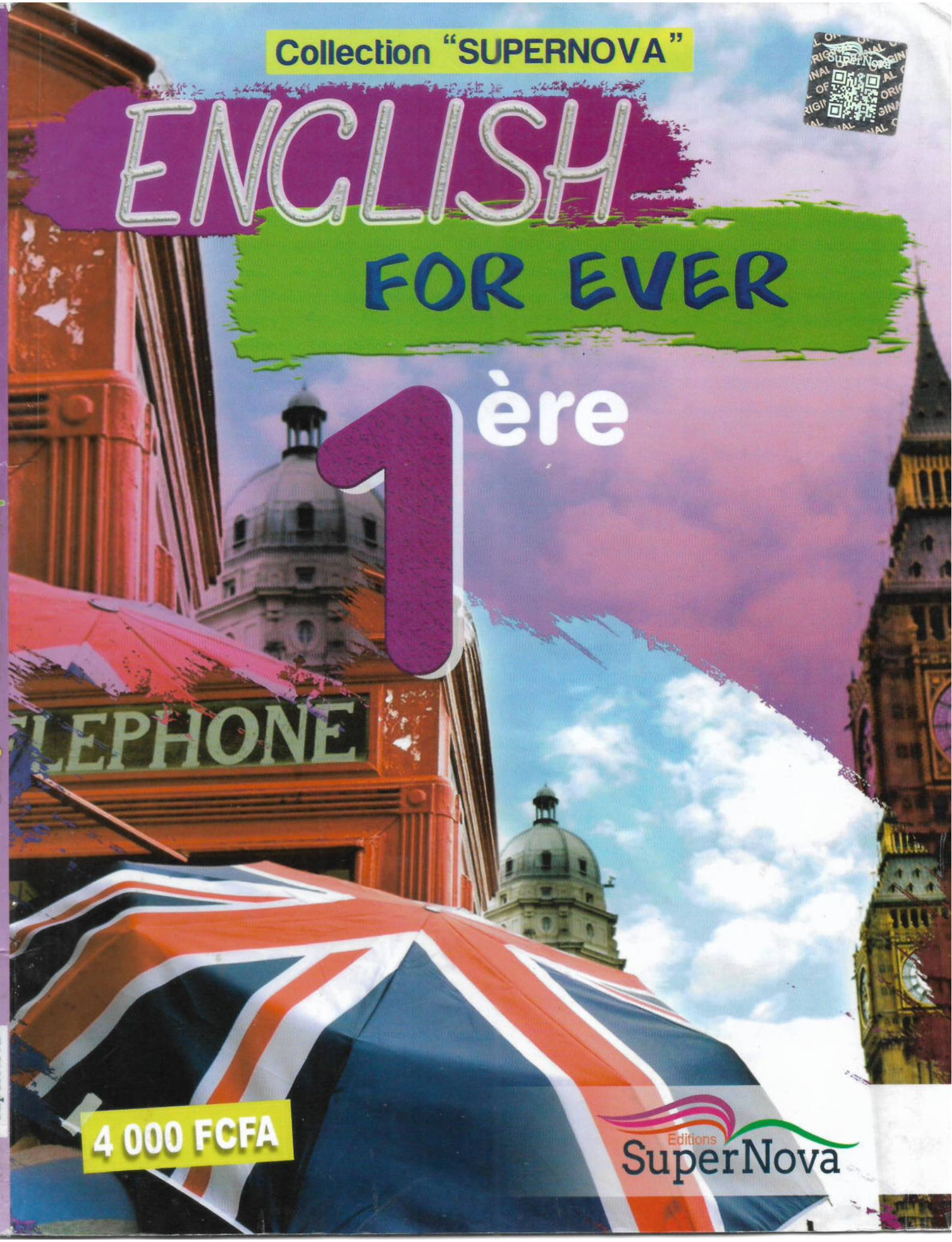
Collection "SUPERNOVA"

ENGLISH FOR EVER

1ère



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Editions SuperNova

Collection "Supernova"

ENGLISH For Ever

1ÈRE

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N'DRI N'GUESSAN ALEXANDRE

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AVANT-PROPOS

OBJECTIF DU MANUEL

Une éducation de qualité est le socle d'une nation forte, instruite et compétente. C'est dans cette optique que l'État Ivoirien a opté depuis 2013 pour l'enseignement par l'Approche Par les Compétences (APC). Cette approche d'enseignement bien que dérivant de la Formation Par Compétences (FPC) a une spécificité. Celle-ci réside dans le fait que les leçons commencent obligatoirement par une situation dénommée "situation d'apprentissage" et se terminent par une autre situation appelée "situation d'évaluation". L'élaboration de ces deux parties essentielles représente souvent une épine dans la chair de bon nombre d'enseignants. C'est pour cette raison qu'en plus de vous fournir un contenu consistant et détaillé, répondant aux formats de leçons en vigueur en Côte d'Ivoire, nous vous offrons volontiers toutes les situations dans la collection ''English For Ever''. Ceci, dans le but d'aider à l'amélioration des résultats scolaires.

À LA DECOUVERTE DE LA COLLECTION

À l'instar des manuels de la collection "English For Ever" du premier cycle et de la seconde , celui de la première s'inscrit dans la volonté d'accompagnement des élèves dans l'apprentissage de l'Anglais. Le manuel "English For Ever" première est la continuité du travail entamé au premier cycle. Il se donne pour objectifs de conduire les élèves à la pratique quotidienne de l'Anglais en vue de les préparer efficacement à réussir les épreuves orales et écrites de l'anglais au baccalauréat. A cet effet, le manuel est conçu dans un design attrayant et dispose d'une variété de textes et d'images sur divers thèmes d'actualités. En adéquation avec l'approche en vigueur (l'APC) et le programme éducatif, le manuel "English For Ever" 1ère se veut aussi un support didactique pratique pour les enseignants dans la préparation et la dispensation des leçons.

Le manuel "English For Ever" 1ère est constitué de dix (10) unités. Chaque unité est divisée en six (06) leçons comprenant une (01) leçon de "SPEAKING", une (01) leçon de "LISTENING", deux (02) leçons détachées de "READING", une (01) leçon de "WRITING" et enfin une (01) leçon de "LANGUAGE FOCUS". A l'exception de la leçon 6, toutes les leçons commencent par une situation d'apprentissage et se terminent par une situation d'évaluation. A la fin de chaque unité, une section présente des jeux ou chants, des exercices de consolidation ou de révision, ainsi qu'une grille d'auto-évaluation de l'élève. Enfin, après chaque unité paire, une activité de recherche "PROJECT" est proposée.

DESCRIPTION DES COMPOSANTES DE CHAQUE UNITÉ

- UNIT…: Le numéro de l'unité
- Une image relative au thème de l'unité
- Le thème de l'unité
- UNIT CONTENT OVERVIEW : l'énumération du contenu de l'unité
- SESSION…: le numéro, la compétence linguistique de la session (Speaking, Listening, Reading, Writing, Vocabulary/grammar focus) ainsi que le sous thème abordé dans la leçon. (voir tableau ci-dessous pour plus détails)
- UNIT SUMMARY : à la fin de chaque unité, une phase contenant un jeu, des exercices de consolidation portant sur toute l'unité, ainsi qu'un tableau avec des indices permettant aux élèves de s'auto-évaluer et de consolider leurs apprentissages.

Lesson 1 : SPEAKING	Lesson 2 : LISTENING	Lesson 3/4 : READING	Lesson 5 : WRITING	Lesson 6 : LANGUAGE FOCUS
Learning context : un exemple de situation d'apprentissage plaçant les apprenants dans une situation de la vie réelle au cours de laquelle ils auront besoin d'utiliser les habiletés à installer				
Lead-in : une sorte de chasse aux idées pour introduire la leçon.	**Before listening :** une sorte de brainstorming pour introduire la leçon.	**Before reading :** une sorte de brainstorming pour introduire la leçon.	**Before Writing :** une sorte de brainstorming pour introduire la leçon.	Une présentation d'items de vocabulaire et de points de grammaire.
New language : des activités pour enseigner le vocabulaire et/ou la fonctionlangagière de façon inductive et préparer les apprenants à la communication orale.	**Let's listen :** une série d'activités portant sur l'écoute.	**Let's read :** un texte précédé et suivi d'exercices de vocabulaire et de compréhension.	**Let's prepare to write :** des activités pour équiper et préparer les apprenants à faire le type de rédaction dont il est question.	Une série d'exercices relatifs aux contenus présentés.
Let's communicate : une situation d'évaluation pour amener les apprenants à communiquer en adaptant ce qu'ils viennent d'apprendre à une situation de la vie réelle.	**After listening :** une situation d'évaluation pour amener les apprenants à communiquer en adaptant ce qu'ils viennent d'apprendre à une situation de la vie réelle.	**After reading :** une situation d'évaluation pour amener les apprenants à communiquer en adaptant ce qu'ils viennent d'apprendre à une situation de la vie réelle.	**Let's write :** une situation d'évaluation pour amener les apprenants à faire une production écrite adaptant ce qu'ils viennent d'apprendre à une situation de la vie réelle.	

AUX PARENTS : Vos enfants sont des cadeaux inestimables. Personne ne profite mieux que vous de leur réussite. S'il vous plaît, aidez vos enfants dans leur apprentissage. Intéressez-vous à leur travail, félicitez-les quand ils font bien. Encouragez-les lorsqu'ils sont confrontés à des difficultés. C'est cela aussi les éduquer.

AUX APPRENANTS : Vous êtes l'espoir de vos familles et la relève de demain pour le pays. Montrez que vous êtes dignes de confiance de par votre comportement et votre travail. Respectez vos enseignants et écoutez-les attentivement. Aimez le travail et surtout le travail bien fait. Car, travailler bien aujourd'hui, vous offrira le savoir qui vous permettra de parcourir une carrière dont le sentier sera inondé de lumière. Ce manuel est fait pour vous aider à aimer l'anglais et à le pratiquer. Faites votre part. En anglais, on le dit, ''Practice makes perfect''. Alors, faites toutes les activités. Faites fi de la honte. Pensez à trouver un dictionnaire, un petit carnet de notes pour toujours noter de nouveaux mots et expressions. A cœur vaillant, rien d'impossible. Vous y arriverez si vous vous efforcez régulièrement.

AUX ENSEIGNANTS : Cher(e)s collègues, il n'est pas donné à tout le monde de devenir enseignant, car c'est un métier contraignant mais noble, un sacerdoce. Votre métier consiste à installer des habiletés chez les apprenants, dans l'acquisition des compétences. Et on ne devient compétent seulement qu'en travaillant. Pour vous aider à mener à bien votre mission, vous avez ce manuel accompagné d'un guide de l'enseignant contenant des suggestions pédagogiques et les corrigés des activités. Vous pouvez vous en servir pour enrichir les fiches de leçon. Vous devrez adapter vos cours aux réalités de vos localités.

N'oubliez pas qu'en Approche par les Compétences (APC), vous n'êtes pas les seuls détenteurs du savoir et que les apprenants doivent être au centre du processus enseignement-apprentissage-évaluation. Faites l'effort d'installer en eux les quatre habiletés langagières que sont l'expression orale (Speaking), la lecture (Reading), l'écoute (Listening) et l'expression écrite (Writing), afin de mieux les préparer à relever les défis de la compétitivité dans le monde contemporain.

TABLEAU DES COMPOSANTES DES DIFFÉRENTES LEÇONS

UNITS	SPEAKING / COMMUNICATION	LISTENING	READING	VOCABULARY	GRAMMAR FOCUS	WRITING	PAGES
UNIT 1: TRAVEL AND WORLD TOURISM	*Discussing the tourism industry *Discussing ecotourism	The impacts of tourism	*Ecotourism *African Safari	Prepositions	*Present perfect and present perfect continuous *Phrasal verbs	Writing tips	8
UNIT SUMMARY							
UNIT 2: NATURAL RESOURCES	Discussing natural resources	The effects of resource extraction	*Climate change and natural disasters *Environmental sustainability	*Nouns with suffix -tion *Antonyms with prefixes	*Gerund and articles *Collocations	Newspaper article	24
UNIT SUMMARY							
PROJECT TASK 1							
UNIT 3: DEADLY VIRUSES AND DISEASES	Discussing viruses and diseases	Infectious diseases	*Precautions *Deadliest viruses	* Connotation and denotation	* Phrasal verbs with "out"	An informal e-mail	42
UNIT SUMMARY							
UNIT 4: CRIME AND VIOLENCE	*Discussing school violence	Gender-Based Violence (GBV)	*Hate crimes in the USA *Cybercrime in Africa	*Compound words *Prefixes and suffixes	The passive voice	A meeting minute	60
UNIT SUMMARY							
PROJECT TASK 2							
UNIT 5: HUMAN RIGHTS	*Discussing children's rights	Women's rights	*Forced marriage *Child labour	Idioms	Comparative sentences	A formal letter	80

UNIT 6: TECHNOLOGY AND OUR LIVES	Discussing technology and its effects on our lives	E-commerce and social networks	*Technology and Education *Telecommuting	*Idiomatic expressions *words' families	*Comparatives *Conditions with "unless, as long as, in case"	An argumentative essay	**98**
UNIT SUMMARY							
PROJECT TASK 3							
UNIT 7: POLITICAL CHANGE	Discussing the role of the media in Democracy	The basic principles of Democracy	*Election troubles in the USA *Advantages and drawbacks of e-voting	Suffixes in -al and in -ic	Conjunctions	An argument essay	**118**
UNIT SUMMARY							
UNIT 8: AFRICAN CULTURAL HERITAGE	Discussing African cultural heritage	The "UDU" drum of the Igbo people	*The "Dipri" festival of the Abidji people *The "Boloye" and the "Ngoron" dances of the "Poro" festival	Suffixes -al, -ment, and -ion	Gerunds	Narrating an event	**136**
UNIT SUMMARY							
PROJECT TASK 4							
UNIT 9: OUR CONSUMER SOCIETY	Discussing consumerism in our society	The impacts of advertisement	*Fashion *Shopping	Verbal phrases	The passive voice	An advertise-ment	**154**
UNIT SUMMARY							
UNIT 10: FRIENDS, DATING AND ENTERTAIN-MENT	Discussing friendship	Discussing friendship	*The youth *Dating	Idioms	Exclamations	A descriptive text	**172**
UNIT SUMMARY							
PROJECT TASK 5							
TIME TO TEST							
TAPESCRIPTS							
IRREGULAR VERBS							
LEXICON							

UNIT 1

TRAVEL AND WORLD TOURISM

UNIT CONTENT OVERVIEW

- Talking about the tourism industry
- Listening and talking about the impacts of tourism
- Reading and talking about ecotourism
- Reading and talking about an African safari
- Prepositions
- Going through the writing steps
- The present perfect simple and the present perfect continuous
- Phrasal verbs
- Relative pronouns



Lesson 1

SPEAKING

TOURISM INDUSTRY



LEARNING CONTEXT

A delegation of 1ère students from your school is invited to a conference hosted by the American embassy on the occasion of the World Tourism Day. They do a presentation on the Ivorian tourism industry in order to promote their country.

LEAD-IN

- **Look at the pictures below and identify the elements of "tourism industry". What is the difference between "tourism industry" and "travel industry"?**





NEW LANGUAGE

1- With your partner, guess how the words or expressions below are read. Mind the syllables in red.

Tourism – Sightseeing – Ecotourism – Safari – Tourist – Traveller – Sightseer
Holidaymaker – Landscape – Attraction – Tour guide – Showplace – Guidebook – Holiday resort – Package Tour – Lodging – Accommodation – Housing – Tourism industry – Travel industry – Travel agency.

2- Go through the word bank above and find two synonyms for each word below.

a) Tourism :
b) Tourist :
c) Accommodation :

3- Match the words or expressions from the box with their definitions.

Example : **a- Tourism industry.**

Safari – Ecotourism – Mecca – Showplace – Tour guide – Guidebook – Tourism industry – Holiday resort – Package tour – Lodging – Travel

a) All the business activities concerned with providing accommodation, entertainment supplies, and services to tourists.
b) A book that provides tourists with information about their destination.
c) A place that many people want to visit because it is known for something particular.
d) Someone whose job is taking tourists to locations of interest.
e) A place that attracts many tourists because of natural beauty, historical interest, etc.
f) A place that has many hotels, bars, etc., where many people go on holiday.
g) An expedition to observe or hunt animals in their natural habitat.
h) Tourism that includes visiting endangered natural environments with the aim of preserving nature.
i) A holiday organized by a travel agency with arrangements for transport, accommodation, etc., made at an inclusive price.
j) Rooms rented out to someone, usually in the same residence as the owner.
k) An agency that makes arrangements for people who want to travel.

4- Read this passage on tourism and fill in the blanks with the appropriate words from the list below.

Example : a) **Tourism.**

attraction – travellers – tour guides – showplaces – tourism – travel agencies – tourists

People travel for many reasons such as business, pleasure, education, visiting family and friends, etc. **(a)** ..... mainly refers to travelling for pleasure. While **(b)** ..... may stay in one place for a long period, **(c)** ..... don't. They rather move from one **(d)** ..... to another. Generally, tourists look for good opportunities provided by **(e)** ..... before going on holiday. Indeed, travel agents help people plan, choose, and arrange their holidays. They offer advice and opinions on where to go and local tourist **(f)** ....., events and customs. Some travel agencies also provide tourists with **(g)** ..... to take them to the places of interest they advise.

LET'S COMMUNICATE

On the World Tourism Day, your class is invited to a conference hosted by the American Embassy. You are asked to present the situation of the Ivorian tourism industry, in order to help promote Côte d'Ivoire abroad. In your talk,

- say what the tourism industry is ;
- identify some elements of the tourism industry in Côte d'Ivoire ;
- explain the importance of the tourism industry.

Lesson 2

LISTENING

THE IMPACTS OF TOURISM

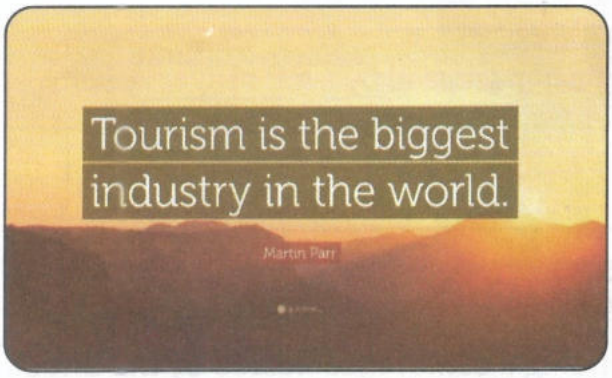


LEARNING CONTEXT

On the World Tourism Day, the students of 1ère from your school are invited to a conference hosted by the British Council. They listen to a presentation on the impacts of tourism and take note, in order to promote tourism in their country.

BEFORE LISTENING

- **Read this quote by Martin Parr, a famous British documentary photographer.**
  a) What does he mean?
  b) Do you agree with him?
  c) Is tourism the biggest industry in your country? Justify.



LET'S LISTEN

1- Listen to the passage and say what it is mainly about by selecting the right option.

a) The place of tourism in developing countries
b) The impacts of Covid-19 on tourism
c) The impacts of tourism on countries' economy
d) The place of tourism in developed countries

2- Listen to the passage again and say whether the statements below are true (T) or false (F).

Example : a- T

a) Tourism is a significant economic sector.
b) Tourism supports ten jobs in one.
c) For some countries, tourism can represent a quarter of their Gross Domestic Product (GDP).
d) Tourism represents important shares of both developed and developing countries' economies.
e) Tourism is not highly affected by the Covid-19 pandemic.

3- Listen to the passage again and fill in the blanks with the appropriate words.

Example : **a- livelihoods**

Tourism is one of the world's major economic sectors. It supports one in ten jobs and provides **(a)** ..... for many millions in both developing and developed economies. It is the third-largest export category (after fuels and chemicals) and in 2019, it accounted for 7% of global **(b)** ..... . For some countries, it can represent over **(c)** ..... of their GDP. In some Small Island Developing States, tourism has accounted for as much as **(d)** ..... of exports, while it also represents important shares of national economies in both **(e)** ..... and developing countries. That is the reason why **(f)** ..... is one of the sectors most affected by the COVID-19 pandemic, impacting economies, livelihoods, public services and opportunities on all continents. All parts of its value chain have been affected.

www.unwto.org/tourism-and-covid-19-unprecedented-economic-impacts, 03/03/2023.

4- Listen to the second passage and complete the table with the different impacts of tourism you hear in the table below.

Economic impacts	Socio-cultural impacts	Environmental impacts	Health impacts

AFTER LISTENING

After attending a conference hosted by the British Council on tourism, you are asked to write a short paragraph about it. In your production,

- list some tourist attractions in your region;
- give some positive impacts of tourism on your country;
- state some negative impacts, if there are any.



The London eye in England, UK

Lesson 3

READING 1

ECOTOURISM



LEARNING CONTEXT

The students of 1ère from your school read a text on ecotourism in order to collect information for the English programme debate on the local radio about protecting the environment.

BEFORE READING

- **Look at the pictures below. What has been the impact of tourism on this beach? From these pictures, how would you define "ecotourism"?**



Before



Now

LET'S READ

1- Read the passages below and match each of them with the appropriate headings.

a- Expansion of ecotourism b- The main objective of ecotourism c- The paradox of ecotourism d- Tourism is not always good e- Infrastructure and ecotourism f- Practices of ecotourism

1.

Tourism will always have an impact on the places visited. Sometimes the impact is good, but often it's negative. For example, if lots of people visit one place, then this can damage the environment. The question is: how can we minimize the problems without preventing people from travelling?

2.

The main aim of ecotourism is to reduce the negative impact that tourism has on the environment and local people. The idea is to encourage tourists to think about what they do when they visit a place.

3.

It's great to talk about protecting the environment, but how do you actually do this? There are a number of key points. Tourists shouldn't drop litter, they shouldn't stay on the paths, they shouldn't interfere with wildlife and they should respect local customs and traditions.

4.
Some people see ecotourism as a contradiction. They say any tourism needs infrastructure – roads, airports and hotels. The more tourists that visit a place, the more of these are needed and, by building more of these, you can't avoid damaging the environment.

5.
But, of course, things aren't so black and white. Living in a place of natural beauty doesn't mean that you shouldn't benefit from things like better roads. As long as the improvements benefit the local people and not just the tourists, and the local communities are consulted on plan changes, then is there really a problem?

6.
In 2002, the United Nations celebrated the 'International Year of Ecotourism'. Over the past twenty years, more and more people have started taking eco-holidays. In countries such as Ecuador, Nepal, Costa Rica and Kenya, ecotourism represents a substantial proportion of the tourist industry.

Adapted from www.google.com/amp/s/doctailieu.com

2- Read the passages again and find the synonyms for the words below. The passages where you can find them are indicated to help you.

Example : a- impact

a) effect (passage 1)
b) destroy (passage 1)
c) reduce (passage 1)
d) objective (passage 2)
e) really, truly (passage 3)
f) nature (passage 3)
g) paradox (passage 4)
h) populations (passage 5)
i) significant (passage 6)

3- Read the passages and say whether the following statements are true (T) or false (F). Indicate the passage to justify your answers.

Example : a- F (Passage 1)

a) Tourism has only positive impacts on visited places.
b) The objective of ecotourism is to help local communities generate a lot of money.
c) Tourists should mind their behaviour.
d) For some people, tourism will always damage the environment.
e) It is good when local people are involved in plan changes.
f) Ecotourism is becoming less popular.
g) In Kenya, ecotourism holds a key place in the tourist industry.

4- Read the passages and give short answers (2 lines maximum) to the questions below.

a) What may happen when lots of tourists visit a given place?
b) What is the key objective of ecotourism?
c) Can the tourist industry develop without damaging the environment? Justify.
d) How can tourists actually protect the environment?
e) How can governments involve local communities in tourist infrastructure?

AFTER READING

You and your classmate are invited to participate in a debate on the local English radio program. You are going to talk about the importance of ecotourism in order to promote it in your region. To prepare for this event, you've received some documents related to the theme. After reading them, you discuss them with your partner. In your conversation,

- say what ecotourism is;
- list some attitudes tourists should have to protect the environment;
- explain some impacts ecotourism may have on the environment and on local people.

Lesson 4

READING 2

SAFARI IN AFRICA

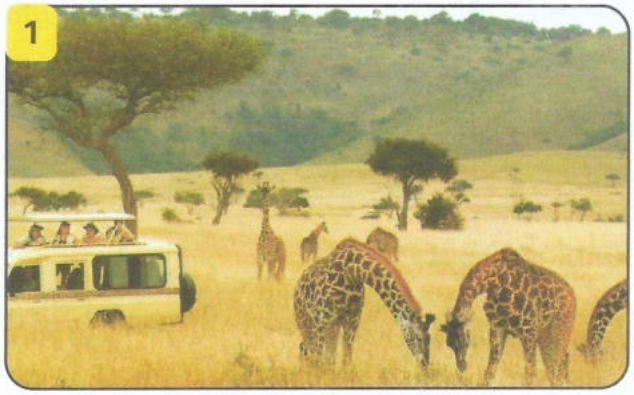


LEARNING CONTEXT

Ahead of a safari in the Serengeti National Park, organized by the Tanzanian embassy, the students of 1ère from your school, winners of the English clubs' competition, read a text on African safari in order to get prepared for their trip.

BEFORE READING

- **Look at the pictures below. What can you see? What kind of tourism do the pictures refer to?**





LET'S READ

1- Read the text below and choose the best title.

A- Ecotourism in Africa
B- Safari in Africa
C- Tourism in Africa
D- What is a safari ?

African safari is an expedition or a trip, usually by tourists, to observe animals in their natural habitat. These natural habitats can be national parks or game reserves such as Kruger National Park in South Africa, Masai Mara in Kenya, and Serengeti in Tanzania. For the sake of basic understanding, I will limit my examples to these Top 3 safari destinations that are also my personal favourites.

Serengeti in Tanzania is one of the most famous national parks in the world. It spans thousands of kilometers where animals including Simba and Mufasa live and hunt freely. They don't belong to an owner and they roam wherever they like. You might as well call them wildlife citizens of Tanzania because they live there and are protected by rights in that country. So as a tourist in Africa, the way to see them is to go on a safari.

There are different forms of African safaris. The most notable ones are walking safari, hiking, or the most popular, game-drives. A walking safari involves you, your fellow travellers and a qualified guide along with an armed game scout that will take you to the best spots in the park to see wildlife or picturesque views. Like any other type of safari, walking safaris may either be a private tour or a group wherein you join other travellers.

Hiking safari, on the other hand, is when you go on a trekking expedition to experience the mountains like Mount Kilimanjaro, Mount Kenya, and the Drakensburg mountains. Usually, people combine these safaris with game-drives.

Game-drives are a staple safari activity. You explore parks and game reserves by riding a vehicle with a pop-up roof. A tour guide/driver will come with you to drive for several hours in search of wildlife. You will drive between 5-6 hours a day and whenever your guide sees a lion, elephant, or any wildlife, you will stop to see them and/or take photos from inside your vehicle (through the pop-up roof).

Unlike in a zoo, there's no set place to see the animals. Nobody knows where they will be hanging out at any time of the day, but your professional guide who's had years of training and experience spotting wildlife would know where they "might" be. This is why it's important to have a good tour guide or else you will miss seeing the animals.

https://whileinafrica.com

2- The words or expressions in column A are from the text. Match them with their synonyms in column B. One option in B is not concerned.

Example: **1-c**

Column A	Column B
1- expedition (line 1)	a- attractive
2- habitat (line 2)	b- climbing
3- spans (line 6)	c- excursion
4- roam (line 8)	d- habit
5- hiking (line 12)	e- nesting, staying, residing
6- picturesque (line 14)	f- associate
7- combine (line 18)	g- automatic, self-opening
8- staple (line 19)	h- identifying
9- pop-up (line 20)	i- main, key
10- hanging out (line 25)	j- wander
11- spotting (line 26)	k- home
	l- covers

3- Read the text again and give short answers (2 lines maximum) to the questions below.

a- Which natural habitats permit tourists to observe animals?
b- What are the Top 3 safari destinations in Africa?
c- Is the Serengeti a small or a wide national park? Justify.
d- Do the animals living in the Serengeti have owners? Justify.
e- Why can you call the Serengeti animals, wildlife citizens of Tanzania?
f- What are the most important forms of African safari?
g- Do you need a weapon to go on a walking safari? Justify.
h- Which places can you visit in Africa for a hiking safari?
i- How does the writer describe a game-drive?
j- What difference do you make between observing animals at a zoo and on a safari?

AFTER READING

Ahead of a safari in the Serengeti organized by the Tanzanian embassy, you have read a text on African safari. Now the embassy asks you to write a nine-line paragraph to help them plan the trip. In your production,

- give the form(s) of African safari you prefer;
- mention the areas you would like to visit;
- indicate the different activities you expect to do.



Tourists enjoying the sight of an elephant troop

Lesson 5

WRITING

WRITING IS A PROCESS



LEARNING CONTEXT

The students of 1ère from your school are taking part in a writing competition organized by the Kenyan embassy. They are asked to show their mastery of the writing steps and write about their last safari in Kenya.

BEFORE WRITING

- **Writing is a process that involves several distinct steps. With your neighbour, answer the following questions.**
  a) Which steps do you go through when you are given a writing task?
  b) Put the following writing steps in the correct order from the start to the finish:

revising – prewriting – publishing – drafting – editing.

LET'S PREPARE TO WRITE

1- Match each writing step below with its definition.

1- Prewriting	a- The step during which you add, cut, move, or change information in order to improve content.
2- Drafting	b- The step during which you take a look at the words and sentences you used to express your ideas and fix any problems in grammar, punctuation, and sentence structure.
3- Revising	c- The step that includes everything you do before writing a draft. It includes thinking, taking notes, brainstorming, outlining and gathering information.
4- Editing	d- Your work is ready. It is the step during which you share or submit your work to the class, teacher, magazine, etc. to read or publish.
5- Publishing	e- The step during which you first put ideas into complete thoughts, such as sentences and paragraphs.

2- Revise and edit the passage below.

It was an interesting and enjoyable activity. I will share with you what I did on my summer vacation. It was the first time I had joined a summer camp.

This camp has given me the best experiences in life. There were several other children of my age who participated in the camp. We were divided into groups and every day we used to learn something. This was the time when I discovered my hidden creative talents. Besides learning, we also played different types of sports such as badminton, volleyball, tennis, etc. I learned painting, karate and dance. During the camp, I enjoyed participating in several competitive group activities too. The unique painting tips that I learned during the camp helped me master this art and progress in it.

Though my camp is over. I keep honing my skills to excel in this art. It is the summer camp that has ignited the passion for painting within me. I will be indebted to this wonderful experience throughout my life.

LET'S WRITE

You took part in a safari in Kenya. Back in your country, as a writing competition, the Kenyan embassy asks you to write a composition on your safari. In your production,

- say when you went on the safari;
- mention the different activities you did;
- give your impression about the safari.



Safari in Kenya

VOCABULARY / GRAMMAR FOCUS



PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS

- **We use the present perfect and the present perfect continuous for finished and unfinished actions.**

Present Perfect:	We use it to talk about actions that happened before (in the past) and have something to do with the present.
	Example: We **have visited** the Serengeti for one week. It was fabulous! (finished actions, we are not visiting the Serengeti now)

Present Perfect continuous	We use it to talk about actions that started in the past and are still happening now.
	Example: We **have been** visiting the Serengeti for one week. It's fabulous! (unfinished actions, we are still visiting the Serengeti)

Put the verbs between parentheses in the suitable tense.

Example: a-has been relaxing

a) The patient (to relax) ..... recently, and he feels better now.
b) The tourists (to climb) ..... Mont Nimba all morning. They are fed up!
c) He (to see) ..... a lion today.
d) The pupils (to succeed) ..... their exam. They deserve to visit the zoo.
e) Kodjo is exhausted these days. He (to work) ..... too hard recently.
f) You (never/to visit) ..... the Serengeti in Tanzania.

PHRASAL VERBS

A phrasal verb is a combination of a verb with one or more particles (adverbs or prepositions) that creates a unique meaning often different from the individual word.
Phrasal verbs are really important in English. They help say things in special ways and are used a lot in both spoken and written language.

Example:

- She **calls up** the travel agency to book her flight. (Meaning = makes a phone call)
- As a result, her husband **calls off** his meeting because he needs to take her to the airport. (Meaning = abandons, cancels)

Fill in the gaps with the verbs from the box.

Example: **a- look after**

wiped out – look after – take after – goes out with – broke into – give up

a) Tourist guides must ..... tourists during expeditions.
b) Never ..... until you reach your goals.
c) I hope my kids don't ..... their mother with her love of travels.
d) During the safari; John was so happy that he ..... song.
e) Poor investments ..... his wealth.
f) My brother ..... the headmaster's daughter.

RELATIVE PRONOUNS IN RELATIVE CLAUSES

- **A relative pronoun is a pronoun that is used to introduce a relative clause. With your partner, identify the relative pronouns in the sentences below. Which other relative pronouns do you know?**

a) I saw the girl whom we talked about yesterday during the expedition.
b) This is the tourist whose money was lost in the desert.
c) This is the place that I expected to visit.

RELATIVE PRONOUNS

What	refers to things	Sorry, I can't see **what** you are showing.
When	refers to time	We like travelling **when** we are free.
Where	refers to places	The cheetahs are **where** we saw the hyenas.
Why	refers to reasons	I want to know **why** the zoo is closed.
Who	refers to people	The girl **who** is coming was my neighbour in the train.
Whose	refers to possessions of people, animals	This is the man **whose** car had been stolen.
Which	refers to animals and objects	The lion **which** has been killed was sick.
Whom	refers to a person when the person is the object of the verb	She is the beautiful woman **whom** I met in Greece during my holidays.
That	refers to people, things and animals. (Who and which can be replaced by that)	I told them to report everything wrong **that** they noticed in the hotel.

Fill in the gaps with the appropriate relative pronoun.

Example: a- who

a) Can you see the tourist ..... is going over there?
b) This is the boy ..... mother is in South Africa for a safari.
c) That is the office ..... his father works.
d) The television set ..... I bought last week, has already broken down.
e) The lady .....is coming here is my wife.
f) I have taught you ..... you can understand now.

UNIT SUMMARY

- **Puzzle: Find as many words related to tourism as you can.**

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

- **Review**

1- Match the words from column A with their synonyms or definitions in column B. One option in B is not concerned.

Example: **1- d**

Column A	Column B
1- Sightseer	a- A book providing tourist destination.
2- Mecca	b- Desert
3- Ecotourism	c- Lodging
4- Safari	d- Holidaymaker
5- Excursion	e- Expedition
6- Wildlife	f- Trekking, climbing
7- Wilderness	g- Nature, flora and fauna
8- Hiking	h- A place where many people go on holiday.
9- Guidebook	i- Excursion to observe animals in nature.
10- Tour guide	j- Someone who takes tourists to attractions.
11- Holiday resort	k- Type of tourism that aims at preserving wildlife.
	l- A place that many people want to visit because it is known for something particular.

2- Underline the suitable option among the propositions between parentheses.

Example: **a- haven't done**

a) I (haven't done/haven't been doing) the homework yet.
b) They (have studied/have been studying) very hard recently.
c) She (has promised/has been promising) to visit me soon.
d) How many times (have you visited/have you been visiting) Kenya?
e) The baby's face is dirty. What (has he eaten/has he been eating)?
f) You (have waited/have been waiting) for two hours already.

3- Match each phrasal verb in column A with its synonym in column B. One option is not concerned in B.

Example: **1- b**

Column A	Column B
1- Get together	a- Manage
2- Turn down	b- Meet, gather
3- Come across	c- Increase, raise
4- Make up	d- Support
5- Put up	e- Discuss
6- Back up	f- Result
7- Go over	g- Invent
8- Get by	h- Refuse
9- Turn up	i- Appear
10- Call off	j- succeed
11- End up	k- cancel
	l- Meet, encounter

4- Underline the suitable option among the elements between parentheses.

Example: a- who

a) He is the headmaster (**whom – what – who – whose**) punished the boys.
b) This is the man (**whom – what – who – whose**) car has been stolen.
c) Don't drink the tea (**where – what – that – whose**) she prepared.
d) Can you bring me (**whom – what – who – whose**) I bought yesterday?
e) They saw me (**where – why – who – when**) I was crossing the street.
f) Preserving wildlife is the reason (**where – why – who – when**) we need to promote ecotourism.

LET'S SELF-EVALUATE

- Let's self-evaluate
- **Assessing my achievements after Unit 1.**

Yes: 3 /More or less: 2 / No: 1

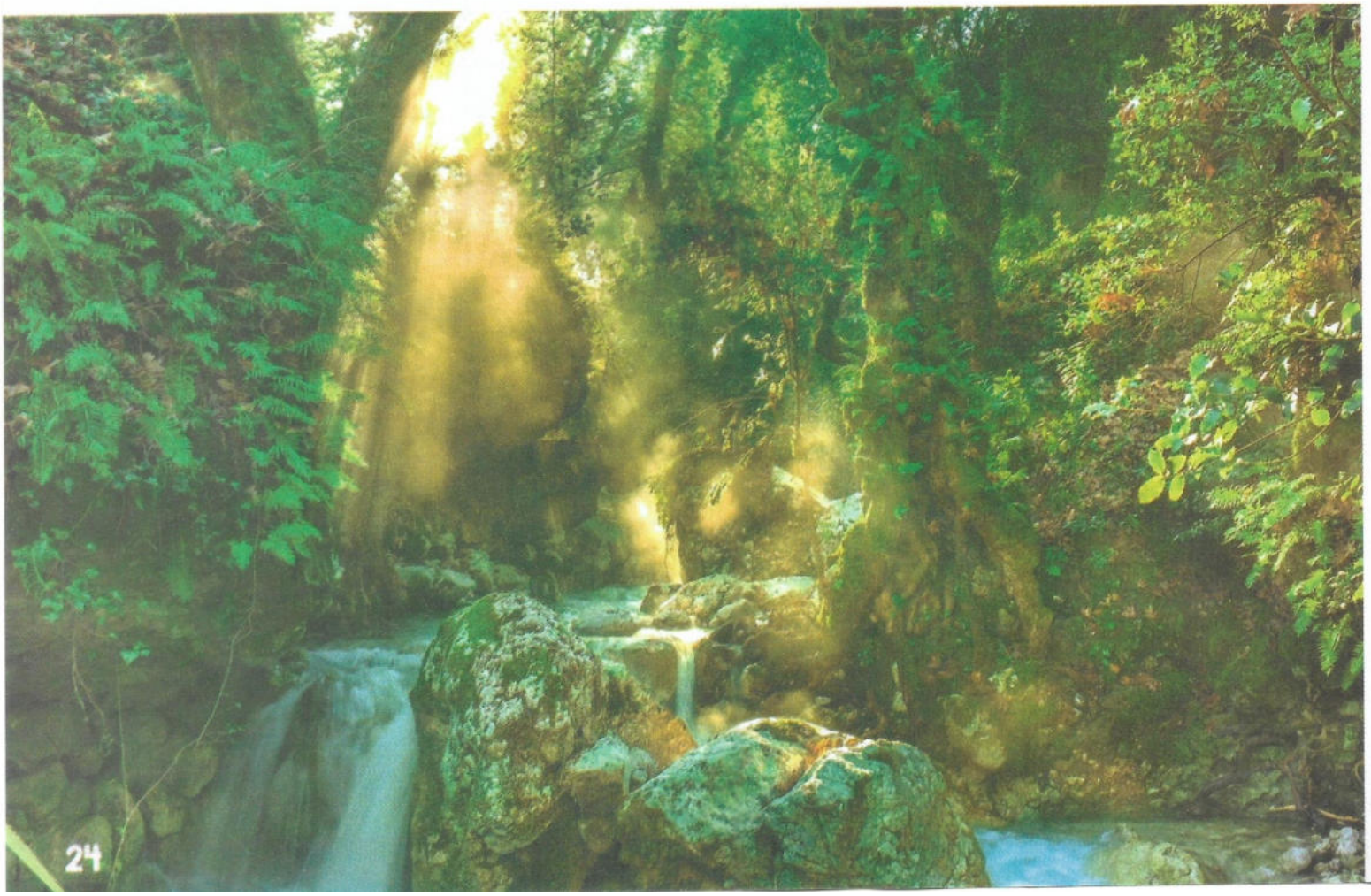
Now, I can	Yes	More or less	No
talk about the tourism industry			
talk about the impacts of tourism			
talk about ecotourism and safari			
use prepositions			
go through the writing steps			
use the present perfect simple and the present perfect continuous			
use phrasal verbs			
use relative pronouns in relative clauses			
Total score			

UNIT 2

NATURAL RESOURCES

UNIT CONTENT OVERVIEW

- Talking about natural resources
- Talking about the effects of resource extraction
- Reading and talking about climate change and natural disasters
- Reading and talking about environmental sustainability
- Writing a newspaper article
- Nouns with the suffix - tion
- Antonyms with prefixes
- Gerunds and articles
- Collocations



Lesson 1

SPEAKING

WHAT DO YOU KNOW ABOUT NATURAL RESOURCES?

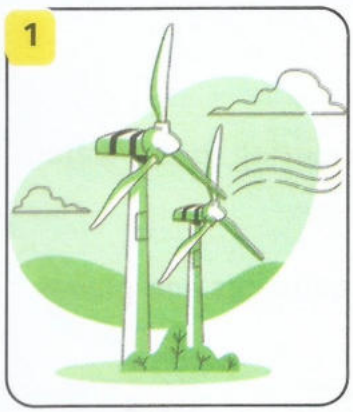


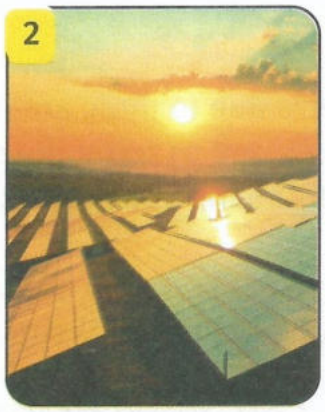
LEARNING CONTEXT

On the World Environment Day, the Ghanaian embassy has invited the students of 1ère A from your school to a panel in order to discuss the importance of natural resources in human life.

LEAD-IN

- **Guess what a natural resource is and identify the ones shown in the pictures below.**







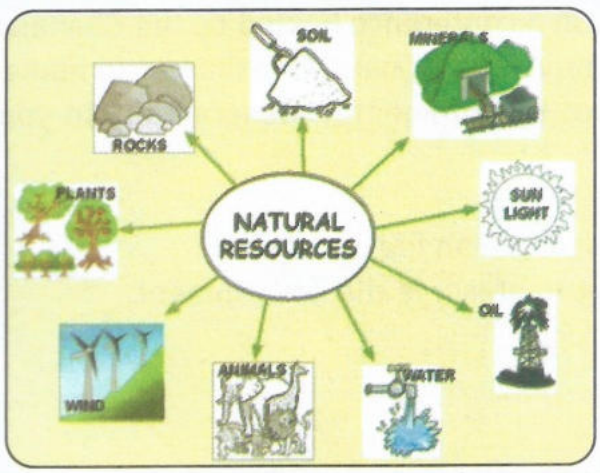


NEW LANGUAGE

1- With your partner, note down the natural resources in the list below and read them aloud.

Peasant – Renewable – Non-renewable – Sky – Rainforest – Forest – Plants – Animals – Clouds – Soil – Land – Minerals – Rocks and Stones – Metals – Platinum – Coal – Furniture – Jewellery – Water – Oil – Natural gas – Rainbow – Cast iron

2- Which of the resources below are renewable and which are non-renewable?



Note

A renewable resource *is a resource which can be replaced when used up.*

A non-renewable *resource is a resource that cannot be replaced once it is used up.*

3- The passage below is about the importance of natural resources for human beings. As you read it, fill in the gaps with the words from the box.

Example: a- central

Cows – agricultural – vehicles – central – Oil – fuel – products – trees – energy – man-made

You may not be conscious of just how many natural resources you use in day-to-day life. They are **(a)**..... to our ability to live and thrive and all of us consume natural resources on a daily basis, either directly or indirectly. From many of these natural resources, we can create **(b)**..... materials that can then be used. For example, **(c)**..... can be turned into paper, furniture, or fuel. **(d)**..... or petroleum can be used to make fuels or plastics. **(e)**..... can be used to get meat, dairy products, or leather.

Globally, 60 billion tons of natural resources are used every year to provide us with the **(f)**..... and services that we use, and the average American uses about 90 kg of natural resources per day.

The majority of daily natural resource use is due to three areas:

Food and drink- this includes **(g)**..... products as well as naturally occurring foods, water, and resources used to make eating implements and food packaging.

Mobility- this includes the resources used to make **(h)**..... such as automobiles and planes, as well as the natural resources used to make **(i)**..... to power them.

Housing and infrastructure- this includes the natural resources to build houses, roads, stop signs, etc. It also includes the natural resources used to make the **(j)**..... to heat and power these structures.

Adapted from www.impoff.com

LET'S COMMUNICATE

On the World Environment Day, you are taking part in a conference hosted by the Ghanaian embassy. You are asked to give a speech on the importance of natural resources in human life in order to raise your mates' awareness about environmental preservation. In your talk,

- give some examples of natural resources;
- explain the importance of natural resources in human life;
- suggest some attitudes people should adopt to preserve the environment.

Lesson 2

LISTENING

THE EFFECTS OF RESOURCE EXTRACTION



LEARNING CONTEXT

On the World Environment Day, the students of 1ère from your school are listening to a BBC radio programme on the effects of resource extraction in order to get some information for their school English club debate.

BEFORE LISTENING

- **Look at the pictures. Describe what is happening to the resources below. What can be the consequences of these human actions on natural resources?**





LET'S LISTEN

1- Listen to your teacher. Write down the verbs you hear, then form nouns from those verbs.

2- Listen to the passage and say what it is about by selecting the right option.

a) The importance of resource extraction
b) The impacts of resource extraction
c) What resources extraction is
d) How we extract resources

3- As you listen to the passage again, fill in the gaps with the appropriate words.

Example: **a- use**

The extraction of resources refers to the withdrawing of materials from the environment for human **(a)**..... including fossil fuels (oil, gas, and coal), rocks and minerals, biomass via **(b)**..... and fishing and hunting, and water. Since the first coal-fired steam engines of the 1700s, we continue to increase the rate at which we **(c)**..... and transport resources for use across the globe. Human **(d)**..... have also allowed us to expand where we extract resources, including miles below the Earth's **(e)**....., from the deep sea, and remote regions from the tropics to the poles. Due to the global human population and **(f)**..... of higher standards of living, we will need to continue to find sustainable and **(g)**..... resources to support modern life.

Adapted from www.ugc.berkeley.edu

4- As you listen to the audio, fill in the table with the appropriate cause or effects.

CAUSES	EFFECT 1	EFFECT 2
Wholesale deforestation		harms the health of humans and other species.
	increase erosion, and reduce the nutrient levels in terrestrial ecosystems	
Groundwater extraction		

AFTER LISTENING

After listening to a BBC radio programme on the effects of resource extraction, your group has been selected by the chairman to make a presentation on the issue during the next school English club meeting in order to raise your peers' awareness about the preservation of the environment. In your presentation,

- give some reasons why humans extract resources;
- identify some benefits of resource extraction;
- explain how resource extraction can harm humans and nature.

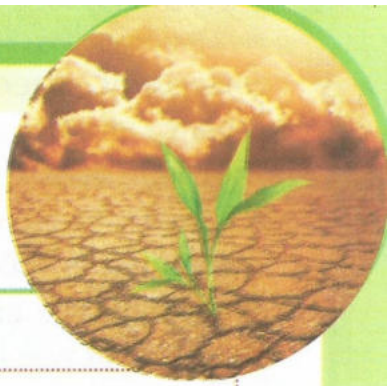


A local NGO planting trees in a village

Lesson 3

READING 1

CLIMATE CHANGE AND NATURAL DISASTERS

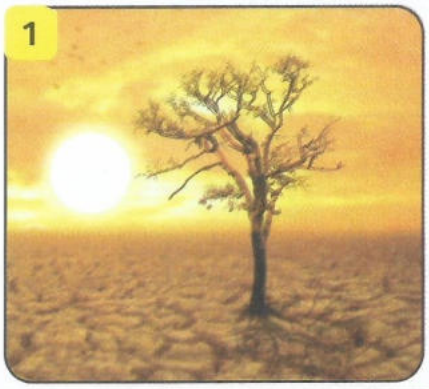


LEARNING CONTEXT

On the World Environment Day, the students of 1ère from your school are reading a text on the impacts of climate change in order to gather information for an awareness raising campaign in a Liberian village.

BEFORE READING

- **Describe the pictures below. What are the possible causes of such situations?**







LET'S READ

1- Read the text below and propose a suitable title.

Climate change refers to long-term shifts in temperature and weather patterns, and these swings may be natural or may be a result of human activities. Human activities such as burning fossil fuels like coal, oil, and gas are now perceived as the main drivers of climate change. Global atmospheric temperature is predicted to rise by approximately 4 °C by 2080, which is consistent with a doubling of atmospheric carbon dioxide (CO_2) concentration. These climatic changes have resulted in increased frequency and occurrence of climate-induced natural disasters.

Climate change-induced natural disasters include droughts, floods, storms such as cyclones and hurricanes, earthquakes, tsunamis, and volcanic eruptions. These disasters can affect health, food systems and sustainability, structures, safety as well as livelihoods. Climate change can affect human development as a combination of increased temperatures, and decrease in rainfall and unstable food production is expected to result in an increased risk of future low-birth-weight babies in sub-Saharan Africa. Flooding can have both short-and long-term effects on child growth through changes in food consumption and infectious disease burden.

The greatest effect can be felt through decreased crop yields and livestock productivity as well as decline in fisheries and agroforestry in areas already vulnerable to food

insecurity, especially those in low-income countries. There is strong proof that climate change impacts on agriculture and livelihoods will affect food quality in terms of diversity, nutrient density, and food prices. There are projections that medium-to-high climate change is expected to result in an additional 4.8 million undernourished children by 2050. According to FAO, about USD 3.16 billion in post-disaster recovery assistance to farmers between 2003 and 2013 is estimated to have been spent and about one-third of this investment was in response to disasters caused by natural hazards.

Consequently, these outcomes such as food shortages, coping mechanisms, poor nutritional status, and adverse health outcomes will have an impact on the way people live and, on the customs, and practices passed on from one generation to another. Therefore, climate change is considered as one of the severe threats to all forms of cultural heritage.

Adapted from journalofethnicfoods.biomedcentral.com

2- As you read the text again, match each word in red with its synonym from the word bank below.

Example : 1- **shifts = changes**

evidence – famine – threats – tempests – starving – catastrophes harvests – inundation – changes – considered – durability

3- As you read the text again, say whether the following statements are true (T) or false (F). Quote the line(s) to justify your answers.

Example: **a- F (L2-3)**

a) Climate change is due to human activities only.
b) Climate change is primarily caused by human activities.
c) Natural disasters occur more frequently as a result of climate change.
d) Natural disasters caused by climate change cannot affect people's health.
e) Inundations cannot impact babies' growth.
f) The most significant impact of climate change is on agriculture.
g) According to FAO, from 2003 to 2013, about USD 1 billion in post-disaster recovery assistance to farmers was spent in response to natural disasters.
h) Climate change is viewed as a slight threat to all forms of cultural heritage.

4- Read the text again and explain in a few words this statement of the author: "Climate change is considered as one of the severe threats to all forms of cultural heritage."

AFTER READING

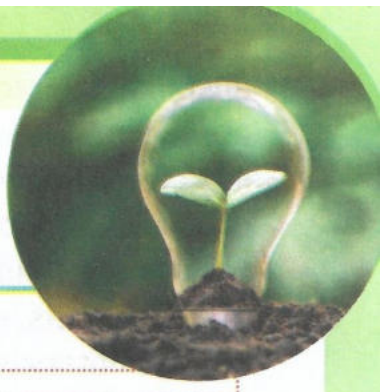
After reading a text on the impacts of climate change, you are asked by the English club chairman to write a paragraph of sensitization to be published in the club's magazine. In your writing,

- identify some natural disasters related to climate change;
- explain how climate change increases the occurrence of natural disasters;
- suggest some measures to reduce the effects of climate change.

Lesson 4

READING 2

ENVIRONMENT AND SUSTAINABILITY

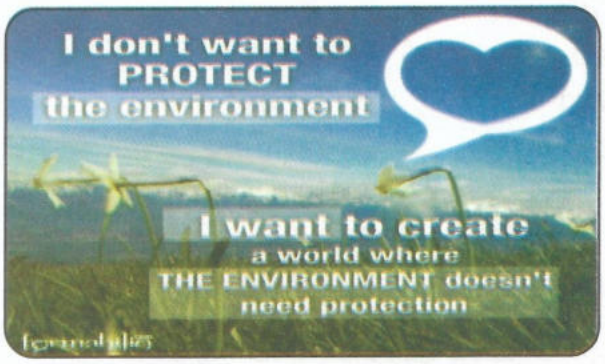


LEARNING CONTEXT

A group of students of 1ère from your school is taking part in a holiday camp in the Kakum National Park in Ghana. They are reading a document about the protection of the environment in order to discuss the issue.

BEFORE READING

- **Read the claim and:**
  - **identify some actions aimed at protecting the environment.**
  - **say how we can create a world where the environment doesn't need to be protected.**



Tips

Skimming: Reading for the gist. Mind the topic sentences and the main ideas.

LET'S READ

1- Read the text below and identify the appropriate heading.

a) Resources depletion
b) The need for sustainability
c) Using natural resources
d) Sustainable practices

Sustainability is the practice of using natural resources responsibly today, so they are available for both present and future generations. Think about the natural resources you use today. Perhaps you used water to bathe or texted on a cell phone with copper, zinc, and other precious metals inside. Everything we use comes from natural resources. However, many resources are being depleted faster than they can be replaced.

Forests are one natural resource that sustainability groups are focused on conserving. Forests made up about 30 percent of Earth's land mass in 2015, but that number is at risk of decreasing. In 2018, studies showed that approximately 18 million acres of trees are cleared each year for lumber or agriculture. Deforestation destroys the habitat of other important organisms, including fruits, animals, and mushrooms that humans use for food or medicine. Deforested land also increases soil erosion, limiting the productivity of tree growth. The goal of sustainable forestry is to preserve forest ecosystems.

Sustainable practices include planting new seedlings in deforested areas and reducing the number of trees cut down each year.

Especially as the human population grows, it is critical that we reduce our depletion of forests, precious metals, and other natural resources. The world population is expected to increase from 7.6 to 9.8 billion people by the year 2050. To decrease our dependency on fossil fuels, many scientists are researching renewable energy sources. The United States military is testing a vehicle fuel made from algae rather than petroleum. Concerns over freshwater sustainability have led to the development of rainwater harvesters, desalination machines, and even more incredible inventions. A European company has produced a drinking straw that filters bacteria, so people can safely drink water from contaminated ponds and lakes.

Adapted from www.education.nationalgeographic.org

2- Read the text again and choose the appropriate synonym for each of the words below.

Example : **a- 4**

a) available (line 2) 1- feasible 2- workable 3- realistic 4- accessible	b) depleted (line 5) 1- extracted 2- conserved 3- used up 4- called out	c) lumber (line 9) 1- timber 2- jabber 3- farming 4- harvesting
d) sustainable (line 13) 1- achievable 2- viable 3- accurate 4- valuable	e) critical (line 15) 1- imperious 2- perfect 3- useless 4- adequate	f) desalination (line 21) 1- clarification 2- detoxification 3- conservation 4- automatic

3- Read the text and give short answers (2 lines maximum) to the following questions.

a) What does sustainability refer to?
b) Which resource constitutes a significant focus for sustainability groups?
c) In terms of figures, what is the impact of lumber and agriculture on forests each year?
d) What does deforestation result in?
e) What does sustainable forestry consist of?
f) Which actions are undertaken to decrease resource depletion?

4- Based on the last paragraph of the text, explain Jochen Zeitz's quote.

'Sustainability is no longer about doing less harm. It's about doing more good', Jochen Zeitz



Jochen Zeitz: The businessman who uses his millions to change opinions on climate change

AFTER READING

You are taking part in a holiday camp in the Kakum National Park in Ghana. The Park officers have been constantly having troubles with some neighbouring villagers who do not care about environmental preservation. Your partners and you are asked to sensitize them. In your talk,

- point out the importance of environmental sustainability;
- identify some sustainable environmental practices;
- advise the villagers on actions they should no longer do.

Lesson 5

WRITING

WRITING A NEWSPAPER ARTICLE



LEARNING CONTEXT

The students of 1ère from your school are writing an article to raise their mates' awareness about the preservation of their environment in order to avoid diseases. The article will be published in their school English club magazine.

BEFORE WRITING

- Look at the picture.
- What kind of documents are shown?
- Which types of writing can you find in such documents?



LET'S PREPARE TO WRITE

1- The table below describes the layout of a newspaper article. Complete it with the words from the box.

Heading – Introduction – Main content – Conclusion

a- ...	A short paragraph that summarises the key ideas and when possible, points to the future, which means, mentally leads the readers to keep the article in mind for the future.
b- ...	The opening paragraph which tells what the article is about. It is generally written in two to three lines.
c- ...	The title of the article. It should be catchy so as to attract readers' attention.
d- ...	Two or three paragraphs allowing to do a complete analysis of the subject matter. Points like causes/reasons, effects/results, positive/negative should be discussed.

2- These are the different parts of a newspaper article in disorder. Referring to the table in Activity 1, put them in the right order.

a- Unfortunately, humans cut down too many trees every year, disturbing, therefore, the ecological balance. As a consequence, many species of plants, birds, and animals have become extinct.

b- Trees and plants are very important for the survival of mankind and animals. The importance of planting trees has been emphasized from time to time because they give numerous benefits to everyone.

c- Moreover, trees serve as a habitat for thousands of species of animals, birds, and insects. They provide them with food and shelter, allowing them to survive so that future human generations can have the chance to observe them.

d- Trees make the world a better place to live. They exhale oxygen and inhale carbon dioxide. They also absorb harmful gases and give us fresh air to breathe. In addition, trees build a sheet to protect the earth from ultraviolet rays. They provide us with shade and food through their beans and fruits. Trees also save us from soil erosion, floods, and droughts.

3- Read the main content of the article in Activity 2 and answer the questions below.

- What does the article deal with?
- How important are trees?
- Which information does the author give about trees, in each paragraph?

LET'S WRITE

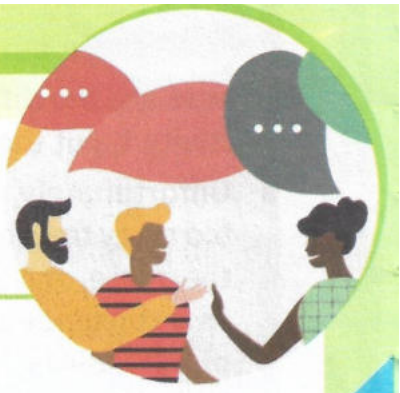
To raise your mates' awareness about the preservation of the school environment in order to avoid diseases, the chairman of your school English club asks you to write an article for the club's magazine. In your production,

- define what school environment is;
- describe some students' attitudes that deteriorate the school environment;
- suggest some new habits students should adopt to create a healthy environment.

Tips

- Your production must include a catchy headline, an introduction, a main content, and a conclusion.
- Start each paragraph with a topic sentence.
- Mind spelling and grammar rules.

VOCABULARY / GRAMMAR FOCUS



FORMING ANTONYMS USING PREFIXES

- **Look at the following pairs of words. What do you notice? Do words have the same meaning in each pair? What do you call them?**

Happy/Unhappy	Fortune/Misfortune	Respect/Disrespect

An antonym is a word that means the opposite of another word. Antonyms can be formed using prefixes. Below are the most common prefixes used to build antonyms.

Un- : Unnecessary – Unfinished
In- : Inanimate – Indefinite
Im- : Immoral - Impatient
Dis- : Disagree – Disappear
Mis- : Misconduct – Mislead

Find the antonyms of the words below.

Balance: **Imbalance**	Skilled
Attentive	Measurable
Friendly	Justice
Allow	Honest
Use	Interpret

USING GERUNDS

- **Underline the words ending in "-ing" in the following sentences. How do they function in the sentences?**
  a) Cutting down trees endangers the environment.
  b) Local populations don't like reforesting.
  c) Protecting natural resources is a good attitude.

Gerunds are built by adding "-ing" to the verb form (**example**: extract – extracting). They can be used as:

- **a subject**: Running is good for our heart.
- **an object**: He hates throwing rubbish in the street.
- **a subject complement**: What I dislike most is destroying the forest.
- **an object complement**: They saw me cleaning the schoolyard.
- **an object of a proposition**: I am not interested in working for a timber company.

Use gerunds in the following sentences.

Example: **a- Praising all alike is praising none.**

a) To praise all alike is to praise none.
b) To plant trees is better than cutting down trees.
c) The tourists are wise. They hate to destroy environment.
d) I like to talk about environmental preservation.
e) Nobody really loves to work too hard.

USING ARTICLES

- **Read the passage below and write down all the articles. Which types of words come after them?**

This is **the** man I met last time. He has bought **a** car but he is not **an** excellent driver.

A, An, and The are articles. They are a type of determiner and they go before a noun.
A/An before a noun shows that what is referred to is not already known to the speaker, listener, writer and/or reader. They are indefinite articles. A is used in front of singular countable nouns starting with a **consonant sound**,when mentioned for the first time. An is used in front of singular countable nouns starting with a **vowel sound**. **Example**: Did they buy a train? No, they bought an aeroplane.
The before a noun shows that what is referred to is already known to the speaker, listener, writer and/or reader. It is a definite article. **Example**: I saw a man in the street. The man I saw in the street was in red.
Note: Some words that begin with a **vowel letter** in writing have a **consonant sound**. In such a case, we use "a". **Example:** a university – a one-week stay. Some words that begin with a **consonant letter** in writing have a **vowel sound**. In such a case, we use "an". **Example:** an hour – an MP.

Fill in the gaps with a, an, or the.

Example: 1- a

1- As ..... human, you should protect the environment.
2- By ..... end of the class, I will tell you ..... interesting story about forests.
3- No one can weigh ..... importance of rainforests.
4- There is ..... avocado in the basket.
5- It is ..... biggest forest in the world.
6- Hello madam, can I have ..... glass of juice?

COLLOCATIONS

- **Find and correct the mistakes in the following sentences.**

a) He did a mistake.
b) I have made my homework.
c) That was a strong rain.

Collocation is a natural combination of words that are closely affiliated with each other. Collocations can be made of any kind of word such as verb and noun, noun and adverb, adjective and noun, noun and noun, etc.
Example: Make a mess, pay attention, fast food, heavy rain, sense of pride.

Choose the appropriate verb among the options between brackets to build the right collocations.

Example: a) pay

a) If you throw rubbish here, you will (**pay** – **take** – **have**) a fine.
b) Although she tried hard, she couldn't (**save** – **have** – **keep**) your secret.
c) They (**went** – **came** – **took**) close to hitting each other.
d) Don't throw rubbish in class or you will (**take** – **make** – **get**) into trouble.
e) She doesn't like (**making** – **doing** – **having**) her shopping here.
f) I am hungry, I am going to (**make** – **do** – **keep**) a sandwich.

UNIT SUMMARY

- **Guessing game: Who am I?**

Find the right words from the following clues.

a) I am the natural resource that shelters shrimps and crabs.
b) I am the natural disaster that leads the earth to vomit fire.
c) I am a natural resource. No one can see me, but I can make a turbine spin.
d) I am the natural disaster that can make a whole town sleep in the water.
e) I am the antonym of deforestation.

- **Review**

1- Identify the renewable resources in the list below.

Forest – Plants – Animals – Soil – Land – Minerals – Rocks and Stones – Metals Platinum – Coal – Water – Oil – Natural gas – Wind – Sun – Sunlight

2- Find some disasters resulting from the human activities identified in the table below and fill in it.

Human activities	Disasters
Deforestation	
Mining	
Oil extraction from the ocean	

3- Form nouns from the words in the boxes. One is done for you.

Example: a) extraction

a- To extract	f- To destroy
b- To hallucinate	g- To abdicate
c- To inspire	h- To abolish
d- To quote	i- To imagine
e- To conserve	j- To tempt

4- Fill in the gaps with *a*, *an*, or *the*. Put *X* where there is no need to put an article.

Example: a) The

a) ..... Nile is in Egypt.
b) I met ..... timber company's lorry on my way home.
c) When I went to Kenya, I saw ..... elephant and ..... lion.
d) Bangalore is ..... big city in ..... India.
e) ..... Earth revolves around ..... sun.
f) Our English teacher is ..... excellent teacher. He is ..... best.
g) She is ..... nurse in ..... Yamoussoukro.
h) We went to ..... zoo last week.
i) I will be ready in ..... hour.

5- Find the antonyms of the words between brackets and complete the sentences.

Example: a) disobey

a) We shouldn't (obey) ..... the authorities.
b) The ozone layer is (appearing)..... slowly.
c) We are used to writing (formal) ..... letters to our families.
d) Is deforestation really good for the planet? I totally (agree) ..... with you.
e) Stealing people's crops is really (moral) .....
f-) On a safari, he came across a hungry lion. He experienced a (adventure).....
g) They all got bad grades. They are (happy) .....

6- Use gerunds in the following sentences.

Example: a-Always check pronunciation before teaching a word.

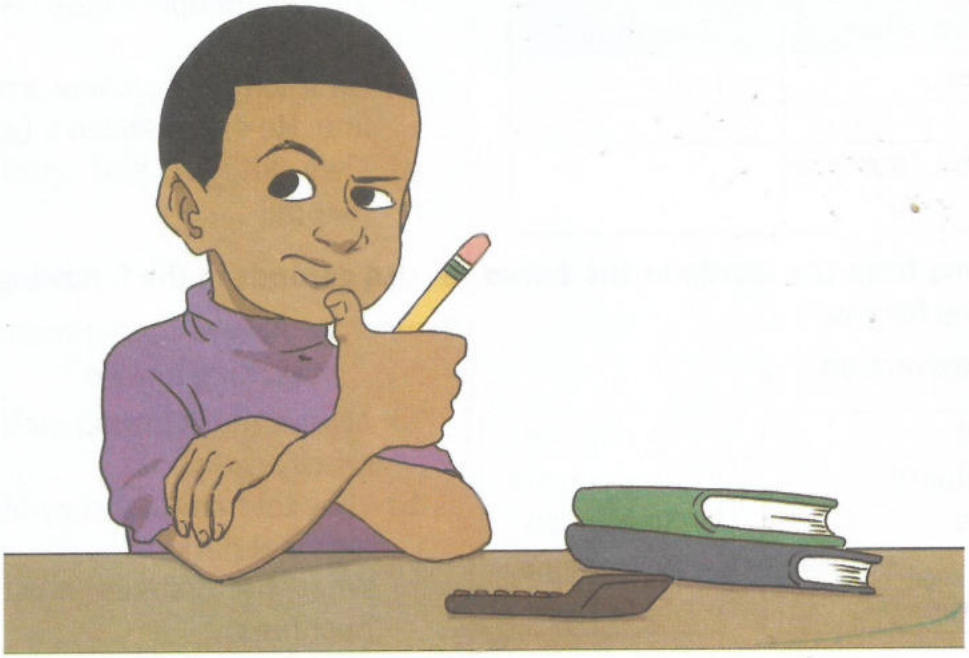
a) Always check pronunciation before you teach a word.
b) They told me that they like to go to the national park.
c) What he dislikes most is to make bushfires.
d) I hate to cut trees.
e) To see is to believe.
f) To study hard doesn't kill anybody.
g) To walk is a good exercise.

LET'S SELF-EVALUATE

- **Assessing my achievements after Unit 2.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about natural resources			
talk about the effects of resource extraction			
talk about climate change and natural disasters			
talk about environmental sustainability			
write a newspaper article			
form nouns with the suffix –tion			
form antonyms with prefixes			
use gerunds and articles			
use collocations			
Total score			



PROJECT 1

A leaflet on awareness-raising about environmental preservation

A group of American students have planned to visit the Marahoué National Park in Cote d'Ivoire. Your English club has been selected by the Ivorian Ministry of Tourism to design a leaflet to draw the sightseers' attention about environment preservation during their expedition.

- **Task**

Design a leaflet (with captions, drawings, and pictures) on the topic:

- identify some human activities that can damage a national park;
- show some effects of human activities on national parks;
- suggest some measures the tourists could take to preserve the Marahoué National Park.

- **Time and resources**
  - Gather the material resources (www.greenpeace.org/www.worldwildlife.org);
  - Plan the timing and deadlines;
  - Execute.

- **Outcome**
  - Use the information gathered to design your leaflet;
  - Present and comment on your leaflet to your teacher supervisor and your mates.



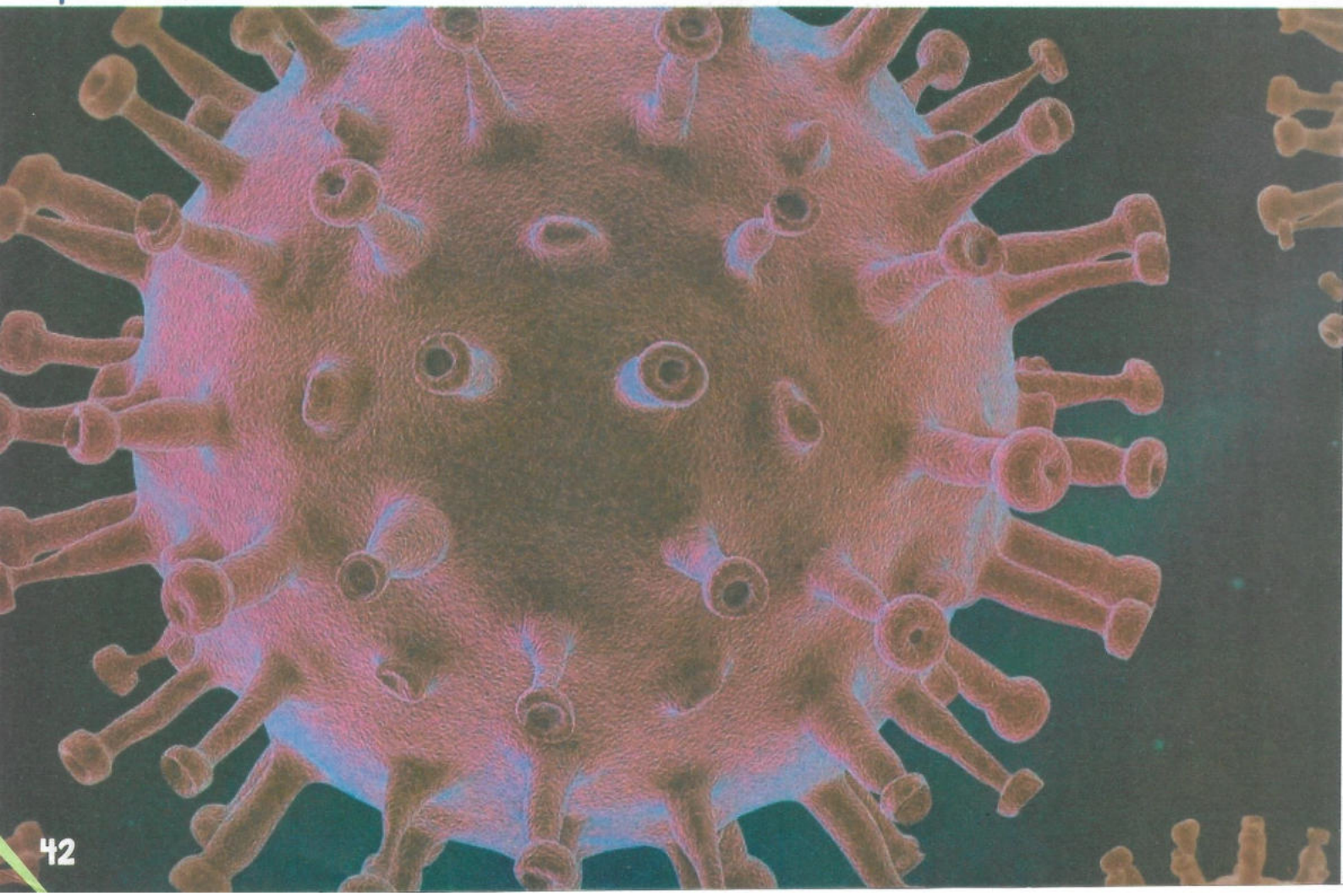
National park of Marahoué

UNIT 3

DEADLY VIRUSES AND DISEASES

UNIT CONTENT OVERVIEW

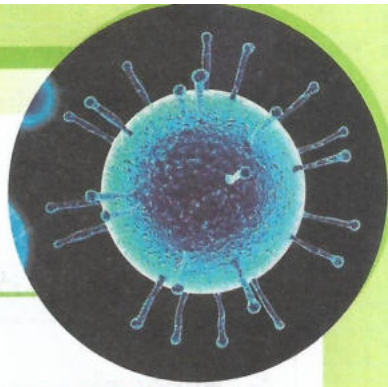
- Talking about viruses and diseases
- Listening and talking about infectious diseases
- Reading and talking about precautions
- Reading and talking about the deadliest virus
- Writing an informal e-mail
- Vocabulary related to connotations and denotations
- Phrasal verbs with "out"



Lesson 1

SPEAKING

VIRUSES AND DISEASES



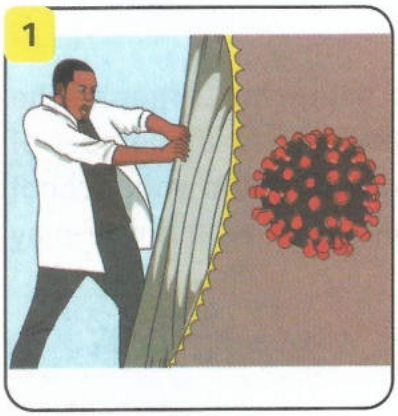
LEARNING CONTEXT

For the upcoming World Health Day, your school's Health Club is organizing a campaign to raise the population's awareness about COVID-19. To take part in the event, you are debating deadly viruses and diseases with your teacher during an English class.

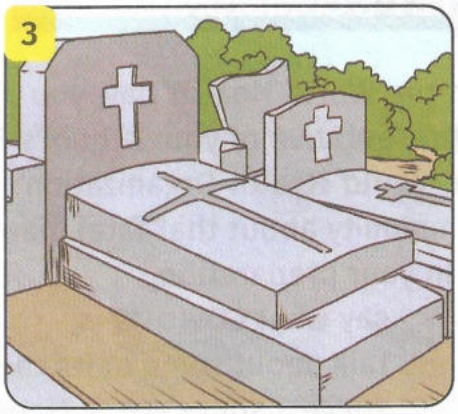
LEAD-IN

- **Look at the pictures below and answer the questions that follow:**

1- What are the pictures about?
2- What is the man doing in picture 1?
3- How are these people trying to limit the spread of the disease in picture 2?
4- What can you infer about the disease in picture 3?







NEW LANGUAGE

1- Which words or expressions from the word bank are related to COVID-19? Discuss it with your partner.

respiratory difficulties – mosquitoes – sneezing in the elbow – hand washing – sweating – acne – bleeding – ageusia – cough – wearing a face mask – faeces – anosmia – hyposmia – staying home – vomiting – sore throat – fever – tiredness – keeping the distance

2- Now, with your partner, classify each word or expression about COVID-19 in the table below. One is done for you as an example.

Symptoms of COVID-19	Precautions against COVID-19
- respiratory difficulties	

3- The words in column A are names of diseases. Match them with their synonyms or definitions in column B.

Example: 4-a

COLUMN A	COLUMN B
1- Ageusia 2- Hyposmia 3- Anosmia 4- Tiredness 5- bleeding	a- Fatigue b- Inability to perceive odours c- The flow of blood from a ruptured vessel d- partial or complete loss of the sense of taste e- partial loss of odours

4- With your partner, pronounce the words below. Mind the syllables in red.

Symptoms –Treatment- Causes- Deadly- Precautions- Virus- Disease

LET'S COMMUNICATE

On the World Health Day, you are attending a conference at the American Corner as the representative of your school's English Club. You are asked to interview a local member of the World Health Organization (WHO) about COVID-19 so that you can inform your school community about that fatal disease. Prepare the interview with your partner and role-play it. In your preparation,

- say what COVID-19 is;
- talk about some of its causes and symptoms;
- suggest some precautions to avoid it.

Lesson 2

LISTENING

INFECTIOUS DISEASES



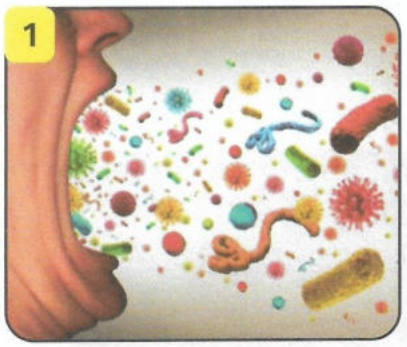
LEARNING CONTEXT

On the National Health Day, you are attending a conference organized by the local bureau of the World Health Organization (WHO). You listen to a presentation on how to avoid infectious diseases.

BEFORE LISTENING

- **Look closely at the pictures below and answer the following questions.**
  a) What do these pictures mean to you?
  b) Do you agree with the quote in the last picture? Justify your answer.
  c) Apart from the battle for not sharing germs, what other battle shall we win to defeat infectious diseases?

1



2



3



LET'S LISTEN

1- Listen to the audio passage and say what it is about. Select the right option from the list below.

The audio passage is about...

a) diarrhea.
b) infectious diseases.
c) malaria.
d) non-communicable diseases.

2- Listen to the audio again and say whether the following statements are true (T) or false (F).

Example: a) F

a) Infectious diseases are organisms.
b) Bacteria can cause infectious diseases.
c) Some infectious diseases can be taken from other people.
d) Contaminated water cannot cause any diseases.
e) The signs and symptoms of diseases are different from one another.
f) Some diseases can be stopped by vaccines.

3- Listen to the audio passage again and fill in the blanks with the words you hear.

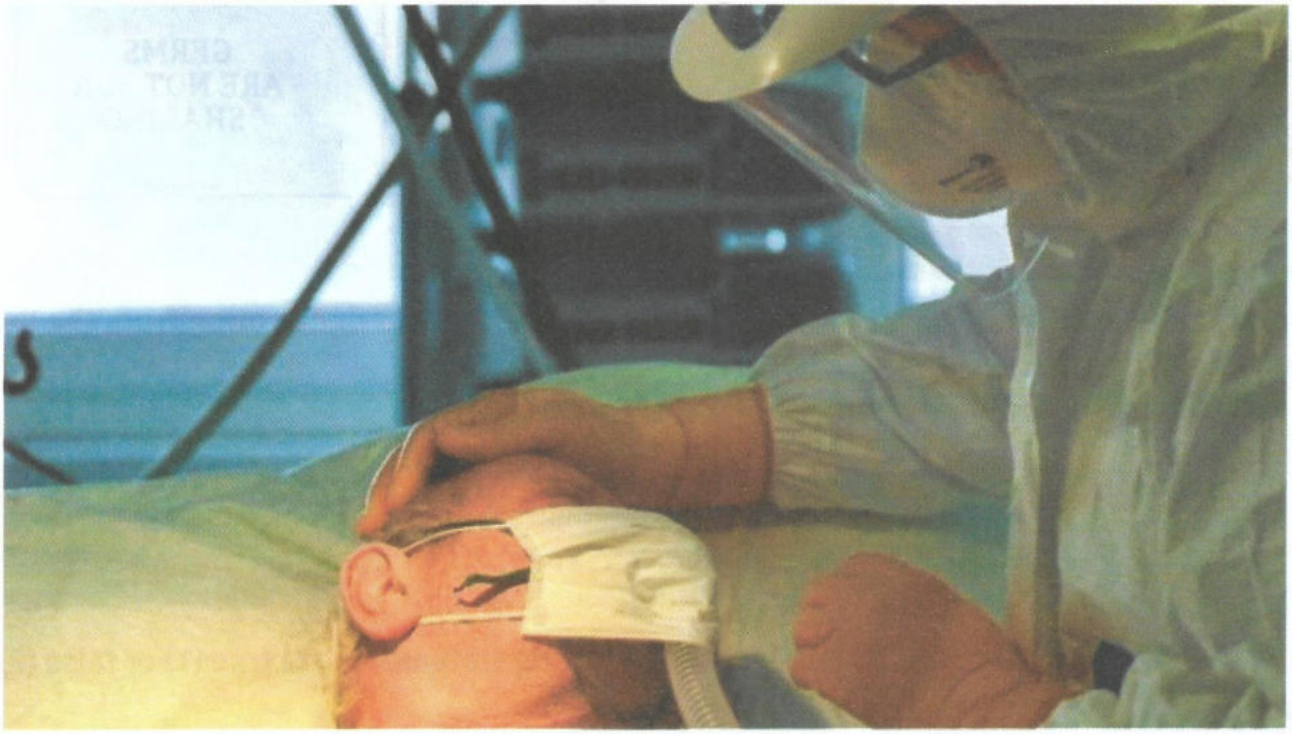
Example: **1- disorders**

Infectious diseases are **(1)**.... caused by organisms – such as **(2)**...., viruses, fungi, or parasites. Many organisms live in and on our bodies. They're normally **(3)**.... or even helpful. However, under certain conditions, some organisms may cause disease. Some infectious diseases can be **(4)**.... from person to person. Some are **(5)**.... by insects or other animals. You may get others by consuming **(6)**.... food or water or being exposed to organisms in the environment.

AFTER LISTENING

After listening to a podcast on infectious diseases, you decide to raise the English Club members' awareness about the measures to prevent the spread of COVID-19. In your talk,

- define the infectious disease;
- point out some ways of spreading;
- suggest solutions to stop the disease.



Lesson 3

READING 1

PRECAUTIONS



LEARNING CONTEXT

In 2021, you flew to London for your holidays. During your travel, the flight attendant gave you a brochure to read in order to identify the precautions to avoid COVID-19.

BEFORE READING

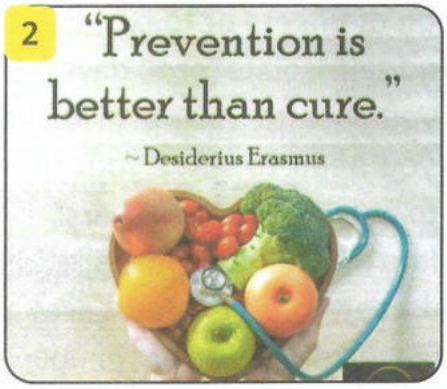
Observe the pictures below and answer the following questions.

a- What can you say about the pictures and the quote below?
b- Do you agree with the quote? Justify your answer.
c- Name some diseases and ways to avoid them.
d- Can all diseases be prevented? Justify your answer.

1



2



LET'S READ

1- Read the passages below and select the appropriate heading for each of them.

a) Keep good hygiene b) What to do if you are sick? c) Make your environment safer

1 The risks of getting COVID-19 are higher in crowded and inadequately ventilated spaces where infected people spend long periods of time together in close proximity.
Outbreaks have been reported in places where people have gathered, often in crowded indoor settings and where they talk loudly, shout, breathe heavily, or sing such as restaurants, choir practices, fitness classes, nightclubs, offices, and places of worship.
To make your environment as safe as possible,

- avoid the 3Cs: spaces that are closed, crowded, or involve close contact.
- meet people outside. Outdoor gatherings are safer than indoor ones, particularly if indoor spaces are small and without outdoor air coming in.
- if you can't avoid crowded or indoor settings, take these precautions:
  - Open a window to increase the amount of natural ventilation when indoors.
  - Wear a mask.

2 By following good respiratory hygiene, you protect the people around you from viruses that cause colds, flu, and COVID-19.

To ensure good hygiene you should:

- regularly and thoroughly clean your hands with either an alcohol-based hand rub or soap and water. This eliminates germs that may be on your hands, including viruses.
- cover your mouth and nose with your bent elbow or a tissue when you cough or sneeze. Dispose of the used tissue immediately into a closed bin and wash your hands.
- clean and disinfect surfaces frequently, especially those which are regularly touched, such as door, handles, faucets, and phone screens.

3 If you feel unwell, here's what to do.

- If you have a fever, cough, and difficulty breathing, seek medical attention immediately. Call by telephone first and follow the directions of your local health authority.
- Know the full range of symptoms of COVID-19. The most common symptoms of COVID-19 are fever, dry cough, tiredness and loss of taste or smell. Less common symptoms include aches and pains, headache, sore throat, red or irritated eyes, diarrhoea, a skin rash or discolouration of fingers or toes.
- Stay home and self-isolate for 10 days from symptom onset, plus three days after symptoms cease. Call your health care provider or hotline for advice. Have someone bring you supplies. If you need to leave your house or have someone near you, wear a properly fitted mask to avoid infecting others.
- Keep up to date on the latest information from trusted sources, such as WHO or your local and national health authorities. Local and national authorities and public health units are best placed to advise on what people in your area should be doing to protect themselves.

Adapted from https://www.who.int

2- The words or groups of words in column A are from the three texts above. Match each of them with its synonym or meaning in column B.

Example: **a-4**

COLUMN A	COLUMN B
a- outbreaks (Text 1 line 3)	1- assembled, come together into a group
b- gathered (Text 1 line 3)	2- carefully, in detail
c- choir practices (Text 1 line 5)	3- fatigue
d- thoroughly (Text 2 line 4)	4- epidemics
e- rub (Text 2 line 4)	5- telephone service which offers help to people
f- tiredness (Text 3 line 5)	6- choral repetition sessions,
g- onset (Text 3 line 8)	7- massage, clean
h- hotline (Text 3 line 9)	8- start, beginning

3- Read the three texts again and write short answers to the questions below.

a) How risky is it to get COVID-19 in crowded areas?
b) How can you make your environment safe to avoid getting COVID-19?
c) What hygiene rules can protect against the disease?
d) Give five (5) symptoms of COVID-19.
e) What should you do if you feel that you are infected with the disease?

AFTER READING

During your holidays in the United States of America (USA), you received an email from your Londoner best friend wanting to know more about the COVID-19 virus. Write back to him in order to keep him informed about the issue. In your reply,

- tell him how the COVID-19 virus spreads;
- name (3) three preventive measures;
- explain the process of caring for COVID-19 patients.

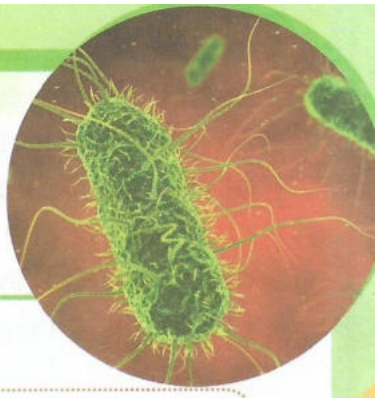


Holidays in the USA

Lesson 4

READING 2

THE DEADLIEST DISEASES



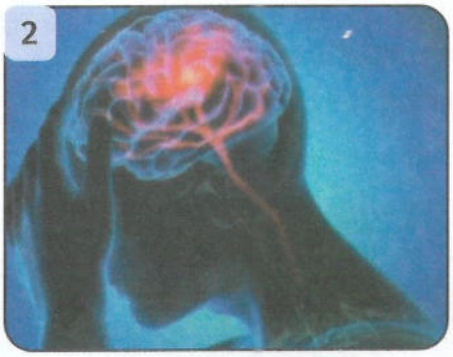
LEARNING CONTEXT

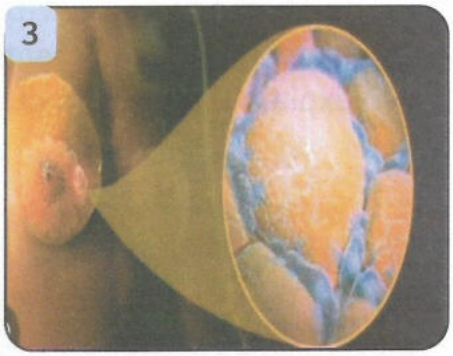
On the World Breast Cancer Day, October 19, also called Pink October, you receive books from the WHO (World Health Organization) Representative from Britain. You read them in order to collect information about the deadliest diseases.

BEFORE READING

Look at the pictures below. Are they viruses or diseases? Can you name them? What do you know about them?







LET'S READ

1- Read the text below quickly and say what it is about. The text is about:

a) noncommunicable diseases.
b) incurable diseases.
c) the most fatal diseases.
d) dangerous diseases.

When people think of the deadliest diseases in the world, their minds probably jump to the fast-acting, incurable ones that grab headlines from time to time. However, many of these types of diseases don't rank in the top 10 causes of worldwide deaths. An estimated 55.4 million people passed away worldwide in 2019, and 74% of these deaths were because of noncommunicable diseases, or chronic conditions that progress slowly. Perhaps even more surprising is that several of the deadliest diseases are partially preventable. There are many deadly diseases in the world. Some are well-known, others less-known.

The deadliest disease in the world is **coronary artery disease (CAD)**. Also called ischemic heart disease, CAD occurs when the blood vessels that supply blood to the heart become narrowed. Untreated CAD can lead to chest pain, heart failure, and arrhythmias. CAD's risk factors include high blood pressure, high cholesterol, smoking, family history

of CAD, diabetes, having overweight. You can prevent CAD with medications and by taking steps to improve heart health. Among these steps, you may exercise regularly, reach or maintain a moderate weight, eat a balanced diet that's low in sodium and high in fruits and vegetables, avoid smoking, if applicable and drink moderately.

Another deadly disease is **stroke**. It occurs when an artery in your brain is blocked or leaks. This causes the oxygen-deprived brain cells to begin dying within minutes. During a stroke, you feel sudden numbness and confusion or have trouble walking and seeing. If left untreated, a stroke can cause long-term disability. Risk factors for stroke include high blood pressure, family history of stroke, smoking, especially when combined with oral contraceptives, being African American, being female. Some risk factors of strokes can be lowered with preventive care, medications, and lifestyle changes. In general, good health habits can lower your risk. Stroke prevention methods may include controlling high blood pressure with medications. You should also maintain a healthy lifestyle, complete with regular exercise and a balanced diet that's low in sodium. If you smoke, consider quitting and drink only in moderation, as these activities increase your **risk of stroke**.

In addition to all these diseases stands **Diabetes**. It is a group of diseases that affect the production or use of insulin. In type 1 diabetes, the pancreas is unable to produce insulin. This type of diabetes is believed to be caused by an autoimmune reaction. In type 2 diabetes, the pancreas doesn't produce enough insulin, or insulin can't be used effectively. Type 2 diabetes can be caused by a number of factors, including poor diet and physical inactivity. Over time, uncontrolled diabetes can cause damage to the nerves and blood vessels. This can lead to complications such as impaired wound healing, kidney failure, and blindness. Risk factors for diabetes include having overweight or obesity, high blood pressure, older age, not exercising regularly, an unhealthy diet While diabetes isn't always preventable, you can control the severity of symptoms by exercising regularly and following a well-rounded, **nutritious diet**. Adding more fiber to your diet can also help with controlling blood sugar levels.

Adapted from https://www.healthline.com

2- Read the text again and match the words or expressions from the text in column A to their synonyms or meanings in column B. The line references may help you.

Example: 1-f

Column A	Column B
1- incurable (line 2)	a- reduced, diminished
2- grab (line 2)	b- insensibility
3- preventable (line 7)	c- organ in the body that filters blood
4- narrowed (line 11)	d- capture
5- leaks (line 18)	e- avoidable
6- numbness (line 19)	f- untreatable
7- lowered (line 23)	g- injury, cut
8- wound (line 34)	h- flows
9- kidney (line 34)	i- became smaller

3- Read the text again and complete the table below with the correct information.

DISEASES	RISK FACTORS	PREVENTION
CAD		
STROKE		
DIABETES		

AFTER READING

You are an Ivorian nurse on the Ivorian-Liberian border. You have just participated in a training seminar organized by a Liberian NGO, during which you received brochures on the deadliest diseases. After reading them, you decide to sensitize the Liberian population of this area about the deadliest diseases. In your speech,

- tell them what a deadly disease is;
- mention some deadly diseases and their risk factors;
- suggest ways to avoid them.

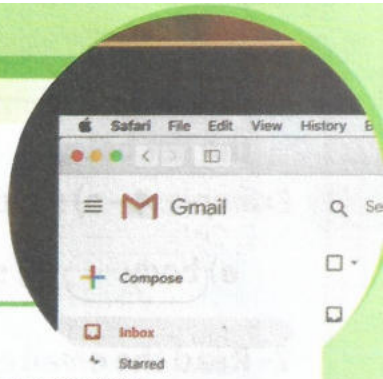


A sick person

Lesson 5

READING 2

AN INFORMAL EMAIL



LEARNING CONTEXT

The students of 1ère from your school are writing emails to their American pen-friends. They want to get information about the deadliest diseases for the preparation of their presentation about the issue.

BEFORE WRITING

- **Tips for writing informal emails**

Select those you think are tips for writing informal emails.

- Use a formal language.
- Use an informal and friendly tone.
- Avoid the use of contractions.
- Start with a casual greeting.
- Use contractions to be brief.
- End the mail using formal expressions.
- End the mail using informal ways like "see you later, take care, see you soon, thanks, etc".

LET'S PREPARE TO WRITE

- **Study the model email below and answer the questions that follow it.**

News from me

1 agouafashion@gmail.co

2 News from me

3 Hi Anzoua,

4 How are you doing? I hope you're ok. I am well. This is why I'm writing to give you this good news. I know you're very busy with your job, but please, give me your news because I haven't heard from you for a while, my dearest friend. I hope to hear from you soon. Give my best wishes to your parents and your nephew, Mardoché.

5 Keep in touch,

6 Agoua.

Send

1- Match each numbered part of the model informal email with its correct description from the list below.

Example: 1 - e) sender

a) body | b) signature | c) subject | d) closing | e) sender | f) salutation

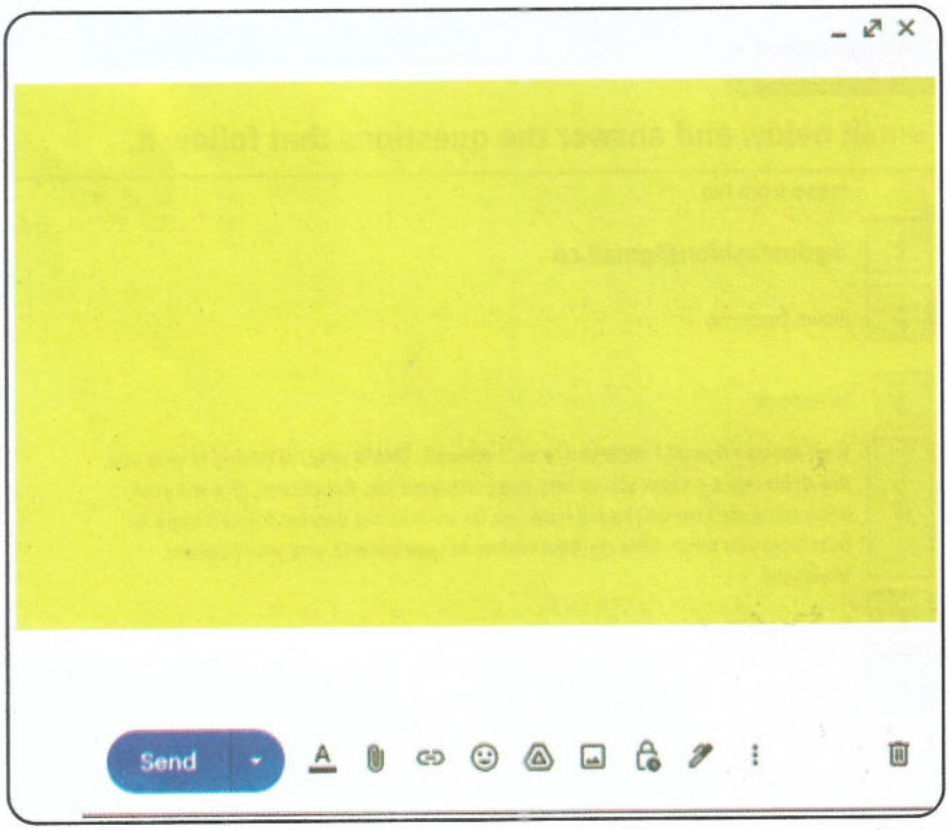
2- Read the email again and answer the questions below.

a) Who is the author of the email?
b) Who is it addressed to?
c) What is the relationship between the author and the recipient?
d) Is the language used in this email formal or informal? Justify your answers with some examples.

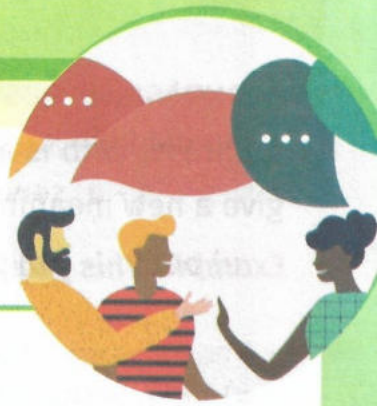
LET'S WRITE

To prepare your talk about the current deadliest diseases, you decide to write an email to your American friend, who is a student in a medical school. You want him to provide you with more information about the issue. In your email,

- greet your friend;
- state the point of your email:
- mention exactly what you want to know about deadly diseases.



VOCABULARY / GRAMMAR FOCUS



1- CONNOTATION AND DENOTATION

- **denotation** is basically the literal or dictionary meaning of a word.
- **denotation** is objective and no emotion is involved.

Example: ***I love blue shirts***
↓
Color

- **connotation** is an idea or feeling suggested by a certain word.
- **connotation** is subjective. It involves emotions or ideas.

Example: ***When my friend failed his exam, he felt so blue.***
↓
Sad

Let's have a recap

Denotation is the literal meaning of a word.
Connotation is the implicit meaning of a word.

The sentences below are about Aicha's illness. Say if the words in bold express denotation or connotation.

Example: **1 = connotation**

1- Recently, she has suffered the **pain** of failing her exam.
2- The next day after the results, she woke up with a **pain** in her arm.
3- The doctor told her that receiving a serious **diagnosis** could be overwhelming and frightening.
4- Nevertheless, he provided a clear **diagnosis** of her condition
5- The prescribed **treatment** involved antibiotics and rest.
6- Hopefully, the soothing voice and friendly attitude of the doctor were like a **treatment** for Aicha.
7- The tender **care** and compassion made all the difference during her recovery.
8- She also received excellent medical **care** during her stay.

2- PHRASAL VERBS WITH "out"

A phrasal verb is a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, for example, **'stand out'** means **'be noticeable in one way'.**

Example: ***This year, he stands out at school with his excellent grades.***

LET'S STUDY

Phrasal verbs with 'out'	Meanings
To stand out	To be very noticeable on one way
To check out	To pay the final bill and give back your room key
To turn out	To happen in a certain way
To break out	To start suddenly and quickly spread
To make out	To manage to read or see something
To put out	To extinguish a fire, eliminate a disease
To find out	To learn or discover something you didn't know before
To die out	To gradually cease to exist and eventually disappear
To knock out	To make a person unconscious, overcome or defeat a disease

The paragraph below is about Aicha's health problems. Fill in the gaps with the phrasal verbs from the box.

Example: **1- broke out**

figure out /die out / turned out /knock out / broke out / put out

Aicha had some health problems. A rare sickness suddenly **(1)** ... where she lived. Doctors worked hard to **(2)** ... the sickness and help her. The sickness tried to make her very weak, but her strong spirit didn't give up. Doctors and nurses worked together to **(3)** ... the sickness and make her feel better. As time passed, it **(4)** ... that Aicha was getting stronger. The doctors tried hard to **(5)** ... what was wrong and how to help her. With their help, the sickness started to **(6)**... Aicha became better and showed that people can get stronger and illnesses can disappear with help and determination.

UNIT SUMMARY

1- The words in column A are about diseases and viruses. Match them with their synonyms or definitions in column B.

Example: **a-5**

Column A	Column B
a- Diseases b- Causes c- Treatment d- Symptom e- Virus f- Deadly g- Precautions	1- Anything that indicates something is wrong about someone's health. 2- Germ. 3- Fatal, able to cause death. 4- Cure. 5- Illnesses 6- Measures taken to avoid something or to be protected. 7- Origins, sources of reasons.

2- The statements below are about diseases and viruses. As you study the words in bold, say whether they refer to for denotation (D) or for connotation (C).

Example: **1. illnesses-D**

Statements	D	C
1- She was diagnosed with various **illnesses**, including a respiratory infection and a stomach virus.	D	
2- Regular handwashing helps prevent the spread of **germs** and reduces the risk of infections.		
3- Despite her **illnesses**, she remained resilient and determined to overcome the health challenges.		
4- He caught a cold and felt **sick**, with a runny nose and a persistent cough.		
5- Parents often remind children to wash their hands to keep **germs** at bay and stay healthy.		
6. The spread of **viruses** like COVID-19 underscored the importance of global cooperation and health measures.		
7-The laboratory scientists studied the genetic makeup of different **viruses** to better understand their behavior.		
8- Despite feeling **sick**, she managed to attend the important meeting and displayed dedication.		

3- The sentences below are about diseases and viruses. Fill in the gaps with the best option between brackets to make them meaningful.

Example: **a-broke**

1- A virus **(a)**... out in the city, causing concern among residents. **(broke / weed / stood)**
2- The health workers are trying hard to **(b)**... out the flu by giving people vaccines. **(break/stand/stamp)**
3- Scientists are determined to **(c)**... out the cause of the new disease so they can find a cure. **(break/knock/root)**
4- Even though John was feeling sick, he could still **(d)**... out the doctor's instructions. **(put / figure/weed)**
5- The medicine helped to **(e)**... out the virus and make the patient feel better. **(break/ figure/knock)**
6- It **(f)**... out that the symptoms were not from a serious disease but just a minor infection. **(put/turned/knock)**

LET'S SELF-EVALUATE

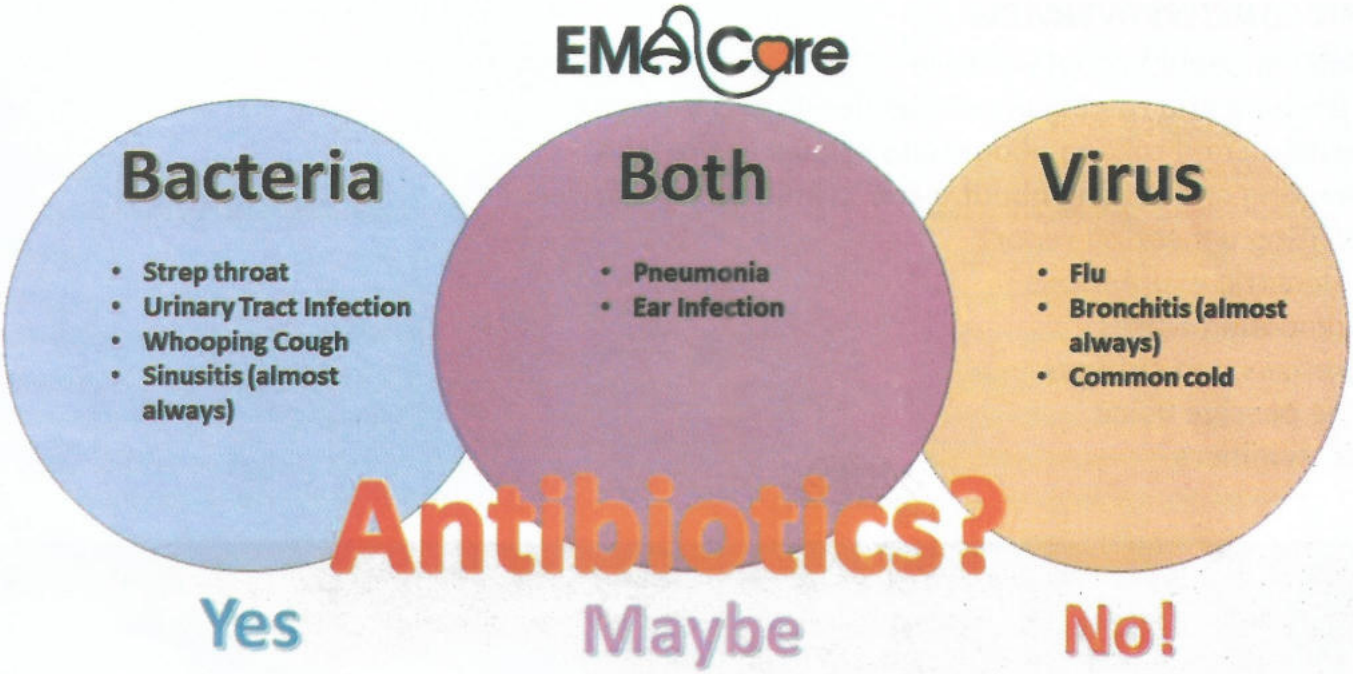
- **Assessing my achievements after Unit 3.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about viruses and diseases			
talk about infectious diseases			
talk about precautions			
talk about the deadliest virus			
write an informal e-mail			
understand denotations and connotations			
use phrasal verbs with "**out**"			
Total score			



DO YOU KNOW THE DIFFERENCE BETWEEN VIRUS AND BACTERIA?



https://emacare.com/blog/bacterial-and-viral-infections-1

UNIT 4

CRIME AND VIOLENCE

UNIT CONTENT OVERVIEW

- Talking about school violence
- Listening and talking about Gender-Based Violence
- Reading and talking about hate crimes in the USA
- Reading and talking about cyber criminality in Africa
- Writing a meeting report
- Idiomatic expressions
- Compound words
- Prefixes and suffixes
- The passive voice
- Determiners



Lesson 1

SPEAKING

SCHOOL VIOLENCE



LEARNING CONTEXT

In order to raise their awareness about the prevention of school violence, the students of 1ère from your school have been invited to a debate at the Nigerian embassy. They are discussing the issue.

LEAD-IN

- **Is the person in the picture a student? Why is he hiding a gun? what is the reason why school is becoming a dangerous place?**



NEW LANGUAGE

1- Match the words from the box below with their meanings.

Example: 1- hurtful

Arson- Brandishing- Coercion- Cyberbullying – Hurtful - Malicious -Rape – Punching - Threat -Weapon

1- Unkind
2- The crime of forcing somebody to have sex, especially using force
3- An object such as a knife, gun, or bomb that is used for fighting or attacking somebody.
4- Holding a weapon, in an aggressive or excited way
5- Menace
6- The action of making somebody do something that they do not want to do, using force.
7- The activity of using messages on social networking sites; emails, and text messages to frighten or upset somebody
8- The crime of deliberately setting fire to something
9- Malevolent
10- A hard hit made with the close hand

2- Find the appropriate form of violence from the list below and fill in the table. An example is given in each category.

sexual harassment - hitting - insulting- sexual intimidation - posting false information on the internet - punching - rape- threat – humiliating - brandishing or using a weapon - hurtful comments online - unwanted touching - isolating - posting embarrassing photos or videos online - sexual coercion - malicious rumours.

Physical violence	Sexual violence	Psychological violence	Cyberbullying
- hitting	- sexual harassment	- insulting	- false information on the internet

3- Read the passage and fill in the blanks with the words from the box below.

Example: 1- physical

violent - hurt – video - depression - victim – performance – online - physical

School violence can be anything that involves a real or implied threat. It can be verbal, sexual, or physical, and perpetrated with or without weapons.

School violence can take many forms: .....**(1)**..... violence, psychological violence, sexual violence, cyberbullying which includes sexual or psychological abuse by people connected through school on social media or other.....**(2)**.....platforms. There are some factors that can make a student more likely to commit school violence such as the use of alcohol, drugs, or tobacco. The student himself may be .....**(3)**..... of domestic violence and abuse. In addition, he may be under pressure from delinquent peers. The student may also tend to copy violent movies or .....**(4)**..... games.

Victims of school violence may get physically injured and experience broken bones. Emotionally speaking, the student might experience .....**(5)**..... , anxiety or rage. Their academic .....**(6)**..... may suffer because it is hard to focus in school when all you think about is how to avoid being .....**(7)**..... again. To be protected, students should report any hint of .....**(8)**..... behaviour to school authorities.

LET'S COMMUNICATE

You are taking part in a debate and the topic is as follows: "School violence: causes and impacts on students." In your talk,

- identify the forms of violence that you know ;
- give the causes and impacts of school violence on students ;
- suggest some solutions to stop violence in schools.

Lesson 2

LISTENING

GENDER-BASED VIOLENCE



LEARNING CONTEXT

At the English club of your school, the students of 1ère are listening to an Agnia FM program on Gender-Based Violence in order to discuss the issue.

BEFORE LISTENING

How do you interpret the red hand in the picture? What is Gender-Based Violence? Why is it harmful to women and girls?



LET'S LISTEN

1- Listen to the audio and select the phrase that best summarizes the passage.

A- Gender inequality in Africa
B- Violence against men and women in Africa
C- Social norms as a cause of gender-based violence in west Africa
D- Discrimination against women and girls in Africa

2- Listen to the passage again and complete the paragraph with the missing words.

Example: **1-social**

Ford Foundation hosted on the final day of the AFRICANXT 2023 event on a panel of experts at the Landmark Event Centre, Victoria Island, Lagos, Nigeria.

The panel examined how .....**(1)**.... norms drive .....**(2)**..... and discrimination against women and .....**(3)**..... and people with disabilities leading to gender-based violence. One solution is to approach .....**(4)**..... custodians who have influence in communities to make them understand the .....**(5)**..... of certain acts so they can .....**(6)**..... the people by themselves to .....**(7)**.... the incident of Gender-Based Violence.

3- Listen to the passage and identify the statements of Baruwa and Ms Emanuella Azu. Then, in the table below, put a tick (√) for Baruwa's statements and a cross (X) for Ms Emanuella Azu's statements. Number 1 is done for you as an example.

Statements	Baruwa	Emanuella
Most forms of violations particularly against women and girls were man-made cultural practices.		X
The session was to interrogate how religion and even colonial norms help to place women in subordinate positions.		
WARDC's objective is to approach traditional custodians who influence their communities.		
The session was to interrogate the influence of negative gender social norm.		
The session was to interrogate how women and girls are viewed in the society.		
The effort to end GBV is a collective one that must involve traditional rulers.		

AFTER LISTENING

You are at an English club meeting of your school. After listening to the Agnia FM program on Gender-Based Violence, the chairman asks you to write a paragraph on the impacts of Gender-Based Violence on girls and women so as to raise your community's awareness about the scourge. In your production,

- give the causes of Gender-Based Violence ;
- highlight the negative impact of Gender-Based Violence on girls and women ;
- propose some solutions to protect girls and women against Gender-Based Violence.



A man beating his wife



A woman beating her husband

Lesson 3

READING 1

HATE CRIME IN THE USA

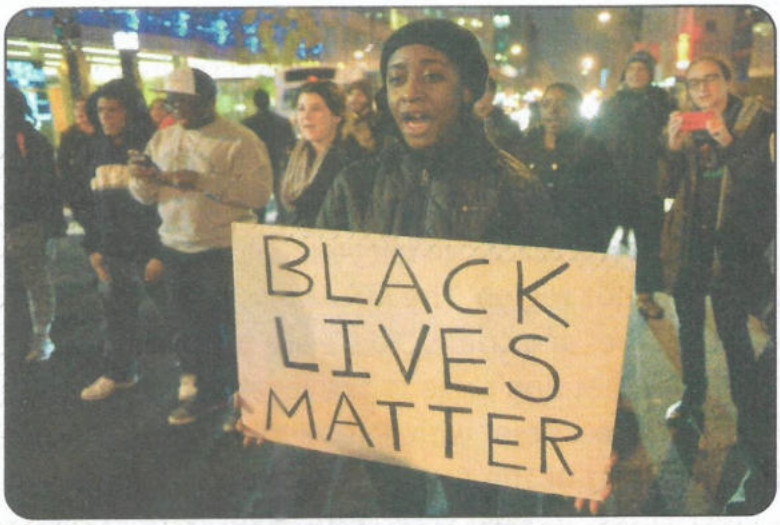


LEARNING CONTEXT

The students of 1ère from your school are invited by the embassy of the USA to participate in a panel discussion on the increased rate of hate crime in the USA. Before the event, they are reading a text about the issue to gather much information.

BEFORE READING

Look at the picture and say what the people are doing. Why are they protesting? How can you explain the increase in hate crime in the USA? What do you understand by "BLACK LIVES MATTER"?



LET'S READ

1- Read the text and select the correct option.

The text deals with the :

a) annual hate crimes statistics of the FBI.
b) proportion of hate crimes in New York City.
c) increasing rate of hate crimes in the USA.
d) police record of anti-Asian hate crimes.

Hate Crime increased in Several Major US cities in 2022

From New York to Los Angeles, hate crime continued to rise in major American cities last year, with preliminary police data showing that at least six metropolitan areas recorded levels not seen since the 1990s. Last month, the FBI released its annual hate crimes statistics, which showed there were 7,262 hate crime incidents in 2021; however, the report excluded data for New York City, Chicago, and most of California. In New York City, the nation's largest city with about 9 million residents, police investigated 619 hate crimes, up 18% for the year and the most since 1992.

In Los Angeles, the second most populous US city, police recorded a total of 643 hate crime victims in 2022, up 13% from 2021 and the highest since 2001. In contrast to most other police agencies, the Los Angeles police department counts hate crimes by the number of victims rather than incidents. Other major cities that saw multidecade highs in reported hate crimes include Chicago, Illinois, Houston, Texas, Philadelphia, Pennsylvania, and Austin Texas.

FBI defines a hate crime as a criminal offence motivated, in whole or in part by the offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity. The bureau has been collecting and publishing annual crime statistics submitted by police departments since 1991. In the decades since, most hate crimes have been motivated by racial bias, with African Americans as the top target. That remained the case last year in most cities studied by the research center. Among the most horrific anti-black hate crimes last year: an 18-year-old white supremacist gunman shot and killed 10 black people at a supermarket in Buffalo, New York in May.

Elsewhere, a wave of antisemitic attacks remained unabated. In New York City, home to the largest Jewish population in the US, nearly half of all reported hate crimes involved Jewish, with the total number of antisemitic criminal incidents jumping 31% to a record high of 271.

'It's very shocking but perhaps not surprising for those who deal with this every day'. Said Scott Richman, the New York and New Jersey director for the anti-defamation league, commonly known as the ADL. I can tell you that they literally respond to antisemitic incidents every single day in this region. The ADL tracks both hate crimes and hate incidents, which do not rise to the level of a crime. 'There are many things that happen that are antisemitic and very troubling that don't rise to the level of a crime that we deal with.' Said Richman

Anti-Asian hate crime, which rose sharply during the pandemic because of the perceived association of the COVID-19 virus with China, was the only category to see a decline in most cities. In New York, anti-Asian hate crimes fell from 133 to 86 incidents, and in Los Angeles, from 42 to 32. Despite the decline, hate crimes remain at disturbingly elevated levels when compared to pre-pandemic levels.

Adapted from www.lawfarebloc.com

2- Read the text again and find the words defined below in the text. Use the lines as references.

Example: **a-released**

a) made available to the public. (line 3)
b) prejudice for or against one person or a group, especially in a way considered to be unfair. (line 18)
c) a person or an object selected as the aim of an attack. (line 18)
d) causing horror. (line 19)
e) a man who uses a gun to commit a crime or terrorist act. (line 20)
f) without any reduction in intensity or strength. (line 22)
g) hostile to or prejudice against Jewish people. (line 24)
h) become smaller, fewer, or less. (line 34)
i) in a way that causes worry or unease. (line 35)

3- Read the text again and give short answers to these questions.

a) What is the city with the highest rate of hate crime in the USA?
b) How does the FBI define hate crime?
c) What is the main reason for hate crime in the USA?
d) Name the communities victims of hate crime in the USA.
e) What is the role of ADL in the fight against hate crime?
f) Is there any relation between COVID-19 and anti-Asian hate crime? Justify your answer.

AFTER READING

The US embassy has invited you to a panel about the increase of hate crime in America. To get ready for the event, you have received some documents on the topic. After reading them, in a discussion with your English Club mates,

- give the definition of hate crime ;
- explain the reasons for the increase in hate crime in America ;
- suggest some ideas that can help stop hate crimes in the USA.



Panelists discussing crimes issues in the USA

Lesson 4

READING 2

CYBERCRIME IN AFRICA



LEARNING CONTEXT

The students of 1ère from your school are invited by the Nigerian embassy to participate in a panel discussion on cybercrime in West Africa. They are reading a text on the topic in order to talk about the issue.

BEFORE READING

What does the picture make you think of? How is it related to cybercrime? Why has cybercrime expanded in Africa?



LET'S READ

1- Read the text and choose the correct option.

The text is about :

a) the role of Interpol in West Africa.
b) the increasing cybercriminal groups in West Africa.
c) Nigerian cybercriminal gangs.
d) Nigerian Black Axe network.

Gang Of Cybercriminals Are Expanding Across Africa

Interpol has described online scams such as banking and credit card fraud as the most prevalent and pressing cyber threat in Africa. A major operation earlier this month coordinated by Interpol in 14 countries underlined the scale of the threat from cybercrime on the continent and beyond. Police arrested more than 70 alleged fraudsters linked to a Nigerian criminal network known as Black Axe in South Africa, Nigeria, and Ivory Coast. As well as in Europe, the Middle East, Southeast Asia, and the US. Almost 50 properties were

searched and about 1 million dollars were intercepted in bank accounts. A residential property, three cars, ten of thousand in cash, and 12,000 SIM cards were seized. The recent raid across Africa targeted alleged members of Nigeria's infamous Black

Axe gang, which began as a student movement in Benin City in the 1970s but has since evolved into a global criminal network that specializes in fraud. A regional hub in South Africa was reportedly officially recognized by the Black Axe leadership in 2013, according to US legal documents viewed by the Guardian.

The trail leading to the arrests last month began in Ireland when local police officers recovered phones and other devices belonging to fraudsters linked to Black Axe. Investigators recognized vocabulary typical of the group and were able to trace links back to West Africa. More than 120 million dollars have been seized this year, denying fraudsters such as Black Axe capital that could be reinvested in other forms of crime, such as forcing young West African women into sex work in Europe, buying weapons, or the growing international traffic in methamphetamines. Many cyber frauds in Africa evolve into the use of online dating sites and apps to engage victims in fictitious romantic relationships in order to elicit money or personal and financial information.

Adapted from www. The Guardian.com

2- Match the words in Column A from the text with their meanings or synonyms in Column B. One word in column B is not concerned. The line references of the words are indicated.

Example: **1-e**

Column A	Column B
1- scams (line 1)	a- center
2- alleged (line 4)	b- not real or true
3- raid (line 9)	c- well known for some bad quality
4- infamous (line 9)	d- confiscated
5- evolved (line 11)	e- dishonest plans, fraud
6- hub (line 11)	f- succeed in getting information from someone
7- seized (line 17)	g- progressed
8- fictitious (line 21)	h- a surprise visit by the police to arrest suspects
9- elicit (line 21)	i- said without proof
	j- famous

3- Read the text and say if the sentences are true or false. Justify your answers with the lines.

Example: **1- T (lines 1-2)**

1- Banking and credit card fraud are examples of cybercrime.
2- The Black Axe is a South African criminal network.
3- The Black Axe gang is a students' movement specializing in fraud.
4- The money from fraud is reinvested in tourism and agriculture.
5- Victims of fraud are trapped on dating sites and apps.
6- Cybercriminals obtain personal and financial information through the Internet.

AFTER READING

The Nigerian Embassy has invited you to a panel on the increase of cybercrime in West Africa. To get ready for the event, you have received some documents on the topic. After reading them, you are discussing them with your English Club mates. In your talk,

- give the reasons for cybercrime in West Africa ;
- mention the consequences of this phenomenon on countries' economies;
- suggest some solutions to stop it in West Africa.

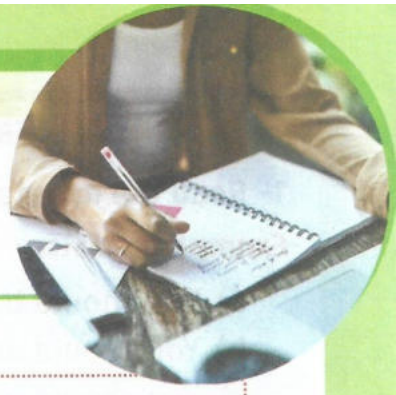


A cybercriminal acting anonymously

Lesson 5

WRITING

WRITING A MEETING MINUTE



LEARNING CONTEXT

The students of 1ère from your school are taking part in a writing competition organized by the British embassy. They are asked to write a meeting minute.

BEFORE WRITING

Read the minute below and find the appropriate sub-heading for each part.

Problem - Conclusion and recommendations- Problem - Introduction

MINUTE OF THE ENGLISH CLUB MEETING

1..... :

This minute aims to describe problems in the English club of our school and discuss possible suggestions to solve them. The two important issues were discussed at a meeting on 10 October, which was attended by 68 of the 75 students who are members of the English club.

2..... :

Poor management of the English club

A number of participants complained that the English club is not moderated by English teachers. This situation leads to poor management of the English club. Contacting English teachers from the school was suggested as a solution but the English club meeting begins at 12 00 and the period is not suitable for teachers.

3..... :

Lack of listening materials

It was noted that the different activities of the English club are conducted without any devices such as tape recorders or loudspeakers for listening activities. This makes some listening activities like storytelling difficult to be conducted. The school is looking to include some materials for the English club in the school budget for next year.

4..... :

Taking the factors mentioned into account, the schedule of the English club meeting needs to be modified for better management and the availability of teachers as moderators.

Until then, the school could consider hiring a tape recorder for the English club activities.

One Saturday per month is recommended as a suitable period to conduct the English club activities with a teacher as moderator. This new program can take place immediately and should be a priority.

Minute prepared by Valey.

June 20, 2024

LET'S PREPARE TO WRITE

1- Read the minute model again and say if the sentences are true (T) or false (F).

Example: **a- False**

a) You should begin a minute with your most important recommendation.
b) You should explain the context of the minute in detail.
c) You should use sub-headings.
d) This sentence is the right style for a minute:
In this minute, I am going to talk about a few problems in the English club of my school.
e) This sentence has the right tone for a minute:
I think a tape recorder is the best solution for the activities of the English club.
f) This sentence has the right tone for a minute:
An English teacher is needed as a moderator for better management of the English club.

2- Write the phrases in the correct part of the table below. The first one is done as an example.

a) A number of people complained that ...
b) My classmate and I think ...
c) Maya mentioned that ...
d) It would be better to modify the schedule for the next meeting.
e) I suggested a solution.
f) A range of solutions was suggested.
g) We do not think it is a good idea to do the work on Saturday.

Impersonal	Personal
- A number of people complained that ... - -	- - -

HOW TO WRITE A MEETING MINUTE

- Introduction

Start with the objective of the minute and say where the information comes from.

- Give each issue a separate section

Use subheadings to make the layout clear.

- Conclusion and recommendations

Use objective language for recommendations and conclusions. For example :

... would be the best...

The school could consider...

... is recommended...

*Use an impersonal, formal style

*Use the passive to keep the focus off individual people for example :

It was noted that....

... was suggested ....

- author and date

LET'S WRITE

You are participating in a competition organized by the American embassy in Côte d'Ivoire. For the writing task, you are asked to write a meeting minute on violence in your school. In your writing,

- point out the objective of the minute and specify the source of the information;
- state the issues in separate sections;
- present briefly the conclusion and recommendations.

VOCABULARY / GRAMMAR FOCUS



A- COMPOUND NOUNS: NOUN + NOUN

A compound noun is a fixed expression that is made up of more than one word and functions as a noun.

Examples: ***Tin opener*** (an opener for tins)

Bank account (an account in a bank)

Sometimes compound nouns may be written as one word.

Examples: ***trademark; babysitter***

Compound words used only in the plural	Compound words used in the singular	Countable compound words	Uncountable compound words
Grassroots	Climate change	Alarm clock	Birth control
Headphones	Death penalty	Blood donors	Blood pressure
Kitchen scissors	Generation gap	Burglar alarm	Computer technology
Luxury goods	Labour force	Bus stop	Data processing
Roadworks	Sound barrier	Credit card	Income tax
Sunglasses		Heart attack	Pocket money
Traffic lights		Voice mail	

- **Complete the following compound nouns using nouns from the box below.**

Example: **1-death**

stop - money - alarm - change - computer - death - generation - labour

1-... penalty
2-... force
3- climate ...
4- bus ....
5-.... gap
6-.... technology
7- clock ...
8- pocket ...

B- PREFIXES AND SUFFIXES

A prefix is a word part added to the beginning of a word to create a new meaning.

- Prefixes on verbs
- Negative prefixes on verbs

The prefixes "un" and "dis" can form the opposite of verbs.

E.g.: Appear ⟶ disappear
Approve ⟶ disapprove
Do ⟶ undo

- Some common prefixes on verbs

Over (too much): oversleep – overeat - overreact
Re (again or back): rewrite – rearrange - replace
Mis (badly or wrong): misunderstand – mistranslate - mislead

- **The sentences below are about violence in schools. Add the correct prefix from the box to the verbs in brackets to complete them. Change the form of the verb when necessary.**

example. **1- undoing**

dis – un – over - mis – re -

1- The workshops focused on.....the negative behaviors and attitudes that perpetuated violence in the school. (do)
2- The principal worked to.....students involved in bullying. (engage)
3- The school's initiative aimed to.....the underlying issues of violence. (cover)
4- Teachers were instructed to.....the students during breaks to prevent any aggressive behaviors. (see)
5- Some students.....the concept of inclusion in many schools. (understand)
6- The school took measures to.....students who had been involved in violence. (integrate)

- **Adjective suffixes**

A suffix is a word part added to the end of a word to create a new meaning. We can form adjectives from verbs by adding the suffix - **able**
The suffix –able +verb means 'can be done'.
E.g.: drinkable – washable - readable

- Some common adjective suffixes

-al: brutal – legal – personal - critical
-ous: delicious – furious - advantageous
-ful: hopeful – helpful – useful - forgetful
-less: useless – harmless - homeless

- **These sentences are about cybersecurity. Use the words from the box below and fill in the blanks.**

Example: **1- unbreakable**

impactful- fundamental- reliable- malicious- defenseless- unbreakable

1- The encryption methods used by the company are so sophisticated that they are.....
2- The cybersecurity team's diligent monitoring helps neutralize any ..... activities on the network.
3- The organization's response to emerging threats makes their cybersecurity strategy .....
4- The comprehensive cybersecurity policy serves as a ..... framework for protecting the company.
5- The cybersecurity system in place is highly ..... for preventing cyberattacks effectively.
6- Neglecting regular updates makes the system essentially ..... against cyber threats.

D- PASSIVE VOICE

- **Passive vs Active**

When we use an active verb, we say what the subject does.

Example: Her father was)a builder. He ***built*** this house last year.

When we use a passive verb, we say what happens to the subject.

Example: ***This house was built*** by her father last year.

- ***Passive with agent***

When we use passive and we want to say who does or what causes the action, we use ***'by'*** to introduce the agent.

Example: This house was built ***by*** her father.

- ***Passive without agent***

When we use passive and who or what causes the action is often unknown or unimportant, 'by' and the agent are not used.

Example: Is this room cleaned every day?

- ***How do we make the passive?***

- **The passive is formed with be + past participle of the verb.**

Tenses	Active verbs	Passive verbs
Present simple	clean(s) see(s)	am/is/are cleaned am/is/are seen
Past simple	cleaned saw	was/were cleaned was/were seen
Present perfect	has/have cleaned has/have seen	has/have been cleaned has/have been seen
Future	will clean will see	will be cleaned will be seen

- **The sentences below are about hate crimes. Transform them into the passive. Number 1 is done for you as an example.**

1- The authorities arrested the suspect in connection with a hate crime against the local mosque.

→ *The suspect in connection with the hate crime against the local mosque was arrested by the authorities.*

2- People widely shared the victim's story on social media.

3- We will launch educational initiatives to raise awareness about hate crimes.

4- People have reported incidents of hate crimes across the city.

5- We will make active efforts to ensure that victims receive appropriate support.

6- Hate crimes have affected various communities.

7- Lawmakers are currently debating legislative measures to strengthen laws against hate crimes.

8- We are conducting awareness campaigns to educate the public about the impact of hate crimes.

UNIT SUMMARY

1- The passage below is about robbery. Fill in the gaps with the words from the box.

Example: **1- committed**

guilty –evidence-robbery- committed- accused- arrested- scene-investigated

Ben ...(1)... a crime when he robbed a bank. Someone told the police. The police arrested Ben and charged him for ...(2)... .They also ...(3)... his twin brother Ross of being his accomplice. The police ....(4)... the case and collected ....(5)... at the crime ....(6)... They found Ben's fingerprints that linked him to the crime, so they were confident they had proof that the man was ...(7)... .

2- The expressions below are related to the forms of school violence. Use the words from the box and complete the table with the appropriate form of school violence.

Example : **1- cyber-bullying**

Physical violence - Sexual violence - Psychological violence - Cyber-bullying – Bullying

1-	Hurtful comments
2- ...	Repeated and intentional aggression
3- ...	Unwanted touching
4-	Humiliating
5- ...	Physical aggression

3- Use the suffixes –able ;-al ;-ous ;-ful to form adjectives and fill in the table.

Example : **1- dangerous**

Words	Adjectives
1- Danger	.....
2- Fame	.....
3- Music	.....
4- Help	.....
5- Pain	.....
6- Rely	.....
7- Wash	.....

4- The sentences below are about hate crimes. Complete the following sentences with the correct passive form of the verbs from the box below.

to support- to spotlight- to find- to target to enact- to report-to launch

Example: **1- was found**

1- The graffiti... on the walls, revealing a disturbing instance of hate crime.

2- Last month, hate crime incidents ... to the authorities, prompting an investigation into the incident.

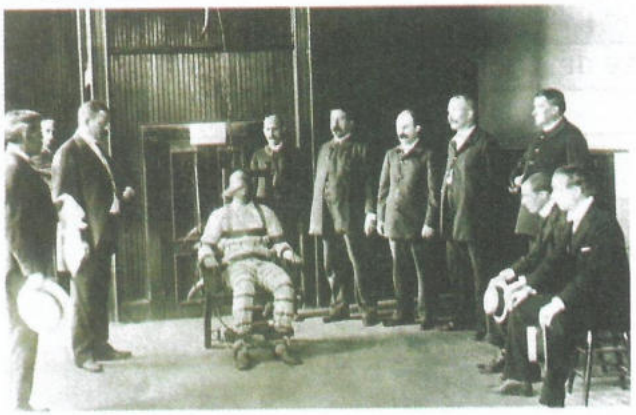
3- In the next few years, stricter laws ... to address hate crimes more effectively.

4- Since 2019, hate crime awareness campaigns ... to address the growing concern of discrimination and violence.

5- These days, discriminatory behaviors .... through media coverage.

6- Since January, victims of hate crimes ..... by local organizations, offering legal assistance.

7- Nowadays, individuals who ... in hate crime incidents receive assistance from local organizations.



First Electric Chair Execution, Auburn State Penitentiary, August 6th 1890

5- These sentences are about criminal actions. Fill in the gaps with the compound words from the box below.

Example: **1- knife crime**

Child abuse- death penalty- domestic violence- life sentence- armed robbery- knife crime- gang violence

1-In urban centers, the rise in ..... has prompted local authorities to implement targeted interventions.

3-The suspects were arrested and charged with .....

4-The alarming rise in ..... in schools has led to concerns about the safety of students in affected areas.

5-..... is a serious issue that affects families.

6-Schools are playing a critical role in identifying signs of potential cases of .....

7-Despite the severity of the crime, some jurisdictions have abolished the ..... for cases of robbery.

LET'S SELF-EVALUATE

- **Assessing my achievement after Unit 4.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about violence at school			
talk about gender-based violence			
talk about hate crimes in the USA			
talk about cybercrime in Africa			
write a meeting report			
use idioms correctly			
use compound words			
use prefixes and suffixes			
use passive voice			
use determiners			
Total score			

PROJECT TASK

Roleplay on Gender-Based Violence and the importance of gender equality

During the Women's Day celebration, you had the opportunity to participate in a conference on gender-based violence organized by the Nigerian embassy. After the conference, you decided to meet the chairwoman of a female association in your region to have more ideas on women's rights in order to raise your friends' awareness of gender equality at an English club meeting.

- **Task**

Gather information on gender-based violence and women's rights.

- Use your imagination and set up a scenario.
- write a script in groups and each group will read aloud the script.
- In your performance point out the negative impact of Gender-Based Violence. and highlight the importance of gender equality.

- **Time and resources**
  - Set up your scenario and write your script.
  - Gather the material resources. (www.amnestyinternational.org/www.hrw.org)
  - Plan the timing and deadlines.
  - Start the execution of the project.

- **Outcome**
  - Use the information gathered to write your script.
  - Perform your play during your English club's meeting.

UNIT 5

HUMAN RIGHTS

UNIT CONTENT OVERVIEW

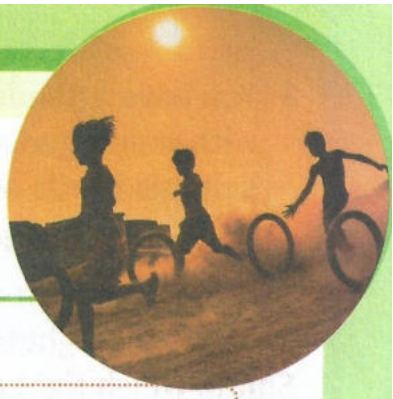
- Talking about children's rights
- Listening and talking about women's rights
- Reading and talking about forced marriage
- Reading and talking about child labour
- Writing a formal letter
- Making Conditional sentences
- Idioms



Lesson 1

SPEAKING

CHILDREN'S RIGHTS



LEARNING CONTEXT

For the upcoming Human Rights Day, you discuss the conditions to guarantee your rights as children with your classmates during an English class.

LEAD-IN

Look at the picture below.

- Who can you see?
- Guess what they are claiming.
- Do you agree with their claim? Justify your answer.



NEW LANGUAGE

1- The sentences below are definitions of the word "RIGHTS". Read them and choose the most appropriate one.

a) Rights are rules about what a person is allowed to do or have.
b) Rights are moral principles or norms for certain standards of human behaviour and are regularly protected in international law.
c) Rights refer to anything that accords with the principle of legal or moral justice.
d) Rights refer to anything a person needs to live.

2- a) Look at the words or expressions in the box. Listen and repeat after your teacher. Pay attention to the stressed syllables.

health – education – family life – adequate standard of living –play and recreation – vote – non-discrimination – go on strike – be protected from abuse and harm – freedom

b) Write down the words or expressions that are linked to children's rights.

3- You have attended a conference on children's rights. Below is the conversation you had with your Nigerian friend Smith who missed that conference. Complete your parts with the suitable words or expressions from the box in Activity 2.

Example: **a) education**

Smith: Which right allows children to go to school?
You: It is the right to **(a)** ... .
Smith: Which right allows children to have access to medical assistance?
You: It is the right to **(b)** ... .
Smith: Which right makes it possible for children to benefit from security?
You: **(c)** ... .
Smith: Why do we live by our father and our mother?
You: You live by them because you have the right to **(d)** ... .
Smith: Why do my parents take me around the zoo and allow me to have a good time?
You: They do so because you have the right to **(e)** ... .
Smith: Do we have the right to equal treatment?
You: Yes, you do and, it is called the right to **(f)** ... .
Smith: Which right protects us against any form of exploitation?
You: It is the right to **(g)** ... .

4- Study the dialogue above, then in pairs, ask and answer questions about your rights.

Example A: **What are your rights?**

B: **It is my right to work and receive a good wage.**

LET'S COMMUNICATE

On the Human Rights Day, the US embassy has invited the coordinators of English clubs in Côte d'Ivoire to discuss children's rights. As the representative of your school's English club at that important event, you are asked to make a presentation about the issue. In your talk,

- list some children's rights;
- point out some violations of children's rights;
- explain how children's rights can be protected.

Lesson 2

LISTENING

WOMEN'S RIGHTS



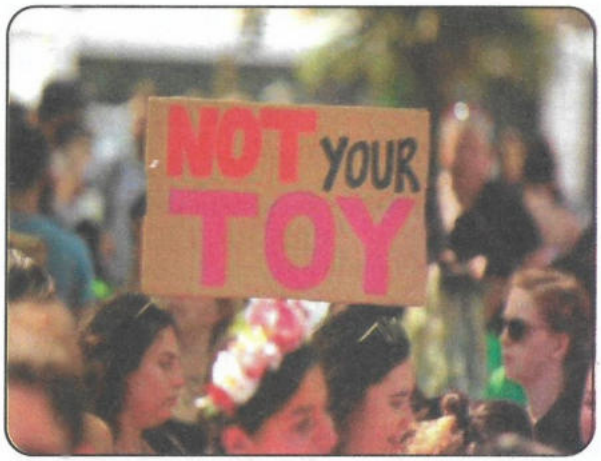
LEARNING CONTEXT

For the upcoming celebration of Women's Day at the British council, you decide to listen to a programme on The British Broadcasting Corporation (BBC) about women's rights in order to deepen your knowledge and prepare a talk on that issue.

BEFORE LISTENING

1- Look at the picture below.

- Say who the people are.
- Guess what they are claiming.



2- The box below contains words or expressions related to different types of violence against women. Use them to complete the following definitions.

Example: 1- domestic violence

Femicide – Sexual violence – Child marriage – Domestic violence – Human trafficking – Digital violence – Female genital mutilation.

(1)...is any pattern of behaviour that is used to gain or maintain power and control over an intimate partner.

(2)...is any sexual act committed against the will of another person, either when this person does not give consent or when consent cannot be given because the person is a child, has a mental disability, or is severely intoxicated or unconscious as a result of alcohol or drugs.

(3)...refers to the intentional murder of women because they are women, but may be defined more broadly to include any killings of women or girls.

(4)...is the acquisition and exploitation of people, through means such as force, fraud, coercion, or deception.

(5)... procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM is a social norm, often considered a necessary step in preparing girls for adulthood and marriage, and typically driven by beliefs about gender and its relation to appropriate sexual expression.

(6)...any marriage where one or both of the spouses are below the age of 18. It is a violation of the Universal Declaration of Human Rights.
(7)...any act of violence that is committed, assisted, or aggravated by the use of information and communication technology (mobile phones, the Internet, social media, computer games, text messaging, email, etc.) against a woman because she is a woman.

LET'S LISTEN

1- Listen to the audio passage and write down the correct option. Just use the letter.

The podcast is about:

a) forced marriage in African countries.
b) the violation of women's rights in Asia.
c) violence against women in Kenya.
d) violence against girls in Europe.

2- Listen to the audio passage again and give numbers to the words or expressions in the order you hear them.

One is done for you as an example.

Enraged		Injured	
Paralyzed		**domestic violence**	1
Outraged		wife-beating	

3- Listen to the audio passage again and decide whether the statements below are true or false. Write T for correct answers or F for incorrect ones.

Example: a – T

a) The implementation of the law against women is not implemented in Nairobi.
b) The law against wife beating was prompted by a particular incident.
c) Nthiwa Munayo beat his wife because she was impolite.
d) She was paralyzed because she had a road accident.
e) Ms. Kavata's death did not pass in silence.
F) Despite protests and lobbying no protection bill was passed by the government.

AFTER LISTENING

After listening to a programme about Women's rights on the BBC, your English club mates and you are discussing the issue on Women's Day. In your discussion,

- list some women's rights;
- point out some violations of women's rights;
- explain how to guarantee their rights.

Lesson 3

READING 1

FORCED MARRIAGE



LEARNING CONTEXT

You have come across a text about forced marriage in Africa in the New York Times, an American daily Newspaper. You decide to read it in order to get well-informed and discuss the issue with your American pen-friend.

BEFORE READING

• Look at the pictures below and do the tasks that follow.

- Describe the feeling of the bride and groom in picture 1.
- Does the bride in picture 2 consent to the marriage?
- What do you call that form of marriage?
- What is your opinion about it?

1



2



LET'S READ

1- Read the text below and choose the suitable main idea.

The text is mainly about the:

a) reasons for a marriage by consent.
b) solutions to forced marriage.
c) causes and consequences of forced marriage.
d) advantages of legal marriage.

Forced marriage does not just affect individuals. Its consequences are widespread, spanning local, national, and international levels. Forced marriage is when either one or both parties involved are compelled into a union without their full and voluntary consent. This is widely considered a harmful practice and a form of violence against women due to the unfair impact it has on their lives. A subset of forced marriage is child marriage, which represents a union in which one or both persons are younger than 18. Girls are the most affected, while boys are aided to pursue formal education and skills acquisition.

According to UNICEF, more than 650 million women around the world are married as children. Every year an estimated 12 million girls get married before their 18th birthday,

amounting to about 28 girls every minute. The most affected number of girls is located in the least developed countries, particularly in Africa. These girls account for 40 percent of girls married before 18, and 12 percent of girls married before age 15 (UNICEF). It has also been suggested that if current practices persist, the number of child brides may multiply to about 20.8 million girls by 2050 in West and Central Africa alone (UNICEF 2018).

The major causes of forced and child marriages are interconnected, reflecting a range of cultural, social, political, and economic issues. Poverty and economic imbalance have led many families to sell their girl child into marriages in a bid to escape hunger and hardship; the bride price is usually used to meet outstanding family needs. Similarly, cultural practices in some developing countries place women and girls in a disadvantaged position, where they are trained in domestic activities and then given out in marriage at a very young age to uphold their cultural heritage. Socially, some families prefer to give out their young under-aged girls in marriage rather than risk cases of unwanted pregnancies. To them, forced and child marriage is a strategy to maintain moral standards.

As a consequence, young girls and women are negatively impacted socially, politically, economically, and psychologically. This is evidenced in health-related complications from pregnancies in under-aged girls, inability to earn a decent income due to lack of education, rape cases that result in traumatic emotional experiences, low chances of contributing meaningfully to society, and limited opportunities to participate in politics and take up leadership.

UNICEF Report 2021 by Amusile Olayem

2- Read the text again and match each word or expression in column A with its synonym or definition in Column B. One option in column B is not concerned.

Example: **1- covering**

Column A	Column B
1- spanning (line 2)	a- remarkable
2- compelled (line 3)	b- having sex with someone by force
3- consent (line 3)	c- difficulty
4- subset (line 5)	d- covering
5- account for (line 11)	e- forced
6- imbalance (line 16)	f- agreement
7- hardship (line 18)	g- subgroup
8- outstanding (line 18)	h- constitute
9- rape (line 27)	i- inequality
	j- nice

3- Forced marriage has diverse causes and consequences. Read the text again and complete the chart below.

The first one is done for you as an example

Causes of forced marriage	Consequences of forced marriage
- Poverty and economic imbalance	

4- Read the text again then decide whether the statements below are true or false. Write T for True and F for False. Justify your answers by indicating the lines.

Example: a) T (line 2)

a) Forced marriage is a marriage without the agreement of one of the partners.
b) Forced marriage has no dramatic consequences.
c) According to UNICEF, a few women around the world were married as children.
d) Child marriage has social, cultural, political, and economic reasons.
e) Young girls concerned by forced marriage are only economically and socially affected.
f) One of the major evidence of the impacts of forced marriage is their limited opportunities to participate in politics and take up leadership.

AFTER READING

On Human Rights Day, Your American pen-friend sent you a written message through WhatsApp in which he would like to know why some regions in Africa still practice forced marriage. After reading it, you decide to reply through a voice message on WhatsApp. In your message,

- list at least three causes of forced marriage in your country;
- give a few reasons why some regions still practice it;
- express your opinion about it.



Lesson 4

READING 2

CHILD LABOUR



LEARNING CONTEXT

You have received some leaflets about child labour from your British friend on Human Rights Day. You are reading them in order to gather much information about the issue.

BEFORE READING

- **Look at the picture below.**
  - Describe it.
  - What do you call this phenomenon?
  - Do you agree with it?
  - Where should the place of these children be?



LET'S READ

1- Read the text and write down the statement that best summarizes it.

The text is about the:

a) causes of child labour in Ethiopia.
b) consequences of child labour in Ethiopia.
c) causes and the consequences of child labour in Ethiopia.
d) solutions to child labour in Ethiopia.

Poverty and its related problems are some of the main causes of child labour in Ethiopia. The 2001 survey reported that about 90 percent of the children working in productive activities replied that they were working to either supplement family income (23.8 percent) or to improve it (66.0 percent). Poverty in Ethiopia is chronic due to, among others, population pressure, land degradation, unemployment, and under-employment among adults and school leavers (youth). Children are paid lower wages than adults, not unionized, and do not demand workers' rights. They are also thought by some to be more efficient in certain types of work, though this has not been demonstrated. Thus, these people tend to prefer child workers to adults.

The other main cause of child labour is cultural values. The Ethiopian culture

encourages children to work to develop skills. Children are considered assets to generate income in times of poverty. Children should, therefore, be given work at home early in life and be obliged to assist their parents. Other reasons include educational problems, like distance from school, poor quality of education, over-crowding, inability to support schooling (food, uniforms, exercise books, school fees, etc.), family disintegration due to divorce, various conflicts, war and civil strife, drought and resettlement, orphanhood due to AIDS, and rapid urbanization.

Children are exposed to accidental and other injuries at work. They should thus be protected to prevent social, economic, and physical harm, which persist to affect them during their lifetime. Apart from the above, the lack of opportunity for higher education for older children deprives the nation of developing higher skills and technological capabilities that require economic development/transformation to attain higher income and better standards of living.

Child Labour in Ethiopia Analysis of a Survey Conducted in 2001, by B & M Development Consultants, March 1, 2006, Addis Ababa, Ethiopia.

2- Read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed below.

Example: **a) survey**

a) investigation (line 2)
b) responded (line 3)
c) Influence (line 5)
d) salaries (line 6)
e) means (line 11)
f) too many people (line 14)
g) migration (line 16)
h) revenue (line 22)

3- Read the text again and find answers to the questions below.

a) What is the reason why 90% of children are working in productive activities?
b) Give three reasons why poverty is chronic in Ethiopia.
c) According to Ethiopian culture, how are children considered?
d) What educational problems lead children to child labour?
e) What risks are children exposed to?
f) How can that situation affect the nation's development?

4- Child labour has diverse origins and consequences. Read the text again and complete the table below.

One is done for you as an example.

Different causes of child labour	Different consequences
- Poverty	

AFTER READING

After collecting information about child labour at the library of the US Embassy, you decide to write a paragraph about the issue for your English Club magazine. In your production,

- say why some parents make their children work;
- identify some consequences related to child labour;
- suggest solutions to stop it.

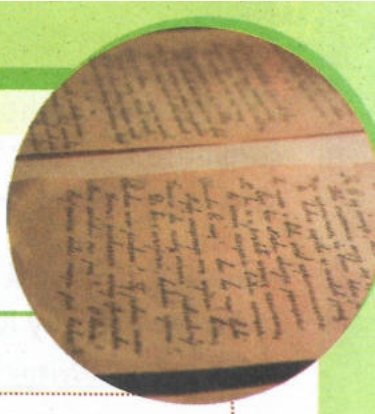


Child labour is exploitation – but the household work I did as a child gave me life skills | Elizabeth Sibale | The Guardian

Lesson 5

WRITING

WRITING A FORMAL LETTER



LEARNING CONTEXT

For the upcoming World Children's Day, you write a letter to the Secretary General of UNICEF in America to denounce Child labour in your country.

BEFORE WRITING

- **Look at the pictures below and answer the questions that follow.**
  - What role does UNICEF play?
  - What is the child in picture 2 doing?
  - By which means could we inform UNICEF about that issue?

1



2



LET'S PREPARE TO WRITE

1- The passage below is an article about child labour. As you read it, fill in the gaps with the appropriate words or expressions from the box.

Example: 1- deprives

Heavy work- deprives- compulsory- slavery-trafficking-serious hazards-harmful to-schooling-child labour

The term "child labour" is often defined as a work that **(a)** ... children of their childhood, their potential and their dignity, that is **(b)** ... physical and mental development. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children, and interferes with their **(c)** ... by depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring them to attempt to combine school attendance with excessively **(d)** ... The worst forms of **(e)** ... involves children being separated from their families, exposed to(f)...and illnesses and left to fend for themselves on the streets of large cities often at a very early age. While child labour takes many different forms, a priority is

to eliminate without delay the worst forms of child labour as defined by article 3 of ILO convention N°182: "All forms of **(g)** ... or practices similar to slavery such as the sale and **(h)**... of children, debt bondage and serfdom, forced or **(i)** ... labour".

2- Here is a model formal letter. Study it, and then use the words or expressions from the box to identify its different parts.

Example: **1 - Writer's address**

Date – Closing off – Receiver's address – Writer's address – Greetings
Reason for writing-Body of the letter – Final statement – Name

52 London road, } 1 ....
London 58 7 HF }

Thursday 2nd February 2018 } 2 ....

Human Rights Watch } 3....
23 Cambridge Road
London 54260

Dear sir } 4....

I am writing to inform you that many people are exploited by some companies.

5....

While my family and I were enjoying our meal, we overheard staff members arguing in the restaurant with the accountant about seven months unpaid salaries.

According to some of the employees that situation has led to their inability to meet their families' needs and their children are no longer going to school.

Furthermore, their families are going through harsh conditions.

6....

I trust that you will investigate this matter and take the necessary actions required to eradicate employees' exploitation.

7....

Yours sincerely, } 8 ....

John Smith } 9 ....

LET'S WRITE

On the World Children's Day, you write a letter to the Secretary General of "UNICEF' in America in order to denounce child labour in some regions of Africa and ask him to take some measures to solve that issue. In your letter,

- specify the region you want to talk about;
- describe the types of jobs done by children there;
- explain what you want the representative to do.

VOCABULARY / GRAMMAR FOCUS



I- CONDITIONAL SENTENCES

A- First conditional

• We use the first conditional to talk about future events that are likely to happen.

Examples: **If** we **take** Mary, she **will be** pleased.

If the employer **gives** good salaries to his workers, they **will be** able to meet the needs of their families.

Note:

The "if clause" can be used with different present forms.

Examples: If he is **feeling better**, he **will come**.

If he has **received his wage**, he **will be motivated**.

- The future clause can contain "**going to**" or the future perfect.

Example: **If** I **see** the boss, I **am going** to ask for my salary.

- The future clause can also contain other modal verbs like **CAN** and **MUST**

If he comes now, you **can** call me. If you employ people, you **must** always pay them.

B- The second conditional

• It is used to talk about impossible situations.

Examples: ***If*** we ***were*** well paid, we ***would*** be able to go to Fally Ipupa's concert at Sofitel Hotel Ivoire.

If there ***were*** no thieves in Adjamé, travellers ***would*** be protected and feel at ease.

NOTE: The form **"if I were you"** is often used to give advice.

- ***If I were you***, I would claim my rights.
- ***If I were*** you, I would refuse any type of exploitation.

• The second conditional is also used to talk about unreal situations in the present.

Example: ***If children's rights were respected,*** they ***would*** all be successful.

- Note that the If clause can contain the past simple or the past continuous.

Example: ***If*** I ***was*** still working in Abidjan, my boss ***would continue*** to exploit me

C- The Third conditional

• We use it to talk about unreal situations in the past.

Examples: ***If*** my parents had paid for my books, I ***would have passed*** the exam.

• Notice that the main clause can contain would, could or might.

Examples: ***If*** I ***had seen*** him at the meeting, I ***would have denounced*** him.

If I ***had seen*** him at the meeting, I ***might have denounced*** him. (but I am not sure).

- **Here is a conversation between your Ghanaian friend and you about children's rights. Fill in the gaps with the appropriate modal and form of the verbs in parentheses in order to make it meaningful.**

Example: **1 - would have seen**

John: We had a great time at Mr Adou's house last weekend. Why didn't you come with us?
You: I had to study.
John: If you had come with us, you **(1)** ... (see) an awful film about child labour.
You: Yeah? What?
John: It is about a child who carries eighty-kilogramme bags of charcoal to load a lorry.
You: Wait! Don't tell me. If you tell me the ending you **(2)** ... (spoil) it for me. I want to see it myself.
John: OK, but have you ever thought about it?
You: About what?
John: If you were born in a poor family, I am sure you **(3)** ... (be) tempted to do such hard work.
You: Let's see. If I had had a different family I **(4)** ... (do) part-time jobs but not that kind of job.
John: What **(5)** ... (you do) if you were the father of that child?
You: If I were the father of that boy, I **(6)** ... (ask)him to stop working and lodge a complaint in order to arrest his boss.
John: Now if you were appointed Human Rights Watch representative what actions **(7)**.... (you take) to ban child labour in your region?
You: If I am the representative of Human Rights Watch, I **(8)** ... (send) my team to investigate on the ground. Secondly, companies which exploit children **(9)** ... (be) shut down.

II- IDIOMS

Definition

An idiom is an expression or phrase whose meaning does not relate to the literal meaning of its words. In other words "Idioms" mean something different than the individual words.

List of some popular idioms

1- **Dog's Age:** a long period of time

Example: We haven't seen Aunt Sophie for a ***dog's age.***

2-***Get on in years:*** old, advanced in age

Example: although she is ***getting on in years*** she still looks young.

3-***Be a chicken:*** be a coward

Example: There is nothing to be scared of don't ***be a chicken.***

4-**Be a cold fish:** be a person who is distant and unfeeling.

Example: He rarely talks to his colleagues, he is a cold fish.

5-**Dog eat dog:** Said about a world where people do anything to be successful.

Example: It is disheartening to know that we are living in ***a dog-eat-dog*** world.

6-**Apple of somebody's eye:** someone whom you love the most and you are very proud of.

Example: His son is the ***apple of his eye.***

7- **Bear fruit:** Yield successful results

Example: He thinks his new plan will undoubtedly ***bear fruit.***

8- **At death's door:** about to die

Example: There were rumours that the president was murdered or ***at death's door.***

9-**Bite the dust:** to die / to fail or break

Example: My laptop finally bit the dust.

10- **Dice with death:** to do something that is very risky or dangerous and which could cause one's death.

Example: Someone who drinks and drives is someone who ***dices with death.***

11- **Give the kiss of life:** To help a person who has stopped breathing.

Example: He saved a victim of an accident by ***giving*** him ***the kiss of life.***

- **Here is a dialogue between your Liberian friend Tamy and you about Human rights. As you read it fill in the gaps with the appropriate idioms.**

Example: **a- dog's age**

Tamy: Hello!
You: Good morning!
Tamy: Have you heard from Miss Noemie's brother?
You: No, we haven't met for **(a)**... since I left the city in 1997.
Tamy: A friend of his told me last week that he had lost his job because his employer doesn't like black people.
You: Are you serious?
Tamy: Yes, he even endeavoured for his rights to be respected unluckily it could not **(b)**... . Recently, when I paid him a visit, he was very sick and looked as if he **(c)** ... then I took him to the hospital. On the way, when I realized that he was suffocating, I **(d)** ... until he got conscious.
Tamy: Thank you so much for saving his life. Did the doctor reveal the cause of his sickness?
You: Yes, he said it was due to smoking.
Tamy: Smoking! This man **(e)**.... .

UNIT SUMMARY

POEM

Here is a poem about human rights. Study it then perform it before the class.

Child Right

Government should provide children their right, if not provided, their future won't be bright.
Society should stipulate the rights provided, if not stipulated, children's growth will be retarded.
Parents should give love and affection to their children, if not given, there won't be growth of their brain.
Teachers should provide children entertainment for a while, if not provided, students' life will be boiled.
Government should provide children their name, if not provided, their life will be full of pain.
Rights should be given to the children from whole; Everyone has participated in their dimensional developing role.

Pratikshya Sedhain

- **Review**

1- The passage below is about Child labour. As you read it fill in the gaps with the suitable word from the box.

Example: **a- marriage**

marriage – violence – rights – vulnerable – education – abuse – childbirth – flee-escape

Child and forced **(a)** .... (CFM) is a human **(b)** .... violation and harmful practice that disproportionately affects women and girls globally, preventing them from living their lives free from all forms of **(c)** .... CFM threatens the lives and futures of girls and women around the world, robbing them of their agency to make decisions about their lives, disrupting their **(d)** ...., making them more **(e)** .... to violence, discrimination and **(f)** ...., and preventing their full participation in economic, political and social spheres.
Child marriage is also often accompanied by early and frequent pregnancy and (g) ...., resulting in higher than average maternal morbidity and mortality rates.
CFM may lead to women and girls attempting to **(h)** .... their communities or commit suicide to avoid or **(i)** .... the marriage

https://www.ohchr.org

2- Here is a passage about child labour. As you read it, fill in the gaps with the right words or expressions between brackets.

Last week, as I was driving home I met a little boy walking along the highway. I stopped and asked him where he was going. The boy replied that he was walking home, he **1-(would/will/would have)** board a taxi if he had enough money. When I asked him why; he said: "I lost my parents in a road accident a few years ago. If they were alive, they **2-(would/will/would have)** give me money for my fare. Currently, I am working for a small plant but the workload is such that I regularly fall sick. If I had had a more convenient job, I **3-(would/would have/will)** given it up. Furthermore, the employer does not agree to give high wages to children in spite of the countless children's rights violations. This month, I have decided that if there is no increase in salary, I **4- (would/will /would have)** leave the plant, and probably resume school."
Unfortunately, after informing the employer that he wanted to stop working, the employer said that if he left the company, he **5- (could have –would- will)** kill him.

4- Here is a dialogue you had with your friend James from Sierra Leone about human rights. Complete it with the right idioms from the list below.

Example: **a) dog's age**

dog's age / dice with death / chicken / apple of my eye / dog eat dog

James: How long have you been living in the village?
You: I've been living in the village for **(a)**-..... .
James: Can you tell me about the Dipri festival?
You: No, I never attend it, it is dangerous, I don't want to **(b)**- ...
James: You are a real **(c)**- .....!
You: I'm afraid because it's terrifying. I can't bear seeing people's blood.
James: Next year, I'll attend it.
You: Please, you're the **(d)**-... ..... and I don't want you to get into trouble.
James: So you mean during that ceremony **(e)**.....

LET'S SELF-EVALUATE

- **Assessing my achievements after Unit 5.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about children's rights.			
talk about women's rights.			
talk about forced marriage.			
talk about child labour.			
write a formal letter.			
use conditional sentences.			
use idioms.			
Total score			

UNIT 6

TECHNOLOGY AND OUR LIVES

UNIT CONTENT OVERVIEW

- Talking about technology and its effects on our lives
- Listening and talking about E-commerce and social networks
- Reading and talking about technology and education
- Reading and talking about telecommuting
- Writing an argumentative essay
- Comparatives
- Expressing conditions with "**unless**", "**as long as**", "**in case**"
- Idiomatic expressions
- Building words' families



Lesson 1

SPEAKING

TECHNOLOGY



LEARNING CONTEXT

During an English class, the students of 1ère from your school are discussing the issue of technology to show how it has impacted today's life.

LEAD-IN

Look at the pictures. What objects can you see? What are they used for? Which of them are your favourite ones?



NEW LANGUAGE

1- Look at the word bank below and say which of these words relate to technology, then compare your list with your partner's and discuss them.

printer – laptop – mouse – cat - USB stick - coffee- house - digital camera – computer - memory stick – plane - hard drive – glass - game console - E-book - coffee maker – fan - electric razor – earphones- fingerprints -facial cleansing machine – iron – kettle – work - telecommuting - greenhouse gas

2- The words are about the parts of a computer. Match each of them with its use.

Example: 1-c

WORDS /EXPRESSIONS	USES
1- A printer	a- to display pictures and texts
2- A scanner	b- to store data in
3- A keyboard	c- to print texts and pictures on paper
4- A mouse	d- to store digital data
5- A flash drive	e- to type texts
6- A monitor	f- to move the cursor
7- A screen	g- to scan documents and pictures

3- The words or expressions in the box are about the advantages and disadvantages of technology. Classify them in the table below.

environment pollution; harms society; destroys the ecosystem; allows to work easier; affects relationships in the family and at work; improves communication; encourages creativity and innovation; saves time; wastes our time; complexity; job insecurity; improvement of medical research; easier communication; health problem; risk and lack of privacy; insomnia; fast commuting

Advantages of technology	Disadvantages of technology
	- environmental pollution

LET'S COMMUNICATE

On the World Telecommunication Day on May 17th, you have been invited as a panelist to discuss the following topic:

"Technology can be used for best, but it does more harm than good."

In your talk,

- list the technological devices you use;
- suggest three (3) correct uses of these devices;
- explain the advantages and drawbacks of their use.

Lesson 2

LISTENING

E-COMMERCE



LEARNING CONTEXT

When surfing the net, you come across a product on Alibaba website that you decide to order. But your best friend disagrees with the idea because of the risk of making a bad choice on the Internet. To get a clearer idea about it, you listen to a program on BBC about the advantages and disadvantages of E-commerce.

BEFORE LISTENING

Look at the different pictures. What do they illustrate? How important is this practice? Justify your answer. Mention some names of companies that practise E-commerce.









LET'S LISTEN

1- As you listen to the audio, choose the best answer.

The passage is about...

a) the drawbacks of shopping online.
b) the advantages and drawbacks of E-commerce.
c) the history of E-commerce.
d) the advantages of shopping online.

2- Listen to the following audio statements and select the appropriate answer for each question.

Audio statement 1: The impact of selling online

Question 1: Which of the following ideas better describes the impact of selling online?

a. It has not affected the profitability of businesses.

b. It has made businesses successful and viable.

c. It is the only way for businesses to succeed.

Statement 2: Comparing e-commerce to the other business models

Question 2: Which sentence better compares e-commerce to the other business models?

a. It has both benefits and drawbacks, like the other business methods.

b. It has only advantages like the other business models.

c. It has more disadvantages than the other business models

Audio statement 3: The importance of understanding e-commerce

Question 3: Which of the following better expresses the idea in statement 3?

a. Ignoring the pros and cons leads to better decision-making.

b. Understanding the advantages and disadvantages helps people make informed decisions.

c. Strategic decisions are not affected by knowing the pros and cons.

Audio statement 4: The evolution of e-commerce

Question 4: Which statement better summarizes the evolution of e-commerce?

a. It is well-established and unchanging.

b. It has stopped evolving after the Internet revolution.

c. It is a new, growing, and continuously changing field.

3- As you listen to the audio once more, fill in the gaps with the missing words.

Example: **a) business**

There's no doubt that the ability to sell online has made a number of businesses profitable and viable. Just like all the other **(a)**... models, E-commerce also has its pros and cons. It's essential to get a proper **(b)**... on the pros and cons so individuals can be informed when making their **(c)**... decisions.

Even nowadays, sometime after the so-called '**(d)**... revolution', **(e)**... remains a relatively new, emerging, and constantly evolving business management and information **(f)**... area.

4- Listen to the audio and select only the advantages and disadvantages of e-commerce you hear.

Advantages of e-commerce	Disadvantages of e-commerce
a) Orders can be placed from any place.	a) You can't check the quality of products.
b) Advertising cost is reduced.	b) There are always customer care problems.
c) Product information is available.	c) It is impossible to try things on before you buy them.

AFTER LISTENING

After listening to a radio BBC program on the disadvantages of e-Commerce, you decide to share the information you got with your classmates during your English Club session. In your talk,

- define e-Commerce;
- quote some of its advantages and disadvantages;
- give your opinion about this form of trade.

Lesson 3

READING 1

TECHNOLOGY AND EDUCATION



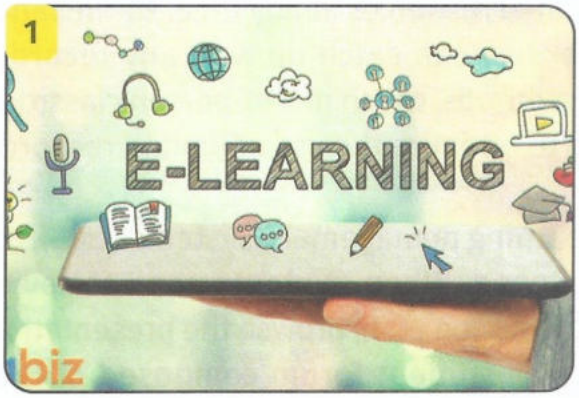
LEARNING CONTEXT

On the World Education Technology Day, the Ministry of National Education of your country, in collaboration with the US Embassy, distributes some leaflets on technology. You are reading them in order to discuss its impact on education.

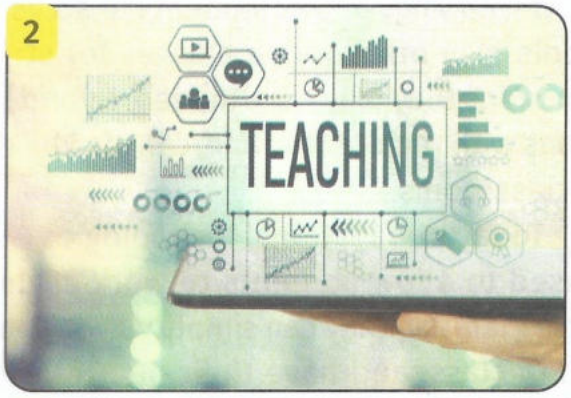
BEFORE READING

- **Look at the pictures below and describe them. What are they about? Which practice do they highlight? Is that practice developed in your area?**

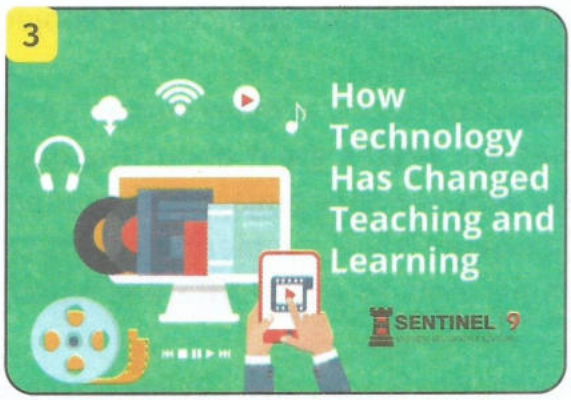
1



2



3



4



LET'S READ

1- As you read the following text, choose the best heading.

a) E-learning
b) Google Docs and 365 Office
c) The importance of technology in education
d) New Jersey's educational system

Technology has become an integral part of our lives. We now use technology for everything, from communicating with friends and family to completing work tasks and more. So it comes as no surprise that technology has also become a big part of New Jersey's education sector, with current technologies providing ways to make teaching and learning easier and more effective than ever.

Educational technologies can enhance collaboration. With tech in the classroom, not only can instructors interact with pupils during instruction time, but students may also communicate with one another and even work together on common tasks. Students can use apps like Google Docs and Office 365 to work concurrently with one another to write papers, build spreadsheets, and create presentations.

Collaboration between students and educators can also be fostered through current educational technologies. Video conferencing apps like Zoom and Google Meet allow students to ask classroom-related questions and obtain further assistance on the difficult-to-understand subject matter at school. Students can even upload their homework outside of the classroom, and teachers can access and look at completed assignments from anywhere.

Technology allows students to access educational resources at any time. For instance, schools may offer online classes for students so they can catch up with any recorded discussions they may have missed. Hybrid learning methods, which mix in-person classroom lessons with remote learning, can also be deployed to optimize the use of limited resources like classrooms.

Today's educational technologies, such as learning management systems (LMS), can be used to allow students to work at their own speed. When students need to review course material, they can simply view videos from the lesson plan, browse the presentations used in class, and have their queries answered in a student forum composed of their peers. It can also help teachers identify which pupils have trouble with certain subjects through metrics, so they can provide extra help and support.

Engagement has always been a challenge for many educators, as many students easily run into distractions in conventional classroom setups. What's great about the digital learning experience is that teachers can get creative with how they engage with students. Teachers can explore the use of virtual reality (VR) museum tours, augmented reality (AR) interactive activities, and other multimedia learning tools to allow different types of students to learn at their own pace.

Adapted from https://The importance of technology in education | Online Computers

2- As you read the text again, match each word in Column A taken from the text with its synonym or meaning in Column B. One option in Column B is not concerned.

Example: ***1-integral= e-complete***

Column A	Column B
1- integral (line 1)	a- interrogations
2- enhance (line 6)	b- look through
3- fostered (line 11)	c- more
4- further (line 13)	d- personal
5- assignments (line 15)	e- complete
6- catch up (line 18)	f- overtake
7- browse (line 24)	g- companions
8- queries (line 25)	h- exercises
9- peers (line 26)	i- promoted
10- own (line 33)	j- boost
	k- boot

3- As you read the text again, give short answers to the following questions.

a) Is technology important nowadays? Justify your answer.
b) How does technology make teaching and learning possible?
c) What can students do with *Google Docs* and *Office 365*?
d) What are *Zoom* and *Google Meet* used for?
e) What does LMS stand for?
f) How can AR and VR be useful to students?



An online meeting through Zoom

AFTER READING

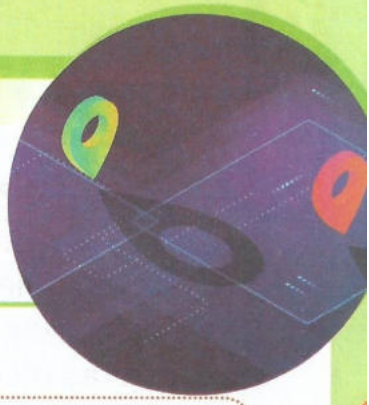
During your research on the Internet about the place of technology in education, you come across this quote: "I spent fourteen years to improve my handwriting and now we are using the keyboard." Write an article for your English magazine to inform the members about the impact of technology on education. In your article,

- explain how technology has improved education;
- identify some elements of technology used in education;
- suggest some ideas to foster the use of technology in your school.

Lesson 4

READING 2

TELECOMMUTING



LEARNING CONTEXT

Your British pen-friend told you that during the COVID-19 outbreak, he was working by telecommuting. As you don't have a clear idea about the topic, you search through the Internet about it. You come across a text that you decide to read in order to collect information.

BEFORE READING

- **Look at the pictures below carefully. Where are the different people? What are they doing?**



LET'S READ

1- Read the text quickly and suggest a title.

Telecommuting is remote working or working from home where employees perform their jobs through online means. These professionals won't work in the physical office space of the company they're employed with but instead work remotely either in their home offices or in a location with internet access. Telecommuting professionals work across a
5 variety of industries, but some of the most common sectors include technology, education, communications, finance, sales, and marketing.

There are many benefits of telecommuting for both employers and employees. If you are considering a remote work position, the following advantages can help you understand why so many professionals are taking remote work roles:

Increased productivity: Although it would seem like being away from the direct supervision of managers and team leaders would lead to decreased productivity, the opposite actually holds true for telecommuting. Employees and employers both benefit from the increased productivity levels working remotely from home provides. Employees who telecommute for their jobs typically have fewer distractions in their home offices and can get more done in a day. Additionally, the flexibility in the schedules of many telecommuting jobs allows for both employees and employers to use their time more effectively.

Better health outcomes: Employees who telecommute often have healthier lifestyles due to less time commuting to work.

Environmentally friendly: Telecommuting is an environmentally sound way to do business. First, the reduction in vehicles on the roadways due to fewer people driving to and from work is better for the environment because there is less pollution from automobile emissions. Secondly, less need for physical office space means a reduction in the impact buildings and infrastructures have on the environment.

One of the biggest benefits of telecommuting is the flexibility it can offer you. Many professions afford you ways to complete work projects and tasks around the times most convenient for you to work. This can also be its own benefit for finding the times of the day when you're most productive. This can help you schedule urgent projects during your best times and less important tasks throughout other times of your workday.

Boosts employee morale: The flexibility, balanced work-home life, and other benefits of telecommuting ultimately work to improve employee morale. The mood boost and the overall increase in satisfaction of employees who work from home in turn cycles back to increased levels of productivity and improved work performance. Additionally, when employees are happy, the outcomes benefit employers, too. Happier and healthier employees are less likely to leave their companies, helping employers avoid the expenses of continuous new employee onboarding.

Adapted from https://Telecommuting Benefits for Employees and Employers | Indeed.com

2- Find in the text the words whose synonyms or meanings are given below.

Example: **a) remote**

a) distant (line 1)
b) workers (line 1)
c) far (line 3)
d) for real (line 12)
e) augmented (line 13)
f) programs (line 15)
g) bosses (line 16)
h) results (line 18)
i) suitable (line 26)
j) quit (line 35)

3- Read the text again and choose the correct answers among the different options.

Example: **1-B**

QUESTIONS	ANSWERS
1- Where is telecommuting done?	A- In the physical offices of the company.
	B- In a home office or in a place with Internet access.
	C- In an office.
	D- At home.

2- In which domains of activities is telecommuting convenient?	A- In every domain of life.
	B- In technology and communication.
	C- In industries, technology, education, communication, finance, sales and marketing.
	D- In no domain.

3- Who benefits from telecommuting, the employer or the employee?	A- Both employers and employees do.
	B- Only the employee does.
	C- None of them does.
	D- Only the employer does.

4- How does telecommuting increase productivity?	A- It causes a lot of distractions for the employee.
	B- The boss of the company or the team has no control over the employee's working time.
	C- It enhances employees' benefits.
	D- It allows both the employer and the employee to use their time more effectively; employees have fewer distractions in their home offices and can get more done in a day.

5- How is telecommuting environmentally friendly?	A- Telecommuting causes more pollution.
	B- With telecommuting, we have fewer cars on the roads and the impact on the environment is reduced by lack of need of building infrastructure.
	C- More offices and infrastructures are built to facilitate telecommuting.
	D- Telecommuting obstructs all the roads because of the use of cars to go to and back from the office.

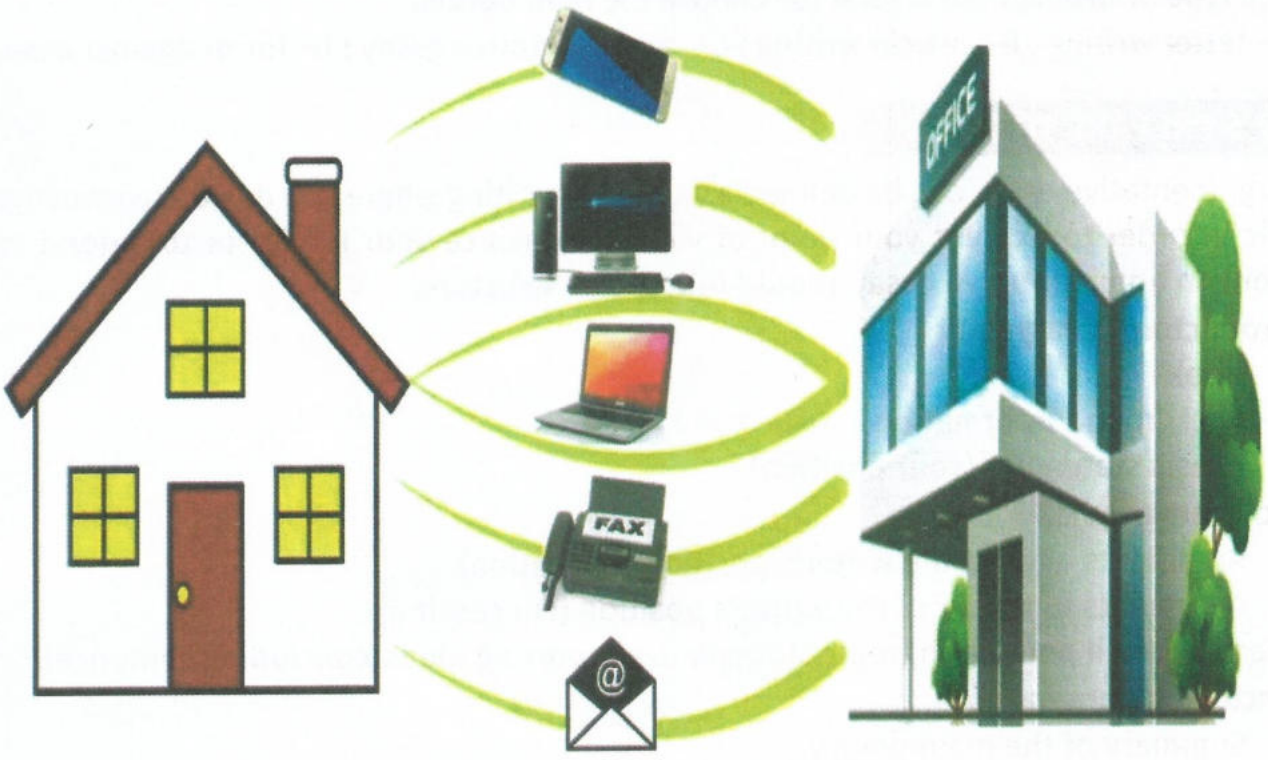
6- What is the impact of telecommuting on an employee's mood?	A- Telecommuting distracts the employee.
	B- Telecommuting burdens the employee's mood.
	C- Telecommuting boosts employee's mood.
	D- Telecommuting makes the employee unhappy.

AFTER READING

You have recently shown interest in telecommuting. Your school sends you to Nigeria to take part in a conference organized on the subject where you will have to deliver a speech on the relevance of telecommuting. In your presentation,

- define telecommuting;
- point out some positive aspects of telecommuting;
- say if telecommuting has glorious days in the future and state why.

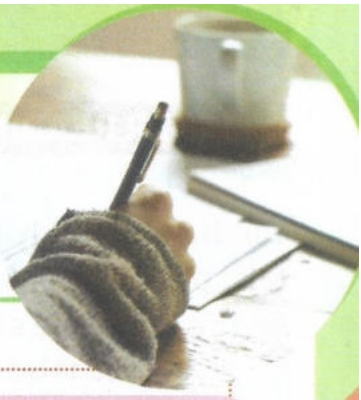
Telecommuting



Lesson 4

WRITING

AN ARGUMENTATIVE ESSAY



LEARNING CONTEXT

During a conversation with your Kenyan penfriend on Facebook, he/she stated that technology does more harm than good. You disagree with him. So, you decide to write an argumentative essay for an online journal to show the weaknesses of his position.

BEFORE WRITING

- **Study carefully the set of questions below.**
  - Should technology be a priority in our lives today?
  - Is technology better for our lives today than in the past?
  - Do you think that technology has only advantages for us?
- **Which type of writing does it refer to? Choose the right option.**

A- letter writing ; B- article writing ; C- argumentative essay ; D- for or against essay.

LET'S PREPARE TO WRITE

The argumentative essay can be defined as a type of writing where you decide to investigate a topic in order to express your point of view to convince your reader or to defend your opinion. An argumentative essay should follow this structure:

- **Introductory paragraph.**
  - Hook
  - Background Information
  - Thesis statement (your position)
- **Body paragraphs.**
  - Arguments against the writer's position (refutation)
  - Arguments in favour of the writer's position (concession)

The parts of each paragraph (topic statement-supporting ideas-concluding sentence)

- **Concluding paragraph.**
  - Summary of the main points
  - Personal statement

Study the model essay below and do the tasks that follow it.

Nowadays, technology embodies all the aspects of our lives making us accomplish our different tasks with ease and speed. It plays an important role in our present lives whatever the domain of activity. For some people, technology is dangerous because it does a lot of harm. But for me, technology is the most wonderful invention of this century.

People who are against technology think that it does more harm than good to our

generation 2.0. Their arguments rest upon many reasons. First of all, they claim, with technology, we face the progressive destruction of the new generation who uses it wrongly. They use it to steal other people's identity and their properties. Secondly, with the appearance of social media, young people are always online. They make friends and fall in love online, neglecting befriending close people around them. It seems like new technologies make us close to distant people and far from close ones. Another item highlighted is hacking, a direct consequence of the development of new technologies. From what is said above, it is obvious that new technologies do a lot of harm.

But, it is good to recognize how positively technologies impact our lives today. While it is true that ICT first has negative side, it is clear that it has more positive aspects than negative. Owing to technology, we work rapidly and efficiently today. With video conferences made possible by the development of new technologies, it is very easy today to acquire knowledge no matter where you are. You can be in Africa and follow the courses of a prominent teacher in America, Europe, or Asia. In addition, with telecommuting, we maximize our work time. We work everywhere, at home, at the beach by being simply connected to the internet. All the fields of activities are impacted by technology. In medicine, surgeries that were thought impossible are done as a routine today. In transportation, faster means of transport are created day after day; which assures the easy mobility of people. Finally, in education, the development of new technologies is a great advantage for students as they can have access to any information with one click.

To conclude, it can be said that like any invention, technology has good and bad aspects which are determined by the use people make of it. It is a two-edged sword and people have to use it adequately in order to make profit of its limitless advantages. As for me, the development of new technologies is a very good thing for humanity since it has more advantages than disadvantages.

1- How many paragraphs is the essay composed of?
2- What does each one represent?
3- What is the author's position concerning the topic?
4- Note two arguments for and two arguments against technology.

LET'S WRITE

Your friend is so fond of technology that he declared once the following: 'If technology hadn't been invented, life on Earth would have already disappeared.' You decide to write an essay to agree or disagree with him, so as to raise your community's awareness about technology issues.

In your work,

- state what you think about your friend's say;
- provide strong arguments to justify your position;
- develop a counterpart to your position.

VOCABULARY / GRAMMAR FOCUS



1- WORD FAMILIES

• Find the correct word families of the words below.

Innovation- Science-Phone

Word families are groups of words that usually share a common base, to which different prefixes and suffixes are added. They have a common meaning.

Example: ***Technology; Technologist; Technological; Technologically***

2- MAKING COMPARISONS

a) Study the sentences below and analyze them.

1- The Tecno smartphone is cheaper than the iPhone.
2- Rolls Royce is more expensive than Renault.
3- The telephone is less powerful than a computer.
4- A smartphone is as useful as a tablet phone.

b) Look at Task a above, then write the number of the sentence(s) corresponding to each title

Comparative of inferiority: ...
Comparative of equality: ...
Comparative of superiority: ...

c) Complete the beginning of the rules labelled (1-4) to the endings (a-d).

1- For the comparative of inferiority,	a) use adjective + r or er+ than
2- For the comparative of equality,	b) use less + adjective + than
3- For the comparative of superiority with short adjectives,	c) use more + adjective + than
4- For the comparative of superiority with long adjectives,	d) use as + adjective + as

NOTES:

- ***For short adjectives***, there are some irregular adjectives in the comparative of superiority.

Bad = worse; good = better; far = farther or further

- ***For short adjectives*** ending in -y, turn the "y" into "i" before adding the -er.

Example: ***pretty = prettier***

- ***For short adjectives*** ending in a consonant preceded by only one vowel, double the last consonant before adding -er

Example: ***big = bigger***

• **The sentences below deal with comparisons about technology. Decide which type of comparative each sentence is. Do like in number 1.**

1- Technology is more evolving than the other scientific domains. (Comparative of superiority)
2- Television is less helpful than a computer.
3- A train is as fast as a car.
4- Mars is farther than the Moon.
5- 3G Internet is less fast than 5G Internet.
6- Life with technology is easier than it was in the past.
7- A smartphone is as important as a computer.

3- EXPRESSING CONDITIONS WITH *UNLESS, AS LONG AS, IN CASE*

• **Study the sentences below and analyze them.**

- You will improve your knowledge about technology as long as you use it regularly.
- I will buy this laptop in case it is on sale.
- Unless it's raining, I won't use the kettle to get my coffee quickly.

1- What do the words in colour express?
2- Which other word can they replace in conditional sentences?

NOTES:

"As long as", "unless" and "in case" are alternatives to "if" in conditional sentences.

• We can use "unless" in conditional sentences to mean "**if ... (not)**".

Example: I won't pay for this smartphone ***unless*** I save some money = I won't pay for this smartphone ***if I don't*** save some money.

• We use "in case" to talk about things that we do to be prepared for something that might be needed in the future.

Example: I'll drive my car ***in case*** it rains.

• We can use "as long as" when we want to emphasize the condition that needs to be present so that something can happen or be done.

Example: Life will be better ***as long as*** technology keeps on improving.

• **The sentences below are about technology. Complete them with "as long as", "in case" or "unless" to express conditions.**

Example: **1- as long as**

1- You can use my computer (...) you don't damage it.
2- (...) I phone you; you can assume that the train is on time.
3- We will have to cancel the experiment (...) the scientist comes.
4- I prepared my passport (...) we take the plane this morning.
5- We can watch the TV (...) you have the remote control.
6- (...) you practice with all the new technology, you will get used to it.
7- I'm learning to cook with the cooker. (...) I succeed in my exam, I will make a roast chicken.

UNIT SUMMARY

• **Let's learn a poem**

What is the author's feeling about modern technology?

POEM: MODERN TECHNOLOGY

Modern technology is great when it works
If you can handle all buggy quirks
Patience is the key when dealing with the conveniences
When pushing all the right buttons takes geniuses

Modern technology is a great mind feeder
I keep a whole library in my e-reader
I went to read a book and what did I find
I pushed the button and the screen didn't shine

Modern technology is great for knowledge
More than you can learn in the greatest college
Anything you need to know is on the internet
And everything is accurate, it's a sure bet

Modern technology is a great new way
So click away on your keyboard all-day
Seeing daylight is not healthy anymore
There's no reason to ever go out the door

Modern technology is the saves tons of resources
Visiting friends belongs to the days of horses
Why visit friends when you can text day and night
Or see thousands on your favourite social site

Modern technology can still improve
So we would never again need to move
Soon we will have a chip implanted
So we can take being connected for granted

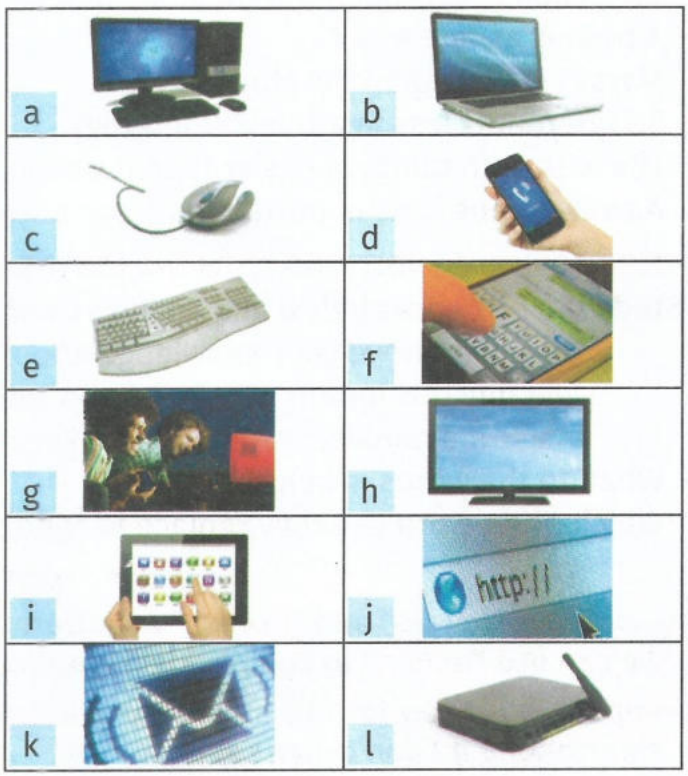
Darlene Walsh

• **Review**

1- The following pictures "a-l" are about technology. For each picture, write the corresponding word from the box.

laptop / Wi-fi / computer / touchscreen
game / text message / email / mouse
mobile / keyboard / website / screen

Example: a- computer



2- The sentences below deal with technology. Put the adjectives in parentheses in their correct form of comparative of superiority.

Example: a- more amazing

a- Computer games are (amazing) for kids than outings with families.
b- Android smartphones are (nice) than landline phones.
c- Josh is (good) at science than at literature.
d- SIM Cards are (tiny) than what they were in the past.
e- The first computer was (big) than today's laptops.
f- Smartphones are (sophisticated) than cellular phones.

3- The passage below is about technology. Fill in the gaps with the words from the box below. Number one is done for you as *example :* 1-technology.

education - skills - benefits- accessible - connected- activities - purposes

Years ago, technology was considered a special extra in our lives. It was not widely (1) ... . Today , technology is an integral part of our daily (2) ... and routine. Its coverage extends far beyond the typical tech, business, and work fields. One of the spheres revolutionized by technology was (3) ... Teachers believe that their students should have good (4) ... in using technology for educational (5) ... as the future of education is (6) ... to technical solutions. It is not a surprise then that we have a special day to celebrate all the (7) ... that technology brings to the world of education-the 23rd of september is Education Technology Day.

4- During a conversation on WhatsApp with one of your English-speaking friends, he declared the following: "The development of technology is the biggest threat to the world today". As you disagree with him, you decide to write a letter to convince him. In your piece of writing,

- state your position;
- give arguments against your position;
- develop your position by providing strong arguments.

LET'S SELF-EVALUATE

- **Assessing my achievements after Unit 6.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about technology and its effects on our lives.			
talk about E-commerce and social network.			
talk about Technology and education.			
talk about telecommuting.			
use comparatives.			
write an argumentative essay.			
express conditions with "unless", "as long as", "in case".			
build words families.			
Total score			

PROJECT 3

A poster to show how technology is destroying the youth

Technology has a great number of advantages for mankind. But today's youth use it so wrongly that they are destroying their lives with it. To sensitize young people about the misuse of this wonderful invention, the chairman of your English Club asks your group to design a poster on the misuse of technology and comment on it for your classmates.

- **Task**

Design a poster on the topic. On the poster,

- mention some advantages of technology;
- list some drawbacks of technology;
- draw a picture that highlights technology misuse today.

- **Time and resources**
  - Gather the material resources; (www.thebdschool.com)
  - Plan the timing and tasks;
  - Assign roles to group members;
  - Execute the task.

- **Outcome**
  - Sensitize people about the misuse of technology;
  - Get to a common awareness of the danger of technology.

EXAMPLES FOR MAJOR ENABLING TECHNOLOGIES OF INDUSTRY 4.0

Software technologies

Internet of Things



Big Data



Real-time optimization



Cloud computing



Cyber Physical System



Machine learning



Hardware technologies

Augmented reality



Cobot



Additive manufacturing



UNIT 7

POLITICAL CHANGE

UNIT CONTENT OVERVIEW

- Talking about the role of media in democracy
- Listening and talking about the basic principles of democracy
- Reading and talking about election troubles in the USA
- Reading and talking about the advantages and drawbacks of e-voting
- Writing an argument essay
- Suffixes "al" and "ic"
- Conjunctions



Lesson 1

SPEAKING

THE ROLE OF THE MEDIA IN DEMOCRACY

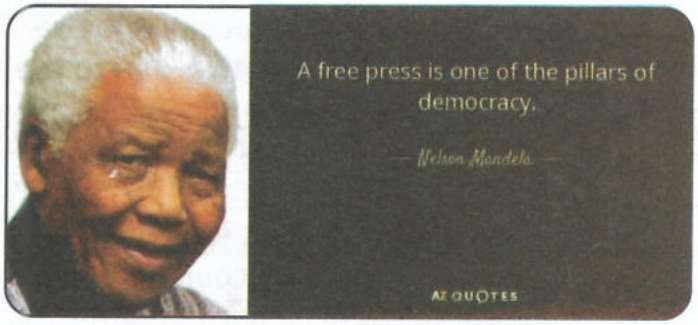


LEARNING CONTEXT

The students of 1ère from your school have been invited to a debate on media and democracy at the US embassy. They discuss in order to point out the role of media in the promotion of true democracy.

LEAD-IN

Read the quote from Mandela about the media and democracy and discuss it with your partner. How can you explain this quote? Do you agree with Mandela's opinion about democracy and the media?



NEW LANGUAGE

1- Find the correct definitions of the words or expressions from the box below.

Example: a- fact-checking

polling; bias; fact-checking; propaganda; disinformation; whistleblower ;press conference; watchdog ; campaign trail

a) The process of verifying the accuracy and truthfulness of claims, statements, or information presented in the media or political discourse.
b) An individual who exposes or reports corruption, wrongdoing, or illegal activities within a government or political organization.
c) A media organization or group that monitors and investigates political activities to ensure transparency and accountability.
d) The series of events, speeches, and public appearances by a political candidate during an election campaign.
e) False or misleading information deliberately spread to deceive the public or manipulate political narratives.
f) The process of collecting public opinion data through surveys to gauge support for political candidates or measure public sentiment on various issues.
g) Information or messages that are intentionally designed to manipulate public opinion in favor of a particular political ideology, candidate, or cause.
h) An event where a political figure addresses journalists and the public to make announcements or respond to questions.
i) Prejudice or favoritism towards a particular political group or ideology which can influence the way news is reported or presented.

2- The clues below are about the Media and Democracy. Use them to fill in the table, then discuss your answers with a partner. An example is given in each category.

a) A primary source of information for citizens
b) Governments often impose restrictions on the media.
c) Increased transparency and public pressure for accountability
d) Promote freedom of expression
e) Reduce tensions and promote understanding among different communities in regions affected by conflicts
f) Limited access to information in some regions
g) Facilitate communication and understanding between the government and citizens
h) Informed citizens are better equipped to participate in the democratic process.
i) Journalists often face threats, intimidation, and violence when reporting on sensitive topics.
j) Expose corruption, and abuses of power in the government and society
k) The spread of misinformation due to the rise of digital media and social media.

Role of media in Democracy	Impact of media on Democracy	Challenge of media in Democracy
a- A primary source of information for citizens	c- increased transparency and public pressure for accountability	f- limited access to information in some regions

3- Read the passage and fill in the blanks with the words from the box below.

Example: **1- major**

vote – wrongdoer – society – major – Democracy – awareness – communicated -exposing

Role of the Media in Democracy

The Media not only provides updates but also discusses ...**(1)**... issues affecting the world and the country in order to raise ...**(2)**... among citizens. The media in ...**(3)**... is basically the channel through which all the political information is also ...**(4)**... on the basis of which the present-day voters decide who to ...**(5)**... for.

Media plays a large role in uncovering or ...**(6)**... the harsh facts and reality out in the world for everyone to witness. They expose criminals and ...**(7)**... and ensure justice is met. The media people also contribute majorly to identifying the modern-day problems in our ...**(8)**... and working towards eradicating them actively.

Political parties now have the ability to contact a huge number of people and inform them on crucial matters ranging from policies to elections, thanks to the media.

LET'S COMMUNICATE

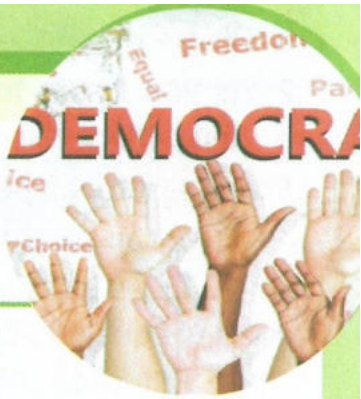
You have been chosen as the representative of your school's English club to take part in a debate about the media and democracy in the world at the US Embassy in your country. You decide to present the case of West Africa in order to raise the participants' awareness about the issue. In your talk,

- define "democracy" in your own terms;
- point out the roles of the media in African democracy;
- explain the impacts of the media on African democracy.

Lesson 2

LISTENING

THE PRINCIPLES OF DEMOCRACY

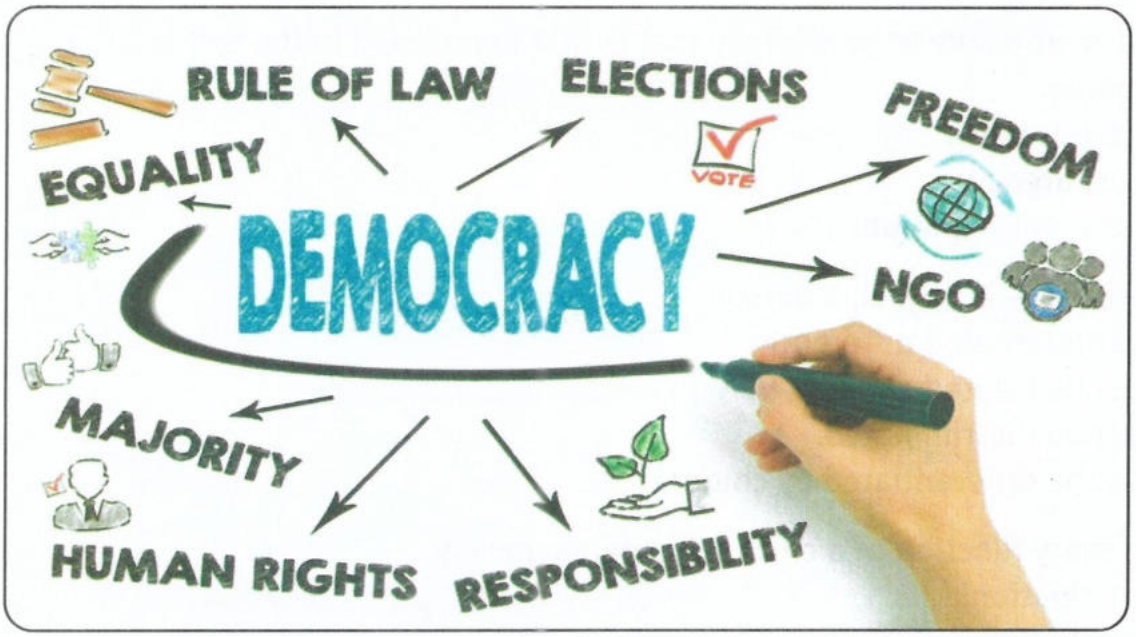


LEARNING CONTEXT

The students of 1ère from your school are listening to an audio about Democracy in order to identify its principles and discuss their importance.

BEFORE LISTENING

- **Look at the Word power below. In groups of 4 students, briefly explain what the words around Democracy represent to it. Do we find these democratic notions in African countries? Can you give some examples of African countries where the principles of democracy are respected?**



LET'S LISTEN

1- As you listen to the audio, select the statement that best defines democracy.

Democracy is ...

A- the government standing up for political equality.

B- the system in which the government invites citizens.

C- the government of the people, by and for the people.

D- a system in which political leaders are imposed on people.

2- As you listen to the passage again, select from the table the different principles of democracy you hear. One is done for you as an example.

Example: Citizen participation

Principles of democracy
Equality ; Citizen participation ; Political tolerance ; Rule of Law ; Election ; Freedom ; Accountability ; NGO ; Majority ; Human Rights ; Transparency ; Responsibility

3- Listen to the passage again and choose the correct option to complete the following sentences.

1- A fundamental principle of democracy is ...
   a) government authority.
   b) political authority.
   c) government equality.
   d) political equality.

2- The basic principle of democracy that is NOT mentioned in the text is ...
   a) equality.
   b) accountability.
   c) transparency.
   d) citizen participation.

3- To be considered equal, a person ...
   a) must be treated differently.
   b) must be treated equally.
   c) must be discriminated.
   d) must be differentiated by color.

4- The primary function of a citizen in a democracy is ...
   a) participation.
   b) contribution.
   c) education.
   d) election.

AFTER LISTENING

After listening to the audio about the principles of democracy, you decide to write a few paragraphs for your English Club magazine about the challenges to democracy in West Africa. You would like to raise your clubmates' awareness about the issue. In your production,

- talk about the basic principles of democracy you learned from the audio ;
- explain if these principles are fully respected in West African countries ;
- highlight the challenges to true democracy in West Africa.

Lesson 3

READING 1

E-VOTING

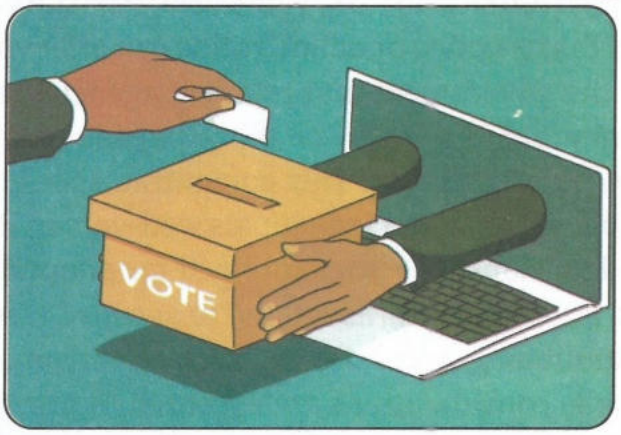


LEARNING CONTEXT

The students of 1ère from your school are invited by the British Council to participate in a panel discussion on the advantages of e-voting. They are reading a text on the topic in order to get prepared for the debate.

BEFORE READING

- **What is this picture describing? Do you find this kind of voting reliable? Why?**



LET'S READ

1- Read the text and select the appropriate option.

The text is about the ...

a) numerous benefits to e-voting.
b) successful transition to e-voting.
c) challenges related to e-voting.
d) advantages and drawbacks of e-voting.

What is e-voting?

This mode refers to a voting method that leverages electronic means. Voters can cast their votes through a digital system instead of paper ballots.

Before the 21st century, e-voting did not exist and paper ballots were the sole medium for recording votes. However, since the late 1990s and early 2000s, e-voting has gained popularity and made significant advancements, despite concerns regarding auditing and transparency.

It is important to emphasize the numerous advantages of e-voting for all stakeholders involved in the election process. For election management bodies, e-voting offers faster counting and delivering of election results, instilling greater trust in the electoral process by minimizing the chances of human error. E-voting brings convenience to voters as well.

They can cast their votes remotely from the comfort of their homes or any location within the designated period specified by the Election Commission. This flexibility allows individuals facing difficulties, such as heavy rain or flash floods, to vote conveniently and safely, even if they are unable to reach polling stations. Furthermore, e-voting enhances accessibility, particularly for individuals with disabilities. Another significant benefit of e-voting is its potential to prevent fraud. By minimizing direct interaction between poll workers and ballots or vote counts, e-voting reduces the chances of accidental or intentional discrepancies in vote tallies.

However, only a small number of countries have embraced Internet voting due to the challenges and concerns related to security and reliability. Some countries that have experimented with electronic approaches have discontinued their use for these reasons. Countries that have implemented e-voting at polling stations or adopted internet voting include Australia, Belgium, Brazil, Estonia, France, Germany, India, Italy, Namibia, the Netherlands, Norway, Peru, Switzerland, the UK, Venezuela, Pakistan, and the Philippines. Given the numerous benefits that e-voting or online voting can offer voters and the country as a whole, it is crucial for the government and relevant agencies, such as the Election Commission, to conduct a comprehensive study on this proposal. To facilitate the research, a special committee should be established. This committee should consist of not only politicians but also technology experts and individuals well-versed in legal aspects, such as judges, lawyers, and academicians. The final approval for adopting e-voting or online voting in the country should address concerns related to security, transparency, accuracy, integrity, speed, privacy, audibility, accessibility, cost-effectiveness, scalability, and ecological sustainability. These considerations are essential to prevent any conflicts and ensure a smooth and successful transition to the new voting method.

Adapted from https://www.globaltimes.cn/page/202301/1283221.shtml

2- Read the text again and match each word or expression in Box A with its definition in Box B. One option in Box B is not concerned.

Example: **1-d**

Box A	Box B
1- leverages (line 1)	a- apprehension
2- cast (line 2)	b- unexpected differences
3- sole (line 3)	c- having a lot of knowledge about something
4- concerns (line 5)	d- uses to maximum advantage
5- stakeholders (line 7)	e- completely
6- instilling (line 9)	f- tried
7- remotely (line 11)	g- register
8- discrepancies (line 17)	h- only
9- implemented (line 22)	i- inculcating
10- well-versed (line 29)	j- a group of persons involved with an organization
	k- far away

3- Read the text again and say whether these statements are true or false. Write T for true and F for false and justify your answers with the lines.

Example: a-F (l 3-4)

a) In the past, voters used to cast their votes through a digital system and paper ballots.
b) E-voting is a voting method that relies on electronic means.
c) E-voting is advantageous because it increases the chances of human error in the electoral process.
d) With e-voting individuals facing natural disasters are able to vote safely.
e) Countries like France, Brazil, and Pakistan have implemented e-voting.
f) Security, transparency, and accuracy are some challenges related to e-voting.

AFTER READING

You are invited by the British Council to take part in a panel discussion about e-voting. During the discussion, you decide to take the floor in order to give your opinion. In your talk,

- say what is meant by e-voting;
- talk about its advantages and disadvantages;
- say if you're for or against it, then justify.



Voting ballots

Lesson 4

READING 2

THE POLITICAL SYSTEM IN THE UNITED STATES

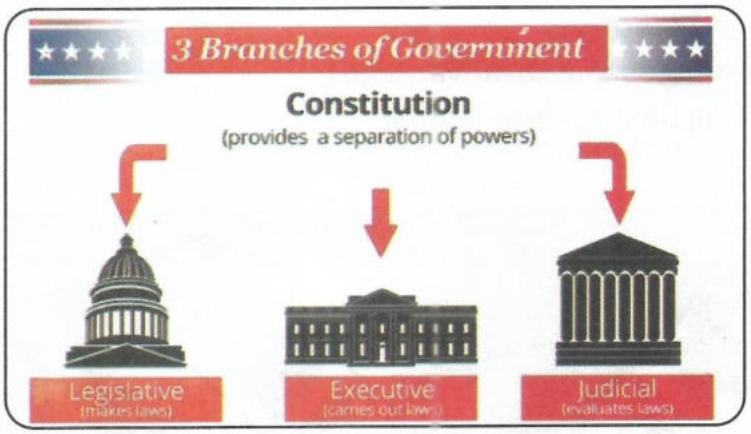


LEARNING CONTEXT

The students of 1ère from your school are invited by the US embassy to participate in a panel discussion on the political system in the United States. They are reading a text on the topic in order to get prepared for the discussion.

BEFORE READING

Guess the country through the political symbols represented in this picture. What are the symbols describing? Look at the picture and discuss the role of each branch of government with a partner.



LET'S READ

1- As you read the text, choose the correct option.

The text deals with the ...

a) electoral process in the US.
b) political system in the US.
c) presidential election candidates in the US.
d) democrats and the republicans in the US.

The U.S. federal government is composed of three distinct branches-legislative, executive, and judicial-whose powers are vested by the U.S. Constitution in the Congress, the President, and the federal courts, including the Supreme Court, respectively. The United States is a representative democracy.

5 U.S. politics are shaped by two major political parties: Democrats and Republicans.

Citizens elect representatives to national, state, and local governments; those representatives create the laws that govern U.S. society.

Although nothing in U.S. law requires it, in practice, the political system is dominated by political parties. With rare exceptions, elections are decided between the two major

parties: Democrats and Republicans. Although citizens vote for individual candidates, most candidates are affiliated with one party or another. Therefore, much of U.S. politics boils down to party politics.

Citizens have competing interests that differ based on their different backgrounds-the types of jobs they have, their race or age, whether they have children, etc.

Political power is also stratified through income and education. Wealthier and more educated people are more likely to vote. Additionally, wealthier and more educated people are more likely to hold political positions. In the 2004 U.S. Presidential Election, the candidates, John Kerry, and George W. Bush, were both Yale University alumni. John Kerry was a lawyer and George W. Bush had an MBA from Harvard. Both were white, worth millions of dollars and came from families involved in politics.

Adapted from https://www.coursesidekick.com

2- As you read the text again, find out the words or expressions whose meanings or synonyms are closest to the ones listed below. The line indications can help you.

Example: **a) conferred = vested**

a) conferred (line 2)
b) person chosen or appointed to act or speak for others (line 4)
c) inhabitants of a particular town or city (line 6)
d) officially connected to an organization (line 11)
e) depends on (line 12)
f) arranged (line 15)
g) richer (line 15)
h) graduate or former student of a particular school (line 18)
i) implicated (line 20)

3- Read the text and give short answers to these questions

a) What are the three branches that compose the US federal government?
b) Name the two major political parties in the US.
c) How are the laws created in the US?
d) Do money and education influence political power in the US?
e) According to the text, what do John Kerry and George W. Bush have in common?

AFTER READING

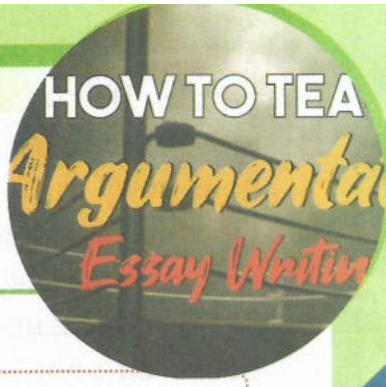
The US Embassy has invited you to participate in a workshop on the political system in the United States. To get ready for your presentation, you have received some documents on the topic. After reading them, you are writing a PowerPoint presentation with your English Club mates. In your production,

- identify the major political parties in the US;
- outline the roles of the branches that compose the US federal government;
- explain the impact of money and education on political power in the US.

Lesson 5

WRITING

WRITING AN ARGUMENT ESSAY



LEARNING CONTEXT

The students of 1ère from your school are taking part in a competition of writing organized by the British embassy. They are asked to write an argument essay about the role of social media in Modern Political Discourse.

BEFORE WRITING

1- Below are the tips for writing an argument essay. Classify each of them into the appropriate category. One is done for you as an example

- Focus your paragraph on a main point.
- Make a concession, then refute opposing viewpoints with strong arguments and evidence.
- Support your arguments with facts and examples.
- Summarize your main points.
- Provide background information on the topic.
- Restate your thesis to reinforce your position.
- Begin your essay with an engaging introduction.

Introduction	Body paragraph	Conclusion
Begin your essay with an engaging introduction		

2- Study the model argument essay below with your teacher.

Title: The Role of Social Media in Modern Political Discourse

Introduction: In today's technologically advanced world, social media has emerged as a powerful tool that significantly impacts political discourse. In this essay, while some people think that social media has the potential to promote democratic values and citizen participation, others claim that it poses serious challenges to the quality and civility of political discourse.

Body paragraph: Social media platforms have democratized political participation by allowing individuals from diverse backgrounds to voice their opinions and engage with political issues. With millions of users engaging in online platforms, social media has reshaped how political information is disseminated, how public opinion is formed, and how political discussions take place. It facilitates direct communication between citizens and politicians, breaking down traditional barriers and fostering a more accessible political environment. For instance, Twitter has become a crucial space for politicians to reach out to their constituents and engage in real-time discussions on pressing matters. Nevertheless, the relative anonymity on social media

can lead to a surge in online harassment and toxic behavior, deterring individuals from participating in political discussions. Moreover, the ease of spreading disinformation and conspiracy theories can manipulate public opinion and undermine trust in democratic institutions.

Conclusion: Social media has revolutionized political discourse, offering new opportunities for political engagement, information dissemination, and mobilization. However, it also comes with inherent challenges such as polarization, disinformation, and online harassment. As we move forward, it is essential for society and policymakers to strike a balance that preserves the positive aspects of social media while addressing its negative effects on political discourse.

LET'S PREPARE TO WRITE

1- Read the model argument essay and say if the sentences are true (T) or false (F).

Example: a- T

a) The writer ends his introduction with a strong thesis that states his position on the issue.
b) The writer analyzes the evidence and explains how it relates to his main point in his introduction.
c) The writer refutes opposing viewpoints with argument in his conclusion.
d) The writer uses a topic sentence to clearly state the main argument of the paragraph.
e) The writer summarizes his main point in his conclusion.
f) The writer presents relevant examples to support his argument in his body paragraph.

2- Read the body paragraph of the model argument essay. Then write these sentences in the correct part of the table below. One is done as an example.

a) Social media has reshaped how political information is disseminated...
b) For instance, Twitter has become a crucial space for politicians....
c) It facilitates direct communication between citizens and politicians...
d) It also poses a serious challenge to the quality and civility of political discourse.
e) Social media platform has democratized political participation by allowing individuals from diverse backgrounds to voice their opinions...
f) The ease of spreading disinformation and conspiracy theories can manipulate public opinions...
g) It's essential for society and policymakers to strike a balance that preserves the positive aspects of social media.

Topic sentence	Explanation	Evidence	Counterargument
		For instance, Twitter has become a crucial space for politicians	

LET'S WRITE

You are participating in a writing competition organized by the American embassy in Côte d'Ivoire. You are asked to write an argument essay on the following statement : "Freedom of expression is a reality in West African media. In your writing,

- point out the role of media in West African countries ;
- explain whether you are for or against this statement ;
- support your position with relevant arguments.

How to write an argument essay

Writing an argumentative essay involves presenting a well-structured and persuasive argument on a specific topic. Here is a step-by-step process for an effective argument essay.

- Introduction

- Begin your essay with an engaging introduction;
- provide background information on the topic;
- state your position on the issue.

- Body paragraph

Focus on a single main argument that supports your thesis. Follow this structure for each paragraph :

- Topic sentence: clearly state the main argument of the paragraph.
- Explanation: elaborate on your argument and provide context or background information.
- Evidence: present relevant facts and examples that support your argument.
- Counterargument: acknowledge opposing viewpoints and refute them with well-reasoned arguments and evidence.

- Conclusion

- Summarize your main points;
- restate your thesis in a way that reinforces your position.

VOCABULARY / GRAMMAR FOCUS



A- SUFFIXES –al and –ic

Some adjectives can be formed from nouns by adding the suffixes **-ic** and **–al.**

Some common adjectives with the suffixes –ic and –al

-ic : democrat**ic**- autocrat**ic**-patriot**ic**

-al: polit**ical**- constitution**al** – elector**al**

- **The sentences below are about politics. Fill in the blanks with the adjectives from the box below.**

autocratic – ideological – democratic - patriotic - electoral- federal - constitutional

Example. **1- constitutional**

1- The court's decision was based on a .... interpretation.
2- Citizens are excited to participate in the .... process.
3- The party's policy is rooted in their ..... stance.
4- The ... regime faced widespread protests.
5- The nation's citizens demand a fair and .... elections.
6- The country has a ... system with multiple states.
7- The brave soldiers displayed their..... duty by risking their lives to protect their homeland.

B- Conjunctions

Conjunctions are words used to connect words, phrases, clauses, or sentences within a sentence. They play a crucial role in forming coherent and structured sentences in the English language.

SOME COMMON CONJUNCTIONS

Coordinating conjunctions: and – but - or - nor – so - yet

Coordinating conjunctions are used to join two or more independent clauses.

Example: The Prime Minister met with foreign leaders to discuss trade agreements **and** foster international cooperation.

Subordinating conjunctions: *after - although – as – because - before - if – since – unless - until - when – while*

Subordinating conjunctions are used to join an independent clause with a dependent clause.

Example: Although there were concerns about the economic impact of the new policy, it was implemented to address pressing environmental issues.

- **These sentences are about politics. Choose the appropriate conjunction from the box below and fill in the gaps. You may use the same conjunction twice.**

but – and – although – so – yet

Example: **1- and**

1- The president addressed the nation, ... he outlined his plans for economic reform.
2- The opposition party raised concerns about the new tax policy, ... the government defended its decision.
3- The candidate faced strong opposition, ... she remained determined to win the election.
4- The citizens demanded transparency in government actions, ... the administration promised to provide regular updates.
5- The bill was passed by the Senate, ... it still needs approval from the House of Representatives.
6- The party members disagreed on the education budget, ... they managed to reach a compromise through negotiation.

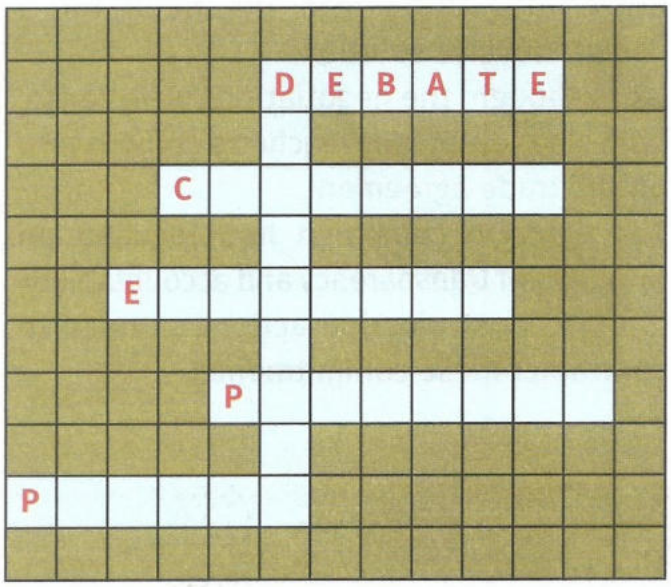


A session of the House of Representatives

UNIT SUMMARY

1- Fill in the crossword with the words below. One is done for you as an example.

Partisan Election Polling
Debate Democracy
Campaign Policy



2- The passage below is about the media and democracy. Fill in the gaps with the appropriate words from the box.

informing – should – power – public – democracy – freedom - essential

The role of media in African...**(1)**...is crucial and multifaceted. Media plays a significant role in ...**(2)**... citizens, promoting transparency, accountability, and facilitating ...**(3)**.... participation.

However, it also faces challenges such as government censorship, lack of media ...**(4)**..., and limited access to information in some regions. A free and independent media is ...**(5)**...for the protection of freedom of expression.

In democratic societies, media outlets ...**(6)**.... have the freedom to express diverse opinions, critique the government, and hold those in ...**(7)**.... accountable.

3- Complete the adjectives below with the appropriate suffix: -ic or –al.

Example: **1-federal**

a) Feder...
b) Patriot...
c) Politic...
d) Constitution...
e) Democrat...
f) Autocrat...
g) Elector...
h) Ideologic...
i) Government...
j) Bureaucrat...

3- Complete the dialogue below between a jounalist and a president with the appropriate adjective from the box. Discuss your answer with a partner, then role-play it.

Example: **1-economic**

political – ethical – strategic – social – beneficial - economic

Journalist: Hello, Mr. President. What can you say about the economy of your country?
President : "I believe our...**(1)**...policies have been...**(2**...for the nation.The reduction in unemployment rates and the increase in GDP growth are evidence of our success."
Journalist: Mr. President, I understand your perspective but don't you think that it's essential to consider the ...**(3)**... implications of these policies?
President: That's a valid point, but let's not forget that these decisions were made based on ...**(4)**..., empiric data. We had to make ...**(5)**... choices to ensure our economic survival.

Journalist: It's true that data is crucial, but the ...**(6)**...dimension of politics is just as important as the economic one. Do you agree with me?

President: "I appreciate your commitment to ethical values, but it's not always easy to find a perfect balance between economic and ethical priorities in the...**(7)**...arena.

Journalist : Thank you and goodbye !

President: Bye !

4- Choose the correct option in brackets to complete each sentence below.

Example: **1-but**

1- The economy had been thriving, (but/and) recent inflation rates have caused concerns among citizens and policymakers.

2- The international community raised doubts about the legitimacy of the election, (while/so) the government invited foreign observers to monitor the voting process and ensure transparency.

3- The citizens were divided in their opinions on immigration reform, (yet/and) both sides recognized the need for a comprehensive solution.

4- (so/Although) the negotiations were tense, both sides eventually reached a compromise on the trade agreement.

5- The election campaign had focused on promises of transparency and accountability, (so/but) post-election actions seemed to contradict these commitments.

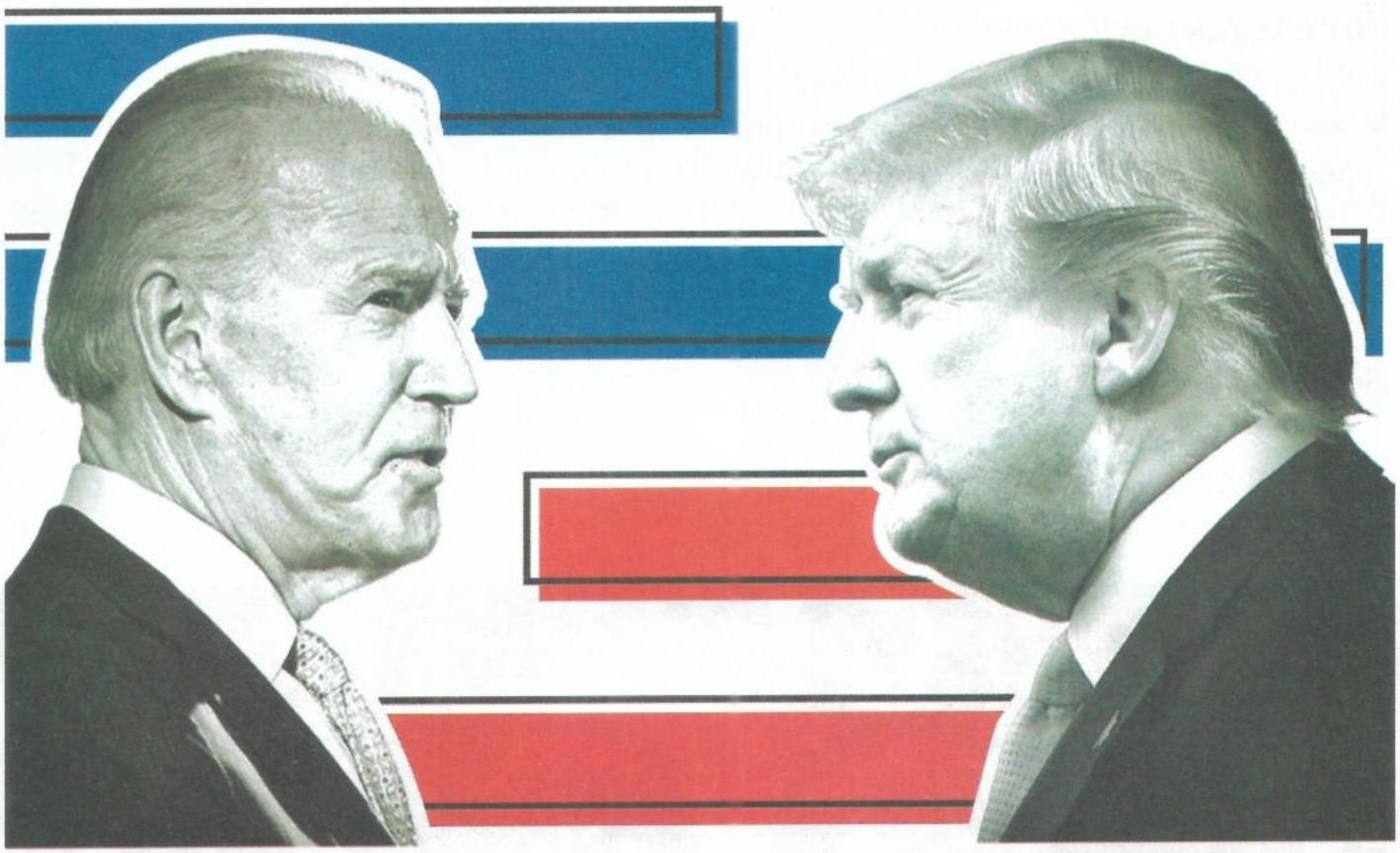
LET'S SELF-EVALUATE

- **Assessing my achievement after Unit 7.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about the role of media in democracy.			
listen and talk about the basic principles of democracy.			
read and talk about election troubles in the USA.			
read and talk about the advantages and drawbacks of e-voting.			
write an argument essay.			
use the suffixes –al and –ic.			
use conjunctions.			
Total score			

BIDEN VS TRUMP 2020



UNIT 8

AFRICAN CULTURAL HERITAGE

UNIT CONTENT OVERVIEW

- Talking about African cultural heritage
- Listening and talking about the "Udu" drum of the Igbo people
- Reading and talking about the Dipri festival of the Abidji people
- Reading and talking about the "Boloye" and the "Ngoron" dances of the "Poro" festival
- Talking about the "Udu" drum of the Igbo people in Nigeria
- Narrating an event
- Suffixes "al" – "ment" – "ion"
- Gerunds



Lesson 1

SPEAKING

AFRICAN CULTURE



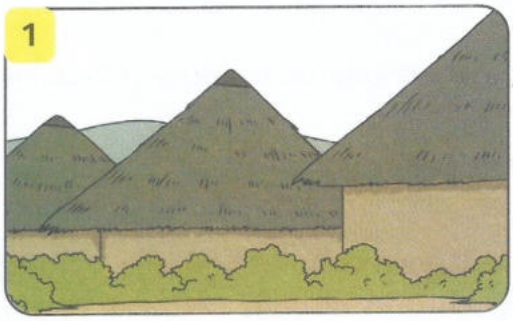
LEARNING CONTEXT

In order to get well prepared to discuss the culture of your country with your British pen-friend, your classmates and you talk about the African culture during the English class.

