Collection "SUPERNOVA"

ENGLISH FOR EVER

3e



4 000 FCFA

Editions SuperNova

Collection "Supernova"

ENGLISH For Ever

3ÈME

AUTEURS

- KOMENAN Koffi, Inspecteur Pédagogique Principal
- GOUEDE Aimé, Inspecteur Pédagogique Principal
- AKPA Diébrey Charles, Professeur de lycée
- DIBY Koffi Samuel, Professeur de lycée

Editions SuperNova
L'innovation au service de la qualité

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MAQUETTE & MISE EN PAGE :

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N'DRI N'GUESSAN ALEXANDRE

N'DRI JOACHIM

BAGATÉ AFFOUSSIATA MARIE

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www.editionsupernova.com
E-mail : info@editionsupernova.co
Contact : +225 057 457 9999

à la

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'Etat Ivoirien a opté, depuis 2013 jusqu'à nos jours, pour l'enseignement par l'Approche Par les Compétences (APC). Cette méthode d'enseignement, bien que dérivée de la Formation Par Compétence (FPC), a une spécificité : elle commence obligatoirement par une situation d'apprentissage et se termine impérativement par une situation d'évaluation. Il est clair que l'élaboration de ces deux (2) parties essentielles représente une difficulté majeure pour bon nombre d'enseignants. C'est la raison pour laquelle nous proposons aux utilisateurs un manuel simple à utiliser et respectant la démarche APC ; ceci, en vue d'aider à l'amélioration des résultats scolaires.

A LA DECOUVERTE DE LA COLLECTION

Les manuels de la collection "ENGLISH For Ever" accompagnent les élèves dans l'apprentissage de l'Anglais de la 6^{e} à la 3^{e}. En parfaite adéquation avec les Programmes Educatifs et techniques pédagogiques disciplinaires, ils leur permettent d'acquérir et de développer progressivement leurs compétences linguistiques, tout en les préparant efficacement à l'examen du BEPC. A cet effet, ils offrent aux élèves une large diversité de textes, de dialogues et d'images sur des thèmes variés et d'actualité. Ces manuels sont conçus dans un design attrayant destiné à constituer une source de motivation supplémentaire à l'apprentissage de l'Anglais.
Les manuels de la 6^{e} à la 3^{e} sont composés de huit (08) unités constituées de trois (03) leçons chacune. Chaque leçon est divisée en trois (03) séances et comporte une situation d'apprentissage, des contenus d'enseignements, des exercices d'application, des exercices de consolidation et une situation d'évaluation. L'élève y trouvera une page ludique contenant des chants, des poèmes et des jeux en fin d'unité.

DESCRIPTION DES COMPOSANTES DE CHAQUE UNITÉ

- SKILL : la compétence linguistique développée dans l'unité
- UNIT : le thème de l'unité
- LESSON : le titre de la leçon
- LEARNING CONTEXT : un exemple de situation d'apprentissage par leçon, plaçant les élèves devant une situation de la vie réelle dans laquelle ils auront besoin d'utiliser les habiletés à installer.

Une case comportant le thème du vocabulaire, les fonctions langagières et les structures à étudier dans toute la leçon.
Une image, un texte ou un dialogue d'illustration de la leçon

- SESSION : le numéro de la séance de la leçon

Un tableau des contenus présentant les mots de vocabulaire, les fonctions langagières et les structures à étudier dans la séance.

- Time to learn : Phase d'installation des habiletés
  - Look, listen and repeat : des images, textes ou dialogues illustrant les mots de vocabulaire à étudier.
  - Listen and repeat : des phrases, des dialogues, de brefs textes illustrant la ou les structures grammaticales à étudier, en relation avec la fonction langagière.
- Time to practise : phase d'exercices d'application de vocabulaire et de grammaire destinés à verifier les acquis.
- Time to extend : phase d'exercices d'approfondissement en vocabulaire et grammaire correspondant au renforcement des connaissances acquises.

- MY OWN NOTEBOOK : un carnet de notes se situant à la fin des séances 1 et 2 et comportant soit un petit lexique et/ou des expressions en rapport avec le thème de la leçon, soit des expressions couramment utilisées en classe.
- COMMUNICATION ACTIVITY : une situation d'évaluation à la troisième séance, pour amener les apprenants à utiliser ce qu'ils ont appris au cours des deux premières séances de la leçon, dans une situation réelle de la vie courante.
- UNIT SUMMARY : à la fin de chaque unité, phase contenant un jeu, des exercices de consolidation portant sur toute l'unité, ainsi qu'un tableau et des indices permettant aux élèves de s'auto-évaluer. L'élève y trouvera aussi des chants et poèmes qui lui permettront de prendre plaisir à l'apprentissage de la langue.
- TIME TO TEST : Cette rubrique se trouve à la fin du livre. Elle comporte quatre (04) sujets de type BEPC qui visent à mieux préparer les apprenants (futurs candidats) à l'épreuve écrite de l'Anglais au BEPC et à les familiariser au canevas de ladite épreuve. Ces épreuves sont également suivies de quelques conseils et questions usuelles généralement posées lors de l'épreuve orale.

AUX PARENTS

Vos enfants sont des cadeaux inestimables. Personne ne les connaît mieux que vous. Personne ne profitera mieux que vous de leur réussite. Il convient de vous exhorter à aider vos enfants dans leur apprentissage en vous intéressant à leur travail, en les félicitant quand ils font bien et surtout en collaborant avec leurs enseignants. 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 bien fait. 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. Comme on le dit en anglais, "Practice makes perfect". Alors, faites toutes les activités, pratiquez les dialogues. Faites fi de la honte. Pensez à trouver un dictionnaire, un petit carnet de notes pour toujours noter de nouveaux mots. À cœur vaillant, rien d'impossible. Vous y arriverez donc si vous vous exercez régulièrement.

AUX ENSEIGNANTS

Chers collègues, il n'est pas donné à tous de devenir Enseignant, car c'est un métier contraignant mais noble. La noblesse de votre métier réside dans l'acquisition de la compétence. Et vous ne deviendrez compétents qu'en travaillant. Pour vous aider à mener à bien votre mission, vous avez ce manuel accompagné d'un guide de l'enseignant. Vous pouvez vous en servir pour enrichir vos fiches de leçons. N'oubliez pas qu'en APC, l'enseignant n'est pas le seul détenteur du savoir et que les apprenants doivent être au centre du processus d'enseignement-apprentissage. Faites donc l'effort de développer en eux les quatre (4) habiletés linguistiques que sont l'expression orale (Speaking), l'expression écrite (Writing), l'écoute (Listening) et la lecture (Reading) ; ce faisant, les objectifs de l'enseignement de l'anglais en Côte d'Ivoire pourrait être atteints.

LES AUTEURS

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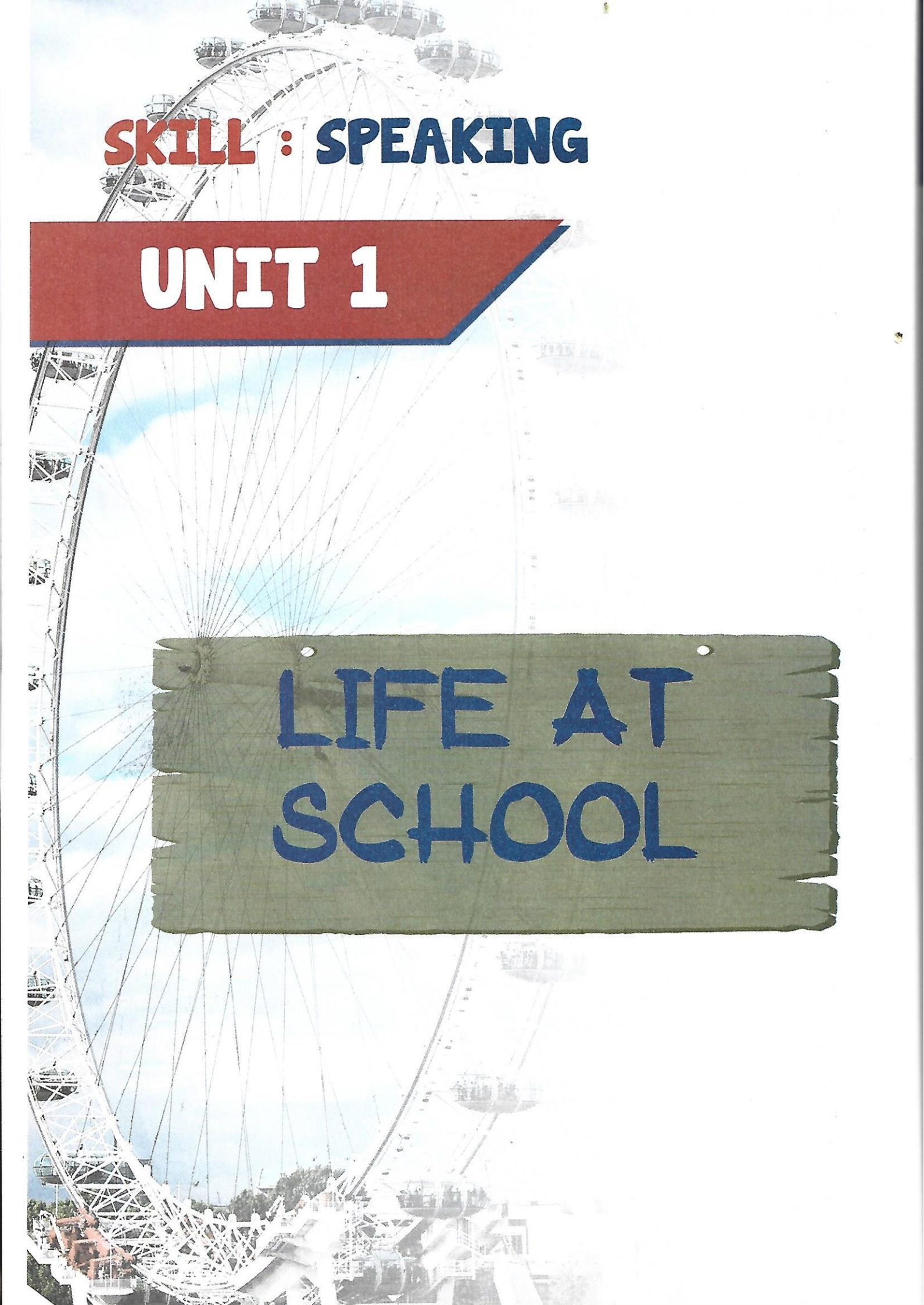
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			Expressing past actions	A : What did you do during the holidays ? B : I visited my grandparents.	
	Lesson 2 : My school memories	Vocabulary related to school memories	Expressing past habits (1)	A : What did top up students use to do ? B : They used to bully newcomers.	17
			Expressing past habits (2)	A : What would you do during break ? B : We would play marbles.	
	Lesson 3 : Work at school	Vocabulary related to school performance	Expressing conditions (1)	If I pass my exam, I will receive a reward.	25
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		Using gerunds after prepositions	A mouse is a device for moving the cursor around the screen.	
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		Expressing alternatives	You can either call your dad or send him a message	
Lesson 3 : The magic of internet	Vocabulary related to the internet	Asking and answering Yes / No questions	A : Do you have a cellphone ? B : Yes, I do. / No, I don't.	205
		Using Wh-questions	What do you use the internet for ?	





SKILL : SPEAKING

UNIT 1

LIFE AT SCHOOL

LESSON 1 WHAT DID YOU DO LAST HOLIDAYS?

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The students of 3è 4 from Lycée Moderne Bondoukou are back from the long vacations. They talk about their holidays in order to share their holidays' experiences with their mates during an english club meeting.

Vocabulary related to holidays memories

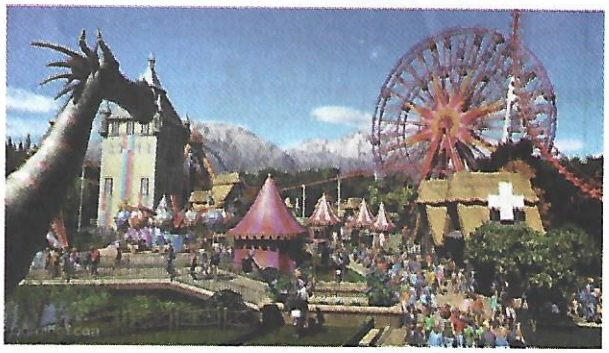
Language function focus

- Expressing past actions

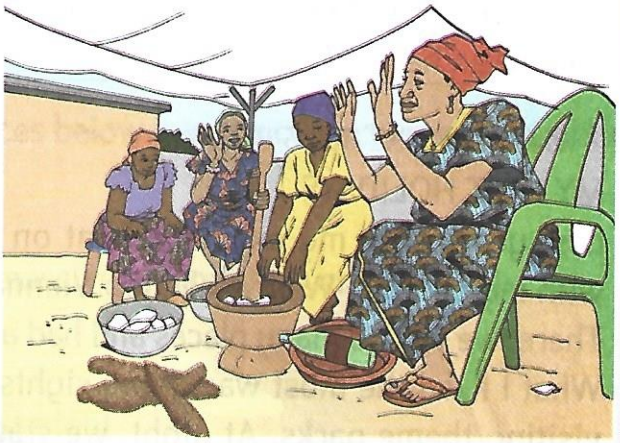
Everyday English

I like visiting tourist places.

Penawa: Welcome back from holidays. Where did you go?
Lokossué: I went to Dubai with my parents.
Penawa: Wow Dubai! What was it like there?
Lokossué: It was great! I would say it was unforgettable. I enjoyed my stay there a lot.
Penawa: What interesting things did you do there?
Lokossué: We visited a theme park, we went to the beach and dance parties. What about you? Did you like your holidays?
Penawa: Yes, I did. I went to my village to visit my relatives.
Lokossué: To the village? I have never been to my village. What did you do there?
Penawa: I accompanied my grandparents to the farm. We worked on the farms, and since it was the harvest, we collected yams.
Lokossué: Humm, interesting!
Penawa: It is not all, we celebrated the yam festival. It was a great event. People danced a lot.
Lokossue: You really enjoyed life! I am jealous.



A theme park



New yam festival in Sakassou

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Unforgettable; To travel; To go sightseeing; A theme park; To go on holidays; To go to the beach; to have fun; Dance party	Expressing past actions	A: How **were** your last holidays? B: They **were** unforgettable. -I **had** a lot of fun.

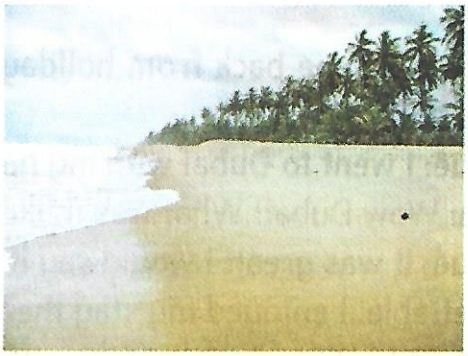
TIME TO LEARN

- LOOK, LISTEN AND REPEAT

A) LOOK AT THE PICTURES AND READ THE CAPTIONS BELOW THEM



Magic Kingdom park is a theme park at Walt Disney World Resort featuring classic attractions, fireworks, musical parades and Disney Characters.



Bassam beach in Côte d'Ivoire

B)STUDY THE BLOG BELOW

MY LAST HOLIDAYS

Last year, after my exams, I went on vacations with my parents. We travelled to Vienna, Austria. There, we visited many places and had a lot of fun. What I liked the most was going sightseeing and visiting theme parks. At night, we stayed at the hotel and had some dance parties. My last holidays were really unforgettable. I will work hard again this year for my parents to travel with me.



Vienna nightlife

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1 : Fill in the gaps with the appropriate words or expressions from the box below to obtain appropriate sentences about holidays. Do like this: 1-go to the beach

unforgettable - go sightseeing -theme parks - go to the beach - dance parties

1- It is so hot here that I have to ....for fresh air.
2- My last holidays were .... I have never spent such good time.
3- Disneyland in Paris is one of the most famous .... in the world.
4- You like swimming parties, but I prefer to go to ....
5- Tourists like to .... . They are always curious.

Activity 2 : Put the verbs in brackets in the sentences below into the correct tenses. Number 1 is an example.

Example : 1- grew

1- The Sahara desert (to grow) early due to the massive exploitation of the forests.
2- I (to see) a movie yesterday.
3- Last year, I (to go) to Japan.
4- I (have) dinner with the Nobel prize winner last night.
6- In her speech last Monday, she (not to pay) tribute to the former Minister.

TIME TO EXTEND

The passage below is a dialogue you had with your friend after the holidays. Complete your parts by asking questions, then you will practise it with your neighbour.

Example: 1. You: Where did you go during the vacation?

You: (1)...?

Your friend: I went to Bouaké.

You: (2) ....?

Your friend: I left Abidjan the first Saturday of the holidays.

You: (2) ....?

Your friend: I played football with my friends and I helped my uncle in his garage.

4. You: (3) ....?

Your friend: I felt homesick in the beginning but in the end, I enjoyed my stay there.

MY OWN NOTEBOOK

- Compare your answers with your neighbours'.
- Are you done?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To accompany; To visit relatives; To enjoy life; To work on farm, to welcome; To celebrate; to play; Traditional music; To collect; Crops	Expressing past actions	- I visited my grandparents. - They welcomed me warmly.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



A couple accompanies their child to visit relatives. They welcome them warmly.

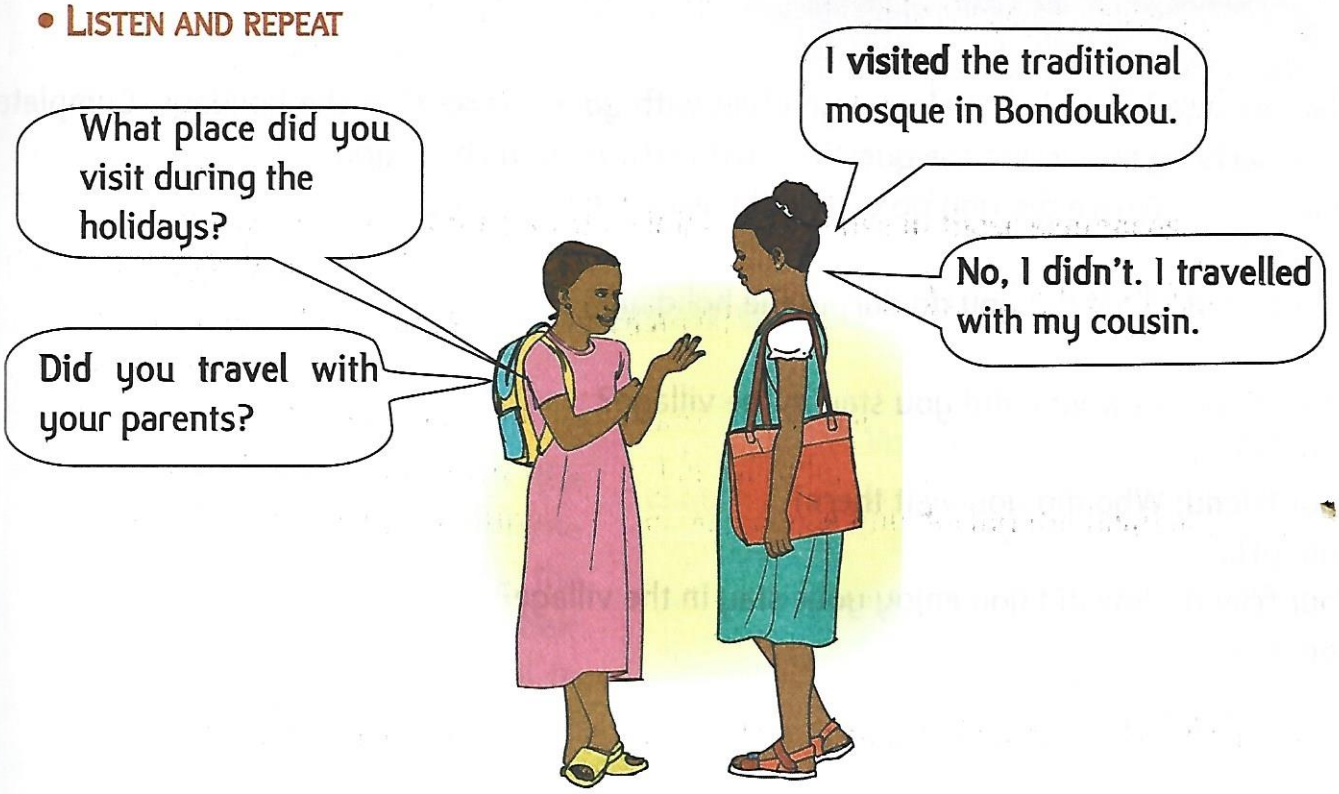


Women dancing traditional music to celebrate a festival.



Farmers working on farms and collecting crops.

• LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Fill in the gaps with the words from the box below to make the passage meaningful.

Example: 1. welcomed

enjoyed / accompany / worked / visit relatives / celebrated / welcomed.

Last holidays, I was in my village. When I got there, people (1...) me with joy. The next day, I went to (2...) in the neighbourhood village. My cousin Yao accepted to (3...) me in that village. There, I stayed for a week. My cousin and I (4...) on my uncle Zango's farm. I (5...) life in this village. Before I came back to Abidjan, we (6...) the yams festival. It was a fantastic holiday. I will never forget it.

Activity 2 : Write the correct form of the simple past tense in these sentences.

Example: 1-worked

1- In the past, people (to work) hard in villages.
2- Peter (to like) the present?
3- Mum (not to ask) me to go home, so I stayed with her.
4- At our arrival, the villagers (to welcome) us warmly.
5- The musicians (to play) traditional music or modern one during the festival?

TIME TO EXTEND

The passage below is a dialogue you had with your friend after the holidays. Complete your parts by answering the questions with information about you.

Your friend: Where did you go during the vacation?
You: (1) ....
Your friend: What did you do during the holidays?
You: (2)...
Your friend: How long did you stay in the village?
You: (3) ....
Your friend: Who did you visit there?
You: (4)....
Your friend: How did you enjoy your stay in the village?
You: (5)....

MY OWN NOTEBOOK

- What is the English for.....?
- Please Sir, may I go out?

SESSION 3

COMMMUNICATION ACTIVITY

During an English Club meeting in your school, the chairperson asks you to talk about your last vacation in order to share your experience with the other members of the club. Write what you are going to say: In your speech,

- list three (3) things you did during your last vacation;
- mention the places you visited;
- precise what you enjoyed and what you did not.

LESSON 2 MY SCHOOL MEMORIES

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During the first meeting of the English Club of College Moderne Tanda, the chairman invites the students of 3è 2 to talk about their first days at secondary school in order to facilitate the integration of the newcomers.

Vocabulary related to school memories

Language function focus

-Expressing past habits

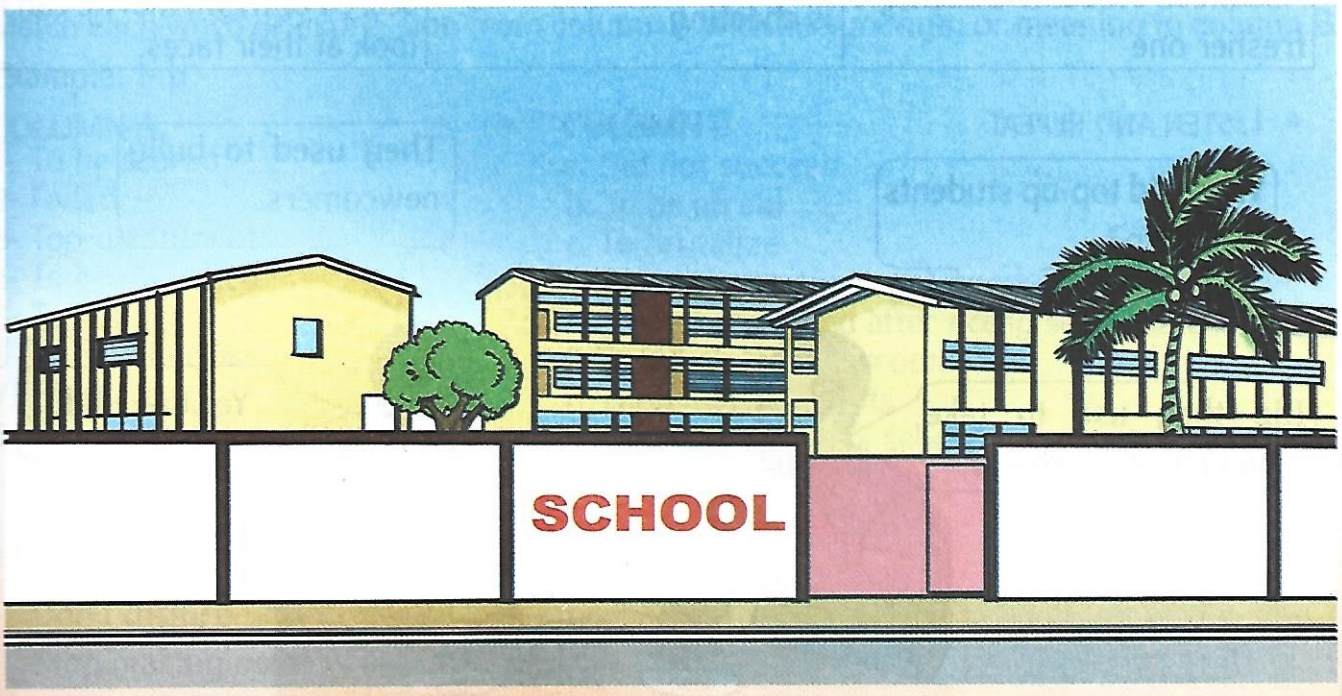
Everyday English

Top-up students used to/would bully freshers.

Read this story about school memories by a student.

About My School and School Life

I studied in a reputed private school in my city, and I was glad to be a student of this school. My school was one of the most famous schools in my town. It was very beautiful and huge. It had all the facilities for sports, study and other activities. The atmosphere at my school was delightful. We benefited from a huge playing ground where all students played different games like badminton, basketball, cricket, etc. We had a separate basketball and tennis court, as well as a small and beautiful garden for kids. We used to enjoy sport classes a lot.



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To be scared; To fail; Top-up students, to bully; To chat in class, freshers; To cheat; To be punished	Expressing past habits (1)	A: What **did** top-up students **use to** do? B: They **used to** bully newcomers. A : **Did** the students **use to** chat in class? B: **Yes, they did.**

TIME TO LEARN

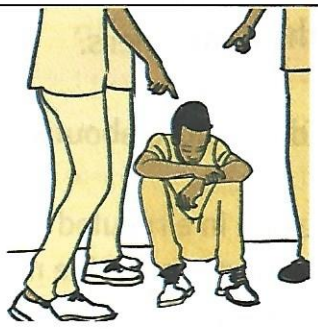
- LOOK, LISTEN AND REPEAT



Advanced students **bullying** a **fresher** one

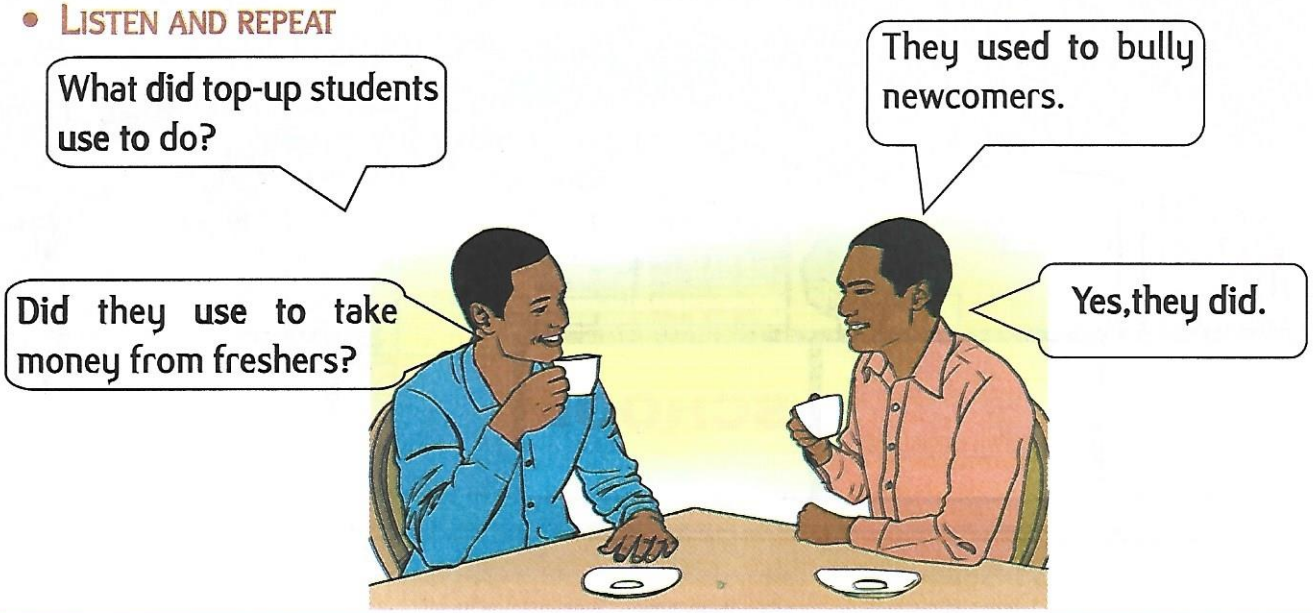


The boy spent his time **chatting in class.** Now, he **is cheating.**



Top-up students punishing a fresher one for not respecting his engagements. He is so **scared of** them, that he can't look at their faces.

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: The text below is about the experience of a former student from Lycée Moderne of Andokoi. Use the words in the box to complete the text to catch his message. One option is not concerned. Example: 1-fail

freshers - fail - punish - cheat - scared - chatting - bully

My name is Kourouma Sory, I am now a bank manager in Plateau. I attended my secondary school at Lycée Moderne of Andokoi Yopougon. When I was in form 1,I regularly learnt my lessons because I did not want to (1) ... . I remember one day our teacher decided to (2)...the whole class because we were (3) ... a lot. He always gave zero to students who (4)...during the quiz. At the break time, top up students sometimes used to (5)...the new students. Although these (6) ... complained to the school head, the bullies wouldn't stop.

Activity 2: With your partner, complete the sentences below with "used to" or "use to".
Example : 1- used to

1- In the past, my father ... give me some presents during the Christmas day.
2- When Konaté was a child, he ...cry, but now that he is a man he doesn't cry anymore.
3- Did you ... cheat at school?
4- The former headmaster of our school ...reward the best students of each class but the new headmaster doesn't.
5- Did your father ...punish you when you misbehaved?
6- Didier Drogba ... score a lot of goals at Chelsea.

TIME TO EXTEND

Match each word or expression from column A with its synonym or meaning in column B.
Example: 1- b

COLUMN A	COLUMN B
1- To be scared	a. Did not succeed
2- Failed	b. To be afraid
3- Top-up students	c. To brutalize
4- To be punished	d. Act dishonestly to get good grades in class.
5- To bully	e. To be sanctioned after doing something wrong.
6- To chat in class	f. To talk in the classroom
7 Freshers	g. High level students
8- To cheat	h. New students in a school

MY OWN NOTEBOOK

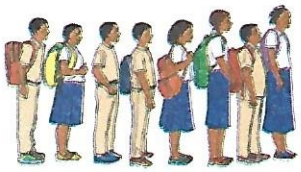
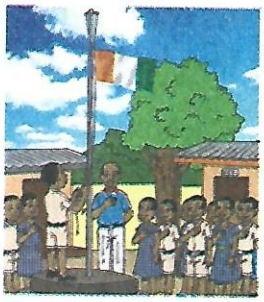
- Don't disturb your friends!
- Stop making noise!

SESSION 2

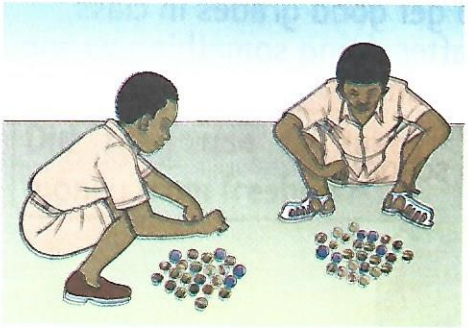
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To queue up; To raise the flag; The school garden; A class prefect; A break; A promenade (end of year party) ; To sing the national anthem	Expressing past habits (2)	A: What **would** you do during break time? B: We **would** play marbles. A: **Would** you play awale too? B: **Yes, we would.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

			
Students queueing up to take part in the promenade.	The class prefect is raising the flag.	Students taking care of their school garden during break time.	Players singing the national anthem.

- LISTEN AND REPEAT



Bini: Good morning, Aya! What would you do at primary school?
Aya: I would go to the school garden.
Bini: How about you Hamed? What would you do at break time?
Hamed: I would play marbles.
Bini: As for me, I would play the role of the class prefect all the time.
Aya: Ha! Ha! Ha! Ha!

TIME TO PRACTISE

Activity 1: Fill in each gap with the appropriate word or expression from the box below to make each sentence meaningful.

Example: 1- national anthem

to queue up - raising the flag -school garden - class prefect - a break -promenade - national anthem

1- "L'Abidjanaise" is the .... of Côte D'Ivoire.
2- The yearly ... was the most enjoyable moment. It marked the end of the school year.
3- At primary school, we used to grow tomatoes and oranges in our ...
4- What I hate the most with school on Monday is ... in front of the class.
5- Terry is a good ... He always cares for the welfare of his classmates.
6- Singing the national anthem goes hand in hand with ....

Activity 2: With your partner, ask and answer questions about things you used to do at primary school. Do it like in the example.

Example: 1- A: What would you do at Primary school?
B: I would play marbles with friends.
A: Would you play cards too?
B: Yes, I would.

1- To play marbles with friends/card
2- To go to the promenade./go swimming
3- To raise the flag on Monday/stay in the classroom.
4- To sing the national anthem every week/hide from teachers .
5- To work in the school garden on Saturdays/play at break .
6- To fight in groups/bully freshers
7- To queue up before entering the classroom/collect papers on the grounds

TIME TO EXTEND

The sentences below are about past habits. Rewrite them using "would" as in the example.

Example: 1- At lunch, the bigger boys would bully the younger ones.

1- At lunch, the bigger boys used to bully the younger ones.
2- We used to queue up before entering the classrooms.
3- The boys used to cheat in tests.
4- Students used to queue up before getting into class.

MY OWN NOTEBOOK

- What about you? = And you?

SESSION 3

COMMMUNICATION ACTIVITY

During a WhatsApp call, your Gambian friend Momodou asks you to share with him some of your best school memories. In your answer,

- mention some of the activities you used to do;
- say what you liked doing and what you disliked;
- ask him some specific questions about his school memories too.

LESSON 3

WORK AT SCHOOL

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The students of 3è 5 of College Le Savant of KAFINE have just received their first English test papers from the teacher. After the feedback, they discuss their marks in order to improve them.

Vocabulary related to school performance

Language function focus

- Expressing conditions

Everyday English

If I learn my lessons, I will pass my exam.

I will pass my exam if I learn my lessons.

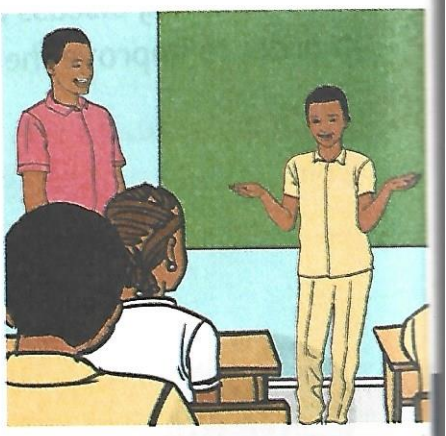


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A reward; A bonus; A grade; Bonus grade; To pass; To fail; A class presentation; A mock exam	Expressing conditions (1)	- If I pass my exam, I will receive a reward. - You will not (won't) pass your exam if you don't work hard.

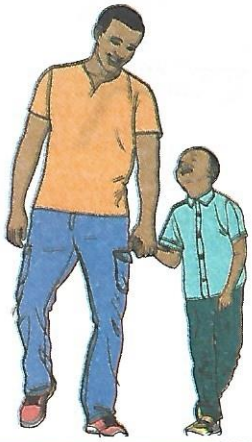
TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Mister Camara: Hi man, I've heard the end of the school term is next week.
Mister Yahi: Yes, but I am not sure I will be ready for that. I have so many papers to mark.
Mister Camara: Oh, for me, this term, the main focus is class presentations. Students will get their grades after the presentations. Those who will not succeed in doing them, will fail.
Mister Yahi: I did presentations in my classes as well. But I only gave a bonus grade to the students who could do them.
Mister Camara: Did your students work individually or in groups?
Mister Yahi: In groups. But I gave a special reward to those who presented individually.
Mister Camara: Good idea. I think I will do the same before the mock exam.

- LISTEN AND REPEAT



SON: Dad, if I work hard, will you reward me?
DAD: Oh yes, if you work hard, you will get good marks.
SON: Is that all?
DAD: Of course, I will give you a gift if you get good marks. But remember son: if you work hard, it will be good for you.

TIME TO PRACTISE

Activity 1: Complete the passage below with the words or expressions from the box to make it meaningful. One option in the box is not concerned.
Example: 1-grades

reward - grades - failed - mock exam - improved- class presentation

This school year, Kreman is in fourth form. Thanks to his excellent (1)... I'm sure he will get a good average. Last year, he (2) ... the BEPC exam as he was not concentrated in class. His results have (3) ...thanks to his teachers' advice. His parents promised him a (4)... in case he passes his (5)...

Activity 2: Put the verbs in brackets in the correct tense to express the conditional sentences. Do like this: 1- gets

1- If she (to get) up early, she will not be late for school.
2- If I study hard, I (to pass) the mock exam.
3- If Apatio (to learn) his irregular verbs, he will improve his English.
4- You will get zero, if you (to cheat) during the test.
5- Harold (to get up) if he doesn't go to bed early.

TIME TO EXTEND

Use the pairs of clauses below to make meaningful conditional sentences. Number 1 is an example.

Example: 1- If students refuse to learn their lessons, they will get bad averages.

1- Students to refuse to learn their lessons / they to get bad averages
2- Your class presentation not to be rewarded /you not to read the instructions.
3- The students not to buy all their books /they to fail to the exam.
4- The teachers to give bonus /the students do their exercise.
5- The students to have good grades during the mock exam / they to have the chance to succeed at the final exam.

MY OWN NOTEBOOK

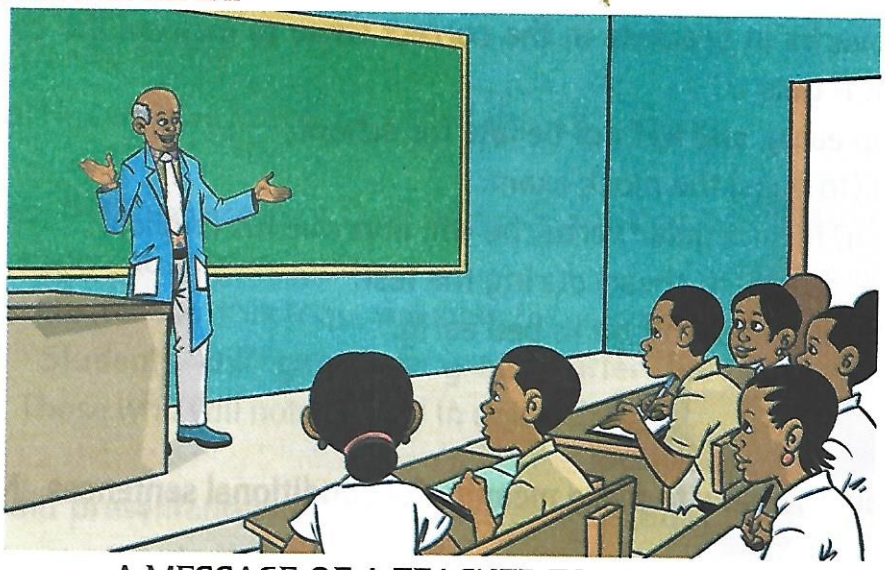
Unless you get a good average this term, you will stay down.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To mark; A quiz; A test; An assignment; To give back copies; To study; A success; A report	Expressing conditions (2)	-If the student learnt his lessons, he would pass his exam. -Tania would get good marks if she studied her lessons.

TIME TO LEARN

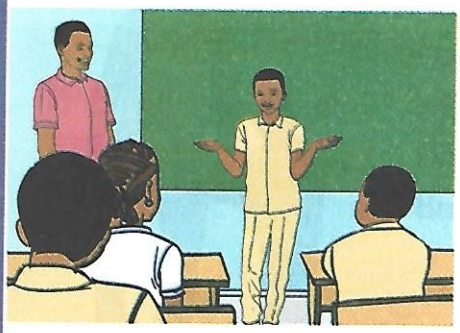
- LOOK, LISTEN AND REPEAT



A MESSAGE OF A TEACHER TO HIS STUDENTS

My dear students, I've finished **marking the papers** of the **test** you took last week. Today I'm **giving** your copies **back**. Many people obtained good grades, but some of you still did not succeed in doing the task. The test I gave you was not different from the **quiz** you took last time. Even some of the questions were the same as the ones of last week's home **assignment**. I have come to the conclusion that only those who had learned their lessons had **succeeded**.

- LISTEN AND REPEAT



Teacher: Ahmed, if you became the Minister of education, what would you do?
Hamed: If I became the Minister of education, I would build a lot of schools in my country.
Teacher: What about you, Apatio?
Apatio: I would build a school for orphans in Abobo.

TIME TO PRACTISE

Activity 1 : Complete the passage below with the words from the box to make it meaningful. One word in the box is not concerned.

Example: 1. quiz

marked - reports - quiz - exam - average - preparation

Yesterday, we had an English (1).... I was upset because I didn't learn my lessons the day before. The teacher (2).... the papers at home and has given us the (3).....this morning. I didn't do good because my grade is not beyond the (4).... Now, it is a signal for me. I have to work hard to prepare for the coming mock (5).....

Activity 2 : Match the "if clauses" in column A with their correct endings in column B to get meaningful sentences. Write your answers like in the example.

Example: 1 - d = If you worked hard at school, you'd get a good job.

COLUMN A	COLUMN B
1. If you worked hard at school,	a) he would be the class prefect.
2. If konan behaved well,	b) your grades would be much better.
3. If you studied your lessons,	c) they would explain the exercise to you.
4. If you cheated ,	d) you'd get a good job.
5. If you asked your classmates for help,	e) they would understand the lessons.
6. If students listened to the teacher,	f) the teacher would punish you.

TIME TO EXTEND

Complete the sentences below with ideas of your own.

1- If all students accepted to work hard, ...
2- Corruption would definitely stop if...
3- If ....., she would get married to him.
4- Success would be with him if...
5- His parents would reward him if....

MY OWN NOTEBOOK

- What do you advise me to do?
- How did you manage?

SESSION 3

COMMUNICATION ACTIVITY

Your Sierra Leonean friend is interested in attending school in your country. Before coming he has a phone conversation with you in which he wants to know the consequences of students' behaviours at school. Below is your dialogue,

1-complete your parts of the dialogue;

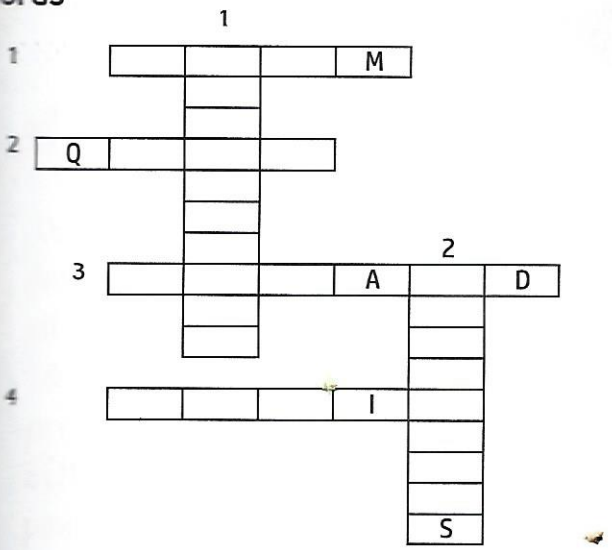
Weah: Hi,! How are you?
You: I am doing great.
Weah: I told you I was interested in going to school in Côte d'Ivoire.
I need some information.
You: How can I help you?
Weah: What is the consequence if a student doesn't get the average in your system?
You: If (1)..... .
Weah: If a student is always late at school, what will the administration decide?
You: (2)..... .
John: In case a girl student is pregnant, what will happen?
You: (3) ..... .
John: Now, what other things would you tell me if I decided to come?
You: (4).... .
John: Thanks for the advice. I'll talk to my parents and take a decision.

2- practise it with your neighbour;

UNIT SUMMARY

• REVISION GAME

Complete the puzzles with the corresponding words



ACROSS: 1- A place where you cultivate
2- A class test which is very short
3- What you get for a good job done
4- What tourists do in a country
DOWN: 1- work given by a teacher to be done at home
2- People of your family

• REVISION ACTIVITIES

Activity 1: Choose the best options to complete the statements below. Do like this: 1-visited

1- Katy .... her friends last night.
a-visit b-visited c-used to visit
2- My friend Apalo ..... scared of bullies at school, But now he isn't.
a-is b-used to be c-was
3- I.... when I was at elementary school.
a-play b-played c-used to play
4- The celebration of this festival ... more than 60 years ago.
a-started b-starts c-used to start
5- In second form we ..... up before entering every biology class.
a-queued b-queues c-used to queue

Activity 2: Write the correct form of the verbs. Use the past simple or 'used to'. Number 1 is an example. Example: saw

1- I (to see) Estelle in Vienna last holidays. She told me to say hello to you.
2- Bineta (to be) a lot happier at school. Now that she works, she is stressed.
3- This theme was built at the place where the national army (to defeat) the invaders many centuries ago.
4- At school, we (to think) our teachers were unkind. Now, we are praising them.
5- Last holidays, my friend and I (to dance) every night.

Activity 3: Read the sentences below. Write the consequences of the actions below.

1. If I got a good grade at Mathematics, ...
2. If Ben failed for the third time,... .
3. I would not be ready for the mock exam, if... .
4. If we played the marbles in class, ...
5. If I were elected as the class prefect, ...

• WHAT I CAN DO

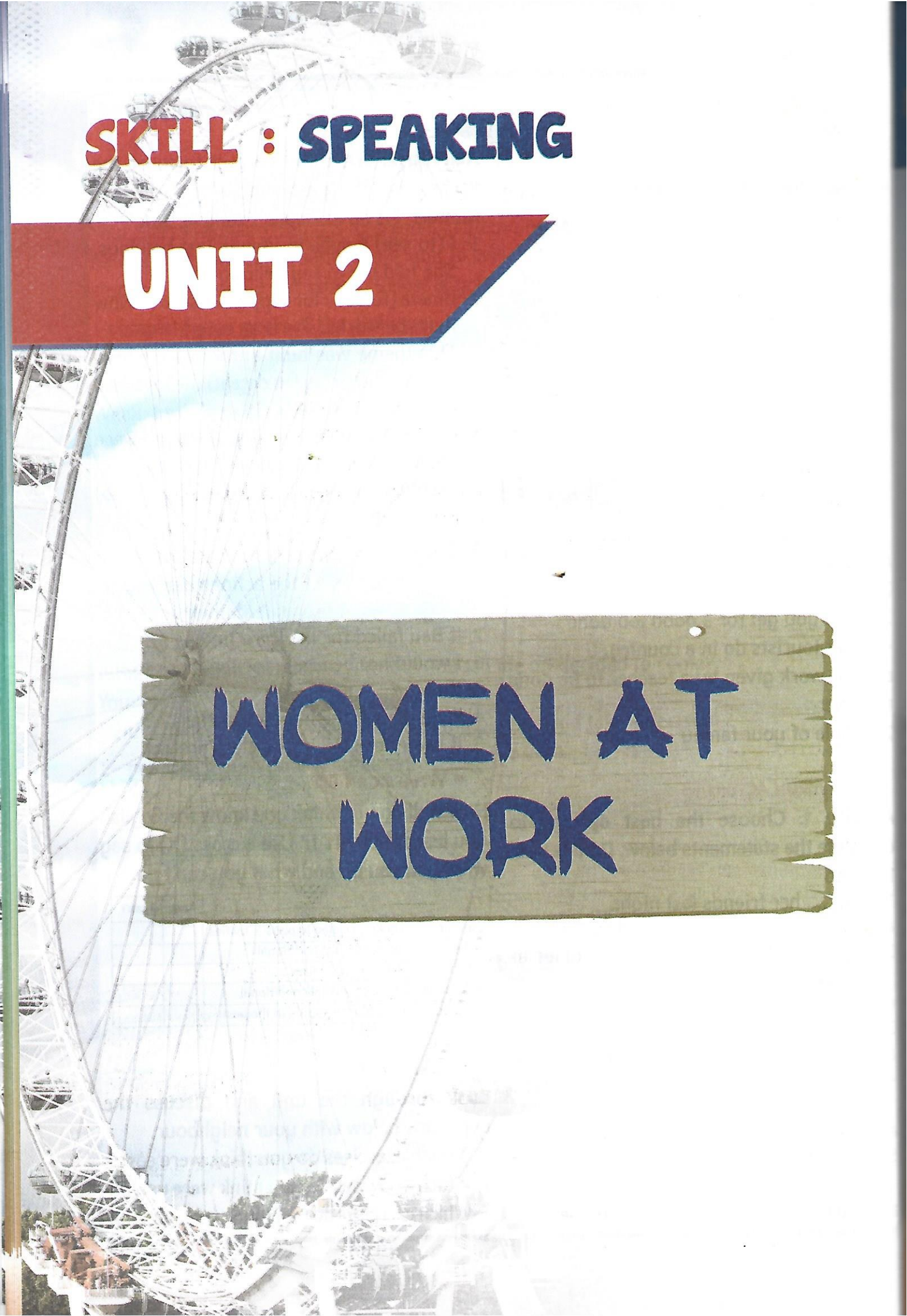
How well do you think you know the English you learnt in UNIT 1? Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
use some vocabulary related to class activities		
make sentences using first conditional		
tell about some school memories		
make sentences using second conditional		
tell about actions I did frequently in the past		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?



SKILL : SPEAKING

UNIT 2

WOMEN AT WORK

LESSON 1 MY LIFE AS A RURAL WOMAN

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During the celebration of the International Women's Day, a group of students of 3è 2 at college Moderne Ouereguekaha is doing a presentation on rural women's activities in order to inform their peers about these women's courage.

Vocabulary related to rural women's life

Language function focus

- Expressing abilities
- Reporting speeches

Everyday English

I praise rural women's courage and effort.

Read the text below and list some of the difficulties faced by rural women

Women's work, women's poverty

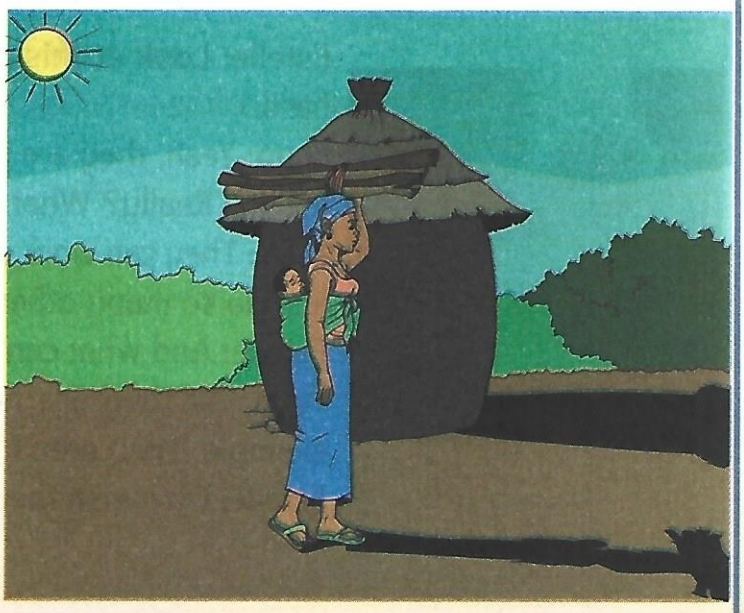
According to recent research, sub-Saharan Africa has the highest female labour participation rate compared to other regions including Europe and North America. However, looking closely at the type of jobs will reveal a less rosy picture. Employment for women in African countries is characterised by low-paid and less secured jobs, so that 74% of women make up unemployment in the informal sector, compared to 61 per cent of men.

These statistics are a simple illustration of how labour markets might not always work for all. Thus lowering their wages.

Jobs in the informal sector should not be considered as an inferior form of employment; the problem is the conditions which women work under. To an extent, women in the formal sector are protected by rules that make it more costly for firms to discriminate against them.

Take agriculture as a reference point. In Nigeria, women contribute between 40% to 70% of the workforce.

However, these women face limited job security and are more smallholder farmers engaged in subsistence farming. Consequently, female farmers end up producing relatively low amounts of produce on smaller plots of land.



Adapted from Stears Business.by Fadekemi Abiru (@FadekemiAbiru)

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Labour; Unemployed; Wages; Farmer; Farming; plots of land; Agriculture	Expressing abilities	A: What **can** a rural woman do? B: She **can**/ **is able to** do farming. A: What **can't** a rural woman do? B: She **can't**/ **isn't able to** / **is unable to** / fly a plane.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT





Traditional farming vs **modern farming.**
In the picture above, the **farmer** is working on her **plot of land**. The **labour** is hard, but she has to do that to feed her children.



This man is **unemployed**. He is still looking for a job in which his **wages** can permit him to take care of his family properly.

- LISTEN AND REPEAT



Estelle: Look at this picture, Yoyo. These women are working hard.
Yoyo: Yeah, they are amazing. They **can** do so many things.
Estelle: Really? What can they do?
Yoyo: They **can** work on farms. They **are** also **able** to rear animals and do so many other things
Estelle: And what **can't** they do then?
Yoyo: As they are not educated, they **can't** fly a plane, for example. They **aren't able** to work at an office as well.
Estelle: Oh I wish they had been to school!!!

• LISTEN AND REPEAT

They can work on farms ⟶ They are able to work on farms.
They can't fly a plane ⟶ They are not able to / unable to fly a plane.

• LISTEN AND STUDY THE TABLE

POSITIVE STATEMENTS				NEGATIVE STATEMENTS			
I	-can -am able to	speak	English	I	-can't -am not able to	speak	English
He She It	-can -is able to	run	very fast	He She It	-can't -isn't able to	run	very fast
We You They	-can -are able to	make	delicious cakes	We You They	-can't -aren't able to	make	delicious cakes

TIME TO PRACTISE

Activity 1: Fill in the gaps in the sentences below with the words or expressions from the box. Number 1 is an example.

Example: 1- farming

Unemployment - wages - farmers - farming - plot of land - agriculture

1- This land is really ideal. I like it. Some soils are not always good for ... .
2- ... produce food so that we can eat.
3- Mr and Mrs Smith live very well because both of them get decent ... .
4- ...rate is on the rise this year because of the crisis.
5- The students were asked to clear up a huge ... on which the school will be built.
6- African populations mainly live on ... .

Activity 2: Look at the list of activities below.

a) Decide what rural women can do and what they can't do and complete the table . One is done for you.

to rear chicken- to fetch water from the river - to drive a car - to carry heavy loads - to earn high wages - to do farming - to teach at school - to ride a bicycle - to breastfeed children- to play tennis - to fly a plane

What rural women can do	What rural women can't do
- to rear chicken	

b) Ask and answer questions with your neighbour.

A: What can rural women do?

B: They can rear chicken.

/

A: What are rural women able to do?

B: They are able to rear chicken.

TIME TO EXTEND

The passage below is about Binta, a rural woman. Rewrite it by replacing the underlined words or expressions by their equivalents.

As a village woman, Binta can do several things. For example, she can work hard on farm; she is also able to collect her farm crops under the sun. She can also cook and look after her children at the same time. Binta's husband can't work like her. He is not able to do several things at a time. He can't cook and he is also unable to look after children carefully.

Start like this: As a village woman, Binta **is able to** do several things...

MY OWN NOTEBOOK

- How do you spell this word?
- It is spelled .....

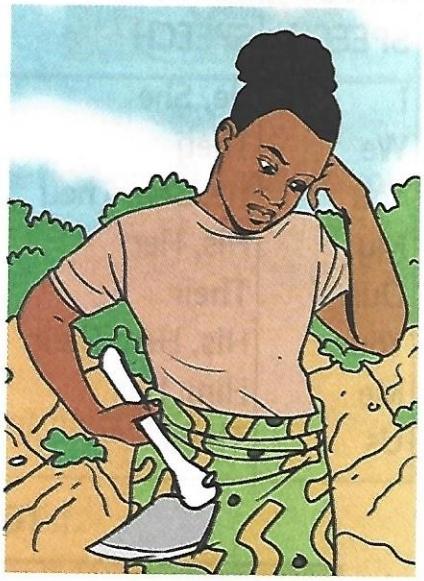
SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Carry; Firewood; Fetch water; Pound rice; Winnow rice, To carry; Illiterate; Literate; To be dependent on	Reporting speeches	- They **say** they **are** women' s protectors - The man **told me** that he **was** the only literate person in that family.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

Lamine: Hi Leslie. It's been a while. Where have you been?
Leslie: I was busy with my work at the NGO. We travelled a lot. I went to a village in the East of Côte d'Ivoire to see women' s conditions.
Lamine: I heard the women there work very hard.
Leslie: It's amazing what they are able to do. They work on farms the whole day. In the afternoon, they **carry firewood** for the evening cooking. When they get home, they go to **fetch water** from the river.
Lamine: I imagine the husbands help them.
Leslie: Are you kidding? A husband would just watch his wife **pound the rice and winnow** it for evening meal. While doing that, she will be **carrying a baby on the back.**
Lamine: What do men do then?
Leslie: They say they are the women's protectors and sometimes guides to civilisation, since the majority of the women are **illiterate**, while most of the men know how to write and read.
Lamine: You mean women are completely **dependent on** their husbands?
Leslie: Absolutely! A man told me he was the only **literate** person in his family. So, he is the king!



• LISTEN AND REPEAT

THE REPORTED SPEECH

DIRECT SPEECH	INDIRECT / REPORTED SPEECH	
"We are women' s protectors."	**With an introductory verb in the present** They say (that) they are women's protectors.	**With an introductory verb in the past** They said (that) they were women's protectors.
"I am the only literate person in my family."	**With an introductory verb in the present** The man is telling me (that) he is the only literate person in his family.	**With an introductory verb in the past** The man told me (that) he was the only literate person in his family.

SOME OTHER CHANGES WHEN REPORTING

PRONOUNS

DIRECT SPEECH	INDIRECT / REPORTED SPEECH
I	He, She
We	They
You	He, She, They
My	His, Her
Our	Their
Your	His, Her, Their
Me	Him, Her
Us	Them

ADVERBS

DIRECT SPEECH	INDIRECT / REPORTED SPEECH
Today	That day
Now	Then, at that time
Here	There
Yesterday	The day before/the previous day
Tomorrow	The next day/the following day
This week	That week
Last week	The week before, the previous week
An hour ago	An hour before/an hour earlier

TENSE CHANGES IN REPORTED SPEECH

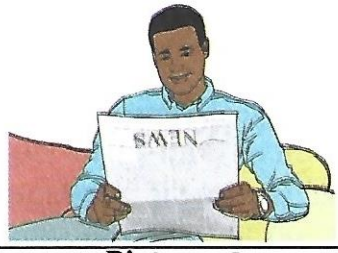
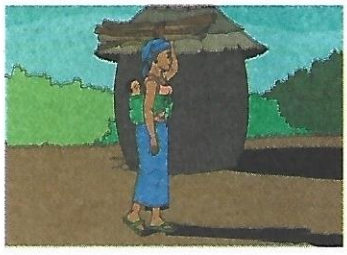
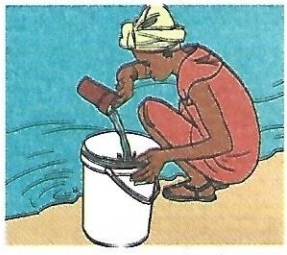
DIRECT SPEECH	REPORTED SPEECH
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Continuous
Past Simple	Past Perfect
WILL	WOULD
CAN	COULD
SHALL	SHOULD

TIME TO PRACTISE

Activity 1: Match the pictures with the words or expressions from the box. One expression is not concerned. Here is an example :

Picture 1= to pound

To carry firewood; to fetch water; to pound ; to winnow rice; to carry a baby on the back; to be illiterate

Picture 1 	Picture 2 	Picture 3 
Picture 4 	Picture 5 	Picture 6 

Activity 2: Rewrite these sentences in the reported speech. The first one is done for you as an example.

Example: The village woman said that she didn't speak French.

1- "I don't speak French," The village woman said.
→ The village woman said...

2- I am going to say hello to my relatives," the woman told her neighbour.
→ The woman told her neighbour...

3- "The harvest begins in September," he informed the journalist.
→ He informed the journalist ...

4- "The river where we fetch water from is very far." she told him.
→ She told him...

5- "I never make mistakes," he said.
→ He said ...

TIME TO EXTEND

The sentences below are in the indirect speech. Rewrite them using the direct speech. Do like in the example.

Example: 1- The rural woman declared, 'I am obliged to wake up very early every morning'.

1- The rural woman declared that she was obliged to wake up very early every morning.
2- Another woman added that her land belonged to her husband.
3- An NGO manager recognized that men did not facilitate things to women.
4- I met a woman who said she hadn't had holidays since the year before.
5- African women generally tell their husbands they rely on them.

MY OWN NOTEBOOK

- Excuse me sir, can you repeat that?
- Please sir, can you say that slowly?

SESSION 3

COMMMUNICATION ACTIVITY

During the celebration of the international Women's Day, you are sent by your school's english club to meet rural women in a liberian village. Back from your trip, you decide to report to the club members what happened there. In your report,

- mention the activities the rural women can do;
- talk about some of the difficulties they face;
- report some of the important statements made by the women you met.

LESSON 2 DO AFRICAN WOMEN HAVE RIGHTS AND DUTIES?

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

A student at Lycée Moderne 1 Adzopé receives his Ghanaian pen friend during the long holidays. When discussing one day, they mention women' s rights and duties in their different countries and decide to compare them.

Vocabulary related to women' s rights and duties

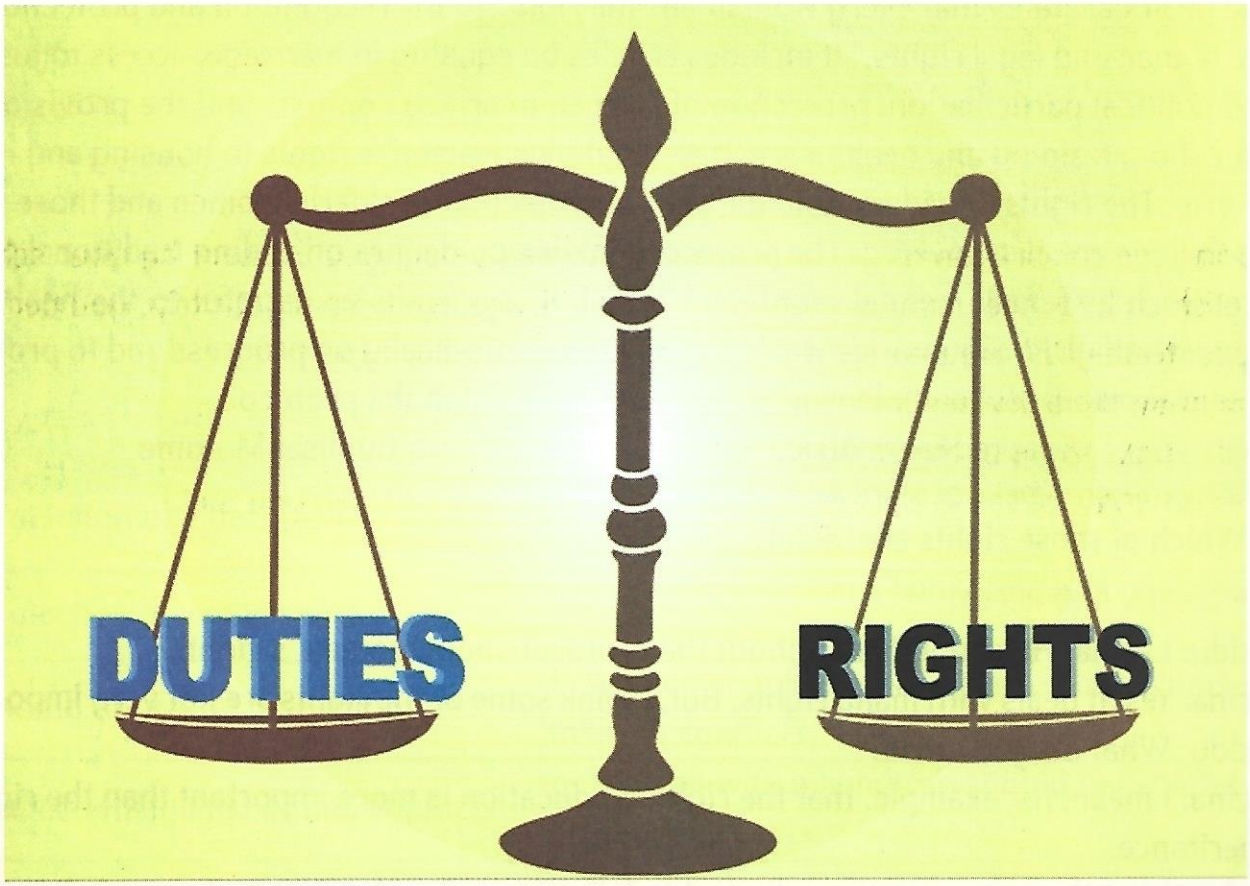
Language function focus

Comparing (superiority-inferiority-equality)

Everyday English

A: How do you pronounce this word?

B: It is pronounced... .



SESSION 1

Learning points		
Vocabulary focus	Language function focus	Structures
Rights ; Armed conflicts ; Housing ; Inheritance ; Widow ; Elderly ; Disabilities ; Genital mutilation	Comparing (superiority)	Men's rights are **more** respected **than** women's rights in Africa.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

a) Read the text below and list the rights of women mentioned.

Campaign to ratify women's protocol

Gender activists are intensifying efforts to obtain the minimum 15 ratifications needed to bring into force a protocol to the African Charter on Human and People's Rights. This protocol aims at promoting gender equality. Once in effect, the Protocol would provide a legal framework for women' s rights and require states to develop laws that prohibit discrimination.

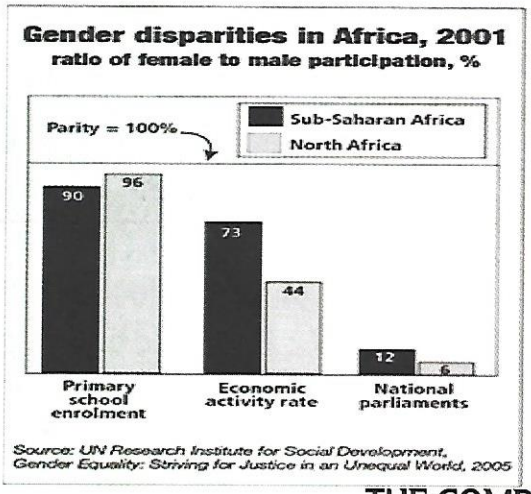
The protocol states that every woman has the right "to the recognition and protection of her human and legal rights." It includes articles on equality in marriage, access to justice and political participation, protection of women in armed conflicts and the provision of education, training and health care. It also upholds women' s rights to housing and inheritance. The rights of widows and the special protection of elderly women and those with disabilities are also covered. The protocol contains guidelines on ending traditional practices such as female genital mutilation, which it condemns as harmful to the health of women and girls. Signatories will have to report periodically on progress and to provide financial resources to implement the rights enshrined in the protocol.

Adapted from Africa Renewal: July 2005 By Gumisai Mutume

b) Which of those rights are violated in Africa?

- LISTEN AND REPEAT

Kaddy: Lacina, Have you heard about the protocol about women' s rights?
Lacina: Yes, it deals with many rights. But, I think some of the rights are not very important.
Kaddy: What do you mean?
Lacina: I mean, for example, that the right to education is **more** important **than** the right to inheritance.
Lacina: I get the point, but they all need to be respected.



Kaddy: Yeah, but it is not easy to respect all the rights in Africa equally.

Lacina: Really?

Kaddy: Yeah

Lacina: Respecting equality to justice for instance is easier than respecting equality to political participation.

Kaddy: True enough. A woman cannot be forced to be a candidate for a political position.

THE COMPARATIVE OF ADJECTIVES

	ADJECTIVE	COMPARATIVE
Education is more important than the right to inheritance. Getting equality to justice for instance is easier than equality to political participation.	Easy	easier
	Long	longer
	Low	lower
	High	higher
	Important	more important
	Significant	more significant
	Interesting	more interesting
	Good	better
	Bad	worse
	Far	further / farther

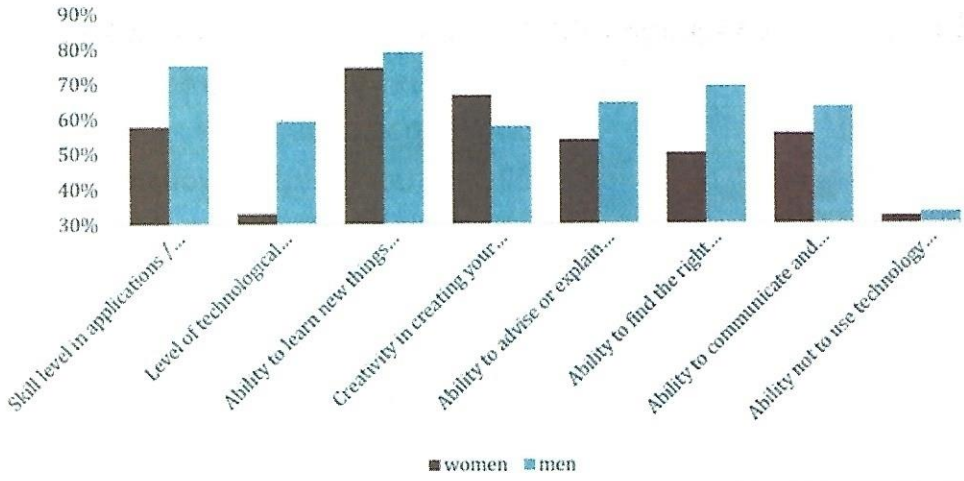
TIME TO PRACTISE

Activity 1: Match the women' s rights below with their explanations. Example 1-e

WOMEN'S RIGHTS	EXPLANATION
1- Access to housing	a- Women have the right to go to school.
2- The right to inheritance	b- Old women should get a special protection.
3- The right of widow	c- Girls should not be victims of female circumcision.
4- Protection of elderly women	d- Women who lose their spouses should get the full benefits by the law.
5- Protection of women with disabilities	e- Women should get a house to live in or possess one.
6- Ending of genital mutilation	f- Women should not take part or be victims of military conflicts.
7- Protection against armed conflicts	g- Women with a handicap should get special protection.
8- Right to education	h- Women should inherit from their husbands or parents according to the law.

Activity 2: Look at the graph below, and use the appropriate comparative form of the adjectives in brackets to make comparisons. Do it like in the example.

Example 1- Women's skill level in application is higher than men's.



Lucia Kohnova, *education in the world for the future of digitilization,* conference paper, March 2021

Lucia Kohnova, education in the world for the future of digitilization, conference paper, March 2021

1- Women's skill level in application (high) men's.
2- Women's level of technological competence (low) men's.
3- Men's ability to learn new things (significant) women's.
4- Women's creativity (developed) men's.
5- Women's ability to communicate (good) men's.

TIME TO EXTEND

Use the adjectives below to compare men and women' s rights in your city or village. Write your sentences like in the example.

Adjectives: violated respected guaranteed good bad

Example: In my city, women' s rights are more violated than men' s.

MY OWN NOTEBOOK

A: What are we supposed to do?
B: Why don't we ask the teacher?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Pets ; To look after ; To iron ; Household ; To hunt ; Wild ; To rent ; To take care, Taxes	Comparing	-Men have less right restrictions than women. -Women duties are as numerous as men's.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

SOME WOMEN'S DUTIES	SOME MEN'S DUTIES
- cook the food - clean the pets - clean the house - look after children - iron clothes - perform household duties - treat family illnesses	- hunt wild animals for food - fish for food - protect the family - pay for the house rent - pay children's school fees - pay for medical care

- LISTEN AND REPEAT

Ketsia: Look at this list of women's duties. It is not fair. Women have **more** duties **than** men.
Youdan: No, my dear Ketsia. This list is incomplete. Women have **less** duties **than** men normally.
Ketsia: No way! Just look at all the things she must do at home.
Youdan: Don't forget that what men can do, women can also do it.
Ketsia: You will never stop being a macho...
Youdan: Today things are evolving. There is no specific obligation for men or women.
Ketsia: So, what we should say is women' s duties are **as** numerous **as** men' s then.
Youdan: That one is better!

• LISTEN AND REPEAT

Comparing with nouns

Women have less duties than men. ⟷ Women's duties < Men's duties

Men have as many duties as women. ⟷ Men's duties = Women's duties

Comparing with adjectives

Men's duties are less numerous than women's. ⟷ Men's duties < Women's

Women's duties are as numerous as men's. ⟷ Women's duties = men's duties

TIME TO PRACTISE

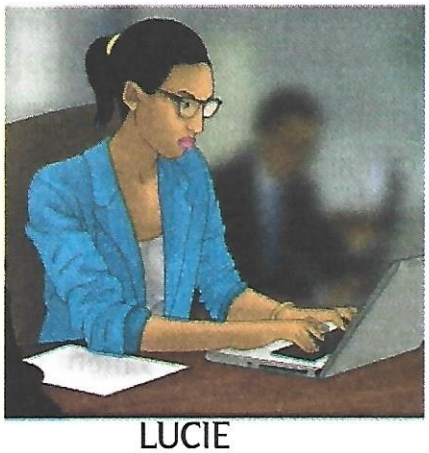
Activity 1: Below is the list of rights and duties of women. Say which of them are rights and which ones are duties. Fill in the table below. There is an example to help you.

-To take care of children - To get education - To receive medical care - To respect men's rights- Not to be a victim of genital mutilation - To have pets - To live in a household - respect the country's constitution - To pay taxes -To treat children equally

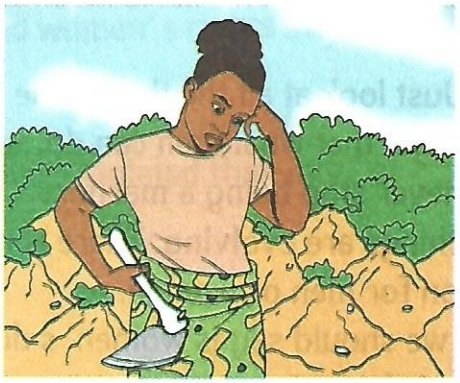
RIGHTS	DUTIES
-	-take care of children

Activity 2: Look at Lucie and Taltio at work. Compare their different works using the words from the list below and 'as...as' or 'less'.

Example: Lucie's work is less physical than Taltio's.



LUCIE



TALTIO

LIST: 1. stressful 2. hard 3. long 4. tiring 5. physical 6. intellectual 7.stress 8. tiredness

TIME TO EXTEND

Reorder the words below to get correct comparison sentences.

1- duties/women/than/have/Men/less/at home
2- city's women/as/village women/respected/should/as/be
3- tiring/farm work/less/than/is/Office work
4- don't/as/Girls/mothers/duties/have /many/as
5- as/important/as/paying children's school fees/paying taxes/is

MY OWN NOTEBOOK

- Which role are you going to take?
- I will be student B.

SESSION 3

COMMMUNICATION ACTIVITY

As a member of your English club, you have conducted a study about women's rights and duties in a local community. In order to raise people's awareness, you are presenting the result during a conference at the Ghanaian embassy. In your presentation,

- list some of the rights of women in your community;
- enumerate some of their main duties;
- compare their duties to those of men.

LESSON 3 MY DAUGHTER SHOULD GO TO SCHOOL

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During an English club meeting, the students of 3è of Lycée Moderne of Dimbokro discuss the importance of girls' education in order to sensitize their parents at home.

Vocabulary related to girls' education

Language function focus

- Expressing opinions
- Agreeing and disagreeing with people's opinions

Everyday English

I think that education is a fundamental right for girls.



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To go to school ; To drop from school ; To be educated ; Schooling ; Proud ; To send to school ; School tuition ; Pregnant ; To give birth	Expressing opinions	A: **I think**, the woman's place is in the kitchen. B: **In my opinion**, girls should also go to school.

TIME TO LEARN

- ANSWERS THE FOLLOWING QUESTIONS

a) What problem is raised in the text below?

b) Are you confronted with such a problem in your community?

"I say Gnintcho should stop going to school," Mr Fanyiri said trying to be more emphatic. "Why?" Kikpan, his wife asked feebly. 'In my opinion, you are making a terrible mistake'. The question posed by the woman and her opinion gave him the opportunity to pour out his reasons.

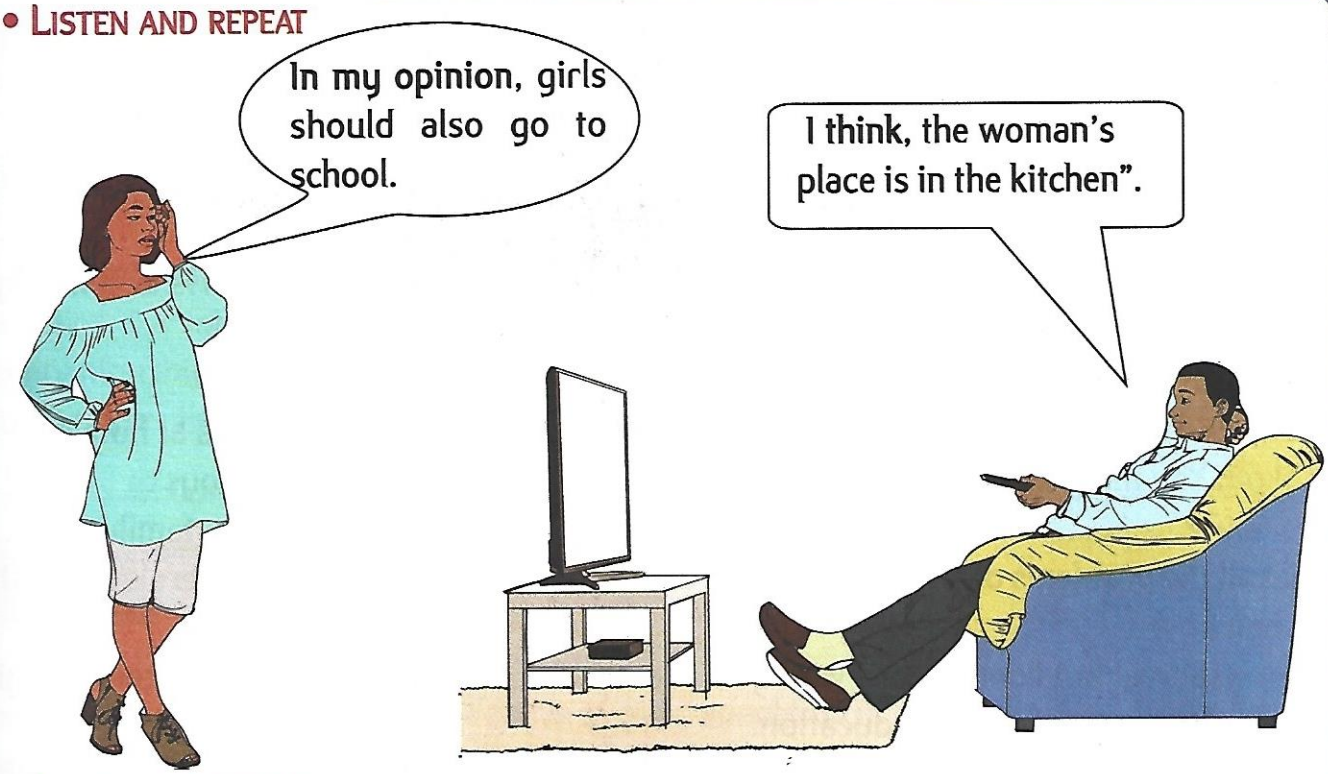
" I think, the woman's place is in the kitchen", he began. "Any attempt to change this natural position poses a great threat to the society. Women tend to become proud when they go to school. The little schooling that Gnintcho has got attests to that fact. How can a girl of her age stand before men and try to teach us as if we are fools?" he asked.

The man continued to cite countless examples of females who, have either dropped early from school or as a result of schooling, have become proud. A typical example he cited was the District chief Executive of the area who had no respect for men because she talked to them without standing up." I believe she is a witch", he said.

Kikpan kept quiet for the man to bring out all his points against their daughter's schooling. He named other women who had not given birth and attributed that to their long years of study. One other point that he emphasized was a situation where girls got pregnant in school so that the money spent to pay their school tuition becomes vain.

Adapted from The Beautiful Cry, 2004 by Appiahene Gyamfi

• LISTEN AND REPEAT



• LISTEN AND REPEAT

TO EXPRESS AN OPINION

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

TIME TO PRACTISE

Activity 1: Fill in the sentences below with the words or expressions from the box.
Example: 1- go to school

-drop from school - be educated - go to school - schooling - proud - send - school tuition - gives birth

1- Girls should ..... because they also have the right to education.
2- Parents must .....their daughters to school to respect their right to education
3- After a few years of education, many girls ..... for lack of financial means.
4- A father with a lot of financial means doesn't find it difficult to pay his child's .... .
5- A girl ought to .....at home and at school.
6- As soon as a pregnant student ....., she should go back to school.
7- Being .....can sound both negative and positive.
8- .....rate is lower in developing countries than in emerging ones.

Activity 2: Complete this conversation with the words or expressions from the box. You can use some of them more than once.

Example : 1- To me

I think (that) - believe - to me - in my opinion - in my view

Konan: I don't understand why we should invest so much money and efforts in campaigns for girls' education.

Kokou: What do you mean exactly?

Konan: What I mean is girls should not go to school. I think their place is at home.

Kokou: You must be joking! 1 ... ., girls' education is as important as boys'.

Konan: 2. ...., they should stay at home and take care of the family. 3.... ..... that all the problems of education we have today are due to the fact that there's no mother at home.

Kokou: Sorry, but I don't agree with you. I rather 4 ..... that an educated mother can give her children a much better education.

Konan: 5..... ....., when both parents go to school and work after their studies, they have got no time for children's education.

Kokou: 6. .... you're not totally wrong but education is a right for everyone, boys and girls.

TIME TO EXTEND

Below are some opinions of students from another school about girls' education. Say whether you agree or disagree.

OTHER STUDENT'S OPINIONS	AGREE	DISAGREE
1-Girls should be sent to school at the age of 6.		
2-Girls should not go to the same schools as boys.		
3-Girls' schooling should be free.		
4-Girls should not study subjects like Mathematics and Chemistry.		
5-Girls should go to school beyond 3è.		
6-Girls should be kept at home for house chores.		
7-Pregnant girls should be expelled from school.		

MY OWN NOTEBOOK

- Who wants to go first?
- I will go first.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A pregnancy ; Scarcity, Facilities ; Prejudice ; Bad companionship ; Harassment, Curriculum ; Lack of	Agreeing and disagreeing with someone's opinion	A: I think the major challenge of girls' education is early pregnancy. B: I agree with that. C: No way! Money is the major challenge.

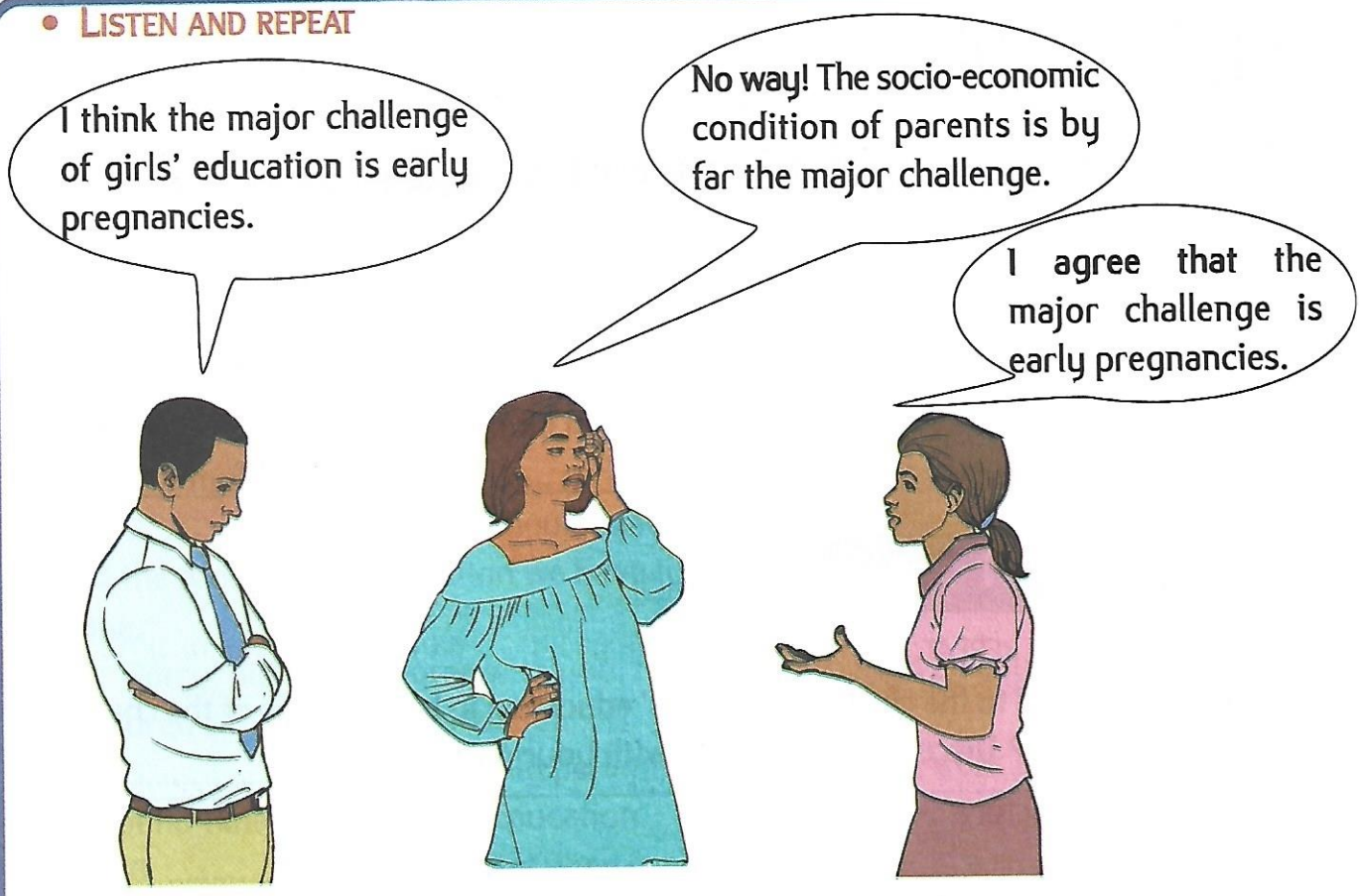
TIME TO LEARN

- LOOK, LISTEN AND REPEAT

The list below is related to the challenges of girls' education in India. Which of the challenges apply to your country? Discuss your choices with your partner.

- Lack of infrastructure
- Lack of security
- Suitable curriculum for the education of girls
- Prejudices against girls' schooling
- Socio-economic condition of parents
- Lack of social consciousness among women;
- Problem of transport
- Lack of enthusiasm and interest of the officials in charge of education for girls' education
- Scarcity of lady teachers
- Bad companionship

- LISTEN AND REPEAT



AGREEING	DISAGREEING
Too true	No way!
True enough	Come off it!
That's right	I don't think so
I totally agree	I completely disagree
This is what I think too	I don't agree
Exactly	I don't go along with
That's it	

TIME TO PRACTISE

Activity 1: Match the girls' education challenges with the situations below.
Example: 1- situation 2

GIRLS EDUCATION CHALLENGES
1- Lack of infrastructure
2- Unsuitable curriculum
3- Prejudices
4- Scarcity of lady teachers;
5- Harassment by male teachers
6- Early pregnancy

SITUATION 1

People used to say in my village that sending a girl to school was a waste of time because girls always wasted their parents' money.

SITUATION 2

We were 118 students in the classroom. Some of the students were even sitting on the ground to take notes.

SITUATION 3

At 14, I got pregnant and I was expelled from the school because they said I was a bad example.

SITUATION 4

My mathematics teachers said if I wanted to pass, I should go and visit him at home. Actually, he was not married.

SITUATION 5

All the teachers in my school were men. There was no woman for us to see as a model.

SITUATION 6

We were also interested in jobs like top model, air hostess, and tailor. But no subject would teach us how to prepare for those jobs.

Activity 2: Work in pairs. Read the sentences below in turns. Then say if you agree or disagree. Justify your answers.

STATEMENTS

1- Girls education is risky.
2- The number of early pregnancies is growing in the school.
3- Girls who are harassed by teachers are responsible for it, not victims.
4- The scarcity of teachers in schools is due to their lack of interest for the job.
5- Bad companionship is not a factor favouring early pregnancies.
6- Prejudices against girls' education occur only in poor families.
7- Curriculums need adjustment.

TIME TO EXTEND

With your neighbour, classify the girls' educations challenges below in order from the most important one to the least important.

- Lack of infrastructure,
- Harassment by male teachers,
- Unsuitable curriculum
- Prejudices against girls schooling,
- Socio-economic condition of parents
- Problem of transport;
- Lack of enthusiasm and interest of the officials in charge of education for girls' education
- Bad companionship

MY OWN NOTEBOOK

- Whose turn is it?
- It is your turn.

SESSION 3

COMMMUNICATION ACTIVITY

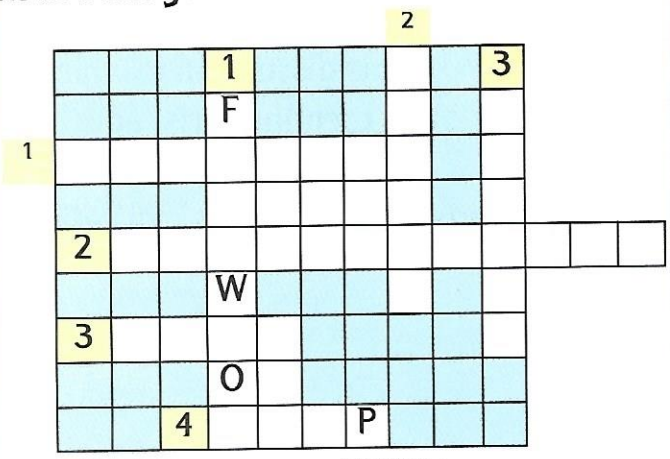
On the Women's Rights Day, the English club of your school has organised a debate about girls' education in your country. In your discussion group, two students think that girls' education is unnecessary; Two other students disagree. Write this discussion in which,

- two students show that girls' schooling is unnecessary by presenting girls' education challenges ;
- two other students disagree with them and present the advantages of girls' education ;
- you end by a finding an agreement.

UNIT SUMMARY

• REVISION GAME

Do the crosswords puzzle. Some clues have been given.



ACROSS

1- responsibilities/ obligations
2- lack of job
3- action done on clothes after washing them
4-verb used for those who leave school

DOWN

1- it is used to cook
2- action done to make rice clean
3- peasant

• REVISION ACTIVITIES

Activity 1: Complete the following sentences with 'can' or 'can't'. 'is able' or 'is not able'

Example : 1- is able to

1- This American boy .... to speak only English. He doesn't know any other languages.
2- What food... this woman cook the best?
3- A cat .... be a farmer's best friend, but it can't help with the chores.
4- Fish....to breathe outside water.
5- ... you fly a plane?

Activity 2: Rewrite the sentences in the reported speech. The first one is done for you as an example.

Example: She said, "I pound rice everyday."
→ She said that she pounded rice everyday...

1- "My rights are not respected," The village woman said.
→ The village woman said...
2- I am going to complain to the government," the woman told her neighbour.
→ The woman told her neighbour...
3- "School begins in September," he informed the journalist.
→ He informed the journalist ...
4- "The river where we fetch water from is very far." she told him.
→ She told him...
5- "I am for girls' education," he said.
→ He said ...

Activity 3: Complete the questions below with the appropriate comparative form of the adjective in brackets.

Example : 1- more challenging

1- What is ... for a woman? studying or caring for a house? (challenging)
2- What is ...for a villager? Fetching water or cooking? (easy)
3- What is ... for a student? Waking up early or sleeping late? (tiring)
4- Who is ...? A respectful woman or a beautiful one? (good)
5- Whose life is ...? A woman with a disability or a widow? (pitiful)
6- What is ...for a woman? Genital mutilation or taking part in armed conflict? (bad)

Activity 4 : Fill in the sentences below with the appropriate words or expressions from the box.

Example: 1- wages

-girls' schooling - be educated - winnow - wages - proud - send - school tuition - pregnant

1- Girls should go to school to also earn good ..... .
2- Parents must ..... their girls to school to respect their right to education.
3- As soon she pounds the rice, she .....It for evening meal.
4- Paying children's .....is a duty for every father.
5- A girl ought to .....at home and at school.
6- As soon as a ..... student gives birth, she should go back to school.
7- She is working hard, for she wants her parents to be .....of her.
8- .....rate is lower in developing countries than in developed ones.

• WHAT I CAN DO

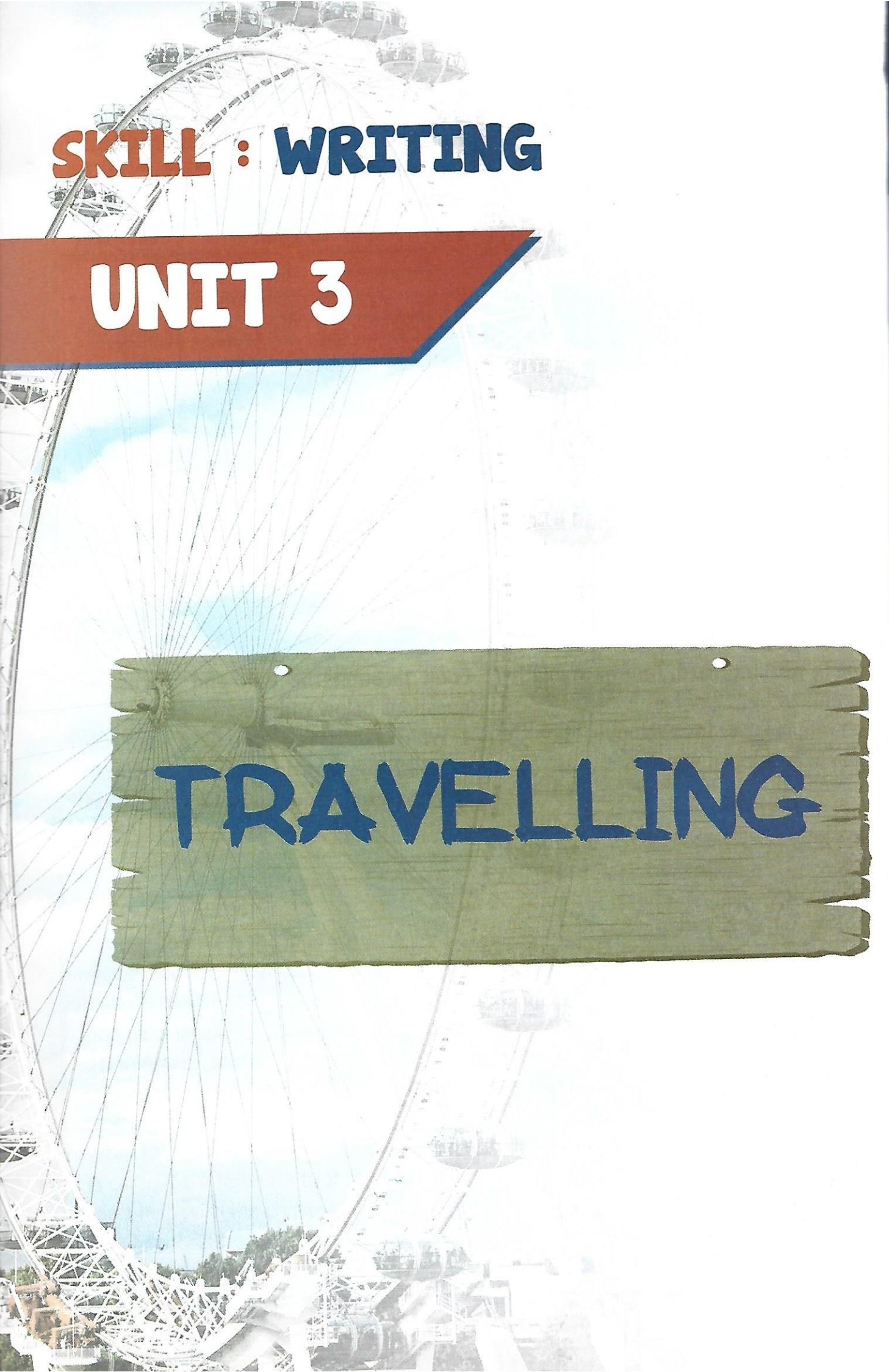
How well do you think you know the English you learnt in UNIT 2? Use a cross (X) to say what you can do and what you can't do.

		I can	I can't
1	list some women 's rights		
2	list some women's duties		
3	compare men and women's rights		
4	compare men and women's duties		
5	enumerate the challenges related to girl's education		
5	show the advantages of sending girls to school		
7	give my opinion using appropriate expression		
8	agree and disagree with someone's opinion		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?



SKILL : WRITING

UNIT 3

TRAVELLING

LESSON 1

HOW DO PEOPLE TRAVEL?

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

A 3è student from Lycée Moderne Bouaflé writes an email to his american pen friend to describe the different means of transport used in Côte d'Ivoire.

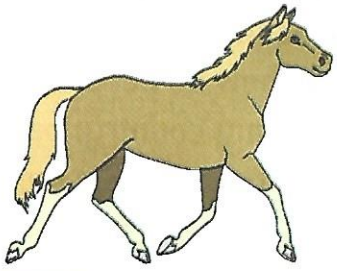
Vocabulary related to Means of transport

Language function focus

- Expressing preferences
- Giving reasons

Everyday English

I prefer to travel by taxi because it is safer.

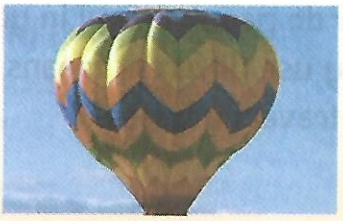












SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Means of transport; -To walk / To go on foot; -To ride a donkey / a horse / a bicycle / a motorbike / a tricycle / a scooter -To drive a taxi / a car / a lorry / a truck / a train / a van / a bus / - To sail a boat; -To paddle a canoe	Expressing preferences	- I prefer to travel by coach. - I prefer travelling by plane. - I would (I'd) rather travel by bus than by donkey.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Scott: Hi, Koffi! I need your help.
Koffi: Hello, Scott! How can I help you?
Scott: Tell me, how do people travel in your country?
Koffi: Okay. In my country, people use many **means of transport**. For example, in the northern part, people ride donkeys, horses or camels. They travel by **bicycles, tricycles, scooters or motorbikes**. In big cities, people go to work **on foot, by cars, by taxis, by buses, by vans** called 'gbaka'. Some people travel by **canoes** or **boats** to cross the Ebrié Lagoon. **Lorries and trucks** are used to transport traders' goods.
Scott: Good. Thanks a lot. But, what means do people use most?
Koffi: Here, people travel mostly by **motorbikes, taxis, cars, vans and buses.**

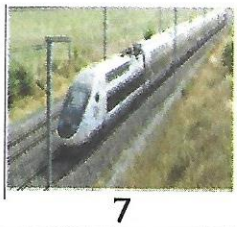
- LISTEN AND REPEAT

A: How do people travel in your country?
B: They use different means of transport. Some prefer travelling by vans. Others would rather travel by buses.

TIME TO PRACTISE

Activity 1: Identify each action of transport below with its phrase in the box. Do like this: 1- To go on foot.

- To drive a bus	- To drive a train	- To sail a boat	- To go on foot
- To drive a taxi	- To ride a horse	- To fly a plane	- To ride a bicycle

 1	 2	 3	 4
 5	 6	 7	 8

Activity 2: Read this email. Then answer the questions that follow it.

Hi John,

I hope you're fine. I'm writing this email to you to tell you about the different means of transport in my city and the ones people prefer.

There are many means of transport in my city today. These are cars, taxis, trains, buses and tricycles. People in my city have different options when they want to move around the city.

Many of them prefer travelling by bus. It's cheaper, they say. But, there are those who would rather travel together in a friend's car. They call it carpooling. They save money and travel in a friendly atmosphere. As for me, I prefer to walk or go to school by tricycle. Going to school by tricycle is so amusing!

How about you, my friend? What means of transport are there in your city? Which ones do you prefer? Send an email soon.

All the best, Ike.

QUESTIONS

1- In which paragraph does Ike give the reasons why he is writing his email?
2- In the second paragraph what does he write about? Justify your answer.
3- Which words does he use to talk about people's preferences?
4- What does he ask his friend about in the last paragraph?

TIME TO EXTEND

Choose the appropriate preposition in brackets to complete each of the sentences below. Write your answers like in the example.

Example: 1 - on

1- Every morning, I go to school ... foot. (by / on).
2- Businessmen always travel ...their private cars. (in / on)
3- Get ... the train before it leaves. (in / on)
4- Students get ... the school bus to go to school. (in / on)
5- I think I will go ... taxi this morning. (by / in)
6- In the past, people used to travel ... horse, camel or donkey. (on / by)

MY OWN NOTEBOOK

- Lots of love, Gaby.
- Love, Gaby.
- Please, email me soon

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Means of transport: - To row a boat - To pilot a ship / a yacht - To fly a plane / a helicopter / a balloon - To drive a tram(way) / an underground train / a cab / a coach - To skate on rollers / hoverboards / skateboards	Expressing preferences and giving reasons	- I prefer to travel by underground **because** it is faster than skating on rollers. - Students in my country **would rather** go to school by bus **because of** the price.

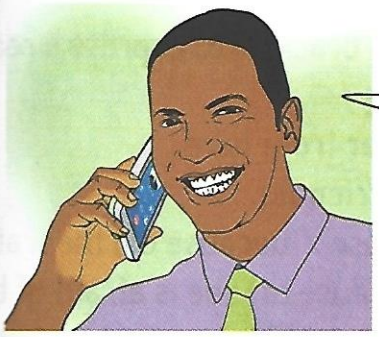
TIME TO LEARN

- LOOK, LISTEN AND REPEAT



In developed countries, people use a great variety of means of transport. From one country to another, more and more people **travel by planes**. During holidays, people get on cruise ships or yachts and travel around. Police, TV Channels, firemen use helicopters to avoid traffic jams.
A vast majority of people and workers **travel by trains, undergrounds, tramways** or **by coaches** (buses).
Those who care for the climate and fight against pollution **skate on rollers**, hoverboards, or skateboards **because**, in their opinions, those means of transport are eco-friendly.

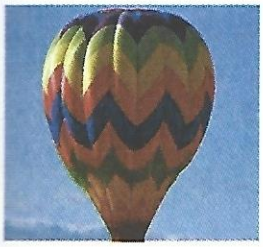
• LISTEN AND REPEAT



Many people prefer travelling by buses **because** they are safer than vans.

TIME TO PRACTISE

Activity 1 : Identify each means of transport by writing its name. One is done for you as an example: 1- Balloon

 1	 2	 3	 4
 5	 6	 7	 8

Activity 2 : Write sentences expressing reasons. One is done as an example.

Example: Workers go to work by underground because it is faster.

1- Workers / to go to work by underground / it is faster.
2- John / to go to school on rollers / it is easier to skate.
3- People in developing countries / to prefer to travel by bus / it is cheaper.
4- Tourists / to cross the lagoon on a yacht / it is comfortable.
5- Scientists / to travel in balloons to make research / it is slower.

TIME TO EXTEND

Complete each sentence below using the appropriate word in brackets to express a reason.

Example: 1 - because

1- I'll go to the farm on foot (because / because of) it isn't far from here.
2- I skate on a hoverboard (because / because of) it is eco-friendly.
3- It is not safer to skate on skateboard in the streets (because / because of) the traffic.
4- My grandmother dislikes to get on a plane (because / because of) she is afraid of being high in the sky.
5- Many workers travel by train (because / because of) the price of the ticket.

MY OWN NOTEBOOK

- Can I ride your bicycle, please?
- Can you give me a lift, please?
- Thanks a lot.
- You're welcome.

SESSION 3

COMMMUNICATION ACTIVITY

Your American pen friend, Dave, is planning to come to Africa to visit you. He writes an email to tell you his intention and asks you about the different means of transport in your country in order to facilitate his stay. In your reply, to his mail,

- list the different means of transport in your country ;
- mention the means of transport people use most ;
- tell him what means you prefer and why.

LESSON 2 TRAVELLING BY PLANE IS SO EXCITING!

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

A student of 3è 8 from Lycée Moderne 2 Bouaflé has been invited by his British pen pal, Smith. It is the first time for that student to travel by plane. After coming back home, he writes an email to Smith to explain how the travel was.

Vocabulary related to air travel

Language function focus

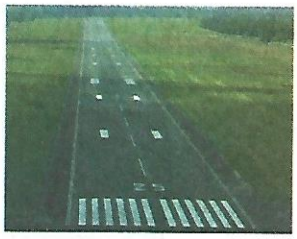
- Comparing things
- Emphasizing feelings
- Making and using double comparative

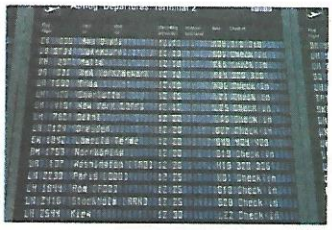
Everyday English

Travelling by plane is so interesting and exciting.

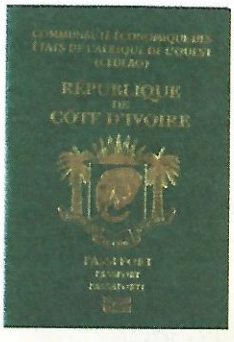









SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To book; A seat; A travel agency; A passport; A visa; An airport; A plane; To fly to; To check ; A flight; A plane ticket; Check-in desk; To fill in; A boarding pass; Departure lounge	Comparing	- There are more passengers on planes than on buses. - Travelling by car is less dangerous than by plane. - There are fewer travellers at Abidjan Airport than at London Airport.

TIME TO LEARN



Komenan: Hello, Smith! How is it going, there?
Smith: Hi, Komenan! It's great here. Thanks! How was your journey back home?
Komenan: It was exciting. After booking my seat from a travel agency, I went early to the airport with all my luggage. At the departure entrance, policemen and Customs officers checked my passport, visa and plane ticket. At the check-in desk, I was a bit afraid. Fortunately, there was nothing illegal in my luggage and I went to fill in the boarding pass. Then, I waited in the departure lounge. (...)
Smith: ...(signal lost)
Komenan: ...(phone off)..

TIME TO PRACTISE

Activity 1 : Identify each item of travel below with its name in the box.

Example: 1- A visa

- An airport	- A traveller	- The departure lounge	- A visa
- The luggage	- A plane ticket	- Check-in desk	- A passport



1


2



3



4

			
5	6	7	8

Activity 2 : Build sentences using adjectives in brackets to compare things.

Example: 1- London Airport is larger than Abidjan Airport.

Abidjan Airport is narrower than London Airport.

1- London Airport / Abidjan Airport. (large / narrow)

2- Passengers in London Airport / passengers in Abidjan Airport. (numerous / few)

3- The traffic in London / the traffic in Abidjan. (dense / relaxed)

4- Planes in London / planes in Abidjan. (new / old)

TIME TO EXTEND

Match the definitions or synonyms in List A with their corresponding words or expressions in List B.

Example: 1 - d

List A	List B
1- A passenger	a- The runway
2- Bags and suitcases	b- The check-in desk
3- To reserve a seat on a plane	c- To book
4- A ticket you buy for travelling by air	d- A traveller
5- The place where planes take off and land	e- luggage
6- Desk where luggage is checked	f- A flight ticket

MY OWN NOTEBOOK

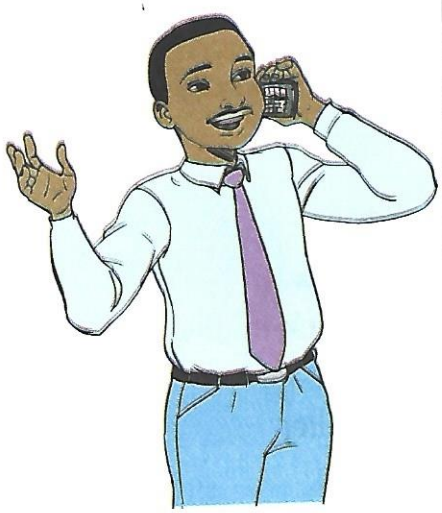
- Where are you flying to ... ?
- I'm flying to ... .
- Can / May I have your passport, please ?
- Here you are. / Here you go.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Departure board; A runway ; To board a plane / To get on a plane; A pilot; A flight crew; A flight attendant; A steward / A stewardess; To land; To take off	Emphasizing feelings Using double comparative	- I was so happy to fly to London. - I was happier and happier to travel to London. - As a business woman, she is travelling more and more by planes.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Komenan: Smith, are you still on line?
Smith: Yes, we've been cut off but I'm on line now. Keep on telling me about your trip please.
Komenan: I was waiting in the **departure lounge** when a notice came on the **departure board**. My flight was delayed because a plane couldn't **take off**. So, our plane couldn't **land**. It was turning around the airport until the problem was solved. From the lounge, we could see that plane on the **runway**. 45 minutes later, we could **board the plane**. At the entrance, the **pilot**, the **flight crew** (**the flight** attendant, the **stewards** and **stewardesses**) were standing to apologize for that incident.
Smith: Fortunately, you flew back home safely.
Komenan: Yes, that's it. Thanks a lot for your invitation and let's keep in touch.

- LISTEN AND REPEAT



Airports are **more and more** crowded now because many people are **so** excited to travel by planes!

TIME TO PRACTISE

Activity 1: Read this paragraph and write correct answers to the questions below.

I first travelled by plane in 2011.When I entered the F.H Boigny airport, I had my papers and luggage checked. Then after waiting in the waiting lounge for some time, we boarded the plane. The plane was waiting for us on the runway. The flight crew was composed of the pilot and the copilot. The flight attendant made sure all the passengers were comfortable. When we were all well seated, the plane started off slowly and took off. It was now in the air. The stewards and stewardesses brought us food and drinks. All these people were kind and caring. After a few hours, the plane landed at London Heathrow. We got off and went home. I really liked the journey because it was fast and comfortable.

1- Read the first sentence of the paragraph. What is the paragraph going to be about?
2- Read the sentences from 'When I entered to and went home'. What does the writer do in these sentences?
3- What does the last sentence tell you about the writer?

Activity 2 : Write sentences using "so" and "double comparative".
Example: 1- Nowadays, air travels are so safe.
Nowadays, air travels are safer and safer.
1- Nowadays, air travels are safe.
2- Today, there are many people in cities.
3- The streets are dangerous now.
4- Our classroom evaluations are easy.

TIME TO EXTEND

Look at the picture below. Write a paragraph of five lines to:
- say where these people are ;
- say what they are doing ;
- mention three things they probably did when they got at the airport.



MY OWN NOTEBOOK

- Please sir, what is the french (word) for.....?
- Please sir, how do we say ..... in french?
- Please sir, what is the french meaning for ..... ?

SESSION 3

COMMMUNICATION ACTIVITY

Last holiday, your British pen friend, Smith, wrote an email to invite you to visit London. After a long stay, you came back home. To share your experience with your classmates, your teacher of English asked you to write a paragraph. In your production,
- say how you found the airport;
- explain what happened at the airport;
- say how you felt about your first travel by plane.

LESSON 3

LET'S VISIT LONDON !

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

A British student wrote a message on WhatsApp to his pen pal in 3è 8 of Lycée Moderne 2 Bouaflé to invite him in London. During his stay, he visited many places. Once back home, his English teacher asks him to write a paragraph about the tourist attractions he visited there in order to inform his mates about his travel

Vocabulary related to tourist attractions

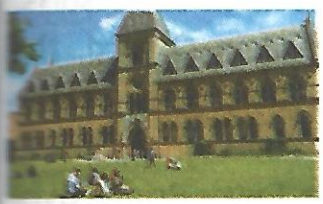
Language function focus

- Making suggestions
- Accepting suggestions
- Refusing suggestions

English

London is the city of my dreams.

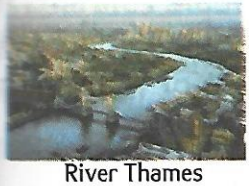
Tourist places in the United Kingdom


University of Oxford


London Eye

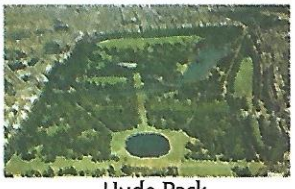

Greenwich Meridian


Buckingham Palace

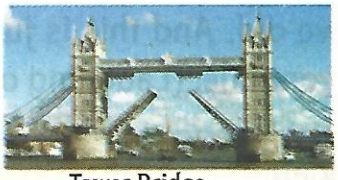

River Thames


Big Ben

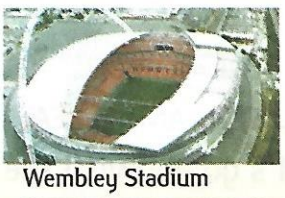

Museum of London


Hyde Park


Trafalgar Square


Tower Bridge


Emirates Stadium


Wembley Stadium


National Gallery


Westminster Palace


London Underground


Tower of London

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A tour; Tourism; A tourist; A tourist attraction; A tourist resort; University of Oxford; London Eye; Greenwich Meridian; Buckingham Palace; Trafalgar Square; Tower Bridge; Emirates Stadium; Wembley Stadium	- Making suggestions - Accepting - Refusing	- Let's go and visit Buckingham Palace - We could go and visit London Tower - Shall we visit the tower bridge? - That's a good idea. - Great idea! - I like the idea. - I'm afraid I can't. - I'm sorry. - Not for me.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



Smith : Hello, Komenan ! How was your tour in London ?
Komenan: Hi, Smith ! It was fantastic. I really enjoyed it.
Smith : Where did you and your guide go for sight-seeing ?
Komenan: We visited many tourist attractions and resorts. For example, the University of Oxford in Oxford, the London Eye on the west bank of the River Thames, the Greenwich Meridian in Greenwich, the Buckingham Palace, the Trafalgar Square in Westminster, the Tower Bridge over the River Thames, the Arsenal Football Club Emirates Stadium in Highbury and the Wembley Stadium in the city of Wembley. I really enjoyed that moment of tourism in London. I felt like I was the only tourist there.
Smith : Wow ! Did you visit all these places ?
Komenan : Yes, we did. And this is just for the first day. Tomorrow, we'll continue. (Laughing out loudly)

• LISTEN AND REPEAT

A: Let's go and visit the University of Oxford today.
B: That's a very good idea. So, let's go for it. But we can't walk to get there.
A: Shall we go by bus?
B: Great idea!

TIME TO PRACTISE

1. Identify each tourist place below with its name in the box.

London Eye - Wembley Stadium - Emirates Stadium - Buckingham Palace Greenwich Meridian - University of Oxford - Trafalgar Square - Tower Bridge

 1	 2	 3	 4
 5	 6	 7	 8

2. Match the names of places in List A with their locations in List B. Write your answers like in the example.

Example: 8 - d

List A	List B
1- Wembley Stadium	a- Greenwich
2- University of Oxford	b- Westminster
3- London Eye	c- in Highbury
4- Tower Bridge	d- in London
5- Emirates Stadium	e- city of Wembley
6- Trafalgar Square	f- over the River Thames in London
7- Greenwich Meridian	g- west bank of the River Thames
8- Buckingham Palace	h- Oxford

TIME TO EXTEND

With your neighbour make suggestions and answer. Use the ideas given and the expressions in brackets. One is done for you as example.

Example: 1- Neighbour: Let's go to visit the London Eye today.
You: I'm afraid I can't. I'm so tired.

1- go to visit the London Eye today. (Let's)
Neighbour: go to visit the London Eye today.
You: (Refusing)... I'm so tired.
2- go to see the Meridian in Greenwich. (We could)
Neighbour: ...You: (Accepting)... It'll be my first time to see it.
3- go to watch a football match at Wembley. (Shall we)
Neighbour: ...
You: (Accepting)...I love football.
4- go for a walk at Trafalgar Square. (Let's)
Neighbour: ...
You: (Refusing)...There are too many people there.

MY OWN NOTEBOOK

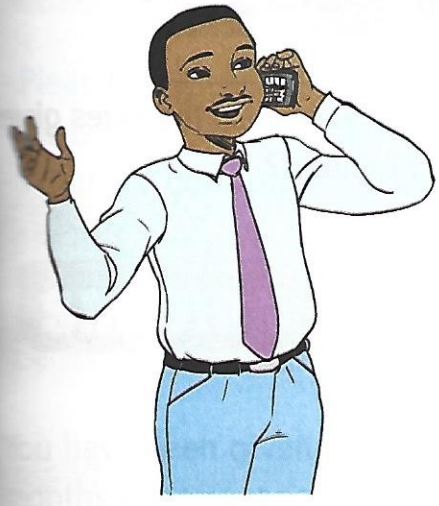
- It's a great pleasure for me to .....
- What would you like to ..... ?
- Where would you like to..... ?
- Can you suggest something ?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
River Thames; Big Ben; Museum of London; Hyde Park; National Gallery; Westminster Palace; London Underground; Tower of London	- Making suggestions - Accepting - Refusing	- How about visiting the Tower Bridge? - Why don't we / you go and see the Big Ben? - That would be nice. - Yes, let's go for it. - Sure! - It's a waste of time. - No way. - Not at all.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Smith: Hey, Komenan ! Did you go for your second tour in London ?

Komenan: Hi, Smith! Yes, I did. It was also fabulous. I really appreciated it, too.

Smith: Where did you go to visit this time?

Komenan: We travelled by boat over the River Thames that flows through London. We went to hear **Big Ben** ring in the Tower of Westminster Palace. We visited the **Museum of London** in Kensington, **Hyde Park** and **Westminster Palace** in the city of Wesminster, the **National Gallery** in the North of Trafalgar Square, the **Tower of London** on the North bank of the River Thames. Finally, to come back to our hotel we got on **the London Underground** that serves Greater London, Buckinghamshire, Essex and Hertfordshire.

Smith : Wow ! You really had a beautiful tour in London.

Komenan: Yes, and I look forward to coming again next year.

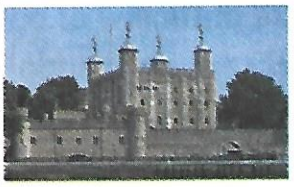
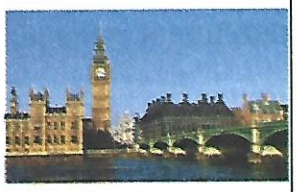
• LISTEN AND REPEAT

Yvan: How about going for a walk in Hyde Park?
Marcel: It would be great and wonderful.

TIME TO PRACTISE

Activity 1 : Identify each tourist site by writing its name. The first one is an example for you: 1- Tower of London

River Thames - Hyde Park - Westminster Palace - Tower of London - London Underground - National Gallery - Big Ben - Museum of London

 1	 2	 3	 4
 5	 6	 7	 8

Activity 2 : With your neighbour, make suggestions and give answers. Use the clues given

Example: 1. Neighbour: Why don't we go to visit the Tower of London?
You: No way! It's too far from here.

1- go to visit the Tower of London. (Why don't we)
You: (Refusing)... It's too far from here.
2- take a bus to Manchester. (How about)
Neighbour: ...
You: (Accepting)... I like to travel by bus.
3- a cup of tea at home. (How about)
Neighbour: ...
You: (Refusing)...I prefer coffee.
4- visit the Museum of London. (Why don't we)
Neighbour: ...
You: (Refusing)...Visiting a museum is so boring.

TIME TO EXTEND

Read the descriptions and write the corresponding names. Use words or phrases in the box. There is an example for you.

Example: 7 - Museum of London

River Thames - Hyde Park - Westminster Palace - Tower of London - London Underground - National Gallery - Big Ben - Museum of London

1- A palace in the city of Westminster in central London.
2- A huge clock hung in the tower of Westminster Palace.
3- It is located on the North bank of the River Thames.
4- This gallery is in the North of Trafalgar Square.
5- Thousands of people use this underground to travel through cities.
6- It is a royal park in the city of Westminster.
7- This is a museum in the city of Kensington.
8- That river flows through many cities and London.

MY OWN NOTEBOOK

- Please (sir), can you help me...?
- Please (sir), I need your help for... .
- What are your plans for the weekend ?

SESSION 3

COMMMUNICATION ACTIVITY

You have been given an opportunity to continue your studies in a school in London. Two months after your arrival and before school starts there, you receive a message from your former English teacher on WhatsApp. He asks you to write and send a paragraph about your stay in London in order to share your experience with your former classmates. In your production,

- describe the city where you are staying ;
- mention the tourist attractions you visited and their locations ;
- say how you felt during your stay in London.

UNIT SUMMARY

• REVISION GAME

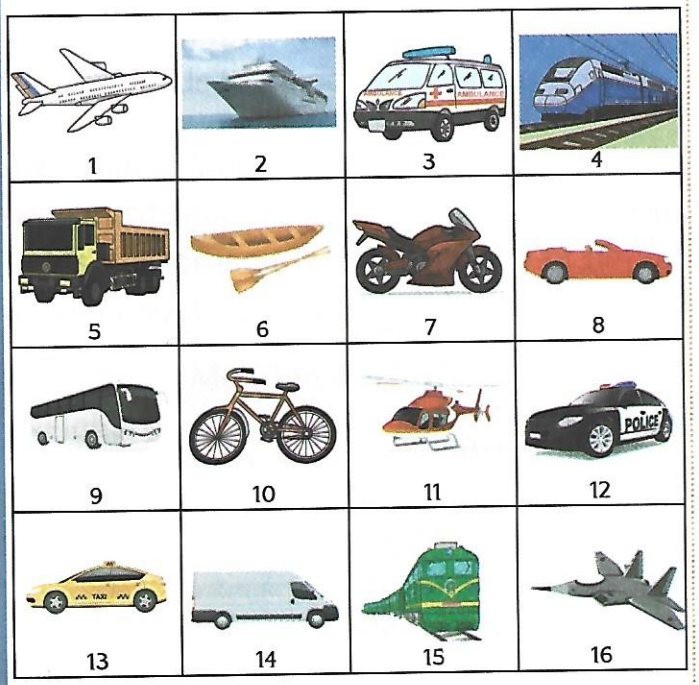
GUESSING GAME: Read each description and guess what it is about. Write your answers like this: 1- bicycle

1- A two-wheel vehicle
2- It is an animal and some people sit on its back to travel.
3- A big machine that has two wings and flies in the air.
4- A motorized vehicle with two wheels
5- A large boat for transporting people or goods by sea.
6- It is a long vehicle used to transport people on a long distance.
7- It is a three-wheel vehicle.
8- People use paddles to make it move on water.

• REVISION ACTIVITIES

Activity 1: Identify each means of transport below with its name.

Example: 1-a plane



Activity 2: Match the verbs to the means of transport to make meaningful phrases.

Example: 1- to drive a car

to drive	a balloon
to go	a plane
to row	a car
to paddle	a bicycle
to ride	a horse
to fly	a helicopter
to pilot	a boat
to skate	a truck
	on rollers
	a yacht
	a canoe
	a bus
	on foot

Activity 3: Complete the sentences with the suitable preposition from the box. Here is an example for you.

Example: 1 - on

on - by - in -

1- The people ... the bus are very calm.
2- Yesterday, we went to the farm ... foot.
3- James got ...the taxi before I could ask him a question.
4- I saw the teacher sitting ... a train.
5- Tourists generally travel ...bus.
6- I usually go to school ... foot.
7- My brother got ... his motorbike and went to the market.

Activity 4 : Look carefully at this picture and answer the following questions :

1- What means of transport can you see?
2-Where can you see it ?
3- Where can it be parked?
4- Who flies it?
5- Do you use it for short or long distances?



• WHAT I CAN DO

How well do you think you know the English you learnt in Unit 3? Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
1- identify means of transport		
2- name means of transport		
3- express preferences		
4- give reasons		
5- use «so + adjective » to emphasize ideas		
6- make double comparative		
7- make suggestions		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?

SKILL : WRITING

UNIT 4



LESSON 1

LOOK AT MY CLOTHES!

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During an English class, the students of 3è from Lycée Moderne 2 Bouaflé watch a video on fashion in order to write a paragraph about different clothing items.

Vocabulary related to modern and traditional clothes

Language function focus

- Giving reasons
- Comparing things
- Expressing preferences

Everyday English

Today, young people follow fashion.


Jeans


Mini-skirt


Jacket


Polo T-shirt


Trainers/Sneakers


Tights


Kamanje (Gouro, CIV)

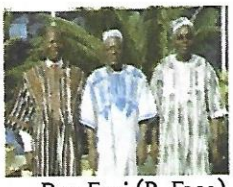

Djellaba (Maghreb)


Madiba shirt (S.A)


Agbada (Nigeria)


Isidwaba(South Africa)


Kanzu (Uganda)

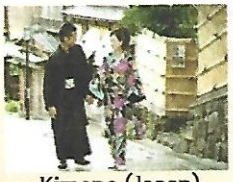

Dan Fani (B. Faso)


Sari (India)


Baoulé Cloth (CIV)


Kita (CIV/ Ghana)


Kente (Ghana)


Kimono (Japan)


Kilt (Scotland)

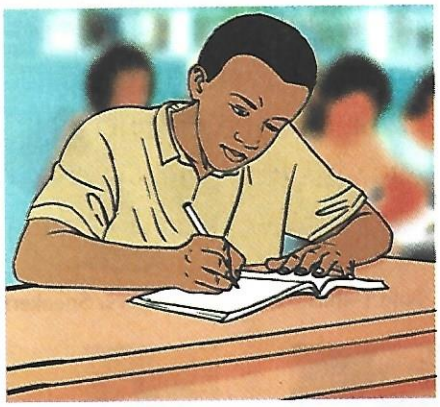

Daishiki

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Trainers ; Jacket ; Suit ; Mini-Skirt ; Tights ; Dress ; Short-Sleeved shirt ; Long-sleeved shirt ; T-shirt ; Tie, Bow tie; Sweater ; Jeans ; Pullover; Jacket ; Vest ; Swimsuit ; Polo shirt; Polo T-shirt	- Expressing preferences - Giving reasons	- Teenagers **prefer** T-shirts **because** they are easy to wear. - This tailor is famous **because** of his creations.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



Today, all over the world, young people have the same dress code. In my country, they dress in many ways. For example, they **like** to wear **jeans, T-shirts, shorts** and **short-sleeved shirts** because it is hot here. They also wear **trainers** and **polo T-shirts**. In contrast, adult men like wearing **vests, suits, jackets** with a **tie** or a **bow tie**. When it is very hot, everybody wears **swimsuit** to go to the beach. But when it is cold, everyone wears **long - sleeved shirts, sweaters,** and **pullovers**. As for girls, they are used to **mini-skirts, sleeveless** or **backless dresses**. Youths are all in fashion today. They follow the trends. They say that they are **fashionable** and **updated**, not **outdated** like their parents. In the streets, we can see some youngsters wearing **baggy clothes, baggy T-shirts** and **baggy trousers**.

• LISTEN AND REPEAT

A: What do youths prefer to wear? And why ?
B: Youths prefer to wear jeans and T-shirts because they are easy to wash.
A: Do they also prefer wearing suits?
B: No, they don't because of their high prices.

TIME TO PRACTISE

1. Look at the pictures and write the name for each clothing item.

Example: 1-Jeans

1 

2 

3 

4 

5 

6 

7 

8 

2. Choose the appropriate word or expression in brackets to complete each sentence below in order to obtain correct sentences expressing reasons. One is done as an example for you.

Example: 1 - because

1- Teenagers like to wear jeans "pété pété" (because / because of) they are in fashion.
2- Young people prefer second-hand clothes (because / because of) their prices.
3- African youths like western clothes. It is (for this reason / because) they buy them.
4- Ministers prefer wearing suits (because / because of) their offices are air-conditioned.
5- Elderly people want to preserve their cultural heritage. It is (for this reason / because) they wear traditional clothes.

TIME TO EXTEND

Complete the sentences with the correct words or expressions from the box to give reasons. Do like in the example.

Example: 1 - because

because - because of - for this reason

1- Teenagers like wearing sunglasses ..... they are in fashion.
2- ... he wants to win many prizes, he works hard at school .
3- ... traffic jams in town, my father never drives his car.
4- Samuel wants to go to America. ... , he tries to speak English all the time.
5- Sandra is the top of her class. ... she receives many prizes.

MY OWN NOTEBOOK

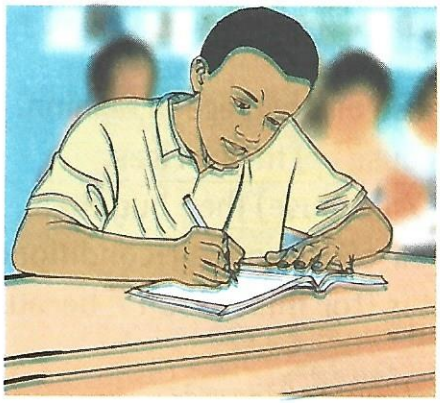
- When is the homework for?
- Which page are we on?
- I have already done this.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Outfit ; Traditional clothes; Wear ; Embroidered ; Cultural heritage.	- Expressing preferences - Giving reasons	- I **prefer** kente cloth **as** it is colourful. - **Since** I'm African, I **like** wearing African clothes. - I'm African. **That is (the reason) why** I wear African clothes.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



Old people wear **traditional outfits because** they want to preserve their cultures and traditions. It is the same in the whole world. As for traditional clothes, in Côte d'Ivoire, you have the **Baoulé cloth**, **Kamandje**, **Kita**, in Burkina Faso you have the **Dan fani**. In Ghana, **Kita** and **Kente cloth**. In Uganda, it is **Kanzu**; Maasai people wear **Shuka**; for Bamileke people in Cameroon, it is **Toghu**; in Ethiopia, you have **Habesha Kemis**; in Nigeria you have **Iro ati buba**; in South Africa, the Zulu people wear **Isidwaba** and then in the Maghreb region, it is the **Djellaba**. We don't forget the **Bazin bubu** for muslims worn on special occasions.
In Europe and Asia, you have the famous **Kilt** in Scotland and **Kimono** for Japanese and many others.

• LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Identify each picture below by writing the name of the traditional clothing items.
Example: 1-Kita

Sari - Djellaba - Kimono - Kente - Kita - Madiba shirt - Kilt - Agbada

 1	 2	 3	 4
 5	 6	 7	 8

Activity 2: Write appropriate sentences using the words or expressions in brackets to give reasons. Follow the example.
Example: 1- As she is going to a marriage, she wears an embroidered bazin dress.

1- She is going to a marriage / she wears an embroidered bazin dress. (as)
2- They must do a class presentation / students did research on Google. (since)
3- My grandfather likes the African clothing / he always dresses in kita cloth. (that is why)
4- New clothes are very expensive / young people cannot afford them. (as)
5- I'm an Ivorian designer / I'll keep on promoting the Ivorian culture. (since)
6- They would rather wear traditional clothes / elderly people want to preserve their cultural heritage. (that is why)

TIME TO EXTEND

Complete the sentences with the correct words or expressions from the box to give reasons. Some sentences admit more than one option. Do like in the example.

Example: 1 - As / Since

That is (the reason) why - as - since

1- ...they are in fashion, teenagers like wearing sunglasses.
2- This shirt is made of silk. ... it is expensive.
3- ... we are students, we must put on uniforms.
4- I study hard every day. ... I get good marks in class.
5- ... she is the most beautiful girl of the school, she will represent us during the next beauty contest.

MY OWN NOTEBOOK

- Can I go to the board?
- Do we have to write this down?
- Can we pack our things now?

SESSION 3

COMMMUNICATION ACTIVITY

Your class has watched a video about a fashion show in English. You are asked to write a paragraph about what you saw to inform your mates who haven't seen it. In your writing,
- list the clothes that young people prefer wearing;
- describe the ones older people prefer to wear;
- in each case, give the reasons why young and old people wear different clothes.

LESSON 2 COME TO THE FASHION SHOW !

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The 3è 3 students from Lycée Moderne 2 Daloa have just attended a fashion show organized by the American Cultural Center. To share what they learnt with their friends of the English Club, some of them decide to write a paragraph to be published in the magazine of the club.

Vocabulary related to fashion show

Language function focus

- Expressing preferences
- Expressing likes
- Expressing dislikes

Everyday English

I am fond of fashionable clothes.



A fashion show



A catwalk



A collection



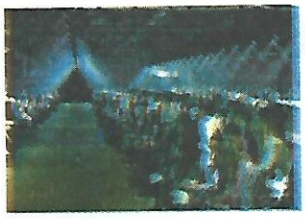
A seller / A buyer



Top models



A fashion designer



An audience



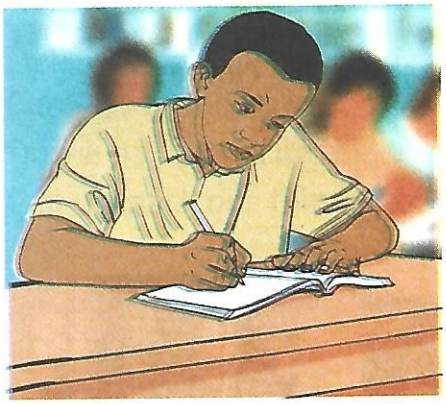
A parade

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Put on/wear ; Designer; Exhibit/exhibition ; To portray; To decipher ; Audience; Collection ; Top model ; Parade; Catwalk ; Buyer ; Creator ; Display	Expressing likes	- I **like** fashion shows. - I **love** fashion shows. - I am **fond** of fashion shows. - I am **crazy about** fashion shows.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



A fashion show was held at Hotel Ivoire last weekend. It was a wonderful event. The most important **designers** were there to **display** their creations and collections of clothes. The **audience**, composed of **buyers** and sellers, was delighted to see the **parade** of **top models** on the **catwalk**. They **exhibited** the models of clothes in fashion.

- LISTEN AND REPEAT

A: What do people like about fashion?

B: People **like** fashion shows. They **are fond of** brand-new clothes.

TIME TO PRACTISE

Activity 1: Match each word or expression in Column A with its definition or synonym in Column B.

Example: 1 - b

Column A	Column B
1- Designer	a- a man or woman who presents models of clothes.
2- Audience	b- a person whose job is to draw models of clothes.
3- Catwalk	c- a person who buys an article; a purchaser.
4- Top model	d- the platform on which top models walk.
5- Buyer	e- a group of people gathered to watch an event.

Activity 2: Write appropriate sentences using "like", "love", "be fond of", and "be crazy about" to express likes. Do like in the example.

Example: 1- a- Designers like designing models of clothes.
b- Designers love designing models of clothes.
c- Designers are fond of designing models of clothes.
d- Designers are crazy about designing models of clothes.

1- Designers ... design / models of clothes.
2- Women ...attend / fashion shows.
3- Buyers ... buy / the collections.
4- Girls ... watch / fashion exhibitions on TV.

TIME TO EXTEND

Say whether the statements below are true (T) or false (F).

Example: 1-F

1- A top model is an event of fashion.
2- A fashion show is a commercial event to exhibit models of clothes.
3- Someone who designs models of clothes is the top model.
4- A collection of clothes is the set of clothes made by designers.
5- The audience is the group of people who parade on the catwalk.
6- Someone who creates new models of clothing is a creator.

MY OWN NOTEBOOK

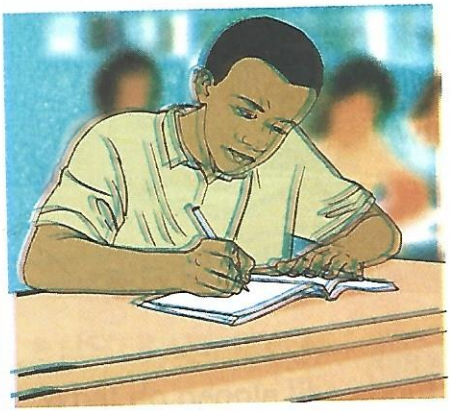
- Can you speak louder, please?
- Can you explain that again?
- Can I come in, please?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Fashion week ; In accordance with ; Tendency ; Applause ; Creator ; Brand ; Seller ; Display ; To advertise ; To convey	Expressing dislikes	- Elderly people **dislike** teenagers' fashionable clothes. - Elderly people **hate** teenagers' fashionable clothes. - Elderly people **don't like** teenagers' fashionable clothes. - Elderly people **are not fond of** teenagers' fashionable clothes.

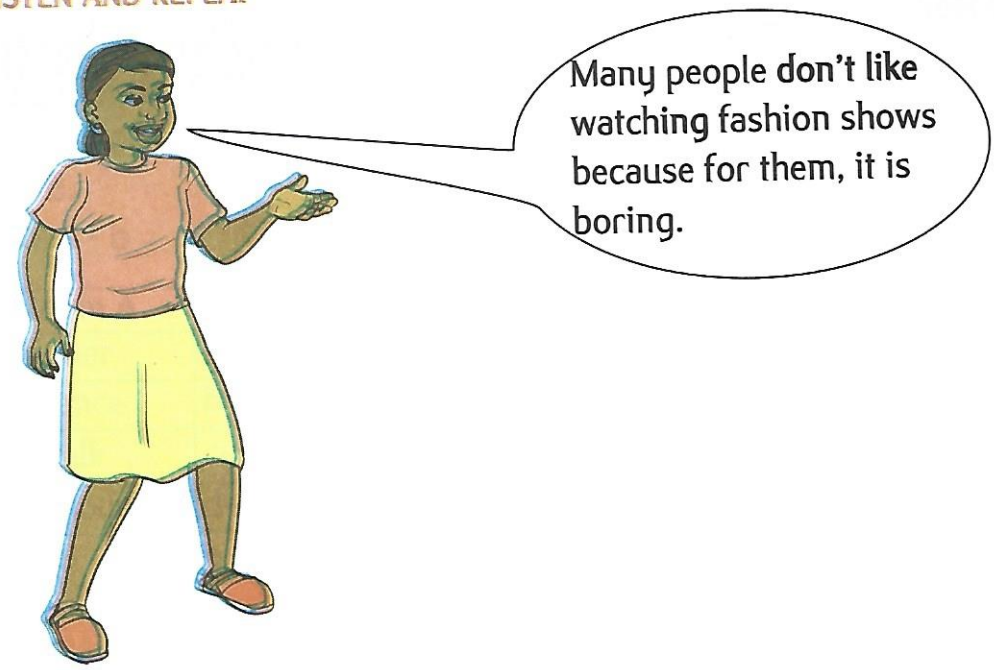
TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Some European and American **fashion creators** attended a **Fashion Week** that was held in Abidjan last week. They presented their **brands** and **advertised** their new **collections** and **models.**

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Fill in the gaps with the words or expressions from the box to have a meaningful text about fashion.

Example: 6 - sellers

brands - tendency - advertise - creators - convey - Fashion Weeks - in accordance with - sellers

These last years, the most popular (1)...are Abidjan Fashion Week and South Africa Fashion Week. During the fashion shows, all the (2)... show their creations that are in (3)... . The models of clothes top models wear are generally (4)... the message the designers want to (5)... Fashion shows and Fashion Weeks are the meeting place of buyers and (6).... and a place where (7)... such as Dior, Paco Rabane, Gucci and others come to (8)...their new products.

Activity 2: Write appropriate sentences with correct forms of the verbs using words or phrases in brackets to express dislikes.

Example: 1- My father dislikes fashion shows on TV.

1- My father / fashion shows on TV. (dislike)
2- John / to practise sports. (be not fond of)
3- Ramatou / to be a fashion designer. (hate)
4- Some youngsters / wear brand new clothes. (don't like)
5- The buyer / articles of bad quality. (does not like)

TIME TO EXTEND

Match the words or expressions in Column A with their synonyms or definitions in Column B. One 1 is done for you. Example: 1 - d

Column A	Column B
1- creators	a- to show; to present
2- Fashion Week	b- a trademark
3- to display	c- clap hands
4- a tendency	d- designers
5- applause	e- to publicize; to exhibit
6- a brand	f- a week devoted to fashion
7- to advertise	g- a trend

MY OWN NOTEBOOK

- Can I answer the question?
- What is the homework?
- I am ready. May I start it?

SESSION 3

COMMMUNICATION ACTIVITY

In the name of your school English Club, you have recently attended the Abidjan Fashion Week. Once you came back, the Chairperson asked you to write a paragraph about that event for the English Club magazine in order to share experiences with your friends. In your paragraph,

- mention the different people who took part in the event;
- list some clothes that were presented;
- express your feelings and try to convince your friends to attend the next Fashion Week in South Africa.

LESSON 3

KEEP YOUR SKIN NATURAL!

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The 3e students of Lycée Moderne Akoupe have just taken part in a conference in English on the misuse and bad effects of cosmetics. In order to inform their friends about what they learnt at that conference, they decide to write a paragraph to be published in the magazine of the English Club of their school.

Vocabulary related to cosmetics

Language function focus

- Giving advice
- Expressing cause and effect

Everyday English

I think you should listen to the teacher in class.



Dark complexion



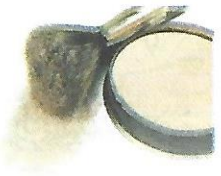
Fair complexion



Light complexion



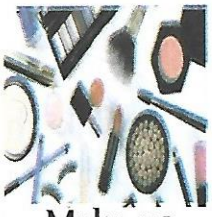
Develop two complexions



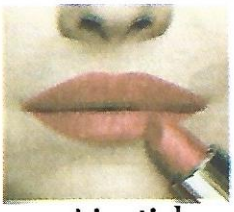
Powder



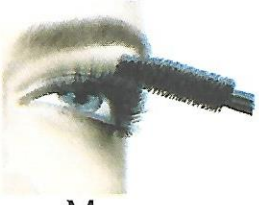
Bleaching creams



Make-up



Lipstick



Mascara



Wig



Skin dots



Shampoo



Hair extension



Cosmetics saloon



False eyelashes



Tattoos



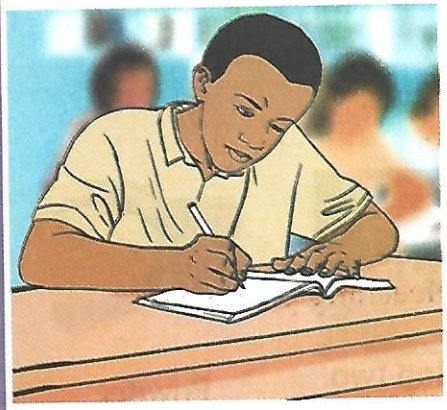
Nail polish

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Make-up ; Develop two complexions ; Bleaching cream / Soap ; dark complexion ; Light complexion ; Fair complexion ; Perfume, Shampoo ; Crayon ; Wig ; Lipsticks ; Nail polish	Giving advice	- I think you **should** keep your natural skin. - You **shouldn't** use bleaching cream.

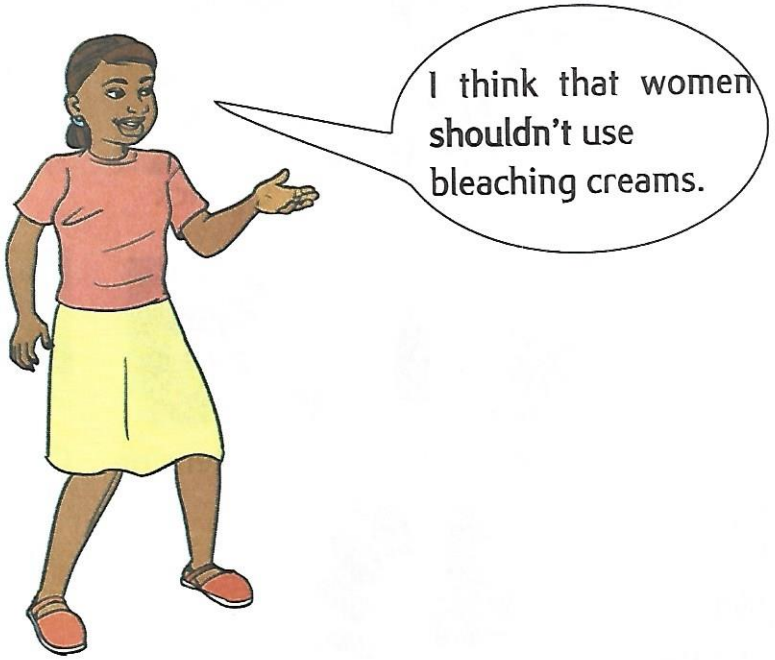
TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Today in many African countries, after wearing **make-up**, some people, especially women and girls, use **bleaching products** such as **bleaching** soaps and **bleaching creams** to change their skins. They change from **dark complexion** to **fair complexion** and to **light complexion**. They completely change the colour of their skins because, for them, being lighter is synonym of beauty.

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Match each word or expression in Column A with its meaning or synonym in Column B. One option in Column B is not concerned.

Example: 1- c

Column A	Column B
1- Cosmetics	a- black skin colour
2- to bleach	b- a make-up put on the lips
3- dark complexion	c- beauty products
4- fair complexion	d- perfume
5- beaching products	e- Soap or creams used to change the colour of the skin
6- lipstick	f- to change the skin colour
	g- clear skin colour

Activity 2: Complete each sentence below with the appropriate word in brackets to give advice. Do it like in the example.

Example: 1 - should

1- Black women (**should / shouldn't**) be proud of their skin colour.
2- Women (**should / shouldn't**) use cosmetics with moderation.
3- Girls (**should / shouldn't**) bleach their skins.
4- Young girls (**should / shouldn't**) keep their natural skin colour.
5- The Government (**should / shouldn't**) prohibit the sale of bleaching products.
6- School girls (**should / shouldn't**) wear false eyelashes.

TIME TO EXTEND

Match the beginning of each sentence in column A with its appropriate ending in colum B. Then write the paragraph. Number 1 is an example.

Column A	Column B
1- My sisters use	a- very harmful.
2- They used to have a dark	b- a fair complexion.
3- But now, they all have	c- dangers.
4- However some cosmetics are	d- a variety of cosmetics
5- They are exposed to many	e- can cause skin cancer
6- In fact, bleaching creams	f- complexion.

1	2	3	4	5	6
d					

My sisters use a variety of cosmetics. .....

.....

.....

.....

.....

MY OWN NOTEBOOK

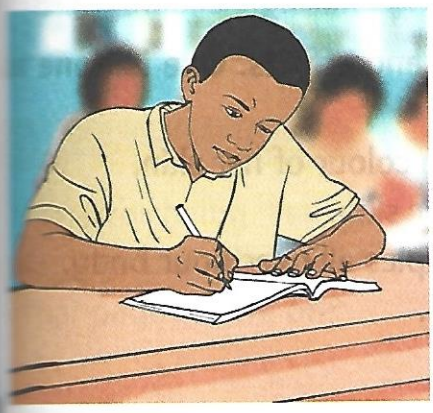
- Could you repeat, please?
- Take care!

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Black spots / Pimples / Skin dots ; Skin rashes ; Mascara ; Body lotion ; False eyelashes; Powder ; Side-effects ; Allergy; Hair extension ; Tattoos ; Cosmetics saloon ; False nails	Expressing cause and effect	- If you **use** bleaching creams, you **will damage** your skin. - Using bleaching creams abusively **can spoil** your skin.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



Today, in many african countries, women and girls use bleaching products.
Unfortunately, bleaching they have many **side-effects** and numerous consequences. They can cause **acnes, skin dots, skin rashes, black spots, pimples, allergy,** and **skin cancer.**

• LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Complete each sentence below using the appropriate words or expressions from the box. Example: 2 - tattoos

mascara - false eyelashes - hair extensions - side effects - tattoos - body lotion - skin cancer- spots

1- Maria wears ... on her eyes.
2- The man's body is covered with ..... .
3- Using bleaching products always has some ... .
4- The side effects can be .... and black... .
5- To have beautiful eyes, some women put ... on their eyelashes.
6- The girl rubs some ... on her whole body.
7- This black woman wears ... to make her hair long.

Activity 2: Write appropriate sentences expressing causes and effects. One is done as example for you.

Example: 1- If she uses bleaching creams, she will destroy the colour of her skin.

1- She uses bleaching creams / she destroys the colour of her skin.
2- You use too much bleaching creams / you have many pimples all over your body.
3- You use cosmetics moderately / you have a beautiful skin.
4- You bleach your skin / you have side effects.
5- You use lightening creams / it cause you skin cancer.

TIME TO EXTEND

Join the clauses in A and B to express causes and effects. Write the sentence fully.
Example: 1- c: If you wear false eyelashes too often, you will have problems of sight.

A	B
1- If you wear false eyelashes too often,	a- if we study seriously.
2- If women use hair sprays often,	b- if they fight at school.
3- If people use perfume,	c- you will have problems of sight.
4- The boy will be punished	d- they will be more attractive.
5- If she doesn't study hard,	e- they will smell good.
6- The headmaster will punish the students	f- she won't pass her exam.
7- We will win prizes	g- if he makes too much noise in class.
8- If you use bleaching products too much	h- you will get side effects like dots and pimples on your skin.

MY OWN NOTEBOOK

- Sorry, for being late?
- May I go out, please?
- What page are we on?

SESSION 3

COMMMUNICATION ACTIVITY

After completing the lesson about cosmetics in class, the Chairman of your school English Club selected you to take part in a sensitization campaign. To get prepared for that campaign, he asked you to write a paragraph on the side effects of cosmetic products. In your production,

- mention some cosmetic products that are dangerous for people's health;
- point out the side effects these cosmetics have on people's health;
- give some advice to the people who use them.

UNIT SUMMARY

• REVISION GAME

Read each description, then guess and write the name of the corresponding traditional clothes.

Example: b- Boubou

a- A colourful African traditional cloth worn by Ewe people of Ghana and often sewn in a V-shaped shirt.

b- A classic and stylish Senegalese robe worn by men and women all over Africa.

c- It is an African traditional clothing item worn by Habesha women of Addis Ababa in Ethiopia.

d- A traditional African cloth that finds its origin among the Ashanti and Ewe people of Ghana.

e- It is a popular white or cream African traditional clothing worn by men in Uganda often during marriages.

f- Also known as "Jillaba", it is a long robe worn in the Maghreb region.

g- It is a Yoruba traditional clothing worn by women in Nigeria.

h- This clothing finds its origin among the Igbo people of South-East Nigeria. It is a long top usually worn by men over a pair of black trousers.

i- It is a popular dress and leather skirt worn by married women in Southern Africa.

j- An African traditional cloth that belongs to the Maasai people.

k- A traditional outfit that is very popular among the Bamileke people of North-Western Cameroon.

• REVISION ACTIVITIES

Activity 1: Observe the modern clothes below. Use the words or expressions from the box to identify each of them.

Example: 6- T-shirt

wrapper - belt - socks - cap - shorts - dress - shoes - bra - hat - T-shirt - sunglasses - trousers



Activity 2 : Complete the sentences with the suitable expression to give reasons.

Example: 1 - because of

1- We cancelled the trip (because / because of) the train.
2- He sat down (because / because of) he was feeling dizzy.
3- She can't walk (because / because of) her illness.
4- Adam lost his job (because / because of) the recession.
5- I was late (because / because of) the traffic jam.
6- (Because / Because of) the language problem, I couldn't stay in England.
7- The exam was easy (because / because of) he knew all the answers.

Activity 3 : The words or expressions in Column A are about fashion show. Match them with their meanings or synonyms in Column B. Do like this: 4-g

Column A	Column B
1- designers	a- describe
2- put on	b- communicate
3- exhibit	c- in conformity with
4- audience	d- inventors, creators
5- to portray	e- show
6- in accordance with	f- wear
7- convey	g- public

Activity 4 : Complete the sentences using "should" / "shouldn't " to give advice. Write your answers like in the example.

Example: 2 - shouldn't

1- You have a good job. You ... change it.
2- You ... drink too much coffee. It's bad for your blood pressure.
3- The government ... help people in need.
4- This is an interesting film. You ... watch it.
5- That zone is very dangerous. Tourists ... go there.
6- Do you think I ... apply for a new job ?
7- You ... go to that restaurant. The food is terrible.
8- When someone does you a favour, you ... say thank you.
9- He ... study more if he wants to pass his exam.
10- Old men ... drink too much soft drinks.

• WHAT I CAN DO

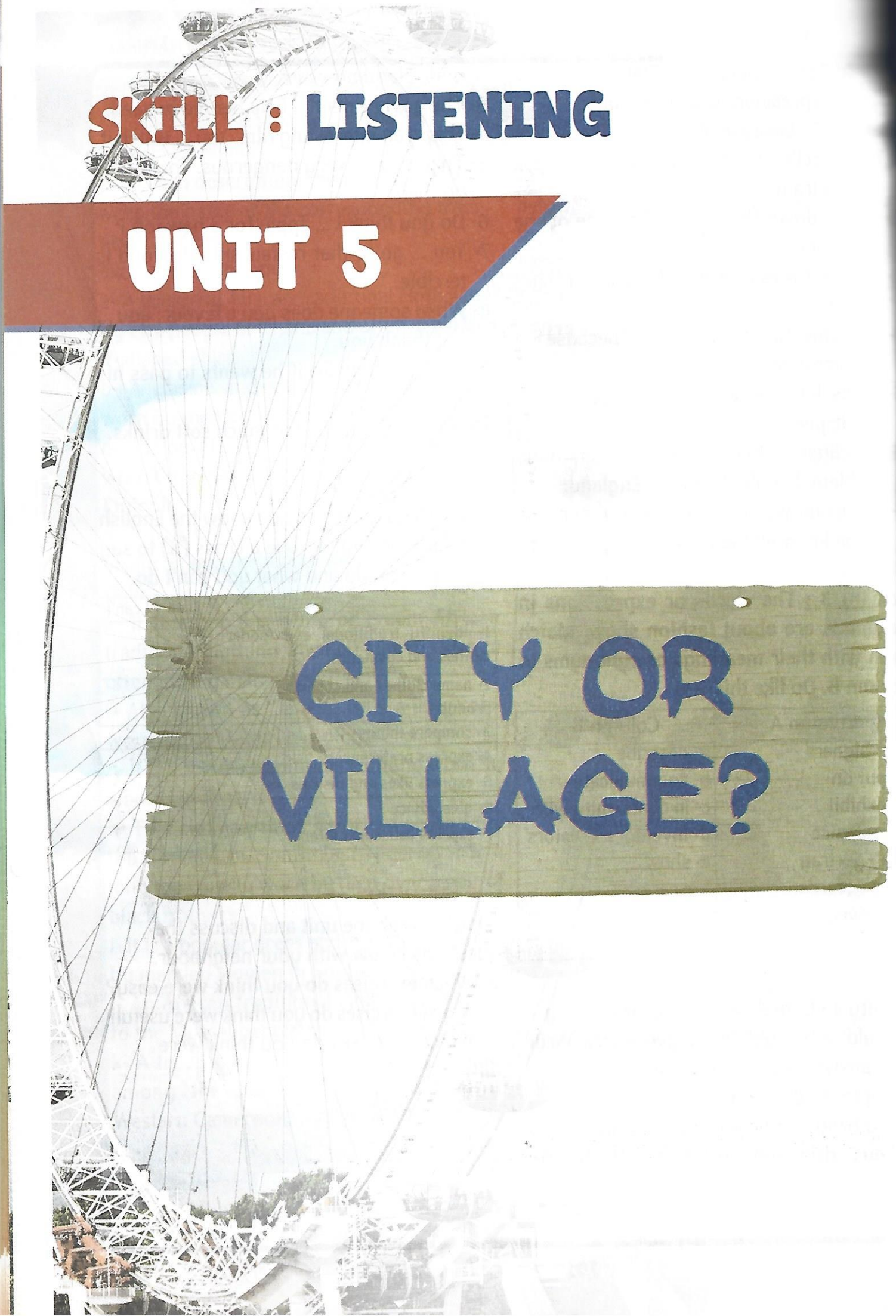
How well do you think you know the English you learnt in Unit 4? Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
1- identify traditional and modern clothes and cosmetics		
2- name clothes and cosmetic products		
3- compare things		
4- express preferences		
5- express likes and dislikes		
6- give advice		
7- express cause and effect		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?



SKILL : LISTENING

UNIT 5

CITY OR VILLAGE?

LESSON 1

LIFE IN ABIDJAN

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

At the English club meeting, the students of 3e 1 of Lycée Moderne Pogo listen to an audio recording related to city life in order to take part in the debate of the day.

Vocabulary related to City life

Language function focus

- Expressing preferences
-Expressing wishes

Everyday English

I **would rather/I'd rather** live in the city.
I **prefer living** in the city.
I **wish** I **were** in the city.
I **wish** I **met** the president.

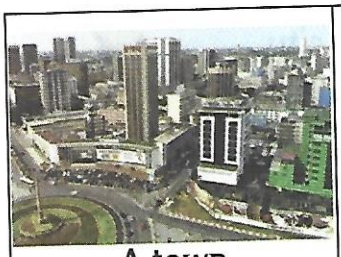


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Town ; Traffic jam ; Traffic lights ; Shanty town ; Skyscrapers ; Toll bridge; Crossroads ; Factory ; Tarred road ; Highway ; Office ; Mall	Expressing preferences	-I **prefer** living in a city. -I **would rather/I'd rather** live in a city.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


A town

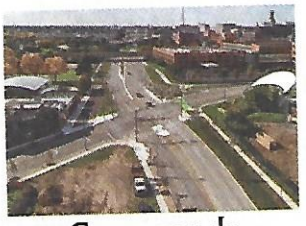

Skyscrapers


A shanty town


A mall

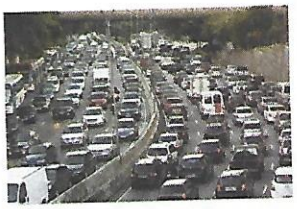

A tarred road

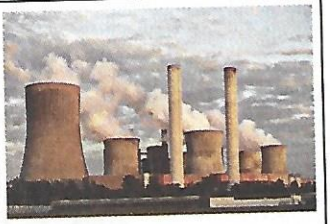

A highway


Crossroads


A toll bridge


Traffic lights


Traffic jam


A factory


An office

- LISTEN AND REPEAT

I **prefer** living in a city.
I **would rather** live in a city. I'd rather live in a city.

TIME TO PRACTISE

Activity 1: Listen to the audio recording and write the words or expressions in the box which correspond to the synonyms or definitions you hear.

Example : 1- Town

Town, Traffic jam, Traffic lights, Shanty town, Skyscrapers, Toll bridge, Crossroad, Factory, Tarred road, Highway, Office, Mall

Activity 2: Write sentences to express preferences.

Example: 1- I prefer living in the city.

1- I / live in the city.
2- I / travel to the nearby town.
3- My sister / work in a factory.
4- My dad / work in an office.
5- My classmates / speak English.
6- Mary / go shopping in a mall.

TIME TO EXTEND

Answer the questions below to express your preferences.

Example: 1- B: I prefer travelling by plane. / I would rather travel by plane.

1- A: Do you prefer to travel by boat or by plane?
2- A: Do you prefer to play tennis or golf?
3- A: Where do you prefer to live?
4- A: Which fruit do you prefer to eat?
5- A: Which language do you prefer to speak at home?

MY OWN NOTEBOOK

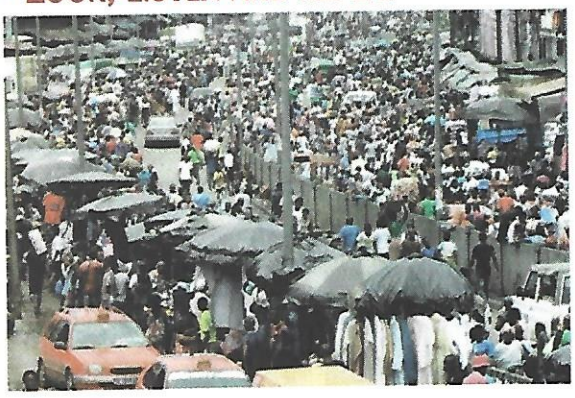
- Bye for now!
- Have a safe journey!
- Give my love to your family.

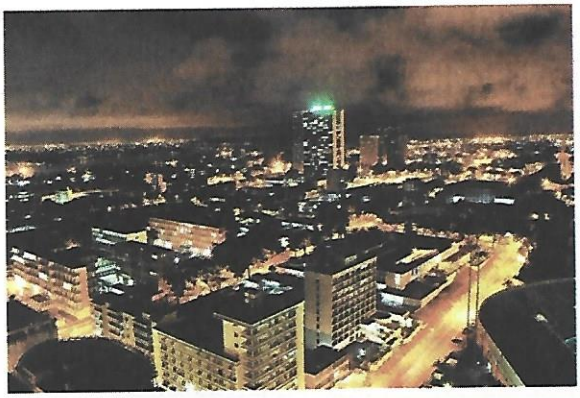
SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Expensive ; Overpopulation, Entertainment ; Pub ; Crowded ; Facilities ; Water supply, Rush hour ; City dweller ; Traffic jam	Expressing wishes	I wish I were in the city. I wish I met the president.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT





Life in the city

City life has many advantages. The first advantage of city life is access to **electricity** and **water supply**. It is also easy to access both education and **health facilities** in the city, as most of the major schools, high schools, universities and hospitals are located there. Another advantage of city life is access to **shopping centers**. It is very easy for someone to buy basic products since shopping centers are numerous and accessible. In addition, many **entertainment** facilities such as cinemas and pubs are available for **city dwellers**. However, city life also has a variety of **disadvantages**. City life is expensive. Everything is **expensive** in the city : housing, food, transportation... There is also **overpopulation** there. As a consequence, places are **crowded**, mainly at **rush hours**. The huge numbers of cars provoke **traffic jams** and a high level of pollution.

Answer the following questions

1- Are there any advantages to life in the city ?

2- What are the disadvantages of city life ? Make a list.

- LISTEN AND REPEAT

Expressing wishes (wish + past tense)

I live in a village and I don't like it. **I wish I were** in the city.

I've never seen the president. **I wish I met** the president.

Your car is too old. **I wish** you **bought** a new car.

TIME TO PRACTISE

Activity 1: Mary is talking about city life. Listen to the passage and fill in the gaps with the appropriate words.

Example: 1- city dwellers

City life is not easy at all. To go to their work places, 1... have to wake up very early to avoid the traffic jams of the morning 2- ... . In addition, transport fees are really 3- ... despite the availability of various means of transports. 4- ... are also exposed to noise pollution, due to 5- ... facilities such as 6- ... .

Activity 2: Use the clues below to express wishes.

Example: 1- Soro wishes he lived in London.

1- Soro / to live in London	2- Mary / to eat at this European restaurant
3- Madou / to have a good a job in Paris	4- Jack and Jill / to visit a mall.
5- My parents / to buy a big house in the city	6- City dwellers / to get less traffic jams

TIME TO EXTEND

Match the words or expressions in column A with their synonyms or definitions in column B. Write your answers like this: Example: 1-c

Column A	Column B
1- Water supply	a- bar
2- Facilities	b- costing a lot of money
3- Entertainment	c- resources for providing water to community
4- Pub	d- infrastructures
5- Rush hour	e- full of people
6- City dweller	f- amusement
7- Expensive	g- someone who lives in the city.
8- Crowded	h- a busy time of the day on roads, work places

MY OWN NOTEBOOK

- Please sir, I would like to know the French/ the English for ...
- Keep quiet, please!

SESSION 3

COMMMUNICATION ACTIVITY

You are at your school English club meeting. The chairman makes you listen an audio recording about life in the city in order to take part in a debate. As you listen to the passage, do all the activities that follow.

A. Listen to the audio recording and select the best option that summarizes it.

The passage is about:

1. The advantages of city life
2. The disadvantages of city life
3. The advantages and disadvantages of city life

B. Listen again to the audio and complete each statement with the correct option.

1. The first advantage of city life is access to ... .
   a. good salaries b. job opportunity c. electricity and water supply
2. It is also easy to get access to education and ...facilities in the city.
   a. entertainment b. transportation c. health
3. City life also has a variety of ....
   a. advantages b. disadvantages c. inconvenience
4. City life is very ...
   a. impressive b. expensive c. exciting

C. Now, taking part in a debate on the advantages and disadvantages of city life, say wh you would rather live in the city or not.

LESSON 2

MY WONDERFUL VILLAGE

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

At the English club meeting, the students of 3è 4 of Lycée Municipal 2 Koumassi listen to a passage related to village life in order to collect some information for a competition organised by the British council.

Vocabulary related to Village life

Language function focus

- Expressing feelings
- Making comparisons

Everyday English

How do you feel? / You look sad, what's wrong?

I am/feel/am feeling/ sad.

The village is quieter than the city.

Villagers are more supportive than city dwellers.



SESSION 1

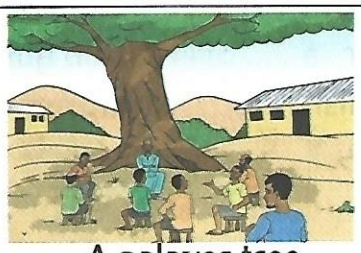
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Palaver tree ; Village square; Hut ; Bumpy Road ; Village chief ; Peasant ; Villagers; Peaceful ; Hospitable ; Cheap, Quiet ; Custom ; Farm work	Expressing feelings	-You look sad. -I feel sad. -I am/feel/am feeling/happy. -I feel so/really/very happy.

TIME TO LEARN

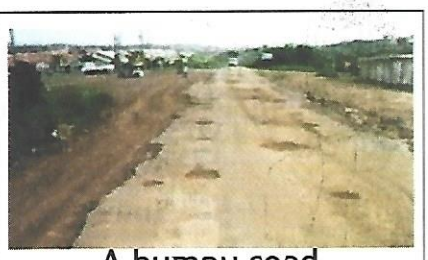
- LOOK, LISTEN AND REPEAT



A hut



A palaver tree



A bumpy road

Lafokpokaha is my village. It is located in nothern Côte d'Ivoire. It is a **quiet** and **peaceful** village with **hospitable** villagers. In Lafokpokaha, traditions and **customs** are very important. Villagers have to follow them very carefully to live in peace. Twice a year, traditional ceremonies are held at the **village square**. However, a quarrel may sometimes break out among villagers. In such a case, the village chief, an old man named Silué Wana, summons everybody at the **palaver tree** to settle the problem. As a result, peace is restored and the hardworking peasants can go back to their farm work. Life in the village is **cheap**. People eat what comes from their farms, which makes them healthy. I love my village.

- LISTEN AND REPEAT



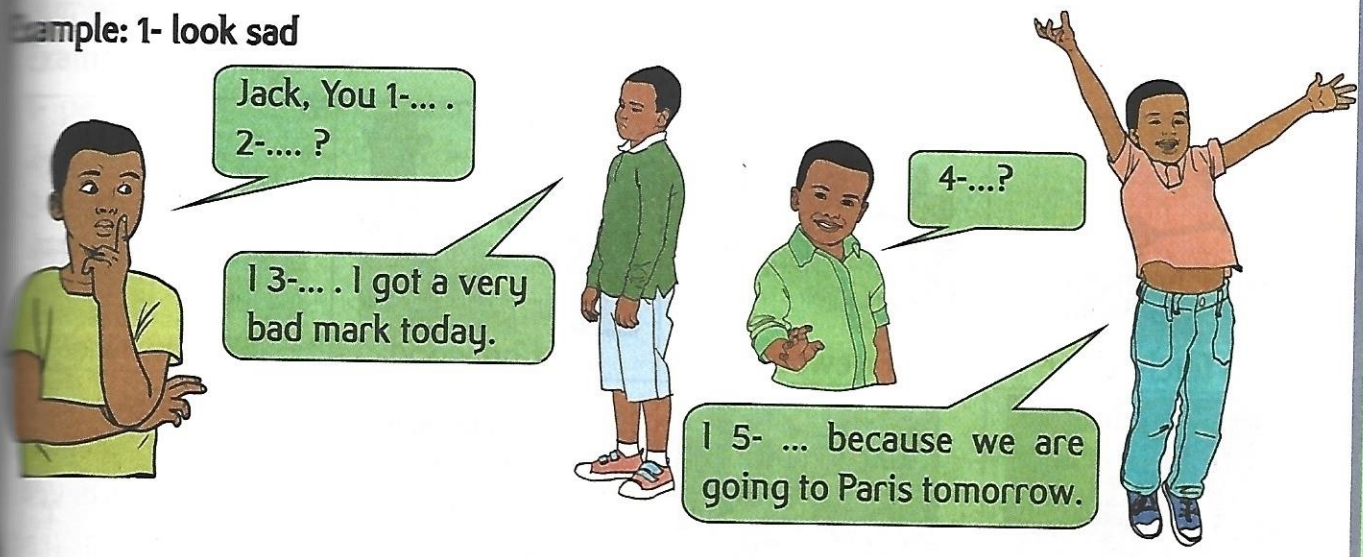
Abib: You look sad. What's wrong?
Bamba: I'm angry.
Abib: Angry! Are you kidding me? Tell me the truth.
Bamba: Well, I got a very bad mark.
Abib: Oh, sorry to hear that. But, your brother there is smiling.
Bamba: Yeah, he is feeling very happy today because he got the highest mark in the test.

TIME TO PRACTISE

ctivity 1: Listen to the audio recording and write the words or expressions in the box hich correspond to the synonyms or definitions you hear.
xample : villager

Village square - hut - bumpy road - quiet - villager - village chief - peaceful - palaver tree - peasant - hospitable - cheap - traditions and customs - farm works

ctivity 2: Fill in the blanks below to get meaningful conversations. Write your answers ke this:
xample: 1- look sad



TIME TO EXTEND

Complete the passage below with the words or expressions from the box to make it meaningful. One option is not concerned. Example: 1- huts

huts - quiet - peaceful - hospitable - cheap - customs - farm work

In my village, people sleep in small houses. They are known as 1- ... . The village is 2-..... . There is no noise pollution. The villagers don't like trouble and quarrels and they love one another. They are really 3- .... and 4- ... . Unlike the expensive life in the city, life in the village is 5- ... . Villagers have different activities but the main one is 6- ... .

MY OWN NOTEBOOK

- Raise your hand before taking the floor!
- Stop talking and follow!

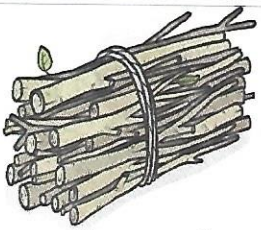
SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To fetch water ; To harvest, To weed ; To grow ; To hunt, Firewood ; Cockcrow ; To chop wood ; To feed poultry ; To smoke fish ; To breed cattle	Making comparisons (superiority and equality)	- The village is quieter **than** the city. - Villagers are **more** supportive **than** city dwellers.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


To fetch water

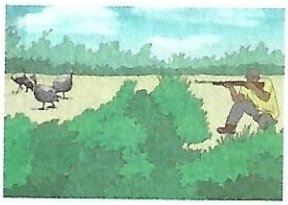

Firewood


To chop wood

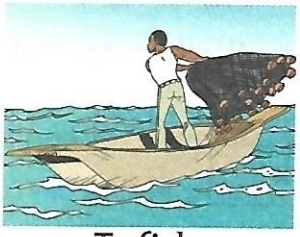

To grow rice


To weed


To harvest


To hunt


To breed cattle


To fish



To smoke fish


To feed poultry



Cockcrow

- LISTEN AND REPEAT

Making comparisons

- **superiority**

The village is quieter **than** the city.
Villagers are **more** supportive **than** city dwellers.

- **equality**

Villagers are **as** smart **as** city dwellers.
The village is **as** interesting **as** the city.

Irregular comparatives

Bad = **worse** (than)
Good = **better** (than)
Far = **farther/further** (than)
Much/many = **more** (than)

TIME TO PRACTISE

Activity 1: The passage below is about village life. Listen to your teacher and fill in the blanks. Example : 1-village

Life in the 1- .... is not easy at all. Some men wake up at the first 2- .... . They go to the forest to 3- .... bush animals. Farmers also wake up early in the morning to get ready for their farms, where they go to 4- .... crops, 5- .... or 6- .... . Although women stay in the village, they have a lot to do. They have to 7- .... from the well, cook meals, 8- .... and also 9- .... . Most of the time, they also go to the bush to fetch 10- .... .

Activity 2: Use the adjectives below to compare village life to city life.
Number 1 is an example.
Example: 1- Village life is more peaceful than city life.

1- peaceful	5- interesting
2- quiet	6- expensive
3- crowded	7- good
4- big	

TIME TO EXTEND

Match each word or expression with its definition.
Example: 1- b

Words/expressions	Definitions
1- To fish	a- to cut big firewood into pieces
2- To hunt	b- to catch or try to catch fish.
3- To breed cattle	c- to give food to chickens, ducks or guinea fowls
4- To weed	d- to chase and kill bush animals
5- Cockcrow	e- to raise cows and sheeps
6- To feed poultry	f- to eliminate bad herbs using a hoe
7- To chop wood	g- the sound made by the male chicken

MY OWN NOTEBOOK

What time do we have class tomorrow?

SESSION 3

COMMMUNICATION ACTIVITY

You have to take part in a competition organized by the British Council on the theme: 'The Advantages of Village life'. In order to get prepared, you listen to an audio recording and do all the activities that follow.

A- What is the audio about?

It is about ... .

B- Listen to the audio again and complete each statement with the missing words.

1- My village is located in the ... part of Côte d'Ivoire.

2- Life in Kouakoussekro is ...

3- Traditional ceremonies are ... in the village square.

4- Conflicts and ... are solved under a palaver tree.

C- Now, in your own words, say why life is better in the village.

LESSON 3

RURAL EXODUS

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During the English class, the students of 3è 1 from Lycée Moderne 1 Bondoukou listen to a passage about rural exodus to discuss its consequences.

Vocabulary related to Rural exodus

Language function focus

- Making suggestions
- Expressing consequences

Everyday English

How about staying in the village?
What about staying in the village?
Why don't you stay in the village?
He didn't learn his lessons. As a result, /
As a consequence, he failed his exam.

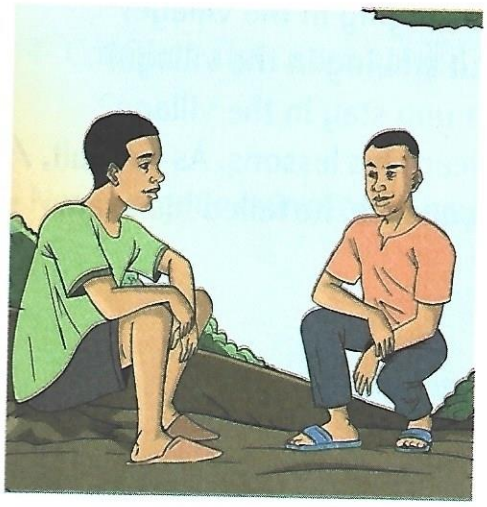


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Rural exodus ; School leavers; Hard ; Jobless ; Lack of; A dream ; To hope ; To improve ; Welfare ; Wealthy ; Qualification	Making suggestions	- How about staying in the village? - What about staying in the village? - Why don't you stay in the village?

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Yeo: My old friend, how do you feel?
Wana: Truly speaking, I am feeling sad days after days.
Yeo: What is going on ?
Wana: Farm works are too **hard**. I want to go to the city to find a good job and **improve** my family's living conditions.
Yeo: But you don't have any **qualification**. Which job are you going to do?
Wana: My courage is my qualification. I hope to become **wealthy** in the city.
Yeo: Oh, my dear, cities are full of courageous people with a lot of qualifications. And yet, they are still **unemployed**.
Wana: Everyone has their chance in life. I'm planning to go with my two friends Moussa and Hamed.
Yeo: That's what we call **rural exodus**. Moving from villages to cities hoping for **welfare**. Believe me, city life is as hard as village life. It is even harder.
Wana: Anyway, I can no more stay in this poor place with a deep lack of entertainment. We are moving next week.
Yeo: Seriously! I wish you thought twice before leaving.

• LISTEN AND REPEAT

Making suggestions

Wana: I am facing very difficult situations here in the village.
Yéo: - **How about** trying something different?
- **What about** modernising your farm work?
- **Why don't** you innovate in your farm activities?

TIME TO PRACTISE

Activity 1: Listen to the passage about rural exodus and fill in the blanks with the words you hear. Number 1 is an example.

Rural migration or rural exodus is something bad for both cities and villages. There is no need to travel to cities for 1- ... Some young men find village life too 2-.... They believe that if they move to the city they will 3- ... their living conditions and become 4- .... However, the reality is that in the cities, many people are 5- ... despite all their 6- ... Even in the village, one can live a better life.

Activity 2: Write the sentences below in a different way to make suggestions.
Example: 1- Why don't we go fishing this afternoon?
1- How about going fishing this afternoon?
2- What about going to the cocoa farm?
3- Why don't you feed the poultry?
4- How about staying in the village?
5- Why don't we spend the holidays in the village?
6- Why don't we go hunting tomorrow?

TIME TO EXTEND

Match the words or expressions in column A to their synonyms or definitions in column B.
Example: 1-b

Column A	Column B
1- Lack	a- difficult
2- A school leaver	b- absence
3- A dream	c- rich
4- To hope	d- well-being
5- Welfare	e- moving from the village to live in the city
6- Rural exodus	f- without a job, no job
7- Wealthy	g- to ameliorate
8- To improve	h- a wish, a desire
9- Qualifications	i- to be optimistic
10- Jobless	j- a person who abandoned school.
11- Hard	k- diplomas

MY OWN NOTEBOOK

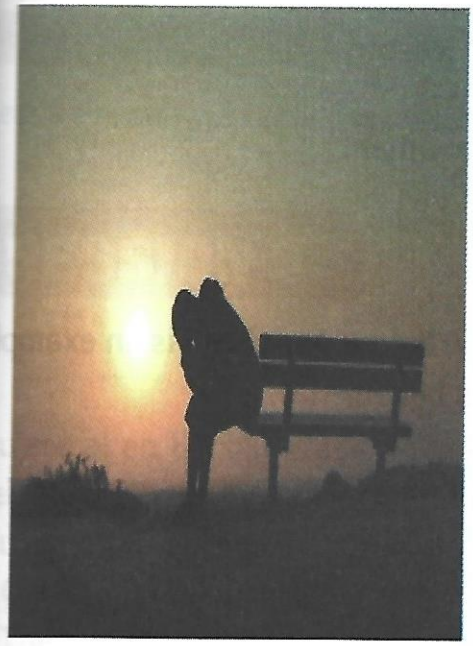
- Why are you coming so late?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Hardship ; Homeless ; Drawbacks ; Juvenile delinquency ; Thief ; Overpopulation ; Manpower ; Nightmare ; To be disappointed ;	Expressing consequences	He didn't learn his lessons. As a result / As a consequence, he failed his exam.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



Rural exodus has a lot of **drawbacks**. My name is Obi Omotola. I want to share my experience with you. I am from a small village in northern Nigeria. I left school at the age of 15 after failing three times to the college entrance exam. I tried to help my parents on their farm but I realised that village life was too hard for me. So, when I was 19, I decided to move to the city to look for a job and improve my life. But life in the city was not as easy as I expected and very soon, I was **disappointed**. I faced a lot of **hardships**. I lived with my uncle, his wife and their six children. Life was hard. I hardly had a meal per day. After a while, my uncle's wife chased me from the house. My dream became a nightmare. I was **homeless** for years. I fell into **juvenile delinquency**. I became a **thief**. I committed a lot of crimes until I was arrested by the police and sent to prison. Young villagers should not move to the city seeking for welfare. This creates **overpopulation** in the cities as well as a lack of **manpower** in villages.

• LISTEN AND REPEAT

Expressing consequences

Young people leave villages. **That's why** there is a lack of manpower.
Young people leave villages. **As a result, / As a consequence**, there is a lack of manpower.

TIME TO PRACTISE

Activity 1: Listen to the audio recording and write the words or expressions in the box which correspond to the synonyms or definitions you hear.
Example : thief

hardships - homeless - drawbacks - juvenile delinquency - thief - overpopulation - manpower - nightmare - to be disappointed

Activity 2: Task A: Rewrite the sentences using "as a result" or "as a consequence", to express consequences. Example: 1- They didn't obey their teachers. As a result, they have been punished.

1- They have been punished because they didn't obey their teachers.
2- They failed their exam because they didn't study their lessons.
3- I am tired because I worked too hard this morning.
4- She is wealthy because she is a hardworking businesswoman.
5- You have succeeded because you are a good student.
6- He is drunk because he drank too much wine.

Task B: Say what can be the consequence of each situation below. Number 1 is an example.

1- She eats too much. ⟶ As a result, she has become fat.
2- John drove his car too fast.
3- We studied our lessons.
4- You drank too much alcohol.
5- He practises sport every day.
6- He left the village for the city.

TIME TO EXTEND

The passage below is about the consequences of rural exodus. Fill in the blanks with the words or expressions from the box to make it meaningful.
Example : 1- drawbacks

hardships - drawbacks - juvenile delinquency - thief - manpower - nightmare

Rural exodus has many 1- .... . Young people who leave the village for the city face some 2- .... . Their dreams turn into a 3- .... . In the city, without any qualification, one can be exposed to 4- .... and become a 5- .... . Because of rural exodus, cities get overpopulated while villages lack 6- .... for farm works.

MY OWN NOTEBOOK

Please sir, can we copy the lesson now?

SESSION 3

COMMMUNICATION ACTIVITY

You are at an English class. To talk about the consequences of rural exodus, your teacher makes you listen to a recording of a BBC radio programme on rural exodus in Liberia. As you listen, do all the activities that follow.

A- Choose the best option.

The passage is about :

1- the advantages of rural exodus
2- the causes of rural exodus
3- the consequences of rural exodus

B- Complete the statements below with the missing words or expressions.

1- Rural exodus has a lot of ... .
2- Many young people who leave the village face a lot of ... . in the city.
3- Most of the time, they are jobless and ... .
4- Another consequence of rural exodus is .... .

C- After listening to this passage,

- give two consequences of rural exodus;
- make three suggestions to stop this issue.

UNIT SUMMARY

• REVISION GAME

With your partner, find as many words related to village and city life as you can. The group with the highest number of words is the winner.

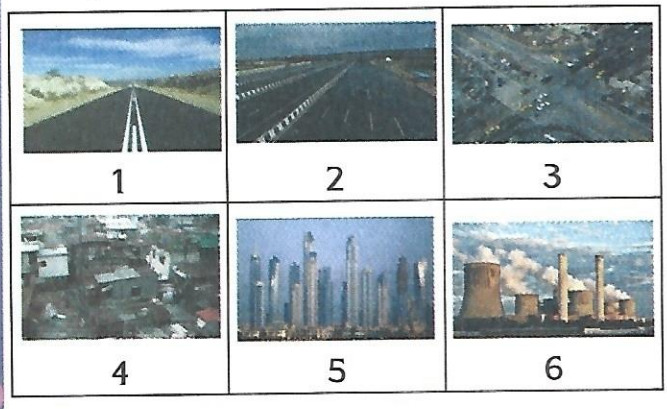
Example: 1- Tarred road

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

• REVISION ACTIVITIES

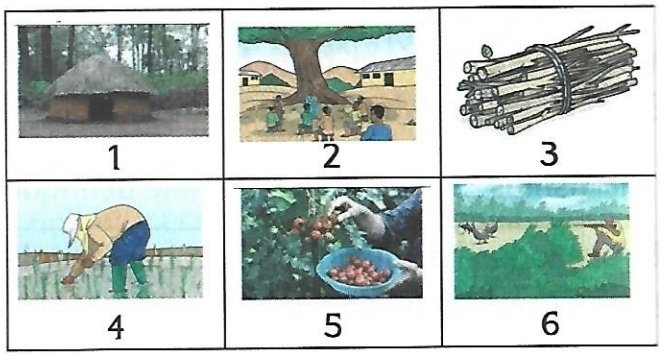
Activity 1: Write the name of each picture.

Example : 1- A tarred road



Activity 2: Write the name of each picture.

Example : 1- a hut



Activity 3: Make comparisons of superiority. Put the adjectives between brackets in the correct form.

Example : 1- John is more intelligent than Peter.

1- John is (intelligent) Peter.
2- She is (beautiful) her sister.
3- I am (good) at scrabble.
4- Korhogo is (far) Bouaké from Abidjan.
5- A city is (big) a village.
6- My bag is (heavy) yours.

Activity 4: Say how these people feel.

Example : 1- This man feels hungry.



Activity 5: As a representative of an NGO, you go to a Liberian village. Your mission is to sensitize the young villagers not to move to cities massively. In your talk:

- state the reasons why many young people go to the cities ;
- point out the consequences of rural exodus on cities and villages ;
- warn the youngters not to go to cities.

• WHAT I CAN DO

How well do you think you know the English you learnt in UNIT 5? Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
name words related to city life		
name words related to village life		
talk about rural exodus		
express preferences		
make comparisons		
express wishes		
express feelings		
make suggestions		

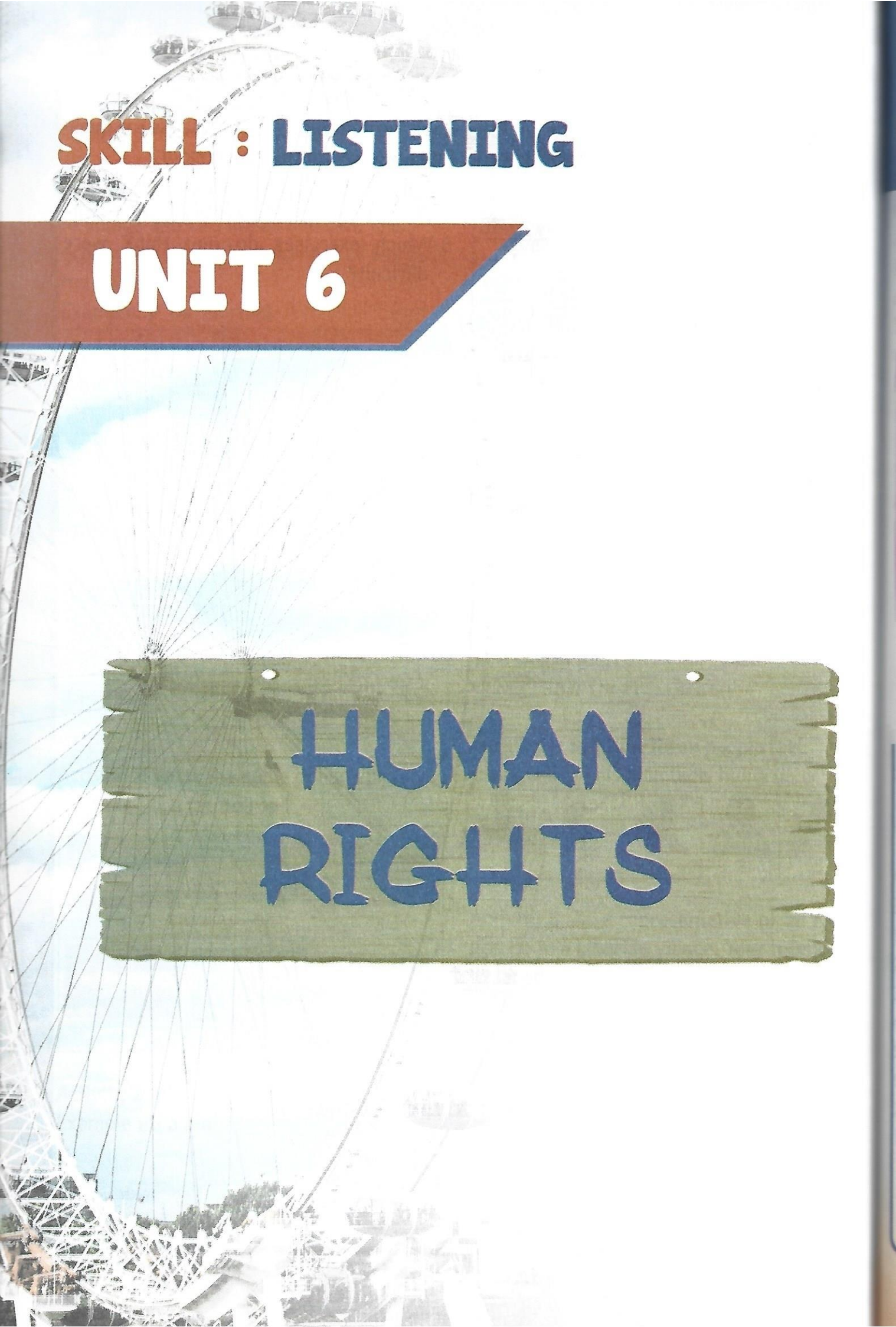
• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : LISTENING

UNIT 6



HUMAN RIGHTS

LESSON 1

MY RIGHTS

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During an English class, the students of 3è 2 from Lycée Moderne Abobo 1 Abidjan listen to a tape recording about Human Rights Violation in order to discuss the issue.

Vocabulary related to Human Rights

Language function focus

- Expressing opinions
- Agreeing / Disagreeing

Everyday English

I think nobody is above the law.

DECEMBER 10

INTERNATIONAL HUMAN RIGHTS DAY



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Citizen ; Human rights ; To enforce ; To be entitled to; To enjoy one's rights ; To guarantee ; Equality	Expressing opinions	- **I think** human rights are important. - **In my opinion**, human rights are important.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

DECEMBER 10

INTERNATIONAL HUMAN RIGHTS DAY



- LOOK, LISTEN AND REPEAT

Amy: This morning, the English lesson was about human rights. I liked it.
Joe: Yeah, I enjoyed it too, but I still have some questions about it.
Amy: What do you want to know?
Joe: Does the teacher mean that any citizen has the right to **freedom**, **equality**, **dignity**, etc?
Amy: Yes, that's what he means. **We are born equal**. So, we are **entitled to** all these rights.
Joe: Ok, that's what is said - at birth there's no difference between human beings. However, in everyday life, people don't enjoy their rights fully.
Amy: Yeah, I see what you mean. Actually, each country must make an effort **to enforce** all these rights. States must **guarantee** and protect human rights.

• LISTEN AND REPEAT

lan and Ben are talking about human rights.

lan: **I think** human rights are important.

en: **Yes, this is why I personally think** the states must protect them. **To me**, the right to fe is the most important one.

lan: **As far as I'm concerned**, it is the right to food.

en: No way, You only eat when you're alive!

lan: I'm afraid. **I disagree with** you. We eat to be alive!

en: I'm sorry, **I can't agree with** you. Life is more important than food. If you're alive, hen you can try and get something to eat.

lan: Oh yeah! You've got a point there. I got it.

TIME TO PRACTISE

ctivity 1: Match the words or expressions in column A with their meanings in column B. Work individually first. Then discuss your answers with your neighbour's. Example: 1-d

COLUMN A	COLUMN B
1. Citizen	a- to have the benefits of something.
2. To enforce	b- to be given the right to
3. To be entitled to	c- to make certain or to promise that something will exist
4. To enjoy	d- someone who is from a country
5. To guarantee	e- not to be different
6. To be born equal	f- to apply

Activity 2: Put the words in the correct order to make meaningful sentences.

Example: 1- In my opinion human rights are important.

1- human/In/rights/are/my/opinion/important.

2- me/governments/existing/To/enforce/laws/the/must.

3- point /my/From/men/and/of/view/women/the rights/have/same.

4- I /human/think/rights/be/protected/must.

5- To/mind/my/nobody/the/law/above/is.

6- as/human/I'm/beings/concerned/As/equal/born/are/far.

7- I/personally/have/opinion/a/different.

TIME TO EXTEND

Here are some articles of the Universal Declaration of Human Rights. Using expressions of opinion, say what rights they refer to.

Example: I think Article 1 is about the right to freedom, equality, and dignity.

Article 1: Everyone is born free and equal in dignity and with rights.

Article 2: You should never be discriminated against for any reason.

Article 3: Everyone has the right to life, liberty and personal security.

Article 4: You have the right to freedom of opinion and expression.

Article 5: You have the right to marriage and to raise a family.

Article 6: You have the right to education.

MY OWN NOTEBOOK

- Let's discuss our answers.
- What's your answer for number.....?
- Can you please repeat your answer?
- I can't hear you. Please, speak louder.

SESSION 2

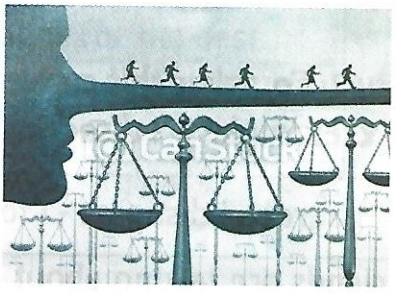
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To violate ; To be above the law, To abuse / to abuse ; To be tortured to death ; To claim one's rights ; To persecute ; To stand up for	Agreeing and Disagreeing	A: I **agree with you that...** B: I **don't agree.** Girls must go to school too.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


To violate children's rights


To persecute people


To be above the law


To be tortured to death

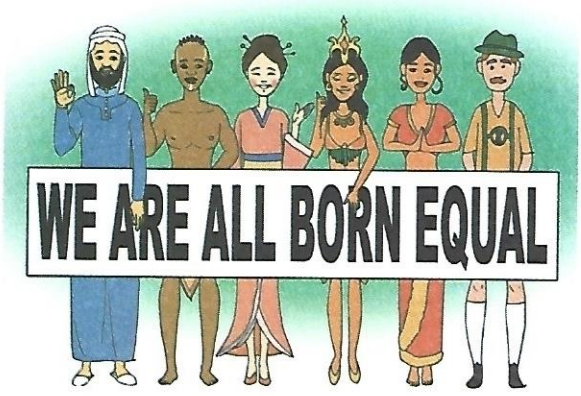


To abuse a citizen



To stand up for one's rights / To claim one's rights

- LISTEN AND REPEAT



Jones: We are born equal, men and women, boys and girls.
Liza: **I'm afraid.** I **don't agree with** that. Equality between people does not exist.

TIME TO PRACTISE

Activity 1: As you listen to the passage, complete it with the missing words.
Example: 1-violated

What is happening to the world? Do human rights still exist? According to the Universal Declaration of Human Rights, we are born equal and we must enjoy our rights fully. Unfortunately, this is not what we can see in the world today. Human rights are **1**... everywhere and there is no exception. Some leaders think that they **2**... . So, they kill and there's no punishment. When citizens try to **3**... their rights, they are **4**... . If they are lucky, they can run away from their native country. When they can't leave their countries, they are arrested and **5**.... in prisons. Torture is not the only way they are **6**... . Victims sometimes suffer in silence because nobody can access the prisons. The only organizations and individuals that try **7**... citizens' rights are banned from some countries.

Activity 2: Complete this conversation about human rights with the right expressions from the box. Example: 1- I disagree

I agree - I disagree - I totally agree - I partly agree - No way

Two friends are talking about Human Rights. They sometimes agree, but they also have different opinions on some points.

Amy: I don't think everybody can have the same rights. In my opinion, it's a dream.
Bill: Sorry, but **(1)**-...with you. From my point of view, they can. We are born equal and we are entitled to the same rights.
Amy: **(2)**-...! Look, in some countries, girls cannot go to school.
Bill: Well, I **(3)**-...with you here. You see, there are more girls going to school than before.
Amy: Yeah, but they are not as many as boys. To me, things are changing too slowly. That discrimination should stop.
Bill: I **(4)**-... with you that the change is not fast. Let me tell you this - change does not come in one day. Things are moving. You can even hear about positive discrimination in favour of girls and women today.
Amy: Um! You've got a point there - I **(5)**-...with you.

TIME TO EXTEND

tch the expressions in column A with their correct ending in column B to make aningful sentences.

mple: 1. I partly agree with torturing people to make them speak. If they are criminals, yes.

COLUMN A	COLUMN B
1. I partly agree with	a. Human Rights are not an illusion.
2. I totally agree	b. torturing people to make them speak. If they are criminals, yes.
3. I agree with	c. that individuals and organizations can make the situation of human rights change for the best.
4. I disagree with	d. those who say that the battle for human rights is the right one.
5. No way!	e. the people who think that some rights are more important than others.

Y OWN NOTEBOOK

et's discuss our answers.
What's your answer for number.....?
Can you please repeat your answer?
I can't hear you. Please, speak louder.

SESSION 3

COMMMUNICATION ACTIVITY

December 10th is Human Rights Day. On that day the American Embassy invites your English Club to participate in a debate about Human Rights. To prepare for that event, you decide to listen to some podcasts about the topic.

A- As you listen, choose what it is about.

1. The violation of Human Rights in the world.
2. The respect of Human Rights in the world.
3. The necessity to respect Human Rights.
4. The necessity to protect Human Rights.

B- As you listen again, select the rights you can hear.

1. Right to play
2. Right to shelter
3. Right to health
4. Right to food
5. Right to security
6. Right to expression

C- As you listen again, say if these statements are true (T) or false (F).

1. Anybody is entitled to human rights.
2. Many countries protect human rights.
3. There are three rights.
4. The rights are protected everywhere in the world.
5. We can only do something if we are in groups.
6. The violations of human rights will stop if we denounce them.

D- Are Human Rights respected or violated in your country? Write your opinions in twelve (12) lines maximum.

LESSON 2

MY DUTIES

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During an English Class in Lycée Moderne Bondoukou, the teacher makes the students of 3è 3 listen to a tape recording from Voice Of America (VOA) about Human duties in order to discuss the issue.

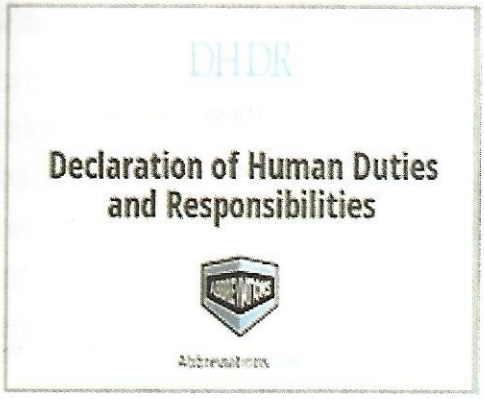
Vocabulary related to duties

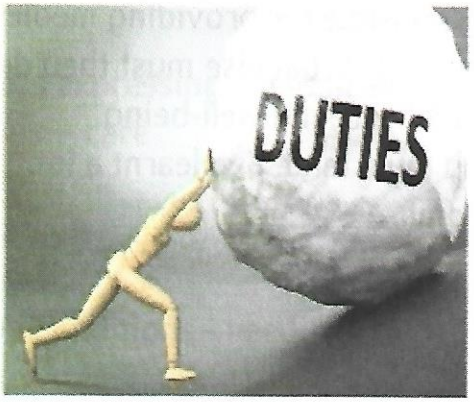
Language function focus

- Expressing necessities
- Giving reasons

Everyday English

It is my duty to protect my environment.









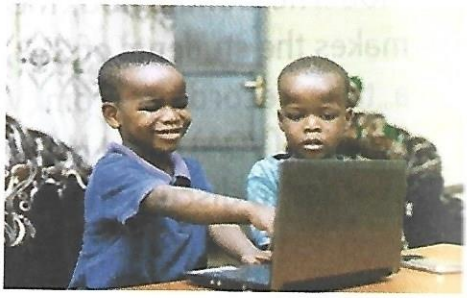
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A duty /a responsibility ; To be in charge of ; To be responsible for ; To ensure	Expressing necessity	- We **must** obey our parents. - Children **have to** honour their parents. - Parents **have got to** take care of their children.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

DIALOGUE



Soro: Hello Digbeu! How are you?
Digbeu: Hi! I'm fine, thanks. Soro, what are you doing?
Soro: I'm listing my parents' **duties**.
Digbeu: Great! What are they?
Soro: My parents **are in charge of** my education.
Digbeu: But what about your health?
Soro: They **are responsible for** providing medicines when I am sick.
Digbeu: That's fantastic! What else must they do?
Soro: They have to **ensure** my well-being.
Digbeu: Thank you my friend. I've learnt a lot.
Soro: You're welcome.

• LOOK, LISTEN AND REPEAT

Today, many parents do not respect their duties toward their children. To ensure the well-being of children around the world we **must** take actions. We **need to** gather our ideas to change this situation in the world. For example, we have to sensitize people about the importance of children well-being. In all, we'**ve got** to protect all the children's rights.

TIME TO PRACTISE

Activity 1: The sentences below are about duties. Listen to your teacher and fill in the blanks with the words or expressions you hear.

Example: 1-to ensure

1- Parents have... the physical growth of children.
2- In a family, woman are ... breastfeeding the babies.
3- It is children's ... to respect their parents.
4- Men are ... the financial welfare of families in Africa.

Activity 2: Complete the sentences below to express three (3) things that you need to do in order to stay in good health.

Example: 1- I need to eat everyday to be in good health.

1- I need to ....
2- To be healthy, I must ....
3- I have to .....

TIME TO EXTEND

Reorder the words to find correct sentences expressing necessities.

1- take - of - have - Parents - children - must - care
2- babies - Women - to - breastfeed - have - their
3- respect - have - their - to - Children - parents
4- citizen - respect- must - Every - the - laws
5- ensure - good - Teachers - learning - to - conditions - need

MY OWN NOTEBOOK

- Parents must take care of their children.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To take care of ;To go hand in hand ;To bear responsibility.	Giving reasons	You must do something since / as you are in charge of the child.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



To take care of



To go hand in hand



To bear responsibility



To respect elders

- LISTEN AND REPEAT

Yao: Grandpa, why should I respect my parents?
Grandpa: You should respect your parents **since** they are your genitors.
Yao: And why should my parents take care of me?
Grandpa: They should take care of you **as** they are **in charge of** your welfare.

TIME TO PRACTISE

Activity 1: Reorder the letters to find correct words related to duties.

Example: 1- CARE

1- AREC=
2- REBA
3- TSEEPCR
4- DELRE
5- KEAT

Activity 2: Choose the appropriate word in brackets which completes each sentence to make it meaningful. Example: 1- because of

1- I must stay with my parents (because/because of) they take care of me.
2- All children should obey to their parents (because/because of) they are their genitors.
3- (Because of/As) parents, you must take care of your children.
4-Only parents are in charge of their children's health care (as - because of) it is their duty.
5- You must care about your parents (because of - because) their old age.

TIME TO EXTEND

Note down the odd-one-out.

1- Education - respect - obey - help.
2- Parents - children - tomato - aunts.
3- Vote - protection - public service - exploitation
4- TV set - radio - climate - computer
5- Duty - responsibility - abuse - obligation.

MY OWN NOTEBOOK

- Children must respect their parents.

SESSION 3

COMMMUNICATION ACTIVITY



You are attending a conference given by an expert sent by UNICEF to sensitize poor countries' children about their rights and duties. Listen to the speech and do all the activities that follow.

A. Listen and complete the following sentence.

The speech is about .....

B. Listen again and say whether the statements below are true or false.

Write (T) for true and (F) for false.

1- Child labour is a recent practice.
2- Child labour has never existed in Europe.
3- Children mainly work in agriculture, factories, mining etc.
4- The important number of children engaged in child labour are in Sub-Saharan African.
5- Poverty and lack of school are solutions to child labour.

C. Listen again and fill in the gaps with the missing words.

(1)... has existed to varying extents throughout history. During the 19th and early 20th centuries, many children 5-14 from **(2)**... families worked in Western nations and their colonies alike. These children mainly worked in **(3)**..., home-based assembly operations, **(4)**... , mining, and services such as news boys.

In the world's **(5)**... countries, around one in four children are engaged in child labour, the highest number of whom (29 percent) live in sub-Saharan Africa. In 2007, four African nations (Mali, Benin, Chad and Guinea-Bissau) witnessed over 50 percent of children aged 5-14 working. Worldwide agriculture is the largest **(6)**... of child labour. The vast majority of child labour is found in rural settings and informal urban economies; children are predominantly employed by their parents rather than factories. **(7)**...and **(8)**... are considered the primary cause of child labour.

LESSON 3

TOLERANCE

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During an English class, the teacher makes his students of 3e 1 listen to a recording about tolerance and violence in order to promote tolerance and non- violence.

Vocabulary related to tolerance and intolerance

Language function focus

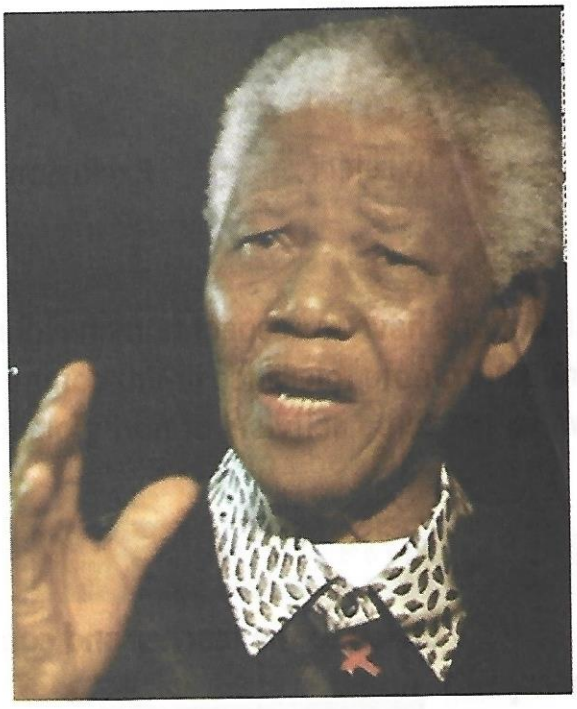
- Expressing obligations
- Expressing prohibitions

Everyday English

We've got to promote peace and tolerance.

What is tolerance?

Tolerance is the appreciation of diversity, the ability to live and let others live. It is the ability to exercise a fair and objective attitude towards those whose opinions, religions, practices and nationalities differ from others'. Tolerance is not **rejection, exclusion, discrimination.** On the contrary, it is the **inclusion**, and the **acceptance** of others. As William Ury notes, "Tolerance is not just agreeing with one another or remaining indifferent in the face of injustice, but rather showing respect for the essential humanity in every person".



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Acceptance ; Unity ; Inclusion ; Exclusion ; Rejection; To reject ; Respect ; Diversity	Expressing obligations	We must live together. We have to respect other people' s rights. You've got to protect your family.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Solidarity



Respect


Diversity


Inclusion


To reject


Exclusion



Unity in diversity


Acceptance

- LOOK, LISTEN AND REPEAT

All nations **have to** respect human rights for a real unity in diversity.
I must promote tolerance in my community every day.
We**'ve got to** be activists of non-violence.

TIME TO PRACTISE

Activity 1: Listen to the teacher and complete the text below with the words you hear.

Example: 1-

Every year, during the international day for tolerance, leaders talk about the importance of integrating other people. This (1) ...is source of (2)... and help our communities live in (3)...of the others. They also promote (4)... and (5)...as some of the real (6)...pillars.

ctivity 2: Classify the words or expressions in the right column. One is done as an example.
gether as one - promote violence - solidarity - conflict - love - peace keeping - brotherhood war.

Positive attitudes	Negative attitudes
- together as one	

TIME TO EXTEND

eorder the words or expressions from each list to make a meaningful sentence about lerance.

xample: 1- We have to respect the principles of the United Nations.
- respect / United Nations / principles / the / have to / We / the / of
- good / The / of / for / social cohesion / acceptance / promotion / is
- tolerance / What / does / mean?
- peaceful / have to / be / everyone / towards / You
- Impotent / deserve / and / inclusion / respect / people.
- got / sensitize / have / community / to / my / I / solidarity / about

MY OWN NOTEBOOK

- Wait and see!
- Rights and duties go hand in hand.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Discrimination ; Xenophobia, Xenophobic ; Hatred ; Racism, Chauvinism ; To tolerate ; Tolerance	Expressing Prohibition	- We must not discriminate against others. - We mustn't be xenophobic.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Discrimination



Racism


Xenophobia

My friend coming from abroad looked at me with intense **hatred**. This feeling of dislike mustn't exist among us because I thought we were friends. It may also be called a **xenophobic** attitude which is the fear of people from other countries. On the contrary, tolerance must be our daily bread to share. When we **tolerate,** it helps us live in peace.

- LISTEN AND REPEAT

This feeling of dislike **must** not exist among us because we are friends.
It **mustn't** exist among us because we are friends.

TIME TO PRACTISE

Activity 1: Decide whether the statements below are true or false. Write T or F. Then, correct the false sentences to make them true. Number 1 is an example.

Example. 1- Good citizens don't have to promote peace.(F) They have to promote peace.

1- Good citizens don't have to promote peace.
2- Discrimination destroys unity.
3- We must tolerate our offenders.
4- Racism is a key to cohesion.
5- Tolerance is to refuse others' opinion.
6- Xenophobia is a feeling of dislike.
7- Hatred consists in loving someone else.

Activity 2: Use the clues below to write appropiate sentences expressing obligations or Prohibitions.

Example: 1- We must tolerate offenses for peace sake.

1- We / to tolerate offenses for peace sake.
2- John and his sister / to offend their parents.
3- Governments / to draft laws against xenophobia in their constitutions.
4- Unity in diversity / to be accepted by all nations.
5- Villagers / to respect traditions for harmony in the community.
6- We / to promote tribalism.

TIME TO EXTEND

Correct the words in bold in the sentences below.

Example: 1-have

1- I **had got** to forgive my offenders
2- Everyone **must to** prevent war and its consequences.
3- Kate and Stev **must have** live in harmony.
4- You **has got** some problems in trying to reconcile them.
5- Division **can** create a good social harmony.
6- We must all stand **against** peace in our country.

MY OWN NOTEBOOK

- We have to respect human rights.

SESSION 3

COMMMUNICATION ACTIVITY

To inform people about its activities, the US Embassy in Abidjan invites you to listen to a speech about tolerance in order to sensitize the population.

A- **Listen to the speech and choose what it is about.**

a) War.
b) Tolerance
c) The prohibition of war.
d) Reconciliation

B- **Listen again and select the words or expressions you hear in the speech among these words.**

a) Invitation - investigation.
b) Frustration - filtration.
c) For attempting - for attending

C- **Give your opinion about tolerance. Then, discuss it with your neighbour.**

UNIT SUMMARY

• REVISION GAME

A GUESSING GAME: What is the longest word you can write with each set of letters below:

1) I-A - R - E - S - P - O - B - L - Y - T - N - S - I - E
2) R - E - N - U - S - E - V
3) T - C - Z - I - S - H - E - I - N - P - I
4) D - F - R - E - O - E - M -P
5) I -T - O -L -E- N -C -E- N -R - A - F

• REVISION ACTIVITIES

Activity 1: Read the following words or expressions. Which of them are close to Rights Protection and which are close to Rights violation? Classify them into two groups. One is done for you as an example.

Discrimination - persecution - abuse - torture - equality - guarantee - enforce - respect - freedom of speech - rejection - acceptance - enjoy

Right Protection	Right Violation
	Discrimination

Activity 2: Sort the following expressions into two categories - Agreeing and Disagreeing. One is done for you as an example.

I disagree - No way - I totally agree - I don't agree - You've got a point here - Too true - That's right - I have a different view - That's my opinion exactly - I'm afraid I can't agree with you.

Agreeing	Disagreeing
	I disagree

Activity 3: Use the expressions above to give your friend your opinion about these situations.

Your friend: I don't like the food my parents give me at home. I think my right to food is not respected. Do you agree with me? What is your opinion?

Your friend: I want to be a Rap singer, but my mum wants me to be a doctor. She says singing is a good job for people who have not succeeded at school. In my opinion, my mother is violating my right to freedom - the freedom to choose. I'm 18. What do you think?

Activity 4: Complete these sentences with the words you have learnt in lesson 2 'My Duties'.

1- Parents ...of sending their children to school.
2- It's children's ...to take care of their old parents.
3- Children have ..., but they also have duties.
4- Rights and duties... We can't separate them.
5- State must ...that all their citizens enjoy their rights fully.
6- Taking care of a family is a heavy... .

• WHAT I CAN DO

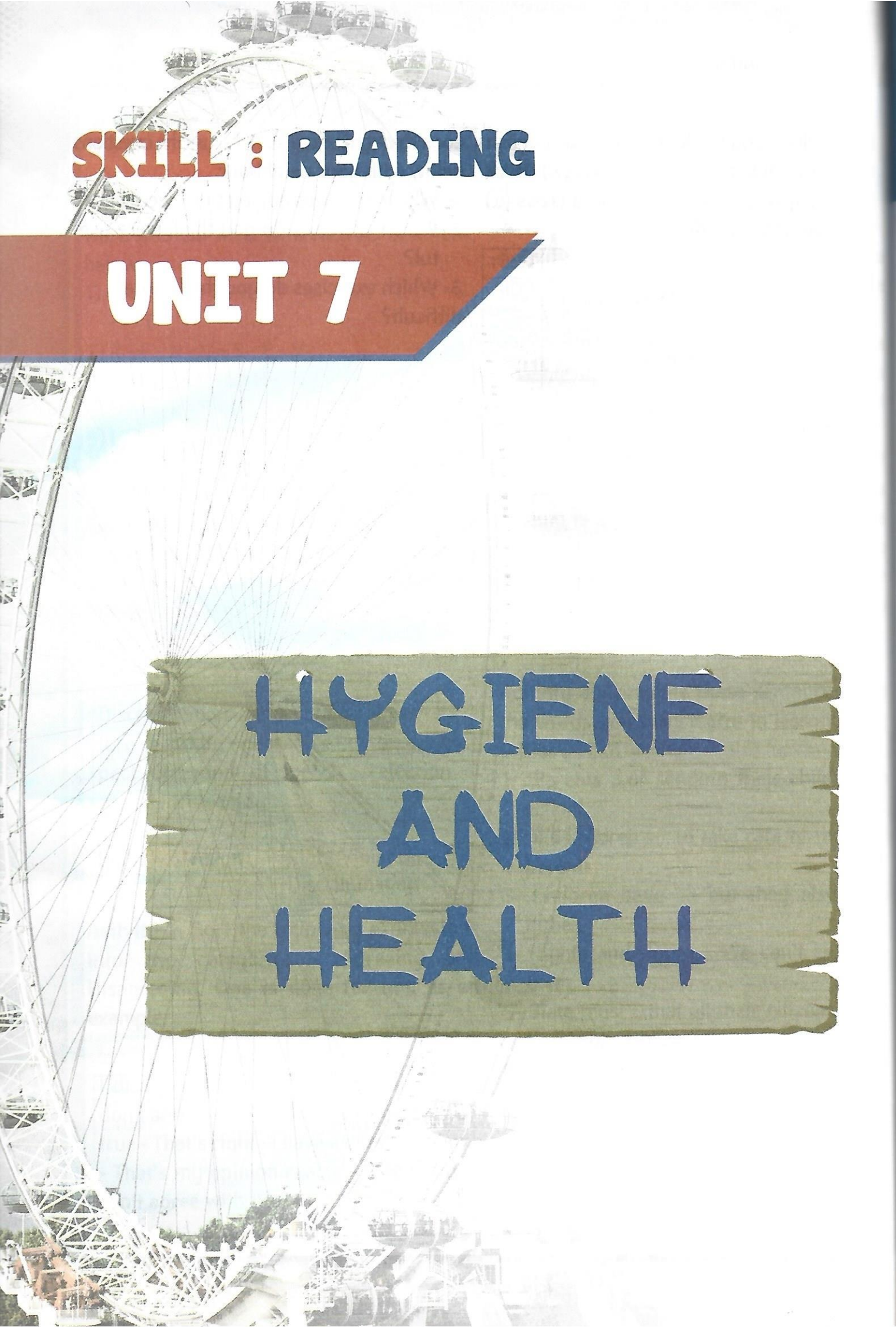
How well do you think you know the English you learnt in UNIT 6? Use a cross (X) check (√) to say what you can do and a cross (x) for what you can't do.

	I can	I can't
use vocabulary related to human rights		
use vocabulary related to duties		
use vocabulary related to tolerance		
express opinion, agreement, disagreement, necessity and absence of necessity.		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?



SKILL : READING

UNIT 7

HYGIENE AND HEALTH

LESSON 1 EPIDEMICS OR PANDEMICS?

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

To launch its local campaign against the Covid-19 in Côte d'Ivoire, the World Health Organisation has decided to meet with the schools' English Clubs first. At Jean Piaget, the members of the English club receive brochures about pandemics and epidemics. They read them in order to sensitize their friends during the next meeting of their English club.

Vocabulary related to epidemics or pandemics

Language function focus

- Expressing the passive
- Using the impersonal passive

Everyday English

Ebola is transmitted by a bacteria.

According to the Center for Disease Control and Prevention (CDC), the difference between an epidemic and a pandemic is that an epidemic is a sudden outbreak of a disease in a certain geographical area. While a pandemic is an outbreak of a disease that has spread across several countries or continents. It is basically an epidemic that has spread internationally and covers a wider geographic area. That is why COVID-19 is classified by experts as a pandemic.

How does an epidemic then occur?

It can occur when infectious organisms (bacteria, viruses, etc.) suddenly become more prevalent in a particular area where it already existed or when there is an outbreak of a disease in an area where it previously did not exist. Also, it can occur when people who weren't previously susceptible to an infectious agent suddenly start getting sick from it.

What are the 6 phases of a pandemic?

All pandemics begin as a localized disease outbreak or an epidemic that then begins spreading rapidly and eventually affects most of the world. The World Health Organization (WHO) describes six phases of the development of a pandemic:

First, a pathogen begins to circulate among animals that may or may not be known to spread the disease to humans. Next, The pathogen is detected in animals and the disease begins to develop as there is animal-to-human contact. Then, human-to-human contact leads to the risk of a community outbreak. That human-to-human spread of the pathogen occurs in at least two countries in the same region. The last stage is when Community-level outbreaks occur in a third country in a different region. This phase indicates that a pandemic is occurring.

Adapted from www.medicinenet.com

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Disease ; Epidemic ; Pandemic ; Outbreak (to break out) ; To spread (across) ; To occur ; (To be) prevalent	Expressing the passive	Bacteria **transmit** Ebola. Ebola **is transmitted** by bacteria.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



They are visiting their grandma suffering from the alzheimer **disease.**



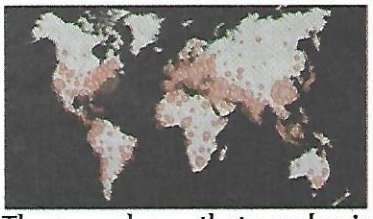
This doctor is vaccinating a man against the Ebola **epidemic.**



Covid-19 is a **pandemic** because it affects The whole world at the same time.



Covid-19 **broke out** for the first time in Wuhan (China).



The map shows that pandemics usually **spread** rapidly across the world because they are infectious **diseases.**

- When a disease is **prevalent** somewhere, it spreads everywhere in that place.
- Malaria is a disease that **occurs** in countries with a warm climate.

• LOOK, LISTEN AND REPEAT

Active : The coronavirus **causes** Covid-19

Passive : Covid-19 **is caused by** the coronavirus.

Active : They vaccinated daddy against Covid-19.

Passive : Daddy **was** vaccinated (by them) against Covid-19.

Active : The specialist **will send** the brochure.

Passive : The brochure **will be sent** (by the specialist).

Active : Authorities **are** increasing the campaign.

Passive : The campaign **is being** increased by authorities.

TIME TO PRACTISE

Activity 1: Select the best option to complete the sentences below.

Example : 1-prevalent

1. Malaria is more .... in Africa.
   a) epidemic
   b) prevalent
   c) occur
2. Most epidemics .... vulnerable populations.
   a) outbreak
   b) pandemic
   c) spread across
3. The role of a vaccine is to prevent .... .
   a) an outbreak
   b) a disease
   c) an epidemic
4. A tragedy ..... last night. It was so sad!
   a) occurred
   b) killed
   c) destroyed
5. It is after the.... that governments react.
   a) prevalent
   b) treatment
   c) outbreak
6. ..... like AIDS and Covid-19 are dangerous.
   a) Epidemics
   b) Pandemics
   c) Prevalent

Activity 2: Turn the sentences below into the passive voice. The first one is done for you.

Example: 1- New vaccines were invented by doctors.

1- Doctors invented new vaccines.
2- The school administration sensitized all the students.
3- The doctor will vaccinate all the patients around here.
4- Mum is taking a new medicine.
5- My friend knows many things about pandemics.
6- Mosquitoes cause malaria.

TIME TO EXTEND

Choose the best option in brackets to make the passive voice of the sentences below.

Example : 1- was created

1- The students of this school created an English club.
- An English club (is created / were created / was created) by the students of this school.

2- All the personnels are initiating a new program.
- A new program (is initiating / is being initiated / is initiated) by all the personnels.

3- Daddy will buy a new TV set in December.
- A new TV set (is bought / will buy / will be bought) by daddy in December.

4- Bats spread the Ebola virus in Africa many years ago.
- The Ebola virus (will spread / was spread / is spread) in Africa by bats many years ago.

5- Our organization supervises many representatives.
- Many representatives (were supervised/is supervised/are supervised) by our organisation.

6- Maria and Stacey gave me a new present.
a- I (am given / gave / was given) a new present by Maria and Stacey.
b- A new present (is given / was given / gave) to me by Maria and Stacey.

MY OWN NOTEBOOK

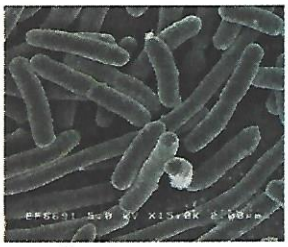
- I'm in good shape.
- How do you say ..... in English?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Organisms ; To get sick (from) ; Eventually ; A virus ; A pathogen (agent) ; Human-to-human ; To lead to ; Community-level	Using the impersonal passive	People say that mosquito bites transmit malaria. - It is said that mosquito bites transmit malaria. - Mosquito bites are said to transmit Malaria.

TIME TO LEARN

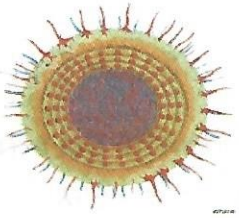
- LOOK, LISTEN AND REPEAT



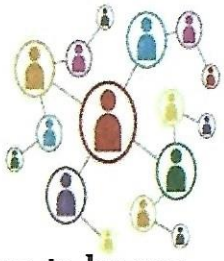
A **pathogen** agent is micro-**organism** causing a disease.



Sara is not feeling good or comfortable, she got **sick** from a mosquito bite.



The **virus** of Corona disease.



Human-to-human contacts facilitate the spread of most diseases.



It wasn't easy, but scientists **eventually** found vaccines against Covid-19.



A bad hygiene provokes or **leads to** a disease.

- LOOK, LISTEN AND REPEAT

People say that some vaccines are efficient against diseases.	People say that kids dislike dentists.
It is said that some vaccines are efficient against diseases.	It is said that kids dislike dentists.
Some vaccines are said to be efficient against diseases.	Kids are said to dislike dentists.

TIME TO PRACTISE

Activity 1: Complete the sentences with the appropriate words or expressions suggested in the box below.

Example: 1- leads

eventually; human-to-human; community-level; pathogen; organisms; get sick; leads

1- Effort always ... to success.
2- Scientists say that COVID-19 originates from animals but it spreads in a ... mode.
3- It is the female of the mosquito that transmits the ... agent of malaria.
4- People who don't respect hygiene rules can easily .... and contaminate others.
5- Microbes are small ... that carry the germs of the disease.
6- To help people face poverty, the government should take ... measures.
7- After a long period of treatment, the patient ...recovered from Covid-19.

Activity 2: Rewrite the sentences below in a different form of the impersonal passive. Number 1 is an example.

1- They are said to wear face masks. ⟶ **It is said that they wear face masks.**
2- It is said that students are vaccinated.
3- Clara is said to be very smart.
4- It is said that Ana cooks delicious meals.
5- Mum is said to be too strict.
6- Adjoua and koffi are said to be married.
7- It is said that American movies are interesting.

TIME TO EXTEND

Complete the paragraph below with the appropriate words or expressions from the box.
Example : 1- organisms

lead to ; human-to-human ; organisms ; pathogen ; are said ; said ; get

It is said that the government is planning to take measures against the spread of diseases caused by micro-(1)... also called microbes. These cells are the ones that carry the (2)... agent, first responsible for the disease and its development. In fact, people ... sick because they are in contact with these agents and obviously transmit them to other people. That is the (3)...mode of transmission which is opposed to the animal-to-human mode. However, some pandemics mainly originate from that second mode and (4)... to numerous cases of contagion. A good point is that vaccines (5)... to be more effective today than in the past. Let's then cross fingers!

MY OWN NOTEBOOK

- The text deals with.....
- To sum up, I can say that .....

SESSION 3

COMMMUNICATION ACTIVITY

The World Health Organization (WHO) has initiated a sensitization campaign in ivoirian schools to inform about the dangers of epidemics and pandemics. At Lycée Municipal of Bouaflé, the students of 3è who are members of the English club,receive a document about an epidemic. Being one of those students,

A- Read the text and select the best option among the choices below.

The text is about :

a- a vaccination campaign against cholera
b- a vaccination campaign against malaria
c- the outbreak of a cholera epidemic in Zimbabwe
d- the end of a cholera epidemic in Zimbabwe.

Text

Cholera is an acute diarrhoeal disease provoked by the quality of the water we drink. If people have access to safe water and sanitation and practise good hygiene, they can avoid it. It is also said that it can kill within hours if it is not treated rapidly. Authorities report that the outbreak began on 1 September in Harare and became more prevalent in more than five other cities just a week after.

These areas are vulnerable to cholera because of inadequate supplies of safe piped water. This situation has led people to use alternative unsafe supplies such as wells and river water used for both domestic chores and washing.

The Government of Zimbabwe has declared a state of emergency and is working with international partners to stop rapidly the spread of the disease before it gets out of control. As response actions, health education was intensified among the community to avoid human-to-human contamination. The situation was eventually in control after a massive vaccination campaign.

B- Read the text again and answer the questions below. (2 lines maximum)

1- What is the cause of cholera mentioned in the text?
2- What can happen if cholera is not treated rapidly?
3- Did the outbreak begin in December? justify
4- In how many areas did the epidemic become prevalent a week after its outbreak?
5- Did people use tap water? justify
6- What measure eventually stopped the epidemic?

C- In groups of four, say how you think it is possible to stop the spread of Ebola or Covid-19.

LESSON 2 LET'S PROMOTE HYGIENE AT SCHOOL

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The US Embassy in CI has initiated a campaign to help reduce the spread of the Covid 19 in schools. They give school English Clubs some recommendations brochure. As members of the club, the students of 3ème from Lycée Municipal Yopougon Andokoi read them in order to write a paragraph about Covid-19.

Vocabulary related to hygiene at school

Language function focus

- Expressing purpose

Everyday English

Use a sanitizer for washing your hands

Text

In this season of flu and coronavirus, experts insist on keeping our hands clean and using handkerchief as the No. 1 defense against infection. But which approach is better: handwashing or hand sanitizer?

The answer is -- both. Dr. Sara Hogan, a dermatologist at UCLA Medical Center, Santa Monica, says that it's good to know when to use each of these two approaches in order to stay safe.. She also insists that we should all adopt more than regularly behaviors like: coughing in shoulders, avoid spitting on the ground and above all throwing our garbage into dustbins. As she says: "we can't imagine how a mere tissue at its right place can save lives".

How do I choose between washing my hands or using sanitizer?

For people like medical providers who wash their hands multiple times a day, it's helpful to switch between sanitizing gel and handwashing. Right now, the CDC recommendation is to wash hands whenever possible. Hand sanitizer is more precise at killing bacteria and most viruses, but hand washing can effectively remove all dirt, microbes and chemicals on the hands. All elements of handwashing are key-friction for removing debris.

How often do I need to clean my hands?

Washing hands is important. You should wash your hands before food preparation, eating, and touching your face. You should wash your hands after taking out the trash, using the bathroom, coughing or sneezing into your hands, blowing your nose, and touching your pets.

So as to get rid of most germs, students and school personnels are always encouraged to improve sanitation systems by changing their own attitudes first.

Adapted from www.connect.uclahealth.org

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Garbage, Dustbin, Hand sanitizer, To blow one's nose, Handkerchief, To get rid of, Germs, To litter, to spit (on the ground), to cough	Expressing a purpose	I use hand sanitizer **to/in order to** clean my hand.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



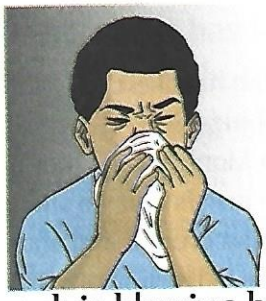
This place is full of garbage.



These are dustbins for our garbage.



a handkerchief



Enock is blowing his nose.



Okito is spitting on the ground.



There are a lot of germs in our saliva.





The second man has a good attitude, he coughs in his elbow.



Koffi is littering the street with garbage.

People usually get rid of the things they don't want anymore.

• LOOK, LISTEN AND REPEAT



Ana: We use hand sanitizer **in order to** get rid of germs.
Stacey: Yes! And we also use soap **to** clean our hands.
Mum: Look! My twin daughters wash their hands **so as to stay** in good health. Do the same! They do all these things **in order not to** get contaminated with dangerous diseases.



TIME TO PRACTISE

Activity 1: Match the words or expressions in column A with their synonyms or definitions in column B. Do like this : 1- c

N°	Column A
1	to spit
2	to blow one's nose
3	a dustbin
4	a germ
5	garbage
6	to get rid of

Column B
a- microbe contained in a substance
b- detritus
c- to throw saliva
d- a container for garbage
e- to throw away or leave something
f- to extract the substance in your nose

Activity 2: Use the clues below to make sentences that express purposes.
Example: 1- Students learn irregular verbs in order to speak good English
1- Students / to learn irregular verbs / to speak good English. (in order to)
2- I / to wear face masks / not to get the covid-19. (to)
3- Ahoua / to take some medicines / to treat malaria. (so as to)
4- Most people / to use hand sanitizers / not to get in contact with germs. (in order to)
5- I / always to exercise / not to lose my shape. (so as to)
6- My friends / to study a lot / not to fail their exams. (to)

TIME TO EXTEND

Complete the sentences below with the appropriate words or expressions from the box.
Example: 1- litter

as to - to - in order - spits - rid of - dustbin - germs - cough - litter

1- People who pollute the environment are those who ... the streets with garbage.
2- When someone ... , the saliva can be dangerous if it is contaminated.
3- Auntie margareta bakes cakes ... to sell them.
4- We should all get... our detritus in a ... .
5- ... contained in a contaminated saliva can infect other people.
6- Doctors recommend to... in the elbow or in a handkerchief.
7- You have to work hard ... get better results.
8- They distributed face masks so... avoid the spread of the virus.

MY OWN NOTEBOOK

- I suggest + Verb (ing)
- I suggest + subj+ verb (infinitive)

SESSION 2

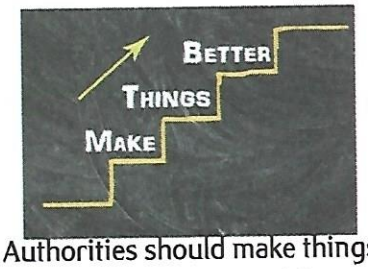
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A tissue ; To enhance ; School personnel ; School Rules ; To include ; To be involved ; To improve	Expressing purpose (2)	- I use tissues **to** blow my nose. - I use tissues **for** blowing my nose. - I read books **so that** I can improve my knowledge.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Many people use a **tissue** box to blow their nose.



Authorities should make things better or **improve** health care systems.



All the people working in a school are the **school personnel.**

Danish school rules during pandemic



Here are some examples of **school rules**, students have to comply with in Denmark due to the Covid-19 pandemic.



Healthcare agents **include** doctors, nurses, ambulance drivers, etc... Their role is to improve or **enhance** people's health with their medical assistance. For a better impact their work in schools, we should all be **involved**.

- LOOK, LISTEN AND REPEAT



Djamila: You see! We are wearing these face masks **for** our protection.
Malika: Yes! I agree and it is also **to** avoid contaminating other people.
Djamila: Exactly. We should inform others **so that they can do** the same.
Malika: I totally go along with you!

TIME TO PRACTISE

Activity 1: Complete the paragraph below with the appropriate words from the box below.
Example: 1- school

enhance ; limiting ; school ; taking ; include ; so

In every school, the administration should set some school rules to help fight against the spread of the virus. For that, all the teachers and other (1) ... personnel working there have to be supportive of this initiative. It's also clear that the campaign must (2) ... students because they are also at risk. As first measure, tissue paper boxes should be given to the kids (3) ... that they could use them to blow their noses. But, they could also use them for

(4)... the transmission of the virus and the disease by coughing in them. At the community level, another possible response can be to provide existing health care facilities with the appropriate equipment for (5)... care of the potential sick persons. For sure, this can boost or (6)... the fight.

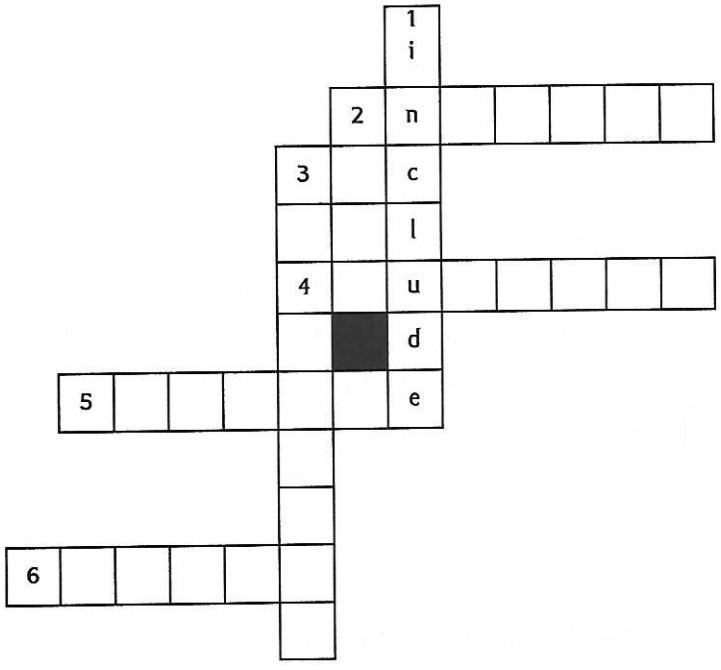
Activity 2: Use the clues to make correct sentences expressing purposes.

Example: 1- Clara coughs in her elbow so that she can avoid the spread of germs.

1- Clara / to cough in her elbow / avoid the spread of germs (so that)
2- We use hand gel / to eliminate bacteria (for)
3- People sweep their houses / a cleaner place (for)
4- Students should sweep their classroom / to study in a clean environment. (so that)
5- We send him a letter / to invite him. (for)
6- We send him a letter / to have the authorization to come (so that)

TIME TO EXTEND

Complete the crosswords puzzle below. Example: 1- include



Across

2. contain
4. principles or instructions
5. to ameliorate
6. a piece of soft paper that absorbs liquid.

Down

1. a synonym for "engage"
3. staff

MY OWN NOTEBOOK

- Use a tissue for blowing your nose!
- Wear a face mask to avoid COVID-19!

SESSION 3

COMMMUNICATION ACTIVITY

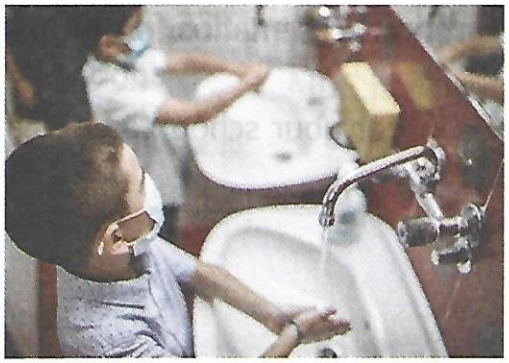
The US embassy organises a competition of the cleanest cours in your area. They give some brochures to the english club members about how to keep a school clean. As a member of the club, read the text and do the following activities.

1- read the text and select the best option corresponding to its general idea.

The text is about :

a- School staff
b- Hygiene at school in general
c- Hand hygiene at school

Text



One of the most important measures to keep school staff and students healthy is cleaning hands at key times with soap and water for at least 20 seconds or using an alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not readily available.

School-based rules promoting hand hygiene can help avoid gastrointestinal and respiratory illnesses.

We should all promote Hand Hygiene in our schools. First, by initiating daily routines for students and personnel to wash hands, especially after bathroom breaks, before lunch, or after playing outside.

Second, we should also teach handwashing with soap and water for at least 20 seconds and even integrate hand hygiene lessons in school programs to regularly show the importance of hand hygiene to students.

It is also important to have hand sanitizers with at least 60% alcohol for teachers, staff, and students. They can quickly reduce the number of germs on hands in many situations but they are not a substitute for cleaning hands with soap and water. However, hand sanitizers can be placed in cafeterias, classrooms, gyms, etc...

Hand sanitizers do not eliminate all types of germs, including some germs that cause diarrhea. Always wash hands with soap and water after using the toilet, after handling trash, and when hands are visibly dirty.

Adapted from www.cdc.gov

B- read the text again and say if the statements below are True or False and justify your answers by indicating the line(s) . Example : 1- True (line 1)

1- Cleaning hands with soap and water is a measure for keeping staff and students healthy.
2- The text suggests to wash hands for a minute.
3- An appropriate hand sanitizer should not contain alcohol.
4- School rules that promote hygiene provoke gastrointestinal and respiratory diseases.
5- The daily routines only include washing hands after bathrooms.
6- Students should also learn the duration for washing hands with soap and water
7- Teaching hygiene in school programs permits to show its importance.
8- Hand sanitizers can rapidly reduce the germs on the hand.
9- Hand sanitizers can replace cleaning hands with soap and water.
10- It is possible to avoid diarrhea with hand sanitizers.

C- After reading the text, write a short presentation for the members of your school English Club. In your production,

- mention some measures to adopt for your school to be clean and healthy ;
- say why they are important.

LESSON 3 WE CAN BE AN HIV-FREE GENERATION!

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The British Council in Abidjan has initiated an awareness campaign for the International Day of AIDS . Its officials are visiting Lycée Boga Doudou of Lakota, where students are given handouts about this pandemic. The students of 3è read them in order to discuss the issue during a meeting of their English Club.

Vocabulary related to AIDS

Language function focus

- Seeking confirmation

Everyday English

AIDS is a dangerous disease; isn't it?

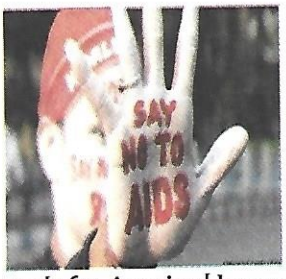
Stacey: Hi Sara! How are you? You seem really tired today. What's wrong with you?
Sara: Hey Stacey! You're right! I am tired and that's because I had a weird but interesting conversation with mum and we both stayed up late.
Stacey: Oh really! What was that conversation about?
Sara: We talked about AIDS, HIV, its transmission mode and how to deal with it.
Stacey: Interesting then! I mainly know that it's got through unprotected sexual intercourse and when we cut ourselves with contaminated objects.
Sara: Exactly! Many youngsters get it by using infected syringes when they are drug addicts. Unfortunately, there is no cure for the moment.
Stacey: What about a vaccine?
Sara: There is no vaccine either. Doctors try to reduce the viral charge in the blood. In other terms, when HIV positive persons take ARVs, they have better chances to live longer.
Stacey: Yes! they can avoid being confined and bedridden. That is why people are encouraged to take blood tests in order to know their status.
Sara: To conclude, we need to inform everybody that AIDS is a sickness affecting our immune system and that we can't totally recover from it. But ARVs can help heal it.

SESSION 1

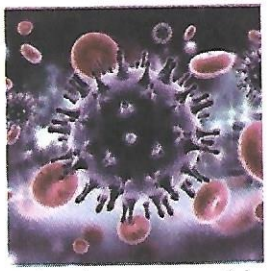
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
HIV ; AIDS ; A sexual Intercourse ; To practise abstinence ; Blood test ; A drug addict ; A cure ; To recover	Seeking confirmation (1)	-AIDS is dangerous, isn't it? -They didn't take the blood test, did they?

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



AIDS stands for Acquired Immune Deficiency Syndrome.



HIV is the virus responsible for AIDS.



This notice is about the **practice** of **abstinence.**

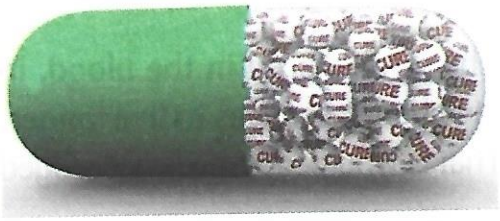


Blood tests permit to determine if people are infected or not.





Inaya can't stop taking drugs because she has become a **drug addict.**



Antibiotics are a **cure** against some diseases.



People **recover** after a good treatment when they are sick.

• LOOK, LISTEN AND REPEAT



Koffi: AIDS **is** a dangerous pandemic, **isn't it?**
Seri: Yes, it is. And I heard that many people **don't know** it, **do they?**
Koffi: Unfortunately that's true. However, it is obvious that some people can do much more to avoid the disease, **can't they?**
Seri: Yes, they can.

TIME TO PRACTISE

Activity 1 : Complete the sentences below with the appropriate words or expressions from the box. Do like this: 1- addicts

intercourse - recover - cure - blood tests - abstinence - AIDS - addicts

1- Most teenagers are victims of drugs and they unfortunately become drug... .
2- When you follow your treatment the appropriate way, you can easily... .
3- Practising ... protects from sexually transmittable diseases.
4- To know if people are infected or not, ... are very important.
5- Unprotected sexual ... is another way to get infected with the virus.
6- So far, there is no ... for AIDS.
7- ... is one of the pandemics that affect the world.

Activity 2 : End each statement below with the correct tag. Number 1 is an example.

1- Most teenagers are afraid of AIDS, **aren't they?**
2- Mr James is from the blood testing institute, ...
3- She went to the library,...
4- Infected syringes transmit the disease, ...
5- They will not come on time for the conference, ...
6- I have bought a new document on AIDS, ...

TIME TO EXTEND

Select the best option to complete the sentences below. Write your answers like this :

1- recover

1- Inaya takes medicines in order to ... from malaria
   a. test
   b. recover
   c. addict

2- ... is the best way to avoid AIDS .
   a. practising abstinence
   b. recovering
   c. taking drugs

3- With ... , doctors can diagnose your disease.
   a. cure
   b. practise abstinence
   c. blood tests

4- ... can get AIDS with infected syringes.
   a. Blood tests
   b. Cures
   c. Drug addicts

5- ... is the virus responsible for AIDS.
   a. AIDS
   b. Disease
   c. HIV

6- An unprotected ... is also a transmission mode of HIV/AIDS.
   a. sexual intercourse
   b. blood test
   c. cure

MY OWN NOTEBOOK

- Beware of AIDS!
- Prevention is better than cure.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
HIV positive ; ARV pills ; Immune system ; To weaken ; To be unaware of ; Disease, To be bedridden ; To be confined ; To heal	Seeking confirmation (2)	-Take these pills, **will you?** -Let's take a blood test, **shall we?**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



To be **HIV positive**



some **ARV pills**



our **immune system** defends our body.



Too much work **weakens** our body.



To be **unaware**



to be **bedridden**



Because of COVID-19, people were **confined.**

• LOOK, LISTEN AND REPEAT

Nurse: Please sir, this is a hospital. **Keep quiet, will you?**
Patient: Sure, but I came early and I haven't been received yet. **I'm** the first on the waiting list, **aren't I?**
Nurse: You are right sir. The doctor that should see you has not come yet. **Don't** make so much noise, **will you?**
Patient: I will. But you agree with me that **this would** be unfortunate I left here in the afternoon, **wouldn't it?**
Nurse: Of course. Look! **Everybody** here **is** in a hurry. **Aren't they?**
Patient: Cool, I will wait for my turn.

TIME TO PRACTISE

Activity 1 : Complete the sentences below with the appropriate words or expressions from the box. Example : 1- immune.

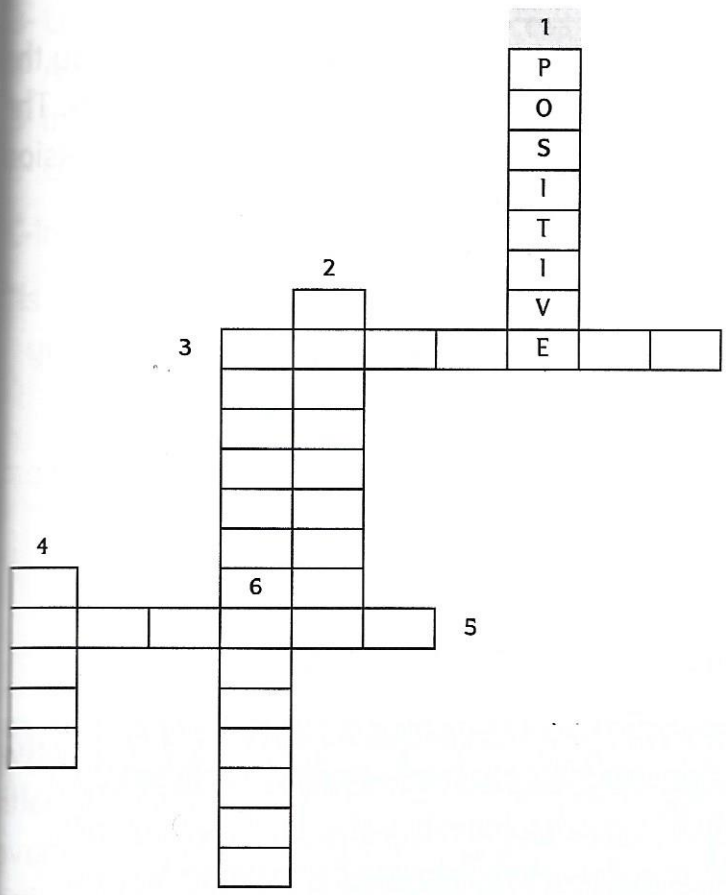
ARV pills - confined - unaware - bedridden - weaken - HIV positive - immune

1- People usually take medecine to reinforce their ... system.
2- When people ignore the dangers of a disease, they are... of it.
3- ... people are infected with the virus of AIDS.
4- Doctors prescribe ... to their patients who are infected.
5- Most diseases... our organism.
6- During the outbreak of covid-19, many governments ... their populations.
7- When a patient has a serious disease, he is sometimes ... .

Activity 2 : Correct the mistakes in the tags below.
Example: 1- will you?
1- Go to that test centre, don't you?
2- I'm engaged in the campaign against AIDS, am I?
3- Somebody asked a question, did she?
4- Let's choose another day for the blood test, don't you?
5- Practice abstinence for your health, will I?
6- That would be perfect, isn't it?
7- Everybody should have their test, doesn't it?

TIME TO EXTEND

Use the clues in the box to complete the crosswords puzzle below.



Across

3- Makes fragile

5- When a system defends the organism it is...

Down

1- Infected with HIV

2- Stay in a bed because of a disease

4- The form of ARVs

6- Not informed about

MY OWN NOTEBOOK

- Let's do our blood test.

SESSION 3

COMMMUNICATION ACTIVITY

The members of the English Club of your school are attending an activity initiated by the UNICEF representation in Abidjan on the international day for the fight against AIDS. The students of 3e receive a brochure on the topic. They read it in order to have a discussion during a session of their club. Being one of those students,

A- Read the text below and select the best option for its general idea.

The text is about :

a- some strategies of the government for an AIDS-free generation
b- some strategies of the UNICEF for an AIDS-free generation.
c- the consequences of AIDS for adolescents
d- the solutions to AIDS in the adolescent population.

TEXT

An AIDS-free generation can become a reality

For the first time in the history of the epidemic, we have the tools to make this objective a reality. UNICEF is working to achieve an AIDS-free generation by protecting the health of pregnant and breastfeeding women living with HIV, making sure that children have access to antiretroviral therapy (ART), focusing on prevention and treatment during adolescence, so that children remain AIDS-free in the second decade of life.

The AIDS epidemic began over 30 years ago, and the disease continues to prey upon millions of children around the world. More than 240,000 children became newly infected with HIV / AIDS in 2013. It affects non-infected children as well—many are left orphaned or grow up in communities overwhelmed by the disease. To protect children from the devastation of AIDS, UNICEF employs a multifaceted approach that includes:

- high-impact HIV prevention, treatment and care for adolescents
- prevention of mother-to-child transmission (PMTCT)
- addressing gender-based violence and gender inequalities
- equitable quality education including comprehensive HIV knowledge
- prioritizing at-risk adolescents who are at higher risk of HIV exposure

adapted from www.unicefusa.org

B- Read the text again and write (T) for true statements and (F) for false statements. Then, justify with the line(s) from the text. Example : 1- T line 1-2

1- Tools exist to have an AIDS-free generation.
2- UNICEF only works to protect the health of HIV-positive pregnant women.
3- UNICEF also guarantees the access of children to ARTs.
4- AIDS is continuing to affect millions of children in the world.
5- In 2013, no child was newly infected.
6- UNICEF has only one approach for protecting children against AIDS.

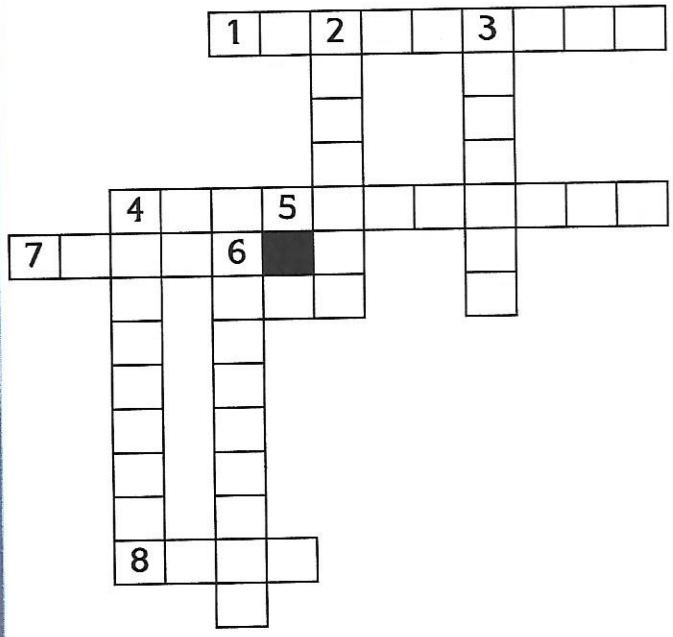
C-In groups of four, discuss the following question:

"Is it possible to reduce the spread of AIDS in our country?" If yes, what measures can you suggest for that?

UNIT SUMMARY

• REVISION GAME

Complete the crossword puzzle below.



Across

1. A living plant, animal or thing
5. A small organism that can cause a disease
7. Ignorant of the existence of something
8. To throw out liquid from the mouth

Down

2. The debris or things you don't want anymore
3. Ameliorate
4. The opposite of fortify
6. A disease that infects many people at one time

• Revision activities

Activity 1: Put the sentences below into the passive voice.

Example: 1-This medical center was built in 1960.

1. The government built this medical center in 1960.
2. The cleaner has cleaned the office.
3. People wear masks in my area.
4. Scientists will invent a new vaccine against the COVID-19
5. They are starting a new campaign.
6. These kids must buy new shoes.
7. People say that children are more vulnerable to epidemics
8. Face masks can reduce the risk of contamination.

Activity 2 : Match the words or expressions in column A with their meanings or synonyms in column B.

Example : 1.c

Column A	Column B
1. Epidemic	a. a treatment or medicine
2. Outbreak	b. a liquid substance used for killing bacteria or microbes.
3. Dustbin	c. a particular disease that affects many people at the same time.
4. Hand sanitizer	d. to treat
5. A cure	e. a container to put garbage in
6. To heal	f. sudden appearance of a disease.

Activity 3 : Complete the sentences below with the appropriate words or expressions from the box.

Example: prevalent

spread across - prevalent - handkerchief - cough - HIV positive - recovered

1. COVID-19 is still... in many countries.
2. Many people who were vaccinated quickly...
3. It is recommended to ... in a tissue or in your elbow.
4. We usually use a ... to blow our nose.
5. Pandemics and epidemics are dangerous because they rapidly... the population.
6. People who are diagnosed ... have to take ARV pills.

Activity 4 : Find the appropriate tags for the sentences below. Do like this: 1- don't I?

1- I always wear a mask,...
2- My parents didn't have their test,....
3- Let's wash our hands,....
4- Somebody brought a brochure, ...
5- Come here, ...
6- Don't put your dirty hands in your mouth? ....
7- She won't come on time, ...

• WHAT I CAN DO

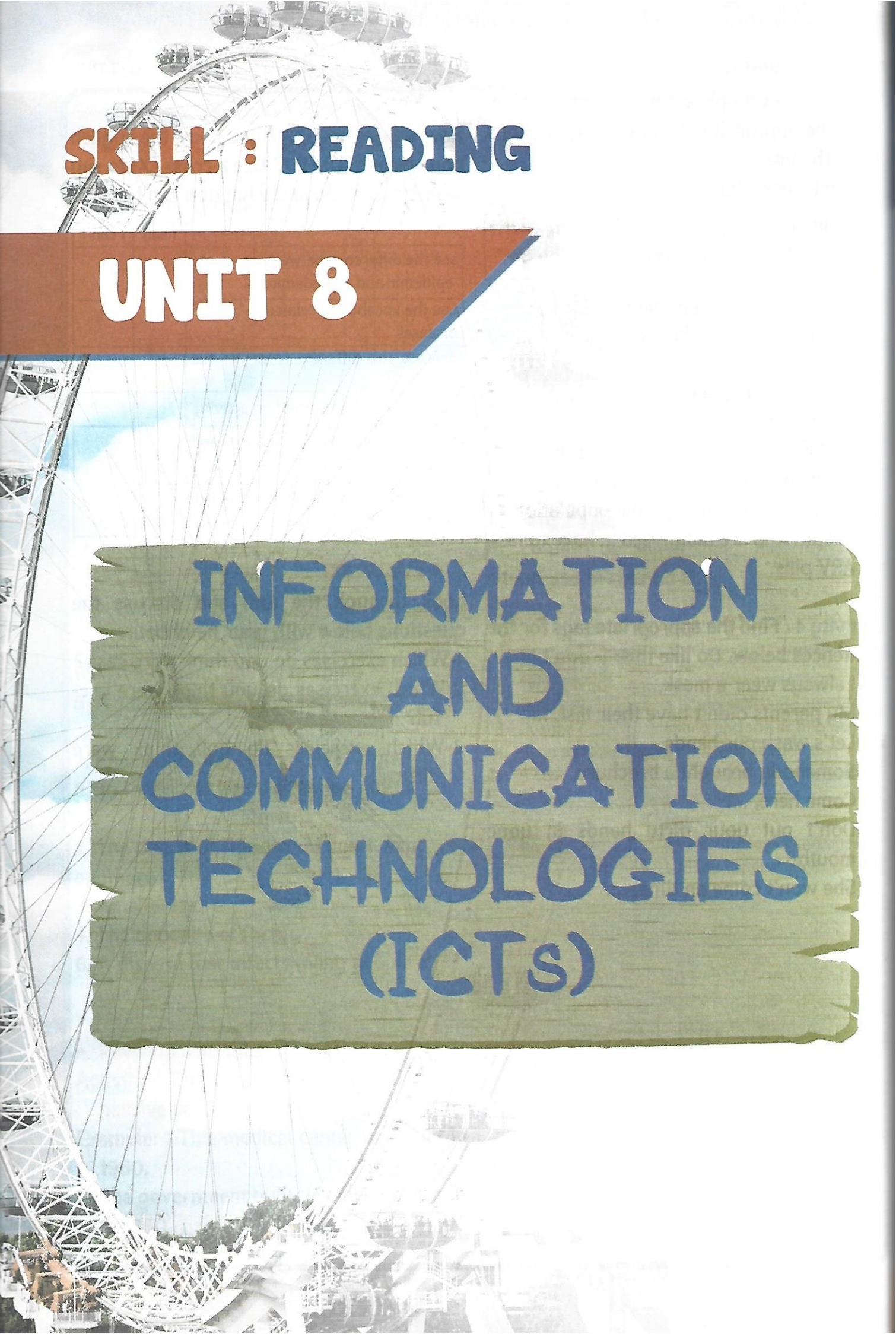
How well do you think you know the English you learnt in UNIT 7? Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
see the difference between an epidemic and a pandemic		
use the vocabulary related to diseases		
express the different forms of the passive voice		
talk about the purpose of an activity		
give details about AIDS, its virus and treatment		
form and use question tags to seek confirmation		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?



SKILL : READING

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs)

LESSON 1

THE COMPUTER REVOLUTION

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

During a conference about the importance of Computer Science at the American Embassy of Abidjan, the students of 3è 3 of EAJP/ENS are given some leaflets about computers. They read them in order to share the information with the other members of their school English club.

Vocabulary related to the different parts of the computer and their uses

Language function focus

- Describing a routine and an action in progress
- Using gerunds with prepositions

Everyday English

Computers are used everywhere.
My pen drive is no more working.



What are the different parts of a computer?

Computer hardware or hardware is the collection of physical elements that constitutes a computer system. Computer hardware is the physical parts or components such as the monitor , mouse, keyboard, computer data storage, hard disk, graphic cards, sound cards, memory and motherboard. The monitor works with a video card located inside the computer case to display images and texts on the screen. The mouse points to objects on the screen and permits to click on them. It moves the cursor on the screen. As for the printer, it takes an image sent by a computer and delivers it onto a sheet of paper. In contrast software is instructions that can be stored and run by hardware. Software is any set of machine readable instructions that directs a computer's processsor to perform specific operation. A combination of hardwre and software forms a usable computing system.

Adapted from https ://sliderplayer.com/slide/9168306

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A computer ; Hard drive; Headphone ; Mouse ; Compact Disc (CD) ; Memory Stick; Monitor ; Printer ; Scanner; Webcam ; Keyboard ; Speakers	Describing a routine and an action in progress	- The mouse **moves** the cursor on the screen. - The hard drive **is storing** the information.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



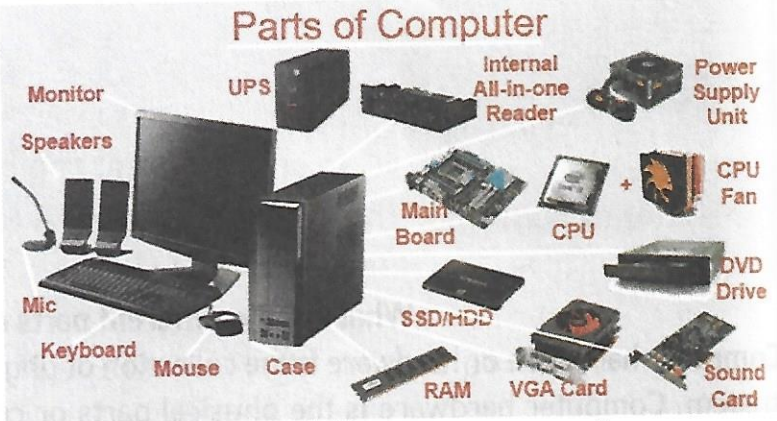
She is **printing** a text.



Ery is **typing** a text.



The **mouse** moves the cursor.



Study the different components of a computer system.

• LISTEN AND REPEAT

- The monitor **displays** information.
- The monitor **is displaying** the information.
- The mouse **moves** the cursor on the screen.
- The hard drive **is storing** the information.
- A web camera **helps** you to call and see your correspondent on the screen.

TIME TO PRACTISE

Activity 1: Choose the correct option to complete each sentence about the parts of a computer.

Example : 1-b

1- The external parts of a computer are called:
   a. hard disk
   b. hardware
   c. software

2- Random access memory is :
   a. RAM
   b. ROM
   c. mouse

3- Putting information into your computer is known as :
   a. output
   b. leftput
   c. input

4- A monitor..... images from your computer.
   a. programs
   b. displays
   c. replays

5- Writing on the computer using a keyboard is called...
   a. dancing
   b. typing
   c. writing

Activity 2: Complete the passage with the appropriate forms of the verbs between brackets. Use either the present simple or the present continuous. Example: 1- is

There (**1. to be**) a need for computers in everyday life, at home, at school and at work. Computers (**2. to help**) students to get better grade in schools now. This new technological revolution (**3. to favour**) the electronics industry's development. It (**4. to imply**) that at the end of this century and the beginning of the next, a series of new technologies will be developed. This revolution (**5- to impact**) on all the aspects of the modern life over the years. Thanks to it, we (**6- to produce**) more in a minimum of time as computers (**7- to replace**) humans in industries every day.

TIME TO EXTEND

Say if these statements are true or false. Write T for True and F for False.
Example: 1-F

1- Computer parts can be divided into two groups.
2- Computers are capable of taking decisions.
3- Computer science is the study of computers.
4- Desktop computer is designed to be used on a desk or a table.
5- Any computer needs instructions to work.
6- Laptops or portable computers cannot be easily carried around.

MY OWN NOTEBOOK

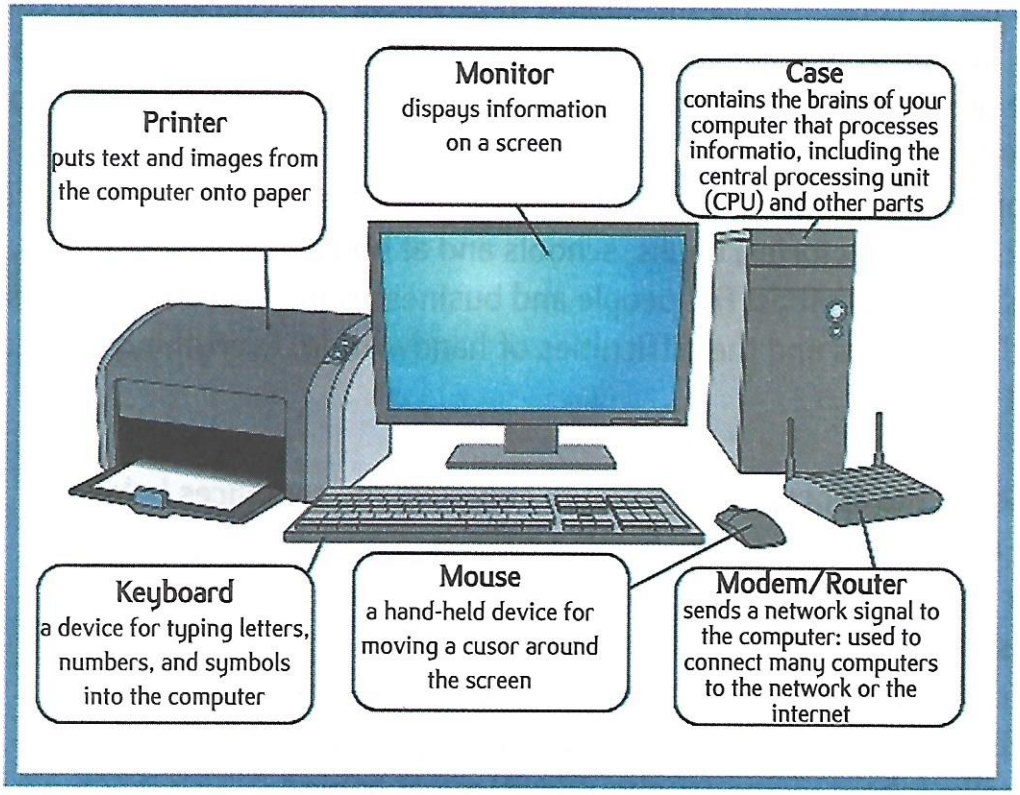
May I use your computer please?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To display ; To chat ; To computerize ; To type ; An emergency ; To scan ; To process a text ; Data ; Printer ; Monitor ; Case	Using gerunds after prepositions	A mouse is a device **for moving** the cursor around the screen.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



What is a computer ?

A computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process data. You may already know that you can use a computer to type texts, scan documents, send email, chat with friends, play games and browse the Web. You can even display films on the screen of the computer to watch them. In case of emergency, the computer can help you find answer to any issue through the Internet. The computer plays such an important role in our daily lives today that one can think that our lives are computerized.

Adapted from https://www.educ.gcfglobal.org

• LOOK, LISTEN AND REPEAT

A keyboard is a device **for typing** letters, number and symbols into a computer.
After typing the text, she read it to correct the mistakes.
A mouse is a device **for moving** the cursor around the screen.
What are the advantages **of computerizing** your documents?

TIME TO PRACTISE

Activity 1: The paragraph below is about the importance of computers. Fill in the gaps with the appropriate words from the box. Example: 1- type

data - type - computerized - process - scan - chat

The importance of computers is increasing in business and everyday life. They are used in offices to **1**... and **2**... texts and important documents. The revolution of computer has also made it possible to **3**...physical documents and save them easily. For young people computers are good means of information and distraction which also permits them to **4**.... with their long distance friends via Facebook and Messenger. Computers are now used everywhere: offices, factories, banks, schools and at home to keep personal **5**. ... and facilitate people's daily activities. For people and businesses in general computers have reduced the need for papers and the difficulties of handwriting. Everything is **6**. ... for a more professional use.

Activity 2: Select the appropriate option to complete the sentences below.
Example : 1- after driving

1- My father was tired (after drive /after driving) all day.
2- I find no sense (in complaining / in complain).
3- They need to concentrate (on studying / on study)
4- (Before eating / Before eat), you should wash your hands.
5- He often talks (about visiting / about visit) me at home.

TIME TO EXTEND

Fill in the blanks with the words from the box below. One word is not concerned.
Example :1-hardware

applications - physical - input - pointer - utilities - hardware - output - programs - motherboard

Computer 1... is the name given to the 2 ...parts of the computer that can be touched. This includes the monitor so that the user can see the 3... , a keyboard so that the user can type in their 4...and a computer mouse to control 5...on the screen. It also includes the parts of the computer that are inside the machine such as the 6... Software is the name given to the 7...that run the computer. These can include 8...such as Word or Excel.

Adapted from the internet.

MY OWN NOTEBOOK

Computers are used to type and scan texts.

SESSION 3

COMMMUNICATION ACTIVITY

During a conference about the importance of Computer Science at the American embassy of Abidjan, you are given some leaflets about the different types and parts of a computer. You read them in order to share information with the other members of your school English club. Below is one of the texts in the leaflets. Do the activities that follow.

A- Read the text and select the best option.

The text deals with :

a- the importance of computers in economic activities.
b- the evolution of computer and the Internet.
c- the computer revolution.
d- the dangers of the computer revolution.

Text

In the past ten years, there has been a revolution. Not a political revolution in a certain country, but a revolution that has affected all of us in our daily lives. This revolution is due to computers and it is called the computer revolution. You can see signs of this revolution in shops, banks and offices. Computers aren't new. They have been around for more than forty years. The difference now is that computers calculate much more quickly than they used to. They are also much smaller than they used to be. The first computers were so big that they filled a whole room. Now, the same amount of information can be stored in a microprocessor which is smaller than a postage stamp. Computers handle information. In computer language, we say they process data. They do four things: they receive information, they keep it in their memory, they use the information, and they display the results of that calculation on the surface of the screen. These four stages are called input, storing, processing and output.

Adapted from the internet

B- Read the text again and give short answers to the following questions.

1- What is the computer revolution?
2- Where can we see signs of this revolution?
3- Are computers new ?
4- List two differences between the first computers and computers of today.
5- What are the four things that a computer can do?
6- How can you define the output stage of the computer?

C- In a paragraph of twelve (12) lines maximum, explain why it is important for students to learn how to use a computer.

LESSON 2

THE CELLPHONE

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The members of the English Club of Lycée de Garçons Bingerville are invited to the US embassy in Abidjan. They must participate in a campaign for a better use of mobile phones by students. As members of the club, the students of 3è are given a written document about the reality of mobile phones in the USA. They read the document in order to be well-informed and talk about it during a meeting of their club.

Vocabulary related to telephone

Language function focus

- Expressing comparisons
- Expressing alternatives

Everyday English

- I can use **either** a smartphone **or** a computer to send an email.
- John uses **neither** Facebook **nor** Twitter to share personal information.



How do you feel about cellphones?

There has been a phone boom in the last decade. Everywhere you go, people seem to be talking on the phone. How do people feel about cellphones? Sixty-nine percent of the people we asked think cellphones are convenient and time-saving. Nineteen percent use cellphones only when there is an emergency. A small percentage think that cellphones are unnecessary. Another three percent say they are addicted to cellphones. Everyone has an opinion about when and how they should use these communication devices. We can use them to connect to the Internet and look through the news or read text messages and emails.

Adapted from the internet

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A cellphone ; To text ; To keep in touch ; To take a picture ; A landline ; Cordless phone; A smartphone ; A keypad ; A sim card	Making comparisons	- A cell phone is **as** useful **as** a landline - Texting is **easier than** calling. - A smartphone is **more** expensive **than** a landline.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Ery is **sending a text** message.



He is **taking a selfie** with his **smartphone**



She has a **mobile phone**. Now she can **call** her relatives every day.

- LOOK, LISTEN AND REPEAT

Sandra : Hello !
Ira: Hello Sandra! What did you receive for your birthday?
Sandra: I received a **mobile phone**. Here it is.
Ira: Wow! A smartphone? It's as useful as a computer.
Sandra: Yes. I like it very much. A **smartphone** is more convenient than a **landline**. It also connects to the internet and **takes** beautiful **photos**.
Ira: How often do you use it?
Sandra: I always keep it in my bag, so my friends and my parents can **call** me. I also use it as a calculator when necessary.
Ira: Great! Do you regularly **send text messages**?
Sandra: Of course. For me sending messages is easier than making calls. It's also less expensive to write messages than making calls.
Ira: I hope to receive a more sophisticated one on my birthday too. I am using my **keypad** cellphone, which does not connect to the Internet.
Sandra: I hope so. Your parents will give you one.

• LISTEN AND REPEAT

Sandra : Hello, Ira !
Ira: Hello Sandra! Do you have a cellphone?
Sandra: Yes, here it is.
Ira: Wow! A smartphone? I've heard that it's as useful as a computer.
Sandra: Yes, that's true. It is also more convenient than a landline as it is smaller. One more thing is that it is less expensive than a computer.
Ira: Wow! I wish I had a smartphone too.
Sandra: Don't worry, you'll have yours one day.
Ira: Thanks, sister!
Sandra: You're welcome!

TIME TO PRACTISE

Activity 1: Use the words or expressions from the box to name the pictures below.
Example: 1- A cellphone

a keypad - a landline phone - a smartphone - a memory card - a cellphone - a SIM card


1



2


3


4


5


6

Activity 2: Complete the sentences with the appropriate comparative forms of the adjectives between parentheses. Example: A tablet is bigger than a smartphone.

1- A tablet is ... (big) than a smartphone.
2- A cellphone is as ...(important) as a landline.
3- An iPhone takes (good) .... pictures than the other phones.
4- A keypad phone is less ... (expensive) than a smartphone.
5- A 5G network is ... (fast) than a 3G network.
6- Some smartphones are as ... (expensive) as computers.

TIME TO EXTEND

Task A: Read the text below and say what it is about.

A mobile telephone or cellular telephone (commonly, a mobile phone or a cellphone) is a long range, portable electronic device used for mobile communication. In addition to the standard voice function of a telephone, modern mobile phones can provide additional services such as SMS for text messaging, e-mail, packet switching for access to the Internet and MMS for sending and receiving photos and videos.

A mobile phone is more than just a phone for most teenagers: it's also an MP3 player and a camera. Text messaging is cheaper and more private. So, they use it a lot more than phoning.

Adapted from the Internet

Task B: Say if the statements below are true or false. Justify your answers by indicating the line(s).

1- A cellphone is a short distance communication device.
2- Modern cellular phones have only standard functions.
3- Nowadays, mobile phones connect to the Internet.
4- A mobile is just a phone for adolescents.
5- Teenagers prefer sending messages because they are cheaper and more private.

MY OWN NOTEBOOK

A cellphone is as useful as a computer.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A tool ; Airtime ; A drawback; To purchase ; An iPad ; A touchscreen ; A handset ; To make a call ; A text message ; Selfie canes	Expressing alternatives	- I can **either** make a call **or** send messages with my cellphone. - A landline phone can **neither** send text messages **nor** connect to the internet.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



A **touchscreen** dial numbers when you touch it.



We hold the **handset** to communicate.



This is an **iPad.** It is a very sophisticated **tablet.**



Selfie canes are more convenient when you take pictures of yourself.



Text messaging is cheap and more private.

• LISTEN AND REPEAT

- If you want to take beautiful selfies, buy **either** an iPhone **or** an iPad.
- You can **either** call dad **or** send him an SMS.
- Does **either** Kya or Ery have a smartphone?
- I have no airtime, I can **neither** call **nor** send you a text message.
- **Neither** my friend **nor** my sister picked my calls.

TIME TO PRACTISE

Activity 1: Fill in the gaps of the paragraph below with the appropriate words or expressions from the box. Example: 1- tool

messages - tool - iPