company/ a society (to)	6	diriger une société (d'affaires) /une société (d'hommes)
rural exodus	5	exode rural

S

safe/unsafe	7	sain/malsain
scan (to)	8	scanner
scanner	8	scanner (appareil)
school leaver	5	décrochage scolaire
scrub (to)	7	frotter, nettoyer, brosser
semen	7	germe, semence
set traps (to)	1	faire des pièges
shadow	6	une ombre
show someone around (to)	1	faire visiter des lieux à quelqu'un
smart	2	beau/belle, intelligent
snatch away	1	arracher
speaker (s)	8	haut-parleurs
spur (to)	6	exciter, activer, aiguillonner
stand to attention (to)	1	se tenir sans bouger
state out (to)	6	déclarer
strengthen (to)	2	renforcer
strike	5	grève
strong	2	fort
study	1	étudier
subway	3	métro
suit (to)	7	convenir à
supermarket	5	supermarché
supply (to)	7	procurer, fournir, approvisionner
surf (to)	8	naviguer (Internet)

T

take off (to)	3	décoller
talkative	2	bavard
therefore	4	par conséquent
tissue	7	mouchoir en papier
tissue	7	tissu (corps humain)
toll bridge	5	pont à péage
tool	8	outil
tourist sites	3	lieux touristiques
travel (to)	1	voyager
trends	4	tendances
trendy/fashionable	4	à la mode
trip/travel :	1	voyage
type (to)	8	taper à la machine (ordinateur)

U

ultimate	6	final, ultime
upcoming	4	à venir

V

value (to)	6	apprécier, donner de la valeur
video game	8	jeu vidéo

W

weak	2	faible
webcam	8	camera (ordinateur)
website	8	site Internet
weight	7	poids
welcome (to)	1	accueillir
wide	7	large
wise	8	sage
withdraw (to)	8	retirer (argent)
witness	8	témoin
worrried	1	inquiet
worsen (to)	7	empirer

Y

youngsters	4	les jeunes
youth (the)		la jeunesse