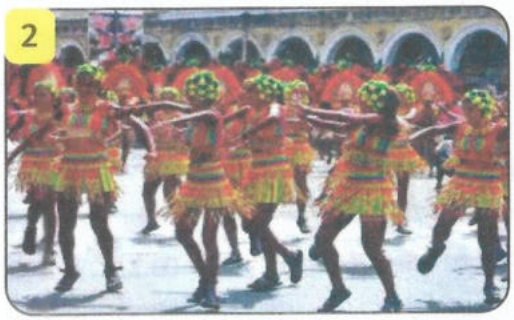
LEAD-IN

- **Look at the pictures below. Describe them to the class. Say what they relate to.**

1



2



NEW LANGUAGE

1- Here are some words related to culture. Listen to your teacher and repeat. Pay attention to the stressed syllables.

Culture – Legacy – Customs – Traditions – Beliefs – Deities – Ceremony – Spiritual

2- The table below contains definitions related to African cultural heritage. For each of them, write the suitable word from the box in Activity 1.

Example: **a- Culture**

a	The attitude and behaviour that are characteristics of a particular social group or organization.
b	Any supernatural being worshipped as controlling the world
c	A formal event performed on a special occasion
d	Vague ideas in which confidence is placed.
e	An inherited pattern of thought and action
f	Something which is concerned with sacred matters or religion.
g	Accepted or habitual practice
h	A gift of personal property by will

3- The passage below is about African cultural heritage. As you read it, fill in the gaps with the appropriate word from the word box.

Example: a - Legacy

culture – legacy – customs – traditions – beliefs – deities – ceremony – spiritual

Africans possess one of the richest cultural **(a)**... in the world. As a matter of fact, Ethnic groups and African tribes have **(b)**... that are unique to their **(c)**... The customs and **(d)**... of each group have been woven into a tapestry as colourful and diverse as the people of Africa themselves. African arts and crafts include sculpture, weaving, beading, painting, pottery, jewellery, headgear, and dress. Arts from particular regions have distinct characteristics depending on **(e)**..., values and customs, but common themes found in arts include women, couples, children, animals, men with a weapon, or a combination of these. Masks are usually a representation of religious and **(f)**... beliefs. They are used for traditional **(g)**... to honour **(h)**... or ancestors.

https://www.victoriafalls-guide.net/african-culture.html

LET'S COMMUNICATE

Your British pen-friend would like to know more about the African cultural heritage. Through a phone discussion, you decide to describe to him the culture of your country. In your conversation,

- talk about some customs and traditions in your country;
- specify some tribes with specific practices;
- explain why it is important to preserve your customs and traditions.



Lesson 2

LISTENING

THE "UDU" DRUM



LEARNING CONTEXT

During an English Class, your teacher makes you listen to an audio about the "UDU" Drum in order to collect information about an aspect of the Nigerian Culture.

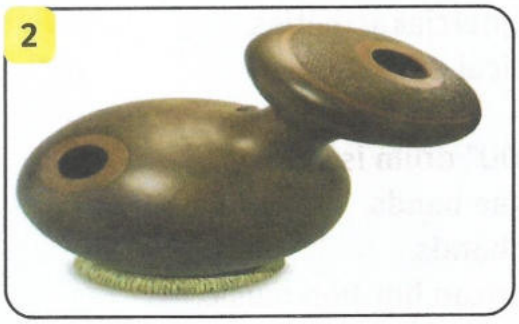
BEFORE LISTENING

- **Look at the pictures below. Tell the class what you can see. Say on which occasion they are used.**

1



2



LET'S LISTEN

1- Listen to the podcast and select the correct option.

The podcast is about ...

a) the origin and the functions of the "UDU" drum.
b) the cost of the "UDU" drum.
c) the creator of the "UDU" drum.
d) the advantages of the "UDU" drum.

2- Listen to the podcast again and number the words or expressions in the order you hear them. One is done for you as an example.

	clay pots	1	"Udu" drum
	percussion instruments		Rites
	Bands		exotic instrument

3- Listen to the podcast then choose the option that better completes each sentence below.
Example: **1- a**

1- The "UDU" drum originated from...
   a) the Igbo people of Nigeria.
   b) Haoussa people from Nigeria.
   c) Yoruba people from Nigeria.

2- The "UDU" drum was invented and developed by ...
   a) women.
   b) young men.
   c) men.

3- The "UDU" drum was used for women's ...
   a) ceremonies and rites.
   b) commercial activities.
   c) musical education.

4- The "UDU" drum is also used in ...
   a) reggae bands.
   b) jazz bands.
   c) American hip-hop music.

5- The "UDU" drum is used to play ...
   a) bass beats.
   b) techno beats.
   c) hip hop beats.

AFTER LISTENING

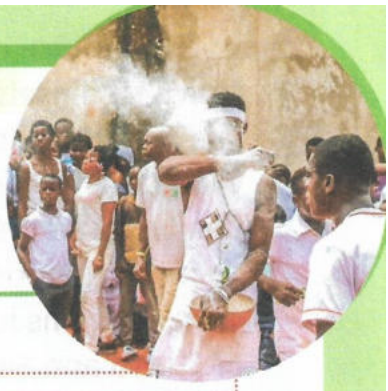
For the celebration of the next International Festival of Arts and Culture, the US embassy in your country is organizing a competition. You are asked to write a few paragraphs about a cultural event celebrated in your country. In your production,

- name the event you would like to talk about;
- list the musical instruments involved in its celebration;
- explain the importance of the use of these instruments.

Lesson 3

READING 1

THE "DIPRI" FESTIVAL



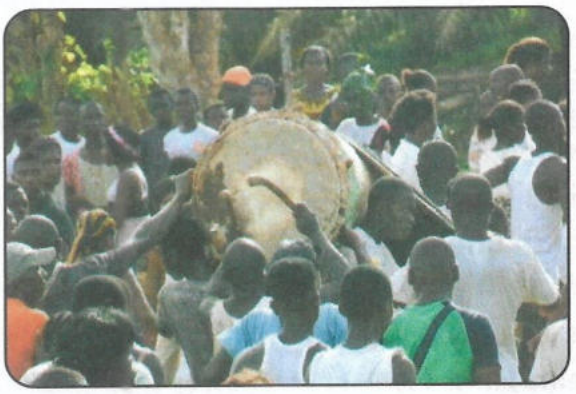
LEARNING CONTEXT

During an English class, you read a text about the "Dipri" festival in order to learn more about it and describe it to your mates at the next English Club meeting.

BEFORE READING

Look at the picture.

- Describe it.
- Say if that practice still exists.
- Guess where it is practised.



LET'S READ

1- As you read the text below, select the statement that best summarizes it.

The text is about the ...

a) characteristics of the "Dipri" festival.
b) advantages of the "Dipri" festival.
c) importance of the "Dipri" festival.
d) Consequences of the "Dipri" festival.

On Tuesday, May 11, 2021, the villages of Elibou and Sahuyé, in the department of Sikensi, celebrated the annual "Dipri" festival, punctuated by scenes **shrouded** in mystery. Early in the morning, villagers rushed to the sacred River to make offerings and sacrifices. Right after the rites were done, all-white **cloaked** villagers with kaolin-painted faces, **roamed** the village streets, chanting and uttering incantations to **ward off** bad luck and bring happiness to families. Others, to the sound of drums, proceeded with demonstrations of mystical prowess, in particular piercing their stomachs with knives. These feats, which only the initiated could comprehend, were observed in the public square and various other places.

According to the Elibou village chief, Nanan Abro Baka Corneille, the Dipri is in its essence a "festive moment for rejoicing which coincides with the beginning of the big rainy season (April-May), the period in which we cultivate yam". "Dipri", or "Kpon", commemorates the sacrifice made by an ancestor to save the Abidji people from famine, also known as the "**feast** of blood". For blood flows from the **wounds** inflicted by men in a trance. This celebration is characterized by ritual animal sacrifices. The initiated, after a purifying bath,

"**prick**" themselves with a knife.

The "Dipri" is also a moment of sharing and reconciliation in families. During the festival, villagers offer food to everyone, especially **foreigners**, and conflicts are **settled** in the family, we were told.

The "Dipri" celebration calendar follows a very specific one in the Abidji country. In April, it begins in the villages of Gomon, Yaobou, Sikensi and Katadji. In May, it is the turn of Elibou and Sahué, and in June, Badasso ensures the closing ceremonies.

Published 17/05/2022 By Boa ernes ivorycoasttribune.com

2- The words in column A are from the text. Read it again and match each word with its meaning or synonym in column B. One option in column B is not concerned.

Example: **1- shrouded = i- hidden**

Column A	Column B
1- shrouded (line 2)	a- wandered
2- cloaked (line 4)	b- Disguised
3- roamed (line 4)	c- strangers
4- ward off (line 5)	d- avoid
5- feast (line 14)	e- pierce
6- wounds (line 14)	f- resolved
7- prick (line 16)	g- lesion
8- foreigners (line 18)	h- banquet
9- settled (line 18)	i- hidden
	j- witch

3- Read the text again and find short answers to the questions below.

a) Which people celebrate this festival?
b) Where do villagers rush to early in the morning? Why?
c) Describe villagers' physical appearance during the festival?
d What do initiated villagers do during the festival?
e) Can all the villagers demonstrate their prowess? Why?
f) What does the "Dipri" commemorate?
g) Apart from demonstrating prowess, what social values does the "Dipri" celebration promote?

4- The chart below is about actors and their actions. Read the text again and complete it with the appropriate information from the text. One is done for you as an example.

Actors of the "Dipri"	Actions
Ordinary villagers	- share food

AFTER READING

After reading an article about the "Dipri" festival celebrated in Elibou, in the department of Sikensi, you have decided to write a few paragraphs about an important festival celebrated in your region for sharing it with your British friend. In your production,

- name the festival you are going to describe;
- give the main reasons why it is celebrated;
- explain how people celebrate it.



The "Dipri" festival celebrated in Elibou

Lesson 4

READING 2

THE "PORO" FESTIVAL



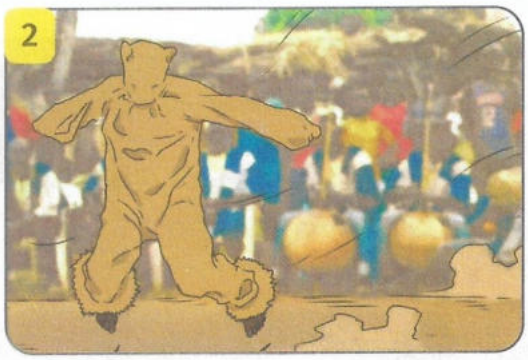
LEARNING CONTEXT

While surfing on the internet, you find an English article about a traditional event celebrated in the North of Côte D'Ivoire. You decide to read it in order to get well-informed.

BEFORE READING

- **Look at the pictures below. Say what you can see. Tell the class what you know about that event.**





LET'S READ

1- Read the text below and write down the best general idea.

The text deals with ...

a) traditional clothes of the Senoufo people.
b) the "Boloye" and the "Ngoron" dances during the "Poro" festival.
c) the Yam festival.
d) the origin of the Senoufo people.

The Senoufo symbols are among the most iconic and recognizable in all of West Africa. Originally conceived as a celebration dance for funerals, but nowadays also performed in more festive contexts while retaining its aura of sacredness, the "Boloye" dance, or the dance of the panther men, is an acrobatic performance performed by members of the "Poro" or by young people who are following the initiation path, which can also be witnessed as outside spectators. To the sound of drums and stringed instruments, dancers dressed in spotted suits that also cover their faces, perform a lively choreography that recalls feline movements and requires undeniable physical skills and bodies forged by long training.

While the "Boloye" remains a male dance, the "Ngoron" dance is reserved for the Senoufo girls. It is a choreographic performance in which the young women, bare-breasted, dance in a circle, accompanied by the songs of the village elders and the marked rhythms of the balafon and drums. Traditionally performed at the end of women's initiation ceremonies, to celebrate the final transition from childhood to adulthood and the moment of the young women's reintegration into the community, it is now also performed in

honour of the most illustrious personalities visiting the village, as a festive moment of welcome and affirmation of social cohesion But the activities associated with the secret society of the "Poro" are not the only attractions of the savannah region.

Also in Korhogo, a short distance from the city center, the sacred rocks of Sihenlow, large rounded boulders that are said to have descended from the sky, have become a votive place where people from all over the country come to seek solutions to their problems. Not far away, there are also centers for the production of ceramics and shea butter, run by women's cooperatives, an iron forge in Koni, and the village of Kapele, famous for the art of beadwork.

https://www.kanaga-at.com

2- Read the text again and match each word in Column A with its synonym or meaning in Column B.

Example: **1- recognizable = b- distinct**

Column A	Column B
1- recognizable (line 1)	a- unclothed breasts
2- sacredness (line 3)	b- distinct
3- path (line 5)	c- a ritual or prayerful area
4- spotted (line 7)	d- way
5- bare-breasted (Line 11)	e- pieces
6- adulthood (line 14)	f- ornamentation
7- boulders (line 20)	g- godliness
8- votive place (line 21)	h- tone- air
9- beadwork (line 24)	j- having small areas of contrasting colours
	k- a period of time of maturity

3- Read the text again and find short answers to the questions below.

a) How was the "Boloye" dance originally conceived?
b) On which other occasions is the "Boloye" dance performed today?
c) Who is admitted to dance the "Boloye"?
d) Which dance is performed by Senoufo girls?
e) On which occasions is the "N'goron" dance performed?

4- The chart below is about different types of dances and their features. Read the text again and complete it. An example is given.

Different types of dances	Features
	Dancers wear spotted suits.

AFTER READING

After reading a text about a traditional ceremony celebrated by the Senoufo people in the North of Côte d'Ivoire, you decide to report it to your Liberian friend through WhatsApp. In your conversation,

- name the ceremony;
- talk about the different dances performed during that ceremony;
- explain how important that ceremony is to the Senoufo people.

Lesson 5

WRITING

A DESCRIPTION: THE YAM FESTIVAL



LEARNING CONTEXT

Your Australian pen-friend who is very interested in African culture wants you to send her a narrative text about an Ivorian festival. So, you decide to write a description of a festival celebrated in your region.

BEFORE WRITING

- **Look at the picture below.**
  - Say what you can see.
  - Identify some tribes in your country who use them for a festival.
  - Name that festival.
  - For what reason(s) do they celebrate it?



LET'S PREPARE TO WRITE

1- The passage below is about Yam festival. As you read it, fill in the gaps with the appropriate word or expression from the box.

Example: a - chief priest

crop – festival – offering – chief priest – harvest – procession – religious – divinity – consume

The festival, a national holiday, is observed for five days starting with a Tuesday, as dictated by the local **(a)**..... It marks the first **(b)**..... of yams during the autumnal season, subsequent to the monsoon season. This festival has both **(c)**..... and economic significance. Religiously, the **(d)**..... is used to thank the **(e)**..... and the ancestors for the new harvest and to traditionally **(f)**..... the new yam. Before the start of the festival celebrations, the king inspects the "Dampan" structure which is erected temporarily to hold the public function. On the first day of the festival, the way to the burial ground of the Chiefs of Asantis is swept clean. On the second day, the yam is carried by the priests in a colourful **(g)**..... for offering to the ancestors buried in the burial chambers. Only after this **(h)**..... is completed are people allowed to consume the new **(i)**..... of yam.

2- The passage below is about a festival, as you read it complete the table below by answering the questions. One is done for you as an example.

The National Apple Harvest Festival is a wonderful one in the USA. The festival takes place on the first two weekends of October each year. During this time, people pick apples from across the country. They also have the chance to drink fresh apple juice. I like the festival as it allows people to pick the apple and make different types of fun. Besides, the live music at the festival venue is really interesting. So, a remarkable crowd gathers in the venue. This is an important festival for Americans because it helps relieve the worries that people undergo throughout the year.

https://www.ieltscuecard.com

Questions	Answers
1- Where is the festival celebrated?	In the USA
2- What is it about?	
3- When is it celebrated?	
4- How do people celebrate it?	
5- Who celebrates it?	
6- Why is this festival so important?	



54th Annual National Apple Harvest Festival

LET'S WRITE

Your Australian pen-friend, who is very interested in African culture, wants you to send her a narrative text about a festival celebrated in your country. You decide to write him a description of an interesting festival celebrated in your area. In your writing,

- name the festival;
- describe how people celebrate it;
- explain why it is important to these people.

VOCABULARY / GRAMMAR FOCUS



I- WORD FAMILIES: Suffixes **"-al"**, **"-ment"** and **"-ion"**

A word family is a group of words that may share a common root word with different **Prefixes** and **Suffixes** in morphology. They are used for teaching spelling.

A-The suffix *"-al"*

As ***-al*** is a vowel suffix, any vowel at the end of a root word is removed before the suffix is added.

For example: **arrive - *e*** = **arriv-**; arriv- + **-al** = arriv***al***

If the root word doesn't end in a vowel, no change needs to be made before the suffix is added. For example: **intention + -al** = intention***al***

B- The Suffix *"-ment"*

- indicates the state, the condition, or the quality;

Example: Enjoy***ment***

- indicates the result or product of an action;

Example: embank***ment***

- indicates process or action;

Example: manage***ment***

C- The suffix *"-ion"*

The suffix ***-ion*** is **used to turn verbs into nouns**. It is also added to bound stems to make nouns.

Example: fus***ion***, revis***ion***, opin***ion***

- **The passage below deals with African cultural heritage in Zimbabwe. But, the suffixes of the words in bold are deleted. As you read it, complete each word in bold with the appropriate suffix in order to have a meaningful passage.**

Example: **a - governmental**

The benefits of having sites on the World Heritage List are immense. Zimbabwe has been privileged enough to have four sites, namely Great Zimbabwe, Khami ,Mana Pooisl Chewore, and Victoria Falls on the list. The international community both at **(a)- Government** and Donor Agency level has been totally supportive of these World Heritage Sites. Support programmers have included the **(b)- document, (c)- preserve** and fire **(d)- prevent** programmes at Great Zimbabwe; the **(e)- environment** impact **(f)- assess** studies at Victoria Falls, the electrification project as well as the training projects at Khami. These tangible forms of support have been matched by the technical expertise availed on these sites. An added effect of this international **(g)- involve** is that we have all striven to maintain the standards in accordance with the World Heritage **(h)- Convene** and other relevant instruments.

file:///C:/Users/hp15/Downloads/event-594-1.pdf

II- GERUNDS

We use gerunds:

1- after prepositions: **about, at, after, of**

2- after the following verbs: **admit, advice, anticipate, bear, avoid, continue, dislike, enjoy, prefer, mind, recollect, try**, etc.

3- after the following phrases: **spend one's time / can't stand / can't resist / what about / worth / It's no use / there is no /it means.... /it is (no) good / how about / feel like / don't mind /couldn't help / to be busy /agree to**.

Examples: They are **afraid of losing** the match.

Pat is angry about walking in the rain.
They avoid going on holiday on Saturdays.
She couldn't help eating another apple.

Special cases

We use either the infinitive or gerund after the verbs: **begin, start continue, cease,**

Examples: I began working / to work.

He continued living / to live above the shop.
She never ceased complaining /to complain.

- **The passage below is about African culture. As you read it, write the correct form of the verbs between brackets.**

Example: **a - leaving**

Last year, I attended the Dipri festival in my village. Before **(a- to leave)** the city, we went shopping because we were afraid of not **(b- to be)** able to offer some spirits to my grandparents. These drinks are paramount in the sense that they are used for libations, so when you don't offer them to your parents, they get angry about not **(c- to receive)** it from you. When we arrived, we saw a crowd of people in the village. Those people came from different places in the country. To avoid **(d- to be)** bothered by the numerous acquaintances in the village, I decided **(e- to stay)** at home until the festival started on the morrow. Early in the morning, we heard the death drum **(f- be)** beaten, it was the beginning of the festival. We rushed to the side of the village's main street to mind whether it really started, and we saw people **(g- to wear)** clothes, in a trance and shouting. My pen-friend Jenis was afraid and could not stand **(h- to watch)** those people. A while after, we saw a group of men covered with blood, some were cutting off their tongues while others were piercing their stomachs.

UNIT SUMMARY

POEM

Here is a poem about the African culture. Study it, and then perform it.

Proud Of Africa

I am proud and proud indeed
I shall not propound cause am strongly bound,
to say it loud and let it sound
even as I drown and am down.

The African cultures are most powerful
and has always been so colourful,
allow not they destroy our cultures
those vultures with no culture.

Proud should we be to be Africans
together should we stand to make Africa,
for the development of dear Africa
Lies on our very palms.

Isatou Juwara

- **Review**

1- The passage below is about a festival in Ghana. As you read it, fill in the gaps with the appropriate words from the box.

Example: **a - celebration**

crop – thrones – celebration – offering – procession – priest – festival

Before the start of the festival **(a)**-...., the king inspects the Dampan structure which is erected temporarily to hold the public function. On the first day of the **(b)**-..... , the way to the burial ground of the Chiefs of Asantis is swept clean. On the second day, the yam is carried by the **(c)**-... in a colourful **(d)**-..... for offering to the ancestors buried in the burial chambers. Only after this **(e)**-..... is completed are people allowed to consume the new **(f)**-..... of yam. The third day is observed as a mourning day for them and also to keep a fast. On the fourth day, the chief hosts a dinner at his house for all people. On the night of the fourth day, people remain indoors to avoid witnessing the cleansing of the chiefs' **(g)**-..... symbols of the dead people's spirits, in the Draa River at Kumasi.

2- The passage below is about Africa. Unfortunately, the suffixes of the words in bold are deleted. Rewrite each word by adding the appropriate suffix in order to have a meaningful passage.

Example: **a - organization**

The Biennale of Luanda partner's forum focuses on how to build innovative partnerships for inclusive democracy and peace across African countries, bringing together international (**a- organize**), the (**b- finance**) and private sector, (**c- found**) and media as well as civil society, artists and (**d- culture**) entrepreneurs. This forum of ideas offers a platform for dialogue on the future of Africa, focusing on solutions to prevent and resolve conflicts using culture (**e- educate**) and free press. It discusses the (**f- protect**) of displaced people and migrants, the (**g- contribute**) of African diasporas, and the concerted (**h- manage**) of the continent's natural resources.

https://www.unesco.org/en/working-towards-african-renaissance-through-culture-and-history,

3- Here is a dialogue you had with your Liberian friend Kelly about African food. Put the verbs between brackets in the correct form in order to have a meaningful dialogue.

Example: **a- eating**

You: Hello, I feel like (**a- to eat**) Fufu at midday.
Kelly: I am busy (**b- to do**) my hair and I am not sure (**c- to finish**) before midday. Moreover, Fufu takes too much time. How about (**d- to eat**) Attieke?
You: No I ate Attieke yesterday and I don't want to spend all my time (**e- to eat**) Attiéke. Moreover, I avoid (**f- to be**) constipated.
Kelly: I understand! You are afraid of (**g- to fall**) sick.
You: Yes, so it is no use (**h- to opt**) for Attiéke.
Kelly: OK, I will try my best (**i- to cook**) fufu for you.

LET'S SELF-EVALUATE

- **Assessing my achievements after Unit 8.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about African cultural heritage.			
talk about the "UDU" drum.			
talk about the "DIPRI" festival of the Abidji people.			
talk about the "Boloye" and the "Ngoron" dances of the "Poro" festival.			
narrate an event.			
use the suffixes "**-al**", "**-ment**", "**-ion**".			
use gerunds.			
Total score			

PROJECT TASK

The Unesco has decided to promote important cultural heritages in the world. However, none of the important cultural legacies in your country is selected. Facing such an unfair decision, you decide to protest in order to draw the UNESCO authorities' attention to the necessity to include the important cultural legacies of your country.

- **Task**
  - Identify the problem that the decision could bring about.
  - Indicate the dramatic consequences that decision could bring in its trail.
  - Name some important cultural legacies in your country on their list.

- **Time and resources**
  - Collect data (www.africaculturalheritage.com).
  - Plan the timing and deadlines.
  - Implement it.

- **Outcome**
  - Use the data collected to write your speech.

UNESCO



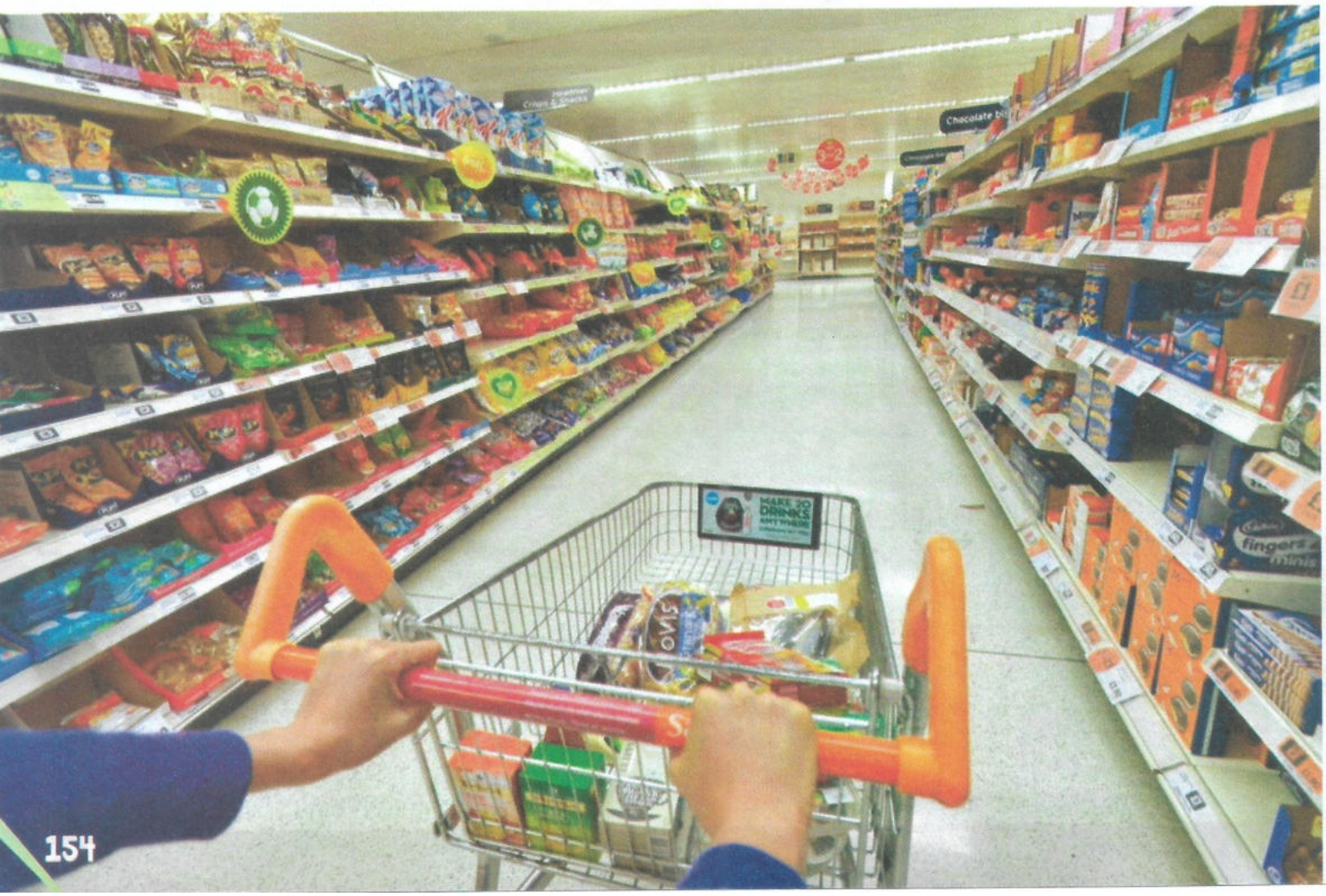
UNITED NATIONS
Educational, Scientific, Cultural Organization

UNIT 9

OUR CONSUMER SOCIETY

UNIT CONTENT OVERVIEW

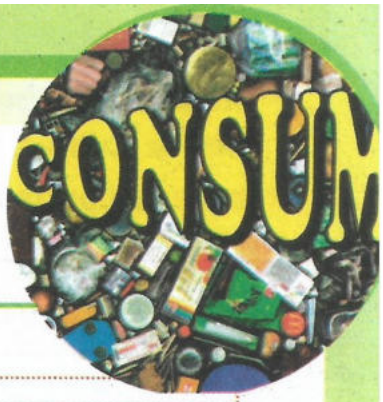
- Talking about consumerism in our society
- Listening and talking about the impacts of advertisement
- Reading and talking about fashion
- Reading and talking about shopping
- Writing an advertisement
- Verbal phrases
- The passive voice



Lesson 1

SPEAKING

CONSUMERISM



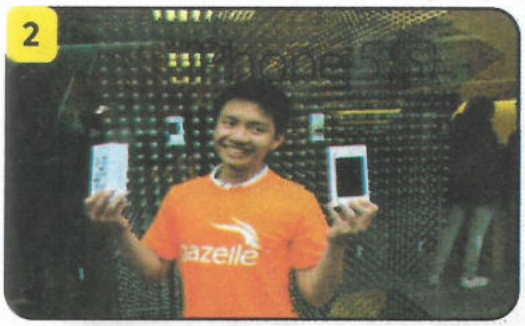
LEARNING CONTEXT

The students of 1ère A2 from your school are discussing consumerism in our modern societies in order to discover its causes and impacts on people.

LEAD-IN

- **Look at the pictures. What is picture 1 about? What is the link between the two pictures?**





- **What do you think consumering is?**
- **What makes a society a consumering one?**

NEW LANGUAGE

1- Read the words below and select those related to consumerism.

advertisement – author – consumer society – shopping – racing – brand new – consumer – producer – studies – consumption – bill – small villages – budget – up-to-date – sandy – customer – reliable – media – to purchase

2- Some of the words or expressions in Activity 1 have their definitions or synonyms below. Identify them.

Example: **a = consumption**

a) the fact of using, eating, or drinking products
b) buyer
c) buying
d) someone who uses or consumes goods or services.
e) receipt or statement of payment
f) commercial solicitation designed to sell goods or services
g) means and institutions for publishing and broadcasting information.

3- The sentences below are about consumerism. Fill in the gaps with the suitable words from the box to make them meaningful. Do like in the example.

Example: a) Consumerism

advertisement – customers – shopping – Consumerism – consumer society – bill

a) ... is an economic and social system that encourages the consumption of goods and services as a means of attaining well-being.
b) A lot of ... gathered outside the shop with the goal of buying the latest iPhone.
c) ... is one of the key components of consumerism.
d) City dwellers enjoy ... in big commercial centers.
e) After ordering several items, the shop assistant gave me the ... to pay.
f) We can consider our society to be a ... as we keep on buying goods over and over.



City dwellers



Village dwellers

4- Is your society a consumer society? Discuss the topic with your neighbour. Provide evidence to support your position.

LET'S COMMUNICATE

The BBC is organizing a debate on consumerism in our present society. You are invited to take part in the debate. As you are preparing for the event,

- define "consumerism";
- give some causes that sustain it;
- propose some of its consequences.

Lesson 2

LISTENING

THE IMPACT OF ADVERTISEMENT



LEARNING CONTEXT

On the Consumer's Day organized by the English Club of your school, the students of 1ère listen to a podcast about the impact of advertisements on consumer behaviour in order to talk about its functioning.

BEFORE LISTENING

- **Look at the pictures and say what people are doing. What is the link between picture 2 and picture 1?**





LET'S LISTEN

1- One of the three options below is correct. Listen to the podcast and choose the best one.

The title of this audio passage can be ...

a) Advertisement entertains individuals and viewers.
b) Advertisement increases trust in the company and its products.
c) Advertisement discourages consumers.

2- As you listen to the podcast again, say whether the statements below are true (T) or false (F).

Example: a) F

a) Human psychology detests things repeated over and over through advertisements.
b) Testimonial advertisement is done by people like us.
c) In testimonial advertisements, people show the benefits of products to convince the audience to use them.
d) Advertisement attracts people and destroys their confidence in companies and their products.
e) Pharmacies never use testimonial advertisements.
f) Radio and newspapers are considered traditional channels of advertisement.
g) The traditional channels of advertisement are no longer used today.

3- As you listen to the podcast once more, fill in the gaps with the missing words.

Example: **1- believe**

It is human psychology to 1.... in things that we read, hear, and see over and over. With advertisements, brands also earn consumers' trust. We generally relate to 2..... advertisements or advertisements in which someone like us is portrayed and we see them using the product. This visual and audio 3.... of the usage and benefits of the product entices us and, in the end, helps us build 4.... and 5.... in the company and its product. Testimonial advertisements are generally used by pharmaceutical companies. It is also observed that, though the world is moving towards the digital era, people still trust the traditional channels of advertising more. By traditional channels of advertising, we mean the news channels, newspaper articles, magazine articles, and radio. Sensodyne toothpaste, for example, shows a variety of consumers who support the 6.... and the product because it has helped them 7.... their sensitivity issues. The brand depicts positive consumer testimonials in its advertisement.

AFTER LISTENING

After listening to the podcast about advertisement, you have a discussion about the importance of advertisement in today's consumer societies. With your neighbour, prepare the dialogue you have and present it to the rest of the class. In your discussion,

- define advertisement;
- mention some advertisement broadcasting channels;
- say how they affect people's ability to consume.



Lesson 3

READING 1

FASHION



LEARNING CONTEXT

During their English class, the students of 1ère from your school read a text about fashion in order to discuss its consequences in today's consumer societies.

BEFORE READING

- **Look at the picture below and say what it is about. Where do you think the people are coming from? Do you think that they really need to buy all these clothes? If so, what are their reasons for buying them?**



LET'S READ

1- Read the text quickly and choose the best option which states the author's main idea.

a) Thanks to ordinary people, social media share their outfits with others, which has contributed to the growth of fast fashion.
b) Ordinary people have contributed to the development of social media and fast fashion.
c) Fast fashion and social media have led to the rise of everyday people.
d) Social media made fast fashion popular by allowing people to share their clothes.

Consumers' Role in Fast Fashion

Social media has allowed ordinary people to publicize their lives in outfits, paving the way for fast fashion brands to bloom. Not only does the public nature of social media affect people's fashion choices, but it also allows their dressing habits to be scrutinized. A 2017 survey from a London sustainability firm, Hubbub, concluded that 41 percent of people aged 18 to 25 felt pressured to wear a different outfit when they head out.

Influencer culture contributes greatly to the symbiotic relationship between social media and these fast fashion brands. With celebrities and influencers as popular as the Kardashians, anything can be turned into an instant trend. Along with it, haul culture — an online trend where content creators show off the clothes they buy — helps normalize

the idea of purchasing and owning an excessive amount of clothing items, exacerbating the overconsumption of fast fashion as these items are usually extremely cheap. It is unhealthy.

An unintended consequence of fast fashion is the increasing usage of textile waste (that is, fabric material deemed unusable), indicating that people buy more clothes and do not keep them long enough. A YouGov Omnibus research found that 24 percent of Australians had disposed of an item of clothing after wearing it just once, citing reasons such as a change in taste, damages, and faults in clothing items or simply feeling bored from wearing the same pieces in their wardrobes.

The late Pope John Paul II's encyclical Redemptor Hominis warns of the dangers of consumerism and possessions: the inability to move beyond material goods, generating a restlessness expressed in the constant search for new products and the creation of a "throw-away" culture.

Consumer behaviour expert Michael Solomon summarised the phenomenon beautifully: "It's not just about clothing, it's about a disposable society."

Even when consumers are informed about the dark side of the fashion industry, the majority of them have selective memory. Research conducted by Ohio State University and published in the Journal of Consumer Research found that people misremember unethical aspects to avoid emotionally difficult ethical information, such as child labour.

https://iasgazette.com

2- Read the text again and match the words or expressions from the text in column A with their synonyms or definitions in column B.

Example: **1- outfits = c- clothes**

Column A	Column B
1- outfits (line 1)	a- buying
2- paving (line 1)	b- examined
3- bloom (line 2)	c- clothes
4- scrutinized (line 3)	d- without pause
5- survey (line 4)	e- remember incorrectly
6- purchasing (line 10)	f- opening
7- exacerbating (line 10)	g- germinate
8- restlessness (line 20)	h- aggravating
9- misremember (line 26)	i- study

3- Read the text once again and answer the following questions.

a) Cite 2 consequences of social media according to the text.
b) What is Hubbub and what does it reveal?
c) How do celebrities and influencers participate in fast fashion?
d) Why do young Australians stop wearing some of the clothes they buy?
e) According to Pope John Paul II, what may be the consequences of consumerism?
f) Are people able to make good decisions when they are informed about the dangers of consumerism? Justify.

4- Read the text one more time and complete the table below.

Surveyors	People	Actions
		pressured to wear a different outfit when they head out
	24 per cent of Australians	
Ohio State University		

AFTER READING

You have just read a passage about consumers' role in fast fashion. In order to raise young people's awareness in your community, you decide to write an article for your English Club's magazine about the issue. In your article,

- say what fast fashion is;
- give two (2) consequences of this situation;
- suggest two (2) ways to limit the negative impact of fast fashion.



Lesson 4

READING 2

SHOPPING

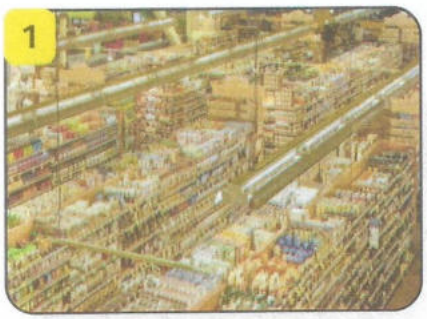


LEARNING CONTEXT

In their search for information to prepare their talk on consumerism on the Accra local radio, the students of 1ère of your school come across an interview dealing with shopping. They read it in order to discuss the reasons why people engage in buying or shopping activities.

BEFORE READING

- **Look at the different pictures below and say what each one is about. What reasons can you give for buying so many goods?**







LET'S READ

1- Read the text quickly and choose the best option.

The interviewee talks about ...

a) American consumerism.
b) the post-World War II period.
c) the reasons why people buy things.

INTRODUCTION

Why do we buy what we buy?

What's at the root of modern American consumerism? It might not just be competition among the brands trying to sell us things, but also competition among ourselves. I recently spoke with Juliet Schor, a sociologist at Boston College, about the history of modern American consumerism — what it's rooted in, how it's evolved, and how different groups of people have experienced it. Schor, who is the author of books on consumerism, wealth, and spending, has a bit of a unique view on the matter. She tends to focus on the roles of work, inequality, and social pressures in determining what people buy and when. In her view, marketers have less to do with what we want than, say, our neighbours, co-workers, or the people we follow on social media.

The following is an excerpt from the conversation with Juliet Schor, a sociologist at Boston College.

QUESTION & ANSWER 1

Journalist: When I think of the beginning of what I perceive as modern American consumerism, I tend to go back to the 1950s and post-World War II. People moved to the suburbs in cookie-cutter homes. But, is that the right place to start?

Juliet Schor: Scholars differ on how to date consumerism. I would say we need to go back a bit earlier to the 1920s, which is when you get the development of mass production, which is what makes mass consumption possible. This perspective differentiates the 20th century from the earlier period, in which you have shopping and you have consumer fads. But, what changed in the early 1920s is that the production technologies made it possible to produce things cheaply enough that eventually you can get a majority of the population consuming them.

QUESTION & ANSWER 2

Journalist: I imagine it's changed across the decades, but why do we buy things, often more than we need?

Juliet Schor: Scholars have different answers to this question. Economists just assume that goods and services provide well-being, and people want to maximize their well-being. Psychologists root it in universal dimensions of human nature, which some of them tie back to evolutionary dynamics. I don't think either of those that are particularly convincing.

The key impetus for contemporary consumer society has been the growth of inequality, the existence of unequal social structures, and the role that consumption came to play in establishing people's position in that unequal hierarchy. For many people, it's about consuming their social position and trying to keep up with their social position.

It's not necessarily experienced by people in that way — it's experienced more as identity or natural desire. But I think our social and cultural context naturalizes that desire for us.

If you think about the particular things people want, it mostly has to do with being the kind of person that they think they are because there's a consumption style connected with that. The role of what are called reference groups — the people we compare ourselves to, the people we identify with — is really key in that. It's why, for example, I've found that people who have reference groups that are wealthier than they tend to save less and spend more, and people who keep more modest reference groups, even as they gain in income and wealth, tend to save more.

QUESTION & ANSWER 3

Journalist: I want to dig into this idea of competitive consumption. How are we competing with each other to consume?

Juliet Schor: We have a society that is structured so that social esteem or value is connected to what we can consume. And so the inability to consume affects the kind of social value that we have. Money displayed in terms of consumer goods just becomes a measure of worth, and that's really important to people.

QUESTION & ANSWER 4

Journalist: How do we pick our "reference groups" if it's not necessarily by wealth?

Juliet Schor: We don't know too much about it. The argument that I made in [my book] ***The Overspent American*** was that in the post-war period, we had residentially-based reference groups. So, it was really your neighbourhood. People moved to the suburbs, and they interacted with people in the suburbs. Those were reference groups of people of similar economic standing because housing is the biggest thing that people buy, and houses tend to cost the same amount roughly within a neighbourhood. Family and friends and social networks have always been really important.

Then the next big thing that happens is that you get more and more married women going into the workforce. That really changes reference groups, because they go from a flat social structure in the suburbs to a hierarchy in the workplace, particularly if you're talking about better-remunerated work and white-collar work. People interact with people above and below them in the hierarchy. So, people were exposed to the lifestyles of the people above them in the informal socialization that goes on in the workplace.

Then there is the impact of media, and increasingly now, social media. It's the friends that you don't actually know, the Friends on TV.

QUESTION & ANSWER 5

Journalist: People aren't buying a house because they saw a commercial for it.

Juliet Schor: Exactly. It's because their sibling got one and their best friend got one. Everybody they know is getting a house, and then they think, "Okay, am I just going to be a renter?"

QUESTION & ANSWER 6

Journalist: How has the role of women evolved in consumerism? Women are often driving what to buy, right?

Juliet Schor: Men still dominate in certain kinds of purchases, particularly the big ones. Women were responsible for everyday purchasing: food and apparel and things like that. There's that old binary that "men produce, women consume," which comes out of the differences in roles we have in our economy to a certain extent.

It's fascinating, though, because I did some work trying to estimate models of differences between men and women and various kinds of consumption, and I never found any gender differences. But if you are looking at data from marketers, you see a disproportionate amount of spending done by women.

Journalist: Okay! Thanks for all.

Juliet Schor: You're welcome.

https://www.vox.com

2- Read the interview again and find the words or expressions whose definitions or synonyms are given below. The line references are given to help you.

Example: **a) brands**

a) labels, marks (Introduction Line 2)
b) based on (Introduction Line 4)
c) intellectuals (Answer 1 Line 1)
d) force, motivation (Answer 2 Line 5)
e) order (Answer 2 Line 7)
f) fortune (Answer 2 Line 17)
g) quantity (Answer 4 Line 6)
h) comparison (Answer 4 Line 9)
i) brother or sister (Answer 5 Line 1)

3- Now complete the sentences below with some of the words from Activity 2 to make them meaningful.

Example: **a) sibling**

a) The mayor is my .... We have the same parents.
b) Bill Gates' ... is estimated to be several billion dollars.
c) Gucci, Givenchy, Dolce & Gabbana are famous ... in the fashion world.
d) Consumption is very ... in the habits of Americans.
e) This man is very important. He has a top position in the ... of the company.

4- Read the text again and say whether the statements below are true or false. Give the line references to justify your answers.

Example: **a) T-(Introduction line 3)**

a) The interviewee is a woman.
b) She is a professor of philosophy at the university.
c) For her, American consumerism started in the 1950s.
d) According to Juliet Schor, people buy goods because it is in their nature to desire things.
e) For Schor, consumerism in modern societies is fueled by competition among people.
f) The influence of our surroundings can make us buy things we don't really want.
g) Men are responsible for buying food and clothes every day.
h) Women spend more than men.

AFTER READING

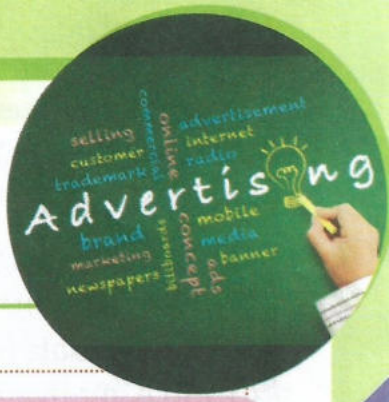
After reading the interview, you decide to give a talk at the next English club meeting of your school about the topic of shopping in order to share your experience with the members of the club. In your talk,

- say if your society is consumerist;
- give some reasons why people buy so many goods in your society;
- explain why shopping will increase again in the future.

Lesson 5

WRITING

AN ADVERTISEMENT

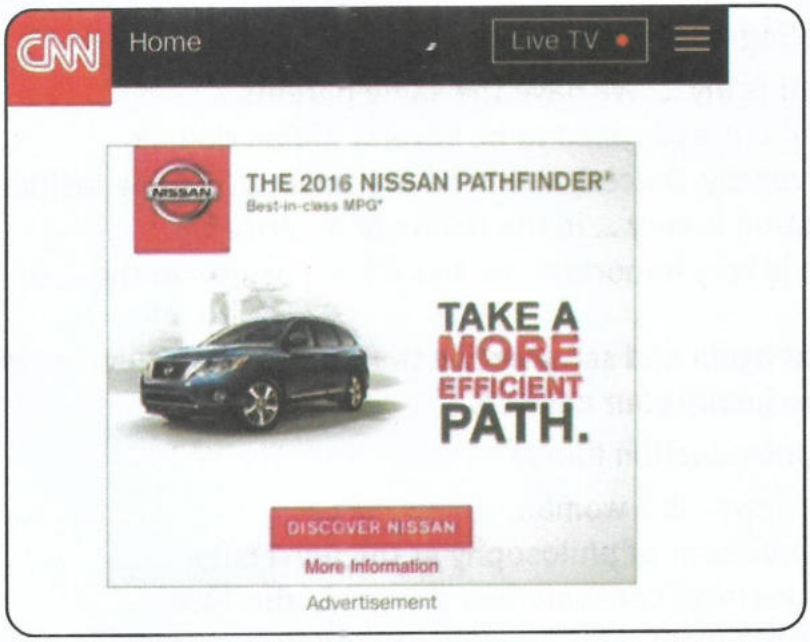


LEARNING CONTEXT

The students of 1ère from your school want to take part in a competition. It is about an advertisement for a new American company based in Ghana. During the English class, they learn how to write an advertisement with their teacher in order to win the competition.

BEFORE WRITING

- **Look at the picture below and say what it is about. Who is it addressed to? What is the goal behind its publication? What are its consequences?**



Advertisement

LET'S PREPARE TO WRITE

1- Look at the advertisement above and list its main parts. Compare your list with that of your neighbour.

2- Now, read the tips for writing an effective advertisement and see if you are right on your list.

How to write an advertisement

Use these steps and tips to help you write a persuasive and effective advertisement.

1- Determine the medium

Before you can write your advertisement, you need to know what medium you're writing for. In today's market, most copy will end up online, whether it's a video, infographic or article, so optimizing your writing for digitization, regardless of medium, is a good strategy.

2- Identify your audience

Ensure you're writing in a way that will connect with your target audience. If needed, establish customer personas to help you better identify your demographic and make sure you're tailoring your content to their interests.

3- Create a headline

Write a headline or title for your piece that will engage your audience and provide useful insight into what they'll get from the article. Include a value proposition if possible to show readers what they'll gain from reading your piece or engaging with your content.

4- Include a hook

The first line of your advertisement should immediately attract the attention of your readers and encourage them to continue reading. Use compelling language that relates directly to your target demographic. Your hook can use writing devices like asking a question, presenting a scenario, or sharing a fact to engage the reader.

5- Use second person

Use the second person "you" in your writing to speak directly to the reader. This helps keep the tone of your writing conversational, and it will help your readers feel as if you wrote the piece specifically for them.

6- List a problem

One effective strategy for persuading your readers to consider your product or service is to identify a problem they may be facing that your product or service solves. Clearly describe the customer's pain point and highlight the annoyance of dealing with the issue.

7- Share a solution

After identifying the customer's problem, share how your company's product or service solves that problem. Be descriptive and highlight the happiness, joy, relief, or other emotions the customer will feel after they've resolved their pain point.

8- Describe your product

Provide a description of the product or service for the customer. This section should share highlights rather than an extensive description. You want to encourage the customer to continue reading, so consider tying the product or service description directly to the narrative of the rest of the writing.

9- Highlight your competitive advantage

Ensure you share the unique selling point your product or service offers the customer. You want to persuade them that your product or service is better than any other they could purchase. Instead of addressing competitors, focus on why your item is the best option for the consumer.

10- Include persuasive language

Make sure your writing is engaging and persuasive. The goal is to convince readers to purchase your product or service, so you should choose the specific words and formatting carefully to maximize the likelihood that they become customers.

11- Be concise

Keep your writing succinct and direct. You want your readers to stay engaged for the entirety of the piece, so they receive all the important information about your product or service. Concise language can help accomplish this goal.

12- Consider a quote

If you have testimonials from customers, consider adding a quote about their purchasing experience, their satisfaction with the product or service, or their positive interactions with company employees into your writing.

13- Be honest

Ensure all the information you include in your writing is verifiable and accurate. If possible, include links or citations to statistics or other claims to illustrate your company's transparency and honesty.

14- Add visuals

Consider including an image, photo, illustration, or video link in your written content. The use of a visual can help initially attract the attention of your readers and encourage them to keep reading once they've started the piece.

LET'S WRITE

After winning a competition of advertisement organized by the BBC, you have been selected by an automobile company to write an advertisement for their new Pickup designed for rural African use. Write a persuasive advertisement with all the key elements it must contain and present it to the rest of the class. In your piece of writing,

- create a catchy headline;
- draw a picture of the thing to advertise;
- comment on it to convince people to buy it.

VOCABULARY / GRAMMAR FOCUS



A- PHRASAL VERBS

A phrasal verb is an idiomatic phrase consisting of a verb and another element, typically either an adverb, as in **break down**, or a preposition, for example, "see to", or a combination of both, such as **look down on**. In the traditional grammar of modern English, a phrasal verb typically constitutes a single unit composed of a verb and a particle. Phrasal verbs cannot be understood based on the meanings of the individual parts alone but must be considered as a whole.

- **Study the dialogue below about shopping and find out the meanings or synonyms of the phrases in bold from the box below.**

buy, purchase / lower, reduce / wear a piece of clothing to see how it fits or looks / stand in a queue

Shop assistant: Please, ladies and gentlemen, **line up** to pay for your items!
A customer: Excuse me, madam. How much does this shirt cost?
Shop assistant: It's 5,000 FCFA.
A customer: Can you **bring** the price **down** a bit, please?
Shop assistant: No, I am sorry.
A customer: Okay, thank you. Can I **try** it **on**?
Shop assistant: Yes, certainly!
A customer: Thank you, madam!
Shop assistant: You're welcome, sir.

1- With your neighbour, study the dialogue below about shopping. Find the phrasal verbs and write them down in your exercise copybook.

Example: **drop into (line 2)**

Jack: Are you doing anything this afternoon?
John: Yes, I was going to drop into town to do a bit of shopping.
Jack: Oh, really? Are you looking for anything in particular?
John: Well, it's my sister's birthday next week so I wanted to pick up something for her. She likes Ugg boots, but they are a bit pricey so I like to shop around.
Jack: Yeah, they can set you back a bit.
John: I know. I'm always looking out for a bargain. When there's a sale, you can sometimes find a pair that isn't too expensive.
Jack: But they do sell out quickly. You'll be lucky to find a pair today.
John: I know. I may try and find her something else.

Jack: What about some gloves from that new leather shop?
John: That's not a bad idea, I'm sure she'd like some of those. The only thing is the shop is always so busy.
Jack: I know, it's always packed in there.
John: And it takes so long to pay. You always have to queue up for ages.
Jack: And do you know her size? It's a bit risky buying gloves without trying them on.
John: Yeah, but she can always take them back and exchange them if they don't fit her.

2- Below are the definitions of some phrasal verbs from the dialogue of activity 1. Match each to its corresponding phrasal verb.

Example: **a) pop into**

a) visit something quickly
b) look in different shops to find the best price or the best option
c) return an article after buying it
d) search
e) sell all the stock of an item
f) range in a line
g) to buy

B- PASSIVE VOICE

The passive voice is used when you want to emphasize the action (the verb) and the object of a sentence rather than the subject.

Example: **A lot of shopping is done by people nowadays.**

1- The statements below are about consumerism. Determine whether they are in the active or passive voice.

Example: **a) active voice**

a) Big companies invest a lot in advertisements.
b) A new house is rented by my father.
c) The man is buying the latest iPhone.
d) Consumer societies are viewed by people as pollution agents.
e) Man is being controlled by his own desire.
f) Mac Donald has built many fast food in Europe.

2- Change the active voice sentences from Activity 1 into the passive voice.

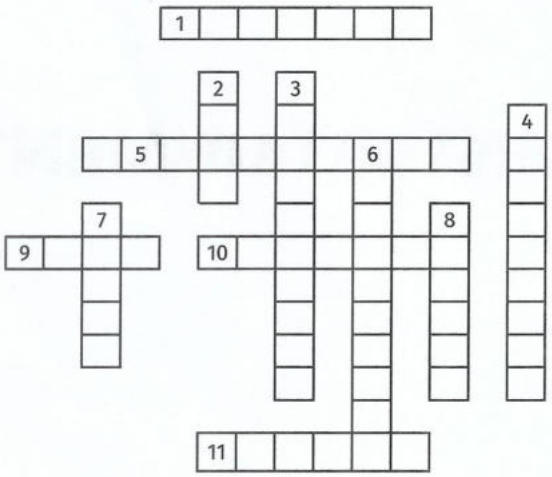
Example: **a- A lot is invested in advertisements by big companies.**

UNIT SUMMARY

- **Puzzle: The activity below is about shopping. Complete it.**

Example: **1- clothes**

Shopping



Across

1- What does a boutique sell?
5- Name a large French supermark in Spain
9- Which is a well known Spanish shop for clothes?
10- What type of shop sells meat?
11- Is it cheaper to shop in Gibraltar rather than in Spain?

Down

2- What is the currency of Spain?
3- What does a department store sell?
4- Is the Euro valid in Gabraltar?
6- How many pennies in one pound?
7- What does a baker sell?
8- Which country is known for its designer fashion?

- **Review**

1- The paragraph below is about consumerism. Complete it with the suitable phrasal verbs from the box.

Example: **1- lining up**

pick ... up – pay for – try on – took back – line up

When going to work this morning, I saw many people who were **1...** to buy the new iPhone 14. When I think about the huge amount of money needed to **2...** it, I feel mad. A phone is not a piece of cloth that you can **3...** before purchasing. You just **4...** it ... and go. Ali **5...** the iPhone 7 he had bought recently because it stopped working.

2- The sentences below are about consumerism. Rewrite them starting with the underlined words or phrases.

Example: **a- New products are produced by companies to earn more.**

a) Companies produce <u>new products</u> to earn more.
b) The headmaster bought <u>the latest Microsoft Surface Pro</u> last week.
c) Young people spent a <u>lot of money</u> on fashion.
d) Rich people use <u>credit cards</u> to pay their bills.
e) I am inquiring about the <u>price of these shoes.</u>

3- Make three sentences about shopping using the phrasal verbs below: shop around, take back, and try on.

LET'S SELF-EVALUATE

- **Assessing my achievements after Unit 9.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about consumerism.			
discuss the impacts of advertisement.			
talk about shopping.			
use phrasal verbs.			
use the passive voice.			
write an advertisement.			
Total score			

UNIT 10

FRIENDS, DATING, AND ENTERTAINMENT

UNIT CONTENT OVERVIEW

- Talking about friendship
- Listening and talking about leisure and entertainment
- Reading and talking about youth
- Reading and talking about dating
- Expressing exclamations
- Idioms
- Expressing future actions
- Expressing past actions
- Writing a descriptive text



Lesson 1

SPEAKING

FRIENDSHIP



LEARNING CONTEXT

During one of the meetings of the English club of your school, the students of 1ère A2 discuss friendship implications in youth's lives in order to raise awareness about its importance for students.

LEAD-IN

Look at the picture and discuss what you can see. Guess the relationships between the different people in the picture.



NEW LANGUAGE

1- Study the words or expressions below and write down in your exercise copybook those that are related to friendship.

outings – mates – mountainous – companionship – travelling – night clubs – happiness – friendship – bully – comrades – marriage – beaches – pal – leisure – buddy – laughter – win – acquaintance – rally – associate – help – chum

2- The sentences below are about friendship. Complete them with the suitable words from the list of activity 1.

Example: **a) buddy**

a) A ... is a friend or a casual acquaintance.
b) Your ... are your fellows or colleagues.
c) ... is free time, a moment of cessation of activities.
d) ... are pleasure trips or excursions.
e) ... is a synonym for joy, good time.

3- Find some words related to friendship ending with the suffix "ship".

Example: a- Fellowship

4- For each new word ending in "ship" in activity 3, provide its definition.

Example: a- Friendship is the fact of being friends with someone.

LET'S COMMUNICATE

For the upcoming International Friendship Day, the United States embassy in Côte d'Ivoire is organizing a competition. The objective is to choose a student to deliver a talk about the importance of friendship during the celebration at your English Club meeting. As a participant in the competition,

- say what friendship means to you;
- give the advantages of true friendship;
- explain why people celebrate Friendship Day.



Lesson 2

LISTENING

LEISURE AND ENTERTAINMENT



LEARNING CONTEXT

The students of 1ère from your school are invited to a conference on "Leisure and Entertainment" organized by the British Council. They listen to the lecturer in order to discuss the importance of leisure and entertainment in young people's lives.

BEFORE LISTENING

- **Look at the pictures below. Where are the different people? What are they doing? What do you call this action? Can a person live without entertainment? Why?**





LET'S LISTEN

1- As you listen to the podcast, choose the best option.

The passage is about ...

a) the productive aspect of entertainment.
b) the relief of stress.
c) the importance of entertainment in people's lives.
d) an outing between friends at the beach.

2- Listen to the passage once again and say if the statements below are true (T) or false (F).

Example: a- F

a) Entertainment is not important in life.
b) The passage depicts nine (9) top reasons for the importance of entertainment.
c) Entertainment brings joy and happiness to people's lives.
d) Entertainment makes people unproductive.
e) Entertainment can help people be more confident in their capacities.
f) Friendship can be fostered by entertaining activities.

3- As you listen to the passage again, complete the table with the correct information.

Activities	Importance
1- ...	can distract you from the stress-causing factors in your life.
2- Enjoy time with your family members or friends	...
3- Activities, such as sports, music, drama, dance, etc.	...
4- ...	are used for learning.

AFTER LISTENING

After attending the conference about the importance of leisure and entertainment held in your school by the British Council, you decide to report it to your anglophone friend who was missing. In your report,

- define the terms "leisure" and "entertainment";
- list some leisure activities and types of entertainment;
- state some benefits of leisure activities and entertainment.



Lesson 3

READING 1

THE YOUTH



LEARNING CONTEXT

During the English class, the students of 1ère from your school read a text on the youth and entertainment in order to talk about of the importance of entertaining activities for young people.

BEFORE READING

- **Look at the picture and describe the people you can see. How old can they be? What relationship is there between them?**



LET'S READ

1- Read the text quickly and choose the best option.

The text is about ...

a) the students of Orono University.
b) young people and entertainment.
c) young people's personality and the choice of entertainment.
d) gymnastics and diving.

Students at Orono and teenagers, in general, have a wide array of options for entertainment at their disposal. There are endless choices, from physical activities like sports to technology like video games. Are teenagers wasting their time after school, or is there a purpose to the hours of time put into leisurely activities? Studies show that personality has a big part to do with what teens are choosing to do with their free time. "In my free time, I like to spend time with the boys. When I surround myself with people who are funny and adventurous, I often find myself going on crazy day trips to the city, cabin weekends up north, and quiet nights filled with intellectual conversations," senior Jack Welch said.

Hanging out with friends is something that most students would choose as their

favourite form of entertainment. Spending high school years with close friends is something that many people can relate to. According to an article in the International Journal of Behavioural Development, being with peers is associated with higher happiness and lower anxiety than being alone. Socialization with friends positively reinforces a teenager's emotional state and how they cope with stress.

"My most preferred way of entertainment is spending time with friends. Additionally, I enjoy physical activities which would include sports. I do gymnastics and diving. I also enjoy biking during the summer when it is nice outside," freshman Rylan Hunt said.

In Orono and many other high schools, it is obvious that students are very involved in team sports and various physical activities provided by the school. Adolescents participating in athletics have enhanced cognitive performance and overall improved psychological health, as well as the physical benefits that come with exercise, according to Psychology Today. Being on a team teaches lifelong lessons and helps students improve in the classroom and become healthier.

"For entertainment, I play soccer with my team and hang out with friends. I also watch shows on Netflix, usually either The Office or the Bachelor," sophomore Tyler Pliemann said.

Sometimes relaxation is necessary, and for most people that means kicking back and watching a show, but there are so many other options to choose from. Interestingly, an article on the National Institute of Health shows that personality and psychological needs account for different preferences for entertainment.

https://spartanspeaks.com/16017/news/the-science-behind-teenagers-and-entertainment/

2- Read the text again and match the words or expressions from the text in column A to their meanings or definitions in column B.

Example: **1-d**

Column A	Column B
1- teenagers (line 1)	a- friends
2- array (line 1)	b- analytical
3- purpose (line 4)	c- justify
4- surround (line 6)	d- youngsters; young people
5- hanging out (line 10)	e- evident
6- peers (line 13)	f- objective
7- obvious (line 19)	g- group
8- cognitive (line 21)	h- staying
9- account for (line 31)	i- circle

3- Read the text again and answer the questions below.

a) How do young people like spending their free time?
b) Why do they prefer to spend their free time with friends?
c) Cite four entertaining activities of youngsters.
d) What are the advantages of team sports for teenagers?
e) What directs the choice of entertainment by teens according to the National Institute of Health?

AFTER READING

During one of the meetings of the English club of your school, the chairman asks the students of 1ère to write about their hobbies in order to share their experiences with other mates. Being present this day, write a paragraph in which you,

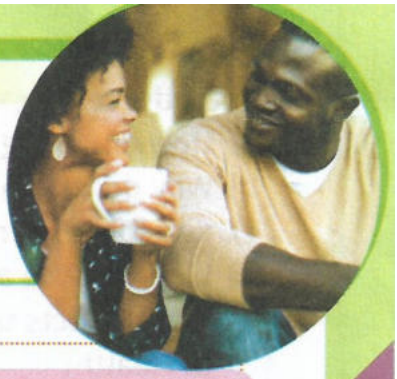
- list some of your activities during your pastime;
- give the reasons for your choices;
- explain why teenagers should have pastime activities.



Lesson 4

READING 2

DATING



LEARNING CONTEXT

During your research on friendship at the library of the American Embassy, you come across a text that deals with friendship and dating. You decide to read it in order to discuss how important friendship is in dating.

BEFORE READING

- **Look at the pictures and say what you see. What relationship exists between the people? Describe their feelings.**





LET'S READ

1- Read the text quickly and choose the best answer.

The text deals with ...

a) the importance of friendship before dating.
b) the fear of young people about dating.
c) friends' opinions about dating.
d) the inconveniences of dating and friendship.

Many people have different opinions about whether you should be friends before dating or not. Some think it's not a good idea because they value friendship so much that they don't want to jeopardize the relationship they already have. Others think it's too weird to transition from friends to more than friends, and some worry it just won't work. Although it can be weird to transition from friends to dating, being friends before a relationship is a wonderful thing. Here are some reasons.

First of all, the beauty of starting as friends is that you already know the other person. Usually, in the first stages of dating, you try to be as attractive as possible while simultaneously trying to get to know one another. Dating a friend, you don't have to worry about that, because you are probably already comfortable and familiar with each other. You probably don't have to spend hours picking the perfect outfit or preparing what to talk about beforehand. This person already likes you for who you are, so now you just

have to move forward with them.

Secondly, by being friends first, you will probably already know about each other's past relationships, childhood memories, likes, and dislikes. This gives you the advantage of knowing what and what not to do while in a relationship with them. You already know what makes them frustrated and happy.

Moreover, it is a lot of fun to date a friend because we always have fun when we're with our best friends. So, being in a relationship with your friend will make the relationship even better.

Another advantage of being friends first is that you may already feel comfortable being around that person. There will be no awkward silence or difficulty in trying to come up with something to talk about. You're probably comfortable communicating, and there are no worries about doing or saying anything that you're uncomfortable with.

Dating a friend is also a good way to take things slow and build a strong relationship. You already know you have things in common with this person, so you don't have to worry about that part. This helps you to stress less about situations and reduce feeling overwhelmed.

Finally, knowing that you are friends first makes it easier to rely on that person. If you can't trust them, they shouldn't be your friend in the first place. Building trust and respect are very important in a relationship, and when you already have that from the friendship, the relationship will be even stronger.

Adapted from https://tribuneonlineng.com

2- Read the definitions below and find in the text the words or expressions they correspond to.

Example: **a) jeopardize**

a) menace, put in danger (line 3)
b) bizarre (line 4)
c) at the same time (line 9)
d) choosing (line 11)
e) previously (line 12)
f) infancy (line 15)
g) at ease (line 23)
h) affected (line 28)
i) count on (line 29)

3- Complete the sentences below with the correct words or expressions from Activity 2.

Example: **a) rely on**

a) A good friend is a person you can ... in any situation.
b) Misunderstanding between lovers can ... the relationship.
c) If you want me to come with you tonight, tell me ... .
d) Make yourself .... You are in good company.
e) It is sometimes ... for friends to be in conflict for a long time.
f) ... is considered by many adults as the best period of life.

4- Read the text again and give short answers to the questions below.

a) How many opinions are expressed in the text concerning developing a friendship before dating?
b) What is the opinion of the author about the topic?
c) List three (3) reasons which support the author's position.
d) Based on your own experiences, do you agree with the author's position? Justify your answer.

AFTER READING

After reading the text about friendship and dating in which the author argues for the importance of friendship before dating, you decide to write him a letter to contrast his opinion. In your letter,

- state your point of view;
- show why friendship before dating is a bad idea;
- present evidence and facts in favour of your position.



Lesson 5

WRITING

A DESCRIPTIVE PARAGRAPH



LEARNING CONTEXT

During a relaxing outing with your friends, you visited a wonderful place. At the English club meeting of your school, the chairman asks you to describe what life looks like there and explain how you enjoyed your time in order to share experiences with your mates who were not with you.

BEFORE WRITING

- **What do you use to describe people, places, things, and actions?**
- **Read the words below and group them into adjectives or adverbs.**

vividly – graceful – ablaze – firmly – deep – entire – shy – joyfully – happily

IMPORTANT TO KNOW

In a descriptive paragraph, the author does not tell the reader what was seen, felt, tasted, smelled, or heard. Rather, he describes something that he experienced and, through his choice of words, makes it seem real.

In other words, descriptive writing is vivid, colourful, and detailed.

Bringing words to life

A descriptive paragraph creates an impression in the reader's mind of an event, a place, a person, or a thing. The writing will be such that it will set a mood or describe something in such detail that if the reader saw it, they would recognize it. Descriptive writing will bring words to life and make the text interesting. To achieve this goal, the author resorts to adjectives and adverbs to create life in the actions.

KEY POINTS TO CONSIDER WHEN WRITING A PARAGRAPH	SAMPLE PARAGRAPH
Topic sentence: It tells the reader the main idea, or what the paragraph will be about. **Supporting sentence 1:** It gives specific details about the main idea. **Supporting sentence 2:** It gives another specific detail about the main idea. **Supporting sentence 3:** It gives more specific details about the main idea. **Concluding sentence :** It sums up the main idea of the paragraph	The very hot sun blazed over Abidjan, making everyone feel hot. The air was sticky, and even the breeze felt warm. People sought shade to escape the burning sun. Sweat dripped down faces, and everyone wished for cooler days. The city was baking in the recent heat, making it hard to stay cool.

LET'S PREPARE TO WRITE

1- Study the model and underline the words in the description that make a great impression on you.

"It was a cold grey day in late November. The weather had changed overnight when a backing wind brought a granite sky and a muzzling rain with it, and although it was now only a little after two o'clock in the afternoon the pallor of the winter evening seemed to have closed upon the hills, cloaking them in the mist".

Adapted from https://www.rescuewriting.org

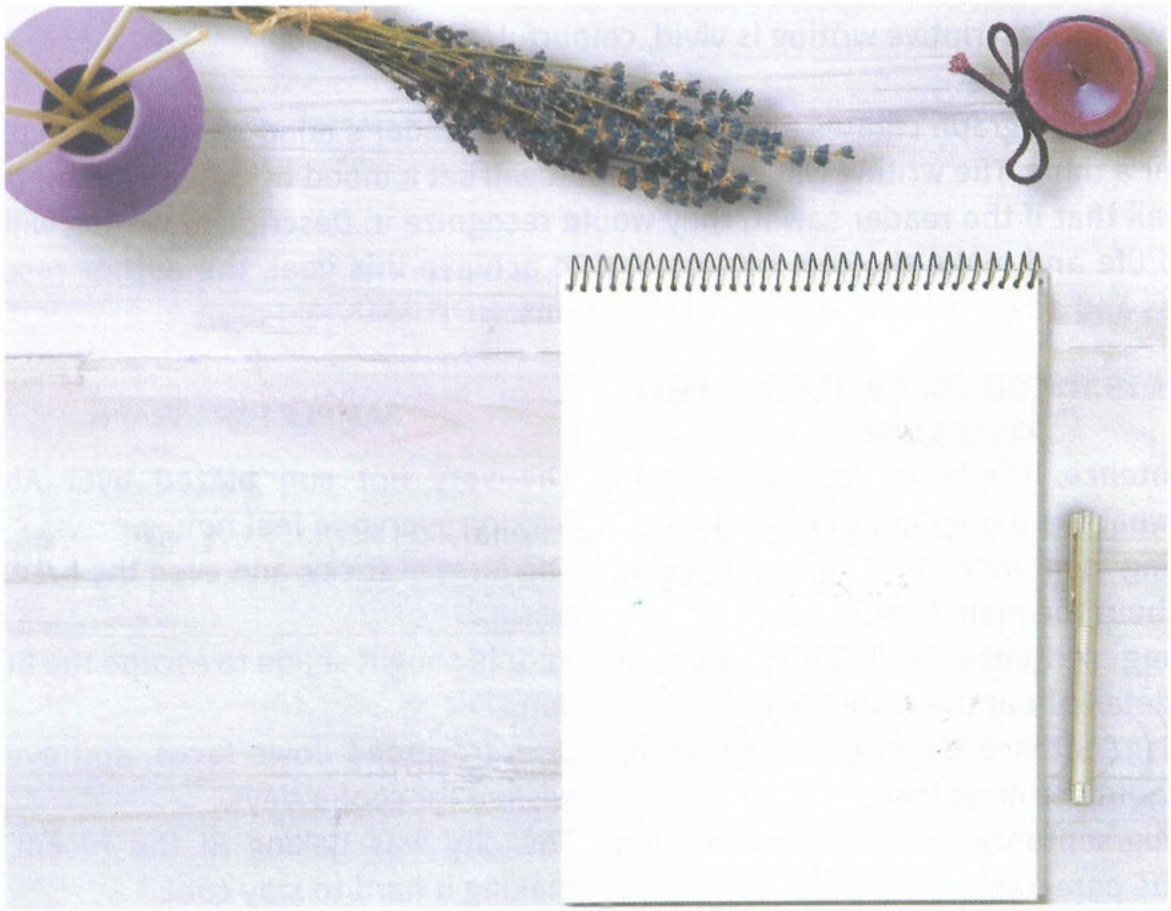
2- Identify what is described in the paragraph above. List the words which best tell how it is.

3- What impression do you have about the feeling of the author of the paragraph? Does he appreciate or not what he describes?

LET'S WRITE

You visited a wonderful place during the past weekend to entertain yourself. You decide to share this experience through a descriptive paragraph in your English Club magazine to allow your schoolmates to live this moment of happiness with you. In your production,

- name the place you visited;
- describe what life looks like there;
- explain how you enjoyed your time.



VOCABULARY / GRAMMAR FOCUS



• MAKING EXCLAMATIONS

An exclamation or exclamatory sentence, also known as an exclamation sentence or an exclamative clause is a statement that expresses strong emotion. Typically, in English grammar, an exclamatory sentence ends with an exclamation mark (!), also called an exclamation point.

• Study the sentences below.

a) How beautiful the mountains are!
b) Yikes, what a terrible movie we watched tonight!
c) You had such a wonderful party!
d) Happy birthday, my friend!
e) Wow, I can't believe my eyes! I love this beach!
f) How great you did!
g) What a wonderful place to visit!

Exclamatory sentences often begin with exclamatory pronouns **"HOW"** or **"WHAT"** to emphasize the antecedent noun.
Exclamatory sentences can use interjections like **"wow", "ouch", "oh", "ah", "haha"** etc. to express a strong feeling or emotion.

Study the interjections below and their meanings.

Sh! = silence
Oh! = surprise, pleasure
Wow! = delight, admiration
Haha! = laughter
Ah! = surprise, disappointment, anger, joy
Ouch! = pain
Beurk! = disgust

Turn the declarative statements below into exclamations using "how" and "what".

Example: **a- How beautiful these mountains are!**

- What beautiful mountains!

a) These mountains are beautiful.
b) This is a lovely landscape.
c) The boy is intelligent.
d) The weather is nice.

• IDIOMS

An idiom or idiomatic expression is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase. Among idiomatic expressions stand proverbs.

Example: **Time flies when you're having fun = you don't notice how long something lasts when it's fun.**

1- The statements in column A are idiomatic expressions. Match each of them to its meaning in column B.

Example: **1- e**

IDIOMS	MEANING
1- A bird in hand is worth two in the bush.	a- It's in hardships that you know your real friends.
2- A picture is worth 1000 words.	b- Take on a project that you cannot finish.
3- Actions speak louder than words.	c- Comparing two things that cannot be compared.
4- A friend in need, a friend indeed.	d- Believe what people do and not what they say.
5- Add insult to the injury.	e- What you have is worth more than what you might have later.
6- Comparing apples to oranges	f- Better to show than tell.
7- Bite off more than you can chew.	g- To make a bad situation worse.

2- The sentences below are idioms. With your neighbour, reflect on them and try to guess their meanings.

Example: **a) People who share similar interests tend to spend time with each other.**

a) Birds of a feather flock together.
b) The travel costs an arm and a leg.
c) Don't count your chickens before they are hatched.
d) Every cloud has a silver line.
e) Kill two birds with one stone.

UNIT SUMMARY

- **SONG: "I'll Be There" by Michael Jackson**

You and I must make a pact
We must bring salvation back
Where there is love, I'll be there
(I'll be there)
I'll reach out my hand to you
I'll have faith in all you do
Just call my name and I'll be there
(I'll be there)
And oh, I'll be there to comfort you
Build my world of dreams around you
I'm so glad that I found you
I'll be there with a love that's strong
I'll be your strength, I'll keep holding on
(Holding on, holding on, holding on)
Yes I will, yes I will
Let me fill your heart with joy and laughter
Togetherness, well that's all I'm after
Whenever you need me, I'll be there
(I'll be there)
I'll be there to protect you
(Yeah baby)
With an unselfish love I respect you
Just call my name and I'll be there
(I'll be there)
And oh, I'll be there to comfort you
(I'll be there)
Build my world of dreams around you
I'm so glad that I found you
I'll be there with a love that's strong
(I'll be there)
I'll be your strength, I'll keep holding on
(Holding on, holding on, holding on)
Yes I will, yes I will
If you should ever find someone new
I know he'd better be good to you
'Cause if he doesn't, I'll be there
(I'll be there)
Don't you know, baby, yeah yeah
I'll be there, I'll be there, just call my name,
I'll be there
(I'll be there)
Just look over your shoulders, honey, ooh
I'll be there, I'll be there, whenever you need me, I'll be there
(I'll be there)
Don't you know, baby, yeah yeah
I'll be there, I'll be there, just call my name,
I'll be there
(I'll be there)
I'll be there, I'll be there

- **Review:**

1- For each word related to friendship, entertainment and love, give three (3) words of the same family based upon it.

Example: **d) loved – lover - beloved**

a) Friend:
b) Companion:
c) Entertainment:
d) Love:

2- Below are some idiomatic expressions. Select the letters that are related to friendship and write them down in your copybook.

Example: **a ; ...**

a) To bury the hatchet
b) Like father, like son
c) Birds of a feather flock together
d) Once bitten, twice shy
e) To be as thick as thieves
f) To beat around the bush
g) Like two peas in a pod
h) To blow hot and cold
i) A friend in need is a friend indeed
j) Easier said than done

3- The sentences below are about showing one's admiration. Study them and select those which are exclamative sentences.

a) The landscape is lovely.
b) This is a tiring travel.
c) What a nice city!
d) How tall are the buildings?
e) Wow! It's such a big house!
f) The movie was so cool.

4- Turn the non-exclamative sentences of Activity 3 into exclamative ones using "what" and "how".

5- Read the small paragraph below and answer the questions.

We all have friends but picking good friends is always a very difficult task. A best friend is someone with whom you feel comfortable and can easily share your thoughts and feelings. He or she is someone you trust and who trusts you in return. A best friend is someone who is there for you during good and bad times. Some qualities that people tend to look for in a best friend include loyalty, trustworthiness, supportiveness, and fun-loving nature.

Likewise, when your best friend is suffering any trouble, you will go to any extent to help your friend and make her or him happy and comfortable. The love you share with your best friend is unconditional. Your best friend is one person you will never let down. A true friendship that you share with your best friend is like a treasure, and you will always protect and cherish it.

Adapted from https://infinitylearn.com/surge/studymaterials/english/paragraph/paragraph-on-my-best-friend/

a) What is the paragraph about?
b) What is a best friend according to the paragraph?
c) List the qualities of a best friend from the text.
d) Is friendship important? What word or phrase in the text states that?

LET'S SELF-EVALUATE

- **Assessing my achievements after Unit 10.**

Yes: 3 /More or less: 2 / No: 1

Now, I can	Yes	More or less	No
talk about friendship and dating.			
discuss the importance of entertainment.			
express exclamations.			
use and understand idiomatic expressions.			
Total score			

PROJECT 5

A poster to promote dowry in your region

The American Corner is organizing a competition between the different English clubs of your region about dating in traditional societies. Your English club chooses you to draw a poster to promote dowry in your region.

- **Task**

Design a poster on the topic:

- identify the people who take part in the ceremony;
- talk about the outfits people wear during the ceremony;
- describe the important actions of the ceremony.

- **Time and resources**
  - Gather the material resources; (www.historyscills.com)
  - plan the timing and the deadlines;
  - execute the task.

- **Outcome**
  - Use the information gathered to design the poster.
  - Present your work to your teacher and your classmates.

TIME TO TEST

TEST 1

PART ONE: READING FOR COMPREHENSION (40%)

Read the text below and do all the activities that follow it.

Deforestation is the purposeful clearing of forested land. Throughout history and into modern times, forests have been razed to make space for agriculture and animal grazing and to obtain wood for fuel, manufacturing, and construction.

Deforestation has greatly altered landscapes around the world. About 2,000 years ago, 80 percent of western Europe was forested; today the figure is 34 percent. In North America, about half of the forests in the eastern part of the continent were cut down from the 1600s to the 1800s for timber and agriculture. China has lost great expanses of its forests over the past 4,000 years and now just over 20 percent of it is forested. Much of Earth's farmland was once forests.

Today, the greatest amount of deforestation is occurring in tropical rainforests, aided by extensive road construction into regions that were once almost inaccessible. Building or upgrading roads into forests makes them more accessible for exploitation. Slash-and-burn agriculture is a big contributor to deforestation in the tropics. With this agricultural method, farmers burn large swaths of forest, allowing the ash to fertilize the land for crops. The land is only fertile for a few years, however, after which the farmers move on to repeat the process elsewhere. Tropical forests are also cleared to make way for lodging, cattle ranching, and oil palm and rubber tree plantations.

Deforestation can result in more carbon dioxide being released into the atmosphere. That is because trees take in carbon dioxide from the air for photosynthesis, and carbon is locked chemically in the wood. When trees are burned, this carbon returns to the atmosphere as carbon dioxide. With fewer trees around to take in the carbon dioxide, this greenhouse gas accumulates in the atmosphere and accelerates global warming.

Deforestation also threatens the world's biodiversity. Tropical forests are home to great numbers of animal and plant species. When forests are logged or burned, it can drive many of those species to extinction. Some scientists say we are already in the midst of a mass extinction episode.

More immediately, the loss of trees from a forest can leave soil more prone to erosion. This causes the remaining plants to become more vulnerable to fire as the forest shifts from a closed, moist environment to an open, dry one.

www.education.nationalgeographic.org

A- VOCABULARY CHECK (10%)

The words in column A are from the text. Match them with their synonyms or meanings in Column B. One option in Column B is not concerned. Do like in the example.

Example: **1-l**

Column A: words from the text	Column B: synonyms or meanings
1- purposeful (L1)	a- changes
2- razed (L2)	b- middle
3- altered (L4)	c- clothing
4- expanses (L7)	d- menaces
5- swaths (L14)	e- absorb
6- ash (L14)	f- housing
7- lodging (L16)	g- cinder, residue
8- take in (L19)	h- bands
9- threatens (L23)	i- areas
10- midst (L25)	j- modified, changed
11- shifts (L28)	k- destroyed
	l- deliberate

B- COMPREHENSION CHECK (30%)

Read the text again and decide whether the following statements are true or false. Quote the lines to justify your answers. Do like in the example.

Example: **1- F (L 1)**

1- People do not clear forested lands on purpose.
2- From all times, forests have been cleared for farming, wood, and lodging.
3- Deforestation has a slight impact on landscapes.
4- About two decades ago, 80 percent of western Europe was forested.
5- In North America, about half of the forests in the western part of the continent were cut down for timber and agriculture.
6- Only twenty percent of the Chinese land is forested.
7- Deforestation in tropical rainforests is increased by extensive road construction.
8- Road construction into forests makes them more accessible for exploitation.
9- Oil palm plantations are not a reason for people to clear tropical forests.
10- Deforestation can drive many animal species to extinction.
11- Deforestation leads remaining trees to become more resistant to bushfires.

PART TWO: LANGUAGE IN USE (30%)

TASK A: The sentences below are about natural resources. Fill in the gaps with a, an, or the.

Example: **1- a**

1- Australia is ... country rich in natural resources.
2- If we continue to deplete ... Earth's natural resources, serious disasters may happen.
3- ... coastal zone is a key natural resource on which livelihoods depend.
4- Forests play ... essential role in providing food and shelter.
5- Water is ... limited and non-renewable resource.
6- ... sun provides sunlight which is a significant renewable resource.
7- The wind provides ... important and renewable energy.
8- ... over-consumption of natural resources has made them depleted over some time.
9- The Ivorian government must take ... decree to forbid farming in reserves.
10- A national reserve is ... area where animals live freely and are protected by laws.
11- ... Masai Mara National Reserve is in Kenya.

TASK B: The sentences below are about natural resources. Use prefixes to find the antonyms of the underlined words to make the sentences meaningful.

Example: **1- unprotected.**

1- National reserves must not be protected.
2- I agree with people who hunt in national reserves.
3- We like people who through rubbish in the river.
4- It is necessary to deplete natural resources.
5- Because of deforestation, remaining trees are sufficient to shelter animals.
6- It is accurate to say that deforestation does not entail soil erosion.
7- Extensive and controlled metal extraction may lead to earthquakes.
8- Extensive resource extraction may lead to measurable natural disasters.
9- Most of the timber companies are honest. They don't respect rules.
10- Most of the natural resources are replaceable. They are non-renewable.
11- Hunting in national reserves is legal.

PART THREE: WRITING (30%)

Choose only one task and do it on your paper sheet.

TASK A: On World Environment Day, you are chosen by your school English Club to write a paragraph about the importance of natural resources in order to raise your mates' awareness about environment preservation. In your piece of writing,

- name some natural resources;
- show the dangers of natural resource depletion;
- suggest some measures governments should take to preserve nature.

(Not more than 25 lines)

TASK B: An American Newspaper is organizing a contest in order to reward the best article on the topic "Humans' actions and climate change". You decide to take part in the contest. In your article,

- identify some humans' actions which lead to climate change;
- explain how climate change may increase the occurrence of natural disasters;
- suggest some behaviours humans should adopt to stop climate change.

(Not more than 25 lines)

TEST 2

PART ONE: READING FOR COMPREHENSION (40%)

Read the text below and do all the activities that follow it.

A coup after coup in the Sahel

Since 2020, there have been six coups d'état in francophone West Africa: two in Mali, two in Burkina Faso, one in Guinea and one recently in Niger. With the exception of Guinea, all of these countries are experiencing a serious security crisis.

The coups were mainly justified, among other things, by the desire of the perpetrators to improve the situation following the inability of the ousted regimes to do so. In all 3 cases, the juntas quickly succeeded in exploiting the 'anti-French sentiment' that was already widespread while also winning the support of a large part of the population. The 'anti-French sentiment' – or perhaps we should say the rejection of France's Africa policy – originated in Mali, before spreading to other countries. It is the 'failure' of international interventions, in which France held the lead, that lies at the root of what is now known as 'anti-French sentiment

Whether in Mali, Burkina Faso or Niger, the putschists understood very well that stirring up anti-French rhetoric was enough to secure popular support. As soon as they took power, the three juntas quickly took identical decisions along these lines: they cancelled military cooperation agreements, demanded the withdrawal of French troops, banned the French radio and television news channels RFI and France 24, and expelled their French ambassadors. In the case of Niger, France categorically refuses all the demands put forward by the junta under the pretext that it does not recognize its legitimacy.

Immediately after the coup was announced, the heads of state of the Economic Community of West African States (ECOWAS) met in Abuja, Nigeria – without the four military juntas that are currently excluded from the organization. A series of sanctions against Niger were adopted, including the closure of all borders between Niger and other countries, and the suspension of all commercial and financial transactions with Niger.

One might think that the recurrence of coups d'état reflects the perpetual quest for a democratic model that the countries concerned have still not been able to find since the establishment of democracy at the dawn of the 1990s.

Under the current circumstances, ECOWAS should definitely pursue the sole path of dialogue with the junta, while reconsidering its demands. The post-coup dynamics observable in Niger today mean that reinstating President Bazoum in his post simply looks utopian. On the other hand, the sanctions already imposed on Niger – with the exception of the humanitarian aspect – should help put pressure on the junta and force it to make concessions, notably on the duration and form of the transition to a civilian government.

Adapted from https://www.ips-journal.eu

C- VOCABULARY CHECK (10%)

The words in column A are from the text. Match them with their synonyms or meanings in column B. One option in column B is not concerned. Do like in the example.

Example: **1- ousted = g- forced to leave the power**

Column A: words from the text	Column B: synonyms or meaning
1- ousted (L5)	a- the fact of happening again
2- juntas (L6)	b- idealistic
3- stirring up (L12)	c- run after
4- rhetoric (L13)	d- restoring
5- withdrawal (L15)	e- beginning
6- expelled (L16)	f- speech intented to influence people
7- recurrence (L24)	g- forced to leave the power
8- dawn (L26)	h- activating
9- pursue (L27)	i- military governments that have taken power by force
10- reinstating (L29)	j- action of military force moving out of an area
11- utopian (L29)	k- forced to leave a country
	l- refusal

D- COMPREHENSION CHECK (30%)

Read the again and say whether the sentences are true (T) or false (F) . Justify your answers by indicating the lines of the text.

Example : **1-false (L2-3)**

1- Guinea is experiencing a serious security crisis.
2- The juntas in Mali, Burkina Faso and Niger are rejected by the population.
3- According to the text, Mali was the first country in West Africa to develop the 'anti-French sentiment'.
4- 'anti-French sentiment ' is the fact of rejecting French people from West African countries.
5- The putschists in Niger used the French radio and television channels to inform the population.
6- RFI and France 24 programs were interrupted in line with the 'anti-French sentiment' in Niger.
7- For the French authorities the power of the putschists in Niger is illegal.
8- ECOWAS stands for Economic Community of West American States.
9- The military juntas from Mali, Burkina Faso, Guinea and Niger were excluded from the ECOWAS meeting in Abuja.
10- Niger was immediately sanctioned by the ECOWAS members after the announcement of coup.
11- According to the text, restoring the power of the president Bazoum is not realistic.

PART TWO: LANGUAGE IN USE (30%)

TASK A: The paragraph below is about democracy in west Africa. Fill in the blanks with the words from the box.

Example : **African**

sustainable – ethnic – social – transparency – citizens – African – society – colonial – challenges – democratic - leaders

Democracy in West ...1... countries has been a dynamic and evolving process. Since gaining independence from...2... rule, many nations in the region have embraced ...3...principles and worked to establish stable democratic institutions. West Africa has witnessed both successes and...4... in its democratic journey. Elections are regularly held, providing...5... with the opportunity to choose their...6... through a democratic process. However, issues such as political instability, corruption, and...7... tensions have posed significant challenges to the consolidation of democracy in some West African countries. Despite these challenges, the region has shown resilience and a commitment to democratic values. Civil...8... organizations, the media, and international partnerships have played vital roles in promoting...9... accountability, and the rule of law. West African countries continue to strive for inclusive and...10... democracy, recognizing that it is a foundation for peace, development, and ...11...progress in the region.

TASK B: The sentences below are about political instability in africa. Choose the correct option.

Example : **yet**

1- The youth population in Africa is growing rapidly, presenting opportunities, (**and/yet /so**)unemployment rates among the youth are concerning.
2- Ethnic tensions (**and/but/so**) political corruption are key contributors to instability in many African nations
3- Regional conflicts (**so/but/and**) the proliferation of armed groups have had devastating consequences for peace and stability in Africa
4- (**Although/And/So**) Africa is home to a wide array of cultures and traditions, ethnic and religious divisions sometimes fuel conflicts and instability.
5- African leaders have made efforts to address governance issues, (**and/so/yet**) corruption remains a major obstacle to achieving long-term stability
6- Climate change poses a significant threat to Africa's stability, (**but/altough/so**)adopting sustainable practices is imperative for the continent's future.
7- (**But /Although/So**) Africa is rich in natural resources, the mismanagement of these resources has contributed to economic instability in many nations.
8- International aid has been provided to address humanitarian crises, (**so/although/ but**) poverty and inequality, persist.
9- The region is rich in natural resources, (**but/so/and**) widespread corruption has hindered economic development and exacerbated instability.
10-The political situation in many African nations remains fragile, (**yet/so/but**) regional cooperation is essential for promoting stability and peace.
11-Education systems have improved, (**and/so/but**) many African nations still face a significant youth unemployment problem.

PART THREE: WRITING (30%)

Choose only one task and do it on your paper sheet.

TASK A: A Nigerian Newspaper is organizing a competition in order to reward the best argument essay based on the following statement : ' **Anti-French sentiment is a demand for true partnership, not neo-colonianism dominance**'. You decide to participate in the competition. Write an argument essay in which you

- define briefly the concept of 'anti-French sentiment'
- explain whether you are for or against the statement ;
- support your position with relevant arguments.

(Not more than 25 lines)

TASK B: Your friend Hassan lives in Niger. In his last letter he told about his intention to participate in a violent protest organized by the anti-French movement in Niamey. Write a letter to your friend in order to dissuade him. In your letter,

- explain the difference between France's policy in Africa and French people ;
- point out the consequences of violence protests ;
- highlight the importance of non-violence protests.

(Not more than 25 lines)

TEST 3

PART ONE: READING FOR COMPREHENSION (40%)

Why should you visit Kenya? Kenya is located in East Africa. The Kenyan capital and starting point of many of our Kenya tours, Nairobi City is an increasingly modern destination, with great hotels, bars and restaurants. It's the perfect place to spend a few days before your safari. Nairobi even has its own national park. The Nairobi National Park is home to rhinos, cheetahs, lions, and giraffes.

Kenya is spectacular: the Great Rift Valley, Mighty Mount Kenya, the Masai Mara National Reserve and its stunning savannah plains, Lake Nakuru National Park, and its flock of pink flamingos, and a pristine Indian Ocean coast. Kenya's premier game reserve, the Masai Mara gets its name from the Masai tribes' people and the Mara River which divides it. It is famous for its remarkable population of games. The annual great migration of the wildebeests between August and October each year provides fascination. The Masai Mara National Reserve is perhaps most famous for its lions, though all the other members of the Big Five roam the reserve too.

Kenya is a classic American safari destination with incredible safari opportunities and many highlights. This is why we offer a range of travel styles, from adventurous overland camping trips to lodge-accommodated safaris and tailor-made Kenya packages. Whichever adventure you are after, browse the range of Kenya safari tours today.

Kenya overland camping safaris offer the most affordable and authentic way to enjoy a safari. You can travel aboard an overland truck, carrying everything you need for your adventure with you. You can cross the Rift Valley, visit the Masai Mara on some safaris, before exploring neighbouring Tanzania and beyond. Everyone in the group helps out pitching tents, cooking and cleaning on these small groups Kenya tours and you will sleep in twin tents under the stars. You will be fully escorted by a professional crew of tour including a guide. For those who prefer not to camp, we offer an accommodated upgrade. On our accommodated overland safaris, you will travel with those on the camping trip but staying in budget twin-share accommodation at the campsites, rather than in tents. If you are after something a little more luxurious in Kenya, browse our website.

Adapted from www.onthegotours.com

E- VOCABULARY CHECK (10%)

The words in column A are from the text. Match them with their synonyms or meanings in column B. One option in column B is not concerned. Do like in the example.

Example: **1- tours = trips**

Column A: words from the text	Column B: synonyms or meanings
1- tours (L2) 2- spend (L3) 3- pristine (L8) 4- game (L8) 5- wildebeests (L10) 6- roam (L12) 7- incredible (L14) 8- highlights (L15) 9- browse (L17) 10- pitching (L22) 11- accommodated (L24)	a- wildlife, animals b- lodged c- wander d- gnus, African animals looking like large antelopes e- trips f- look through, surf g- erecting, fixing in position h- unbelievable i- pass (some time) j- suitable k- original, untouched l- tourists attractions

F- COMPREHENSION CHECK (30%)

Read the text again and answer the following questions.

1- Where is Kenya situated?
2- Is there a national park in the capital city of Kenya?
3- Where can you see rhinos in Nairobi?
4- Cite three (03) tourist attractions in Kenya.
5- What is the origin of the name "Masai Mara"?
6- When does the annual great migration of the wildebeests occur?
7- What makes the fame of the Masai Mara National Reserve?
8- Which types of travel styles are offered to tourists in Kenya?
9- What is the most authentic way to enjoy a safari in Kenya?
10-Briefly describe a Kenya overland camping safari.

PART TWO: LANGUAGE IN USE (30%)

TASK A: The sentences below are about tourism. Fill in the gaps with the suitable relative pronouns from the box. Some pronouns can be used more than once.

Example: **1- who**

which – when – who – whose – where – that – whom – why

1- The tourist ..... called the police resides in this hotel.
2- The lion ..... we saw, was eating an antelope.

3- This is the American lady ..... I met during our safari in the Serengeti.
4- We visited the Masai Mara National Reserve ..... we travelled to Kenya.
5- Martins is the man ..... is wearing the blue safari suit with a white hat.
6- We went to the savannah, in a place ..... we observed some monkeys.
7- The tourist ..... camera has broken down during the tour is an American.
8- The crocodile ..... is there, is already dead.
9- Can they tell us ..... there is no tourist guide available today?
10- I need to know ..... the Masai Mara is so famous.
11- We photograph lots of animals ..... we go on a safari.

TASK B: The sentences below are about travel and tourism. Fill in the gaps with the suitable phrasal verbs from the box.

Example: **1- drops...off**

made for – check out – looking forward – look around – drops...off – check out – get around – taking off – checking in – get back – pick up

1- My brother is a taxi driver. He usually drops tourists off at the airport.
2- A guide will ... ... the tourists at the airport.
3- How do you feel when you ... ... from a safari?
4- After visiting the lakeside, we ... ... the savannah, to observe lions.
5- I am ... ... to the hotel at the moment.
6- What time does the tourist ... ... of the hotel, in the morning?
7- I can't wait to ... ... the reserve, it looks wonderful.
8- You must ... ... so that you don't miss your flight.
9- I am ... ... to visiting the Serengeti on my next holiday.
10- My wife hates ... ... when she is on a plane.
11- How did you ... ... during your safari in Tanzania?

PART THREE: WRITING (30%)

Choose only one task and do it on your paper sheet.

TASK A: On World Tourism Day, you are chosen by your school English Club to write a paragraph about the situation of the tourism industry in your country. In your writing,

- define the tourism industry;
- list some tourist attractions in your country;
- explain the importance of tourism for your country.

(Not more than 25 lines)

TASK B: The American Embassy is organizing a writing contest in order to reward the best composition on the topic "the importance of ecotourism". You decide to take part in the contest. In your writing,

- define ecotourism;
- list some ecotourism practices;
- explain how ecotourism can impact the environment and local people.

(Not more than 25 lines)

TEST 4

PART ONE: READING FOR COMPREHENSION (40%)

PART ONE: READING FOR COMPREHENSION (40%)

Read the text below and do all the activities that follow it.

WOMEN AND ADVERTISING

A 2007 report by the American Psychological Association concluded that advertising and other media images encourage girls to focus on physical appearance and sexuality, with harmful results for their emotional and physical well-being. The research project reviewed data from numerous media sources, including television, music videos and lyrics, movies, magazines, and video games. The report found that 85 percent of the sexualized images of children were of girls.

The lead author of the report, Dr. Eileen L. Zurbriggen, said, "The consequences of sexualization of girls in media today are very real and are likely to be a negative influence on girls' healthy development. We have ample evidence to conclude that sexualization has negative effects in a variety of domains, including cognitive functioning, physical and mental health, and healthy sexual development.

Three of the most common mental health problems associated with exposure to sexualized images and unrealistic body ideals are eating disorders, low self-esteem, and depression. It is estimated that 8 million Americans suffer from an eating disorder – 7 million of them women. About 20 percent of anorexics will eventually die from the disorder. According to a 2012 article, most female models would be considered anorexic according to their body mass index. Twenty years ago, the average model weighed 8 percent less than the average woman; now it is 23 percent less.

Jean Kilbourne, an author and filmmaker who holds a Ph.D. in education, has been lobbying for advertising reforms since the 1960s. She has produced four documentaries on the negative effects of advertising on women, most recently in 2010, under the Killing Us Softly. Kilbourne notes that virtually all photos of models in advertisements have been touched up, eliminating wrinkles, blemishes, extra weight, and even skin pores. She believes that we need to change the environment of advertising through public policy. Dr. Zurbriggen concludes, "As a society, we need to replace all of these sexualized images with ones showing girls in positive settings – ones that show the uniqueness and competence of girls".

Adapted from Consumption and Consumer Society by Brian Roach, Neva Goodwin, and Julie Nelson, page 22.

G- VOCABULARY CHECK (10%)

The words in column A are from the text. Match them with their synonyms or meanings in column B. One option in column B is not concerned. Do like in the example.

Example: **1-d**

Column A: words from the text	Column B: synonyms or meanings
1- report (L1) 2- focus (L2) 3- data (L4) 4- ample (L9) 5- cognitive (L10) 6- unrealistic (L13) 7- anorexics (L15) 8- average (L18) 9- lobbying (L20) 10- wrinkles (L23) 11- policy (L24)	a- people suffering from anorexia nervosa b- large c- line in the skin caused by age or fatigue d- account of certain events presented to someone. e- pub f- concentrate g- strategy h- intellectual i- information j- central tendency k- not realistic l- trying to influence in favour of a specific opinion

H- COMPREHENSION CHECK (30%)

Read the text again and give short answers to the following questions.

1- Who produced the report of 2007 about advertising and media images?
2- What did the report state?
3- Who is more influenced by advertising according to the report?
4- Has girls' sexualization positive effect on them? Justify.
5- Cite four (03) health problems associated with sexualized images.
6- How many women suffer from an eating disorder?
7- What was the conclusion of the 2012 article about disorders?
8- Who is Dr. Kilbourne?
9- What has he been doing since the 1960s?
10- What does he note about models' photos?

PART TWO: LANGUAGE IN USE (30%)

TASK A: The sentences below are about shopping. Fill in the gaps with the suitable phrasal verbs from the box. Put the verbs in the correct tense and form.

Example: **1- puts on**

bring down – pay for – put on – line up – sell out – shop around – take back – take off – pick out – look for – try on

1- It's cold outside. Ally ... ... her coat to go to the mall.
2- The shop ... ... the new hats yesterday.
3- You must ... ... the gloves before buying them.

4- The customers are invited to ... ... their wet boots before entering the shop.
5- Ian is ... ... the fashionable shirt advertised on RTL9 this morning.
6- We are ... ... to find the best item at low cost.
7- The shop assistant helps the customer ... ... a wedding dress.
8- Many clients ... ... before the boutique to buy clothes.
9- We bargain to ... ... the price of the article.
10- When the article you bought is spoilt, you can ... ... the latter to the shop.
11- Before taking the goods home, you must ... ... them first.

TASK B: The paragraph below is about advertisement. Report the sentences composing it.

Example: **1- The students reported that they were living in the age of advertisement.**

The students reported: "**1**- We are living in the age of advertisement. **2**- When we step out, we will lay eyes upon at least one advertisement in whichever form. **3**- Big traders make use of it to promote their goods and services. **4**- Advertisements help people become aware of any product or service through the use of commercial methods. **5**- Advertisement also happens to find lost people, shops, goods and more. **6**- Through this, people get to know about a nearby shop that is on sale. **7**- Nowadays, advertisements have evolved from newspapers to the Internet. **8**- As a large section of society spends a lot of time on the Internet, people are targeting their ads. **9**- A single posting on the Internet reaches millions of people within a matter of few seconds. **10**- As advertisements are everywhere, it is the main source of income generation. **11**- Moreover, the models who act in the advertisements also earn a handsome amount of money".

PART THREE: WRITING (30%)

Choose only one task and do it on your paper sheet.

TASK A: You are chosen by the English Club of your school to write a paragraph about the negative impacts of advertisements on today's youth in order to sensitize your classmates about the issue. In your piece of writing,

- define advertisement;
- state the different canals used for advertising;
- describe the consequences of advertisement.

(Not more than 25 lines)

TASK B: A British Newspaper is organizing a contest in order to reward the best article on the topic "Consumerism in your country" with a scholarship to study at Oxford. You decide to take part in the contest. Write your article in which you:

- define consumerism;
- say if your society is a consumer society;
- explain how people consume goods in your country.

(Not more than 25 lines)

TEACHING RESOURCES

UNIT 1

Audio passage 1

Tourism is one of the world's major economic sectors. It supports one in ten jobs and provides livelihoods for many millions in both developing and developed economies. It is the third-largest export category (after fuels and chemicals) and in 2019, it accounted for 7% of global trade. For some countries, it can represent over 20% of their GDP. In some Small Island Developing States, tourism has accounted for as much as 80% of exports, while it also represents important shares of national economies in both developed and developing countries. That is the reason why tourism is one of the sectors most affected by the COVID-19 pandemic, impacting economies, livelihoods, public services and opportunities on all continents. All parts of its value chain have been affected.

www.unwto.org/tourism-and-covid-19-unprecedented-economic-impacts, 03/03/2023.

Audio passage 2

Tourism brings both positive and negative impacts on tourist destinations. The economic effects of tourism include improved tax revenue and personal income, increased standards of living, and more employment opportunities. Socio-cultural impacts are associated with interactions between people with different cultural backgrounds, attitudes, and behaviors, and relationships to material goods. Environmental impacts can include degradation of habitat, vegetation, air quality, bodies of water, the water table, and wildlife; changes in natural phenomena; increased harvesting of natural resources for food supply; and indirect air and water pollution. Tourism also has impacts on local people's health. These are related to the density of tourists' arrivals, the risk of disease transmission, road accidents, higher crime levels, traffic congestion, and other stressful factors.

Adapted from en.m.wikipedia.org/wiki/Impacts_of_tourism, 03/03/2023.

Resource for the writing lesson

I will share ith you what I did on my summer vacation. It was the first time I had joined a summer camp. It was an interesting and enjoyable activity.

This camp has given me the best experiences in life. There were several other children of my age who participated in the camp. We were divided into groups and every day we used to learn something. This was the time when I discovered my hidden creative talents. I learned painting, karate, and dance. During the camp, I enjoyed participating in several competitive group activities too. Besides learning, we also played different types of sports such as badminton, volleyball, tennis, etc. The unique painting tips that I learned during the camp helped me master this art and progress in it.

Though my camp is over, I keep honing my skills to excel in this art. It is the summer camp that has ignited the passion for painting within me. I will be indebted to this wonderful experience throughout my life.

Blog.reedsy.com

Resource for the speaking lesson

You may not be conscious of just how many natural resources you use in day-to-day life. They are **central** to our ability to live and thrive and all of us consume natural resources on a daily basis, either directly or indirectly. From many of these natural resources, we can create **man-made** materials that can then be used. For example, **trees** can be turned into paper, furniture, or fuel. Oil or petroleum can be used to make fuels or plastics. **Cows** can be used to get meat, dairy products, or leather.

Globally, 60 billion tons of natural resources are used every year to provide us with the **products** and services that we use, and the average American uses about 90 kg of natural resources per day.

The majority of daily natural resource use is due to three areas:

Food and drink- this includes **agricultural** products as well as naturally occurring foods, water, and resources used to make eating implements and food packaging.

Mobility- this includes the resources used to make vehicles such as automobiles and planes, as well as the natural resources used to make fuel to power them.

Housing and infrastructure- this includes the natural resources to build houses, roads, stop signs, etc. It also includes the natural resources used to make the **energy** to heat and power these structures.

Adapted from www.impoff.com

Audio passage 1

The extraction of resources refers to the withdrawing of materials from the environment for human use, including fossil fuels (oil, gas, and coal), rocks and minerals, biomass via deforestation and fishing and hunting, and water. Since the first coal-fired steam engines of the 1700s, we continue to increase the rate at which we extract and transport resources for

use across the globe. Human innovations have also allowed us to expand where we extract resources, including miles below the Earth's surface, from the deep sea, and remote regions from the tropics to the poles. Due to the global human population and expectations of higher standards of living, we will need to continue to find sustainable and renewable resources to support modern life.

Adapted from www.ugc.berkeley.edu

Audio passage 2

The method we use to extract a resource can determine how much we disrupt a habitat. Here are four examples:

Wholesale deforestation typically fragments ecosystems, which can cause species extinctions.

Increasing the amount of pollutants and waste released into the environment potentially harms the health of humans and other species.

Mining and deforestation can destabilize soils, increase erosion, and reduce the nutrient levels in terrestrial ecosystems. Increasing erosion can also decrease water quality by increasing sediment and pollutants in rivers and streams.

Groundwater extraction in turn causes the reduction of freshwater availability, both for human consumption and for ecosystems. Groundwater extraction can also cause the sinking of land (called subsidence).

https://ugc.berkeley.edu

UNIT 3

Audio passage

Infectious diseases are disorders caused by organisms - such as bacteria, viruses, fungi, or parasites. Many organisms live in and on our bodies. They're normally harmless or even helpful. However, under certain conditions, some organisms may cause disease.

Some infectious diseases can be passed from person to person. Some are transmitted by insects or other animals. You may get others by consuming contaminated food or water or being exposed to organisms in the environment.

Signs and symptoms vary depending on the organism causing the infection but often include fever and fatigue. Mild infections may respond to rest and home remedies, while some life-threatening infections may need hospitalization.

Many infectious diseases, such as measles and chickenpox, can be prevented by vaccines. Frequent and thorough hand-washing also helps protect you from most infectious diseases.

Adapted from https://www.mayoclinic.org

UNIT 4

Audio passage

Ford Foundation hosted on the final day of the AFRICANXT 2023 event on a panel of experts at the Landmark Event Centre, Victoria Island, Lagos, Nigeria.

The Panel examined how social norms drive inequality and discrimination against women and girls and people with disabilities leading to gender-based violence.

Baruwa, a gender and development practitioner leading work on ending violence against women and girls on the West African front for the Ford Foundation, said in her opening remarks that the session was to interrogate "the influence of negative gender social norms and cultural practices on how women and girls are viewed in the society. It would also help us create a space to discuss and develop an understanding of how culture itself, religion, and even colonial norms help to place women in subordinate positions."

One of the panelists, the Director of Programmes for WARDC, Ms Emmanuela Azu, said most forms of violations particularly against women and girls were man-made cultural practices infused into religion as well, for validation.

She said that one of the approaches by her organization WARDC is to approach traditional custodians who influence communities to make them understand the implications of certain acts so they can sensitize the people by themselves to reduce the incidents of GBV. According to her, the effort to end GBV is a collective one that must involve traditional rulers, political stakeholders, law enforcement agents, and many others.

Adapted from guardiannewspaperfebruary2023

UNIT 5

Listening passage

Nairobi: Kenya has a law against **domestic violence**, but implementation is difficult.

Kenya's **current** law against **wife-beating** was prompted some years ago by a particularly dramatic incident of a common problem - one that is not unusual across Africa. In December 1998 a Kenyan police officer, Felix Nthiwa Munayo, got home late and demanded meat for his dinner. There was none in the house. **Enraged**, he beat his wife, Betty Kavata. **Paralyzed** and brain-damaged, Ms. Kavata died five months later, on her 28th birthday.

But unlike many such cases, Ms. Kavata's death did not pass in silence. The Kenyan media covered the story extensively. Images of the fatally **injured** woman and news of her death generated nationwide debate on domestic violence. There followed five years of protests, demonstrations, and lobbying by non-governmental organizations (NGOs), as well as by **outraged** men and parliamentarians. Finally, the government passed a family protection bill.

https://www.un.org

UNIT 6

Listening passages

Activity 1, 2 and 3 passages

There's no doubt that the ability to sell online has made some businesses profitable and viable. Like all the other business models, e-commerce has its pros and cons. It's essential to get a proper handle on the pros and cons so individuals can be informed when making strategic decisions.

Even nowadays, sometime after the so-called 'Internet revolution', e-commerce remains a relatively new, emerging, and constantly evolving business management and information technology area.

Audio passage 1 Audio passage 2 Audio passage 3 Audio passage 4

Activity 4 passage

E-commerce offers many benefits. Orders can be placed from everywhere at any time. There is always detailed product information offered. It also helps in the elimination of operating costs, and customers can be retargeted.

There are some drawbacks people face when evolving in the sphere of e-commerce. You can run the following risks:

- There is no guarantee for the quality of products;
- There is always a concern with security issues;
- There a lack of personal touch before purchasing an article;
- It doesn't give the luxury of trying on articles before buying them.

Adapted from https://www.aplustopper.com/advantages-and-disadvantages-of-e-commerce/

UNIT 7

Listening passage

Democracy is the government of the people, by and for the people. In general, democracy refers to a system in which people choose their leaders.

A fundamental principle of democracy is political equality.

The basic principles of democracy are as follows:

Citizen Participation: Public participation in politics is one of the most basic indicators of democracy. The primary function of citizens in a democracy is participation.

Equality: Democratic cultures emphasize the idea of equality for all. To be considered equal, a person must be treated equally, have equal access to opportunities, and be free from prejudice based on color, religion, ethnicity, gender, or sexual orientation

Political Tolerance: Political tolerance is a characteristic of a democratic society. This means that even though democracy is a form of majority rule, the rights of minorities must be upheld.

Accountability: Both elected and appointed officials must answer to the people in a democracy. They take responsibility for their actions.

Transparency: The public should be aware of what is happening in the country to hold the government accountable. This is what government transparency means. A transparent government invites citizens to participate in public meetings.

Adapted from https://byjusexamprep.com

UNIT 8

Listening passage

The **"UDU" drum** originated from the Igbo people of Nigeria. Unlike other **percussion instruments**, the "UDU" drum was invented and developed by the women of the Igbo people from clay pots. In fact, "UDU" means pot in Igbo. These **clay pots** are used to carry and store water from the river to their homes. Although the "UDU" looks like an **exotic instrument**, the "UDU" is a big part of the Igbo's way of life. You will find a lot of these pots **littered** in their homes. The "UDU" is also used to store grain and other cultivated foods.

The "UDU" is a good nesting place for Bee colonies, which then become a source of honey for the Igbo farmers.

The function of "UDU" as a household item and as a percussion instrument is not a coincidence, especially in traditional cultures. The "UDU" was used for women's **ceremonies** and **rites**. Eventually, the "UDU" drum evolved into a percussion instrument in Christian churches in Africa and around the world. "UDU" drum is also used in reggae **bands**, African pop music, percussion musicals, and acoustic performances.

The "UDU" drum has a unique property that allows it to produce a wide range of different sounds. A typical "UDU" drum has a small hole to gather the air that carries the sound. The "UDU" drum is used to play bass beats with vibrating tones.

https://www.x8drums.com

UNIT 9

Listening passage

It is human psychology to believe in things that we read, hear, and see over and over. With advertisements, brands also earn consumers' trust. We generally relate to testimonial advertisements or advertisements in which someone like us is portrayed and we see them using the product. This visual and audio depiction of the usage and benefits of the product entices us and, in the end, helps us build trust and confidence in the company and its product. Testimonial advertisements are generally used by pharmaceutical companies. It is also observed that, though the world is moving towards the digital era, people still trust the traditional channels of advertising more. By traditional channels of advertising, we mean the news channels, newspaper articles, magazine articles, and radio. Sensodyne toothpaste, for example, shows a variety of consumers who support the brand and the product because it has helped them overcome their sensitivity issues. The brand depicts positive consumer testimonials in its advertisement.

Adapted from https://www.tutorialspoint.com

Listening passage

Why is Entertainment Important in Our Lives?

Entertainment has always been an integral part of life. It breathes oxygen into life when it seems bleak due to hectic schedules or unbearable responsibilities. Entertaining activities can refresh your mind and preserve your mental health as well as emotional well-being. It will bring happiness into your life. Therefore, entertainment can be beneficial in many ways. Here are the top 5 Reasons Why Entertainment is Important in Our Life

1. Relieve Stress

Entertainment can distract you from the stress-causing factors in your life. Your body releases endorphins when you participate in entertaining or fun activities. This chemical is known to relieve stress and pain. Therefore, entertainment can bring a degree of happiness into your life.

2. Promotes Productivity

You will have more energy to work if you take one or two short breaks, as you can have an active body when the mind is relaxed. You can do something that is enjoyable during these breaks to refuel your energy tank and get back to the task at hand.

3. Develops Self-Esteem

You can achieve bigger goals when you are more productive and will notice an improvement in your self-esteem. Also, if you enjoy time with your family members or friends, this sense of closeness will improve your confidence and self-esteem. You can depend on good friends and family members to encourage you to keep moving forward in life.

4. Develops Friendships

You can have more friends when you participate in activities, such as sports, music, drama, dance, etc. This improves social communication as well as team-building skills. You will also experience less social anxiety, as you have to interact and work with different types of people.

5. Makes Learning Fun

You can also learn through creative or enjoyable activities. Education and entertainment intersect frequently. Many scientific studies have confirmed that children learn faster when educational toys and games are used for teaching. Teachers often use Jigsaw puzzles, Legos, chess, abacus, sports or physical education for learning.

Adapted from https://divineyouwellness.com/blog/why-is-entertainment-important-in-our-life/

WORDLIST

A

Abroad (loc. exp.) : à l'étranger
Accomodation (noun) : hébergement
Accountability (noun) : responsabilité
Acquaintance (noun) : connaissance ; personne familière
Acquainted with (expr.) : familier avec
Accuracy (noun) : précision
Advertisement (noun) : publicité
Afforestation (noun) : boisement
Aim (noun) : objectif
Array (noun) : étalage
Arson (noun): incendie volontaire
Asset (noun) : atout
Awareness (noun) : conscience ; attention

A

B

Background (noun): contexte
Ballot (noun): bulletin de vote
Bargain (verb): négocier
Beading (noun): collier
Behaviour (noun): comportement
Belief (noun) : croyance
Belong (verb) : appartenir
Bias (noun): préjugé
Bill (noun) ; facture
Billion (number) : milliard
Boil down (verb): se réduire
Bondage (noun) : esclavage
Bone (noun): os
Both (adv): les deux
Bother (verb): ennuyer
Boulder (noun) : rocher
Breast (noun): sein
Bride (noun): mariée
Broadcasting (noun): radiodiffusion
Burden (noun) : fardeau
Burial (noun): enterrement
Buried (adj.): enterré(e)
Busy (adj.): occupé(e)

B

C

Cast (verb): jeter
Chest (noun): poitrine
Childhood (noun): enfance
Citizen (noun): citoyen
Clay (noun): argile
Cloaked (adj.): envelope(e)
Compelled (adj.): obligé(e); forcé(e)
Compulsory (adj.): obligatoire
Cough (noun): toux
Crowd (noun): foule
Crowded (adj.) : peuplé(e)
Customer (noun): client ; acheteur

C

D

Dating (noun): sortir ensemble; finaçailles
Deadly (adj.): mortel
Deity (noun): dieu
Depleted (adj.): épuisé
Discrepancy (noun): contradiction
Drop (verb) : tomber
Drought (noun) : sécheresse

D

E

Earthquake (noun) : tremblement de terre
Ecotourism (noun) : écotourisme, tourisme centré sur la découverte de la nature, dans le respect de l'environnement et des populations locales
Elbow (noun) : coude
Enable (verb) : permettre
Encryption (noun) : cryptage
Endeavour (verb) : essayer de faire
Enhance (verb) : augmenter ; élever
Entice (verb) : attirer

F

Fad (noun): mode
Fellow (noun): camarade, compagnon
Fend for (verb): se débrouiller pour
Fingerprint (noun) : emprunte
Flood (noun): inundation
Focus (verb) : se concentrer
Foster (verb) : favoriser
Framework (noun): cadre
Fuel (noun) : carburant
Fungi (noun): champignon; moisissure
Furthermore (prep.): en outre; en plus

G

Gather (verb) : rassembler
Gauge (verb) : jauger ; mesurer
Gender-based violence (loc.) : violence basée sur le genre
Goal (noun) : but ; objectif
Greenhouse gas (noun): gaz à effet de serre
Growth (noun) : croissance
Guilty (adj.) : coupable

H

Hardship (noun) : difficulté
Harmful (adj.) : nuisible ; nocif(ve)
Harsh (adj.) : difficile
Harvester (noun): moissonneur
Hatch (verb) : éclore
Hate (verb) : haïr
Haul (verb) : transporter
Hazard (noun): danger
Headgear (noun): coiffure
Heading (noun) : titre
Hidden (adj.): cache(e)
Hide (verb): cacher
Highlight (verb): surligner ; mettre en lumière
Hiking (noun): randonnée
Hone (verb): aiguiser
Hosted (adj.) : accueilli
Hub (noun): plaque tournante
Hurricane (noun): ouragan
Hurtful (adj.) : nuisible

I

Ignite (verb) : enflammer
Impetus (noun): élan
Implement (noun): outil; materiel
Implement (verb): mettre en place
Indebted (adj.): redevable
Indoor (adv.): intérieur
Injury (noun): blessure
Inquire (verb): demander; s'informer

J

Jabber (verb) : jacasser

K

Kidney (noun) : rein

K

L

Labour (noun) : travail
Landscape (noun): paysage
Leak (verb): fuiter, couler
Leather (noun): cuir
Legacy (noun) : héritage
Lifelong (adj.) : de toute une vie
Likewise (adv.) : également
Litter (noun) : saletés, ordures
Livelihood (noun): moyens d'existence
Livestock (noun): bétail
Load (verb) : charger
Lodging (noun) : hébergement
Lower (verb) : diminuer

L

M

Malevolent (adj.) : malvoyant
Mankind (noun): humanité
Master (verb) : maîtriser
Matter (verb) : compter; avoir de l'importance
Matter (noun) : problème
Misleading (adj.) : trompeur
Mist (noun) : brouillard
Misuse (noun): mauvais usage
Mood (noun): humeur
Morrow (noun): matin
Mourning (noun): deuil
Mushroom (noun) : champignon

M

N

Narrowed (adj.) : retréci(e)
Neighbourhood (noun): voisinage
Network (noun): reseau
None (adv.): aucun(e)
Nowadays (adv.): aujourd'hui
Numbness (noun): engourdissement

N

O

Online (adv.): en ligne; connecté(e)
Orphanhood (noun): orphelinat
Outbreak (noun): déclenchement
Outcome (noun) : résultat
Outdoor (adv.) : en plein air
Outline (verb) : entourer
Outstanding (adj.): impressionnant
Overnight (adv.) : pendant la nuit
Overweight (noun): surpoids
Overwhelmed (adj.): sumergé(e)
Owner (noun) : propriétaire

O

P

Pace (noun) : rythme
Pain (noun) : douleur
Paramount (adj.) : primordial(e)
Peer (noun) : pair ; ami
Polling station (exp.) : lieu de vote
Prompt (verb) : inciter
Proof (noun) : preuve
Purchase (noun) : achat

P

Q

Query (noun) : question
Quote (noun) : citation

Q

R

Rape (noun) : viol
Rather (adv.) : plutôt
Recipient (noun) : bénéficiaire
Reliable (adj.) : sûr(e) ; de confiance
Reliability (noun) : fiabilité
Rely on (ver) : compter sur
Remote (adj.) : éloigné
Remotely (adv.) : lointain
Renter (noun) : locataire ; loueur
Require 'verb): demander; exiger
Rise (noun) : montée
Roam (verb) : errer
Robbery (noun): vol
Root (noun): racine
Roughly (adv.): grossièrement
Rush (verb) : se précipiter; accourir

R

S

Safely (adv.) : sans risque
Sake (noun) : cause, intérêt, amour
Sales (noun) : ventes
Scalability (noun) : évolutivité
Scale (noun) : échelle
Scam (noun) : arnaque
Schedule (noun) : programme ; agenda
Scholar (noun): érudit; intellectuel
Scourge (noun): fléau
Seedling (noun): semis
Seek (verb) : chercher
Seize (verb) : saisir
Serfdom (noun) : servitude
Shade (noun): ombre
Share (verb) : partager
Sheet (noun): feuille
Shelter (noun): abri
Shift (noun) : changement
Shortage (noun) : manque
Showplace (noun): construction ou attraction touristique
Shrouded (adj.): envelope(e)
Sightseeing (noun) : tourisme
Sightseer (noun) touriste

S

T

Target (noun): cible ; objectif
Telecommuting (noun) : télétravail
Testimonial (noun): témoignage
Thoroughly (noun): profondement
Though (conj.) : bien que ; malgré
Threat (noun): menace
Thrive (verb) : prospérer
Trail (noun): sentier
Trekking (noun) : randonnée pédestre ; promenade à pied
Trust (verb) : faire confiance
Trustworthiness (noun) : fiabilité
Trustworthy (adj.) : digne de confiance
Truthfulness (noun) : véracité

T

Smooth (adj.): lisse
Sneeze (verb) : éternuer
Soar (adj.) : douloureux
Sole (adj.) : seul
Span (verb): couvrir, s'étendre
Spread (noun) : propagation
Stakeholder (noun) : partie prenante
Steps (noun) : étapes
Straw (noun): paille
Strengthen (verb): renforcer
Subset (noun) : sous-ensemble
Suburb (noun) : banlieue
Suitable (noun) : convenable
Survey (noun) : enquête
Sustainability (noun): durabilité
Sustainable (adj.): durable ; viable

S

U

Upcoming (adj.) : prochain
Unknown (adj.) : inconnu
Unless (conj.): à moins que
Unwanted (adj.): indésiré(e); non-voulu(e)
Update (noun) : mise à jour
Upset (verb) : contrarier

U

V

Venue (noun) : lieu ; place
Vested (adj.) : acquis(e)

V

W

Wardrobe (noun): penderie
Warn (verb): mettre en garde
Waste (noun): gaspillage
Watchdog (noun) : chien de garde
Wealth (noun): richesse; fortune
Wealthy (adj.): riche; fortune(e)
Weapon (adj.) : arme
Weird (adj.): bizarre
Whilst (prep.) : pendant que
Whistleblower (noun): lanceur d'alerte
Weaving (noun): tissage
Widely (adv.) : largement
Widespread (adj.): répandu(e)
Wildlife (adj.) : sauvage
Withdrawing (noun) : extraction
Witness (verb): temoigner
Workshop (noun): atelier
Wound (noun): blessure
Wrongdoing (noun): méfait

W

X

X

Y

Youth (noun) : jeunesse

Y

Z

Z

ENGLISH PRETERIT LIST

I- THE SAME FORMS

INFINITIVE	PRETERIT / SIMPLE PAST	PAST PARTICIPLE	FRENCH
bet	bet	bet	parier
bid	bid	bid	offrir
broadcast	broadcast	broadcast	diffuser / émettre
burst	burst	burst	éclater
cast	cast	cast	jeter / distribuer (rôles
cost	cost	cost	coûter
cut	cut	cut	couper
forecast	forecast	forecast	prévoir
hit	hit	hit	taper
hurt	hurt	hurt	blesser
let	let	let	permettre
quit	quit	quit	quitter
put	put	put	mettre ; poser
read	read	read	lire
rid	rid	rid	débarrasser
set	set	set	fixer
shut	shut	shut	fermer
spit	spit / spat	spit / spat	cracher
split	split	split	fendre
spread	spread	spread	étaler / se répandre
sweat	sweat / sweated	sweat / sweated	suer
upset	upset	upset	renverser
wet	wet	wet	mouiller

II- THE SAME PRETERIT AND PAST PARTICIPLE

INFINITIVE	PRETERIT / SIMPLE PAST	PAST PARTICIPLE	FRENCH
bend	bent	bent	courber
bind	bound	bound	lier
bleed	bled	bled	saigner
bring	brought	brought	apporter
build	built	built	construire
burn	burnt	burnt	brûler
buy	bought	bought	acheter
catch	caught	caught	attraper
deal	dealt	dealt	distribuer
dig	dug	dug	creuser
dream	dreamt	dreamt	rêver
feed	fed	fed	nourrir
feel	felt	felt	ressentir
fight	fought	fought	se battre
find	found	found	trouver
flee	fled	fled	s'enfuir
get	got	got	obtenir
grind	ground	ground	moudre / opprimer
hang	hung	hung	pendre
have	had	had	avoir
hear	heard	heard	entendre
hold	held	held	tenir
keep	kept	kept	garder
kneel	knelt	knelt	s'agenouiller
lay	laid	laid	poser à plat / étendre
lead	led	led	mener
lean	leant / leaned	leant / leaned	s'incliner / se pencher
learn	learned / learnt	learned / learnt	apprendre
leap	leapt / leaped	leapt / leaped	sauter / bondir
leave	left	left	laisser / partir
lend	lent	lent	prêter
light	lit	lit	allumer
lose	lost	lost	perdre
make	made	made	fabriquer / faire
mean	meant	meant	signifier
meet	met	met	rencontrer
pay	paid	paid	payer
relay	relaid	relaid	relayer
say	said	said	dire

seek	sought	sought	chercher
sell	sold	sold	vendre
send	sent	sent	envoyer
shine	shone	shone	briller
shoe	shod	shod	chausser
shoot	shot	shot	tirer
sink	sank	sunk	couler / s'enfoncer
sit	sat	sat	être assis
sleep	slept	slept	dormir
slide	slid	slid	glisser
smell	smelt	smelt	sentir (odorat)
speed	sped	sped	aller vite
spell	spelt	spelt	épeler
spend	spent	spent	passer / dépenser
spoil	spoilt	spoilt	gâter
stand	stood	stood	être débout
stick	stuck	stuck	coller
sting	stung	stung	piquer
strike	struck	struck	frapper
sweep	swept	swept	balayer
swing	swung	swung	se balancer
teach	taught	taught	enseigner
tell	told	told	dire / raconter
think	thought	thought	penser
understand	understood	understood	comprendre
win	won	won	gagner
wind	wound	wound	enrouler
withhold	withheld	withheld	retenir

III- THREE DIFFERENT FORMS

INFINITIVE	PRETERIT / SIMPLE PAST	PAST PARTICIPLE	FRENCH
arise	arose	arisen	se lever / survenir
awake	awoke	awoken	se réveiller
be	was / were	been	être
begin	began	begun	commencer
bite	bit	bitten	mordre
blow	blew	blown	souffler / gonfler
break	broke	broken	
choose	chose	chosen	choisir
do	did	done	faire

draw	drew	drawn	dessiner
drink	drank	drunk	boire
drive	drove	driven	conduire
eat	ate	eaten	manger
fall	fell	fallen	tomber
fly	flew	flown	voler (en avion)
forbid	forbade	forbidden	interdire
forgive	forgave	forgiven	pardonner
freeze	froze	frozen	geler
give	gave	given	donner
go	went	gone	aller
grow	grew	grown	pousser / grandir
hide	hid	hidden	cacher
lie	lay	lain	s'allonger
prove	proved	proven	prouver
ride	rode	ridden	monter (à cheval ; vélo)
ring	rang	rung	sonner / téléphoner
rise	rose	risen	lever
sew	sewed	sewn	coudre
show	showed	shown	montrer
sing	sang	sung	chanter
slay	slew	slain	tuer
spring	sprang	sprung	jaillir / surgir
steal	stole	stolen	voler / dérober
stink	stank	stunk	puer
strive	strove	striven	s'efforcer
swear	swore	sworn	jurer
swim	swam	swum	nager
take	took	taken	prendre
tear	tore	torn	déchirer
throw	threw	thrown	jeter
wake	woke	woken	veiller / être éveillé
wear	wore	worn	porter (avoir sur soi)
write	wrote	written	écrire

MAQUETTE : ALEXANDRE N'DRI
MISE EN PAGES : JOACHIM N'DRI
COUVERTURE : ALEXANDRE N'DRI
ILLUSTRATEUR : CML

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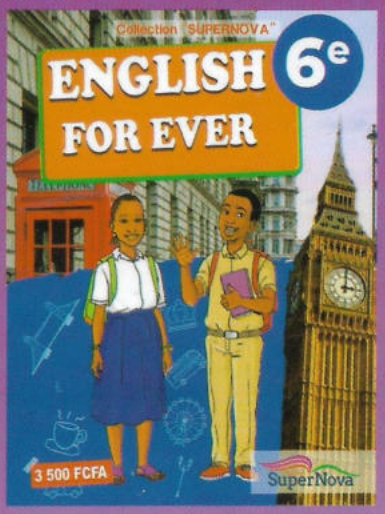
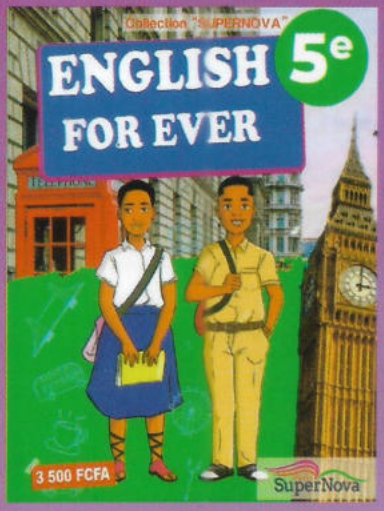
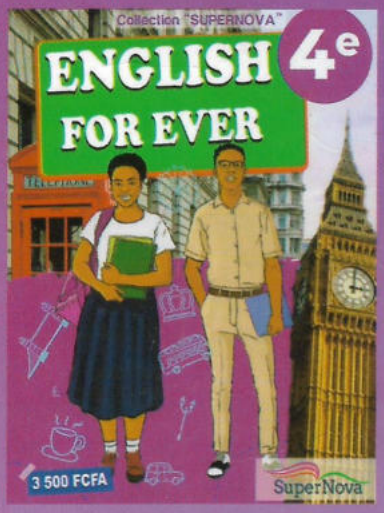
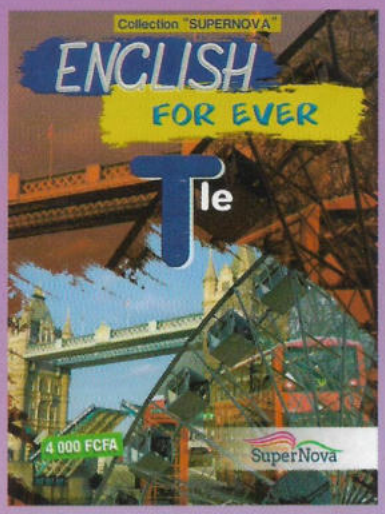
DANS LA MÊME COLLECTION











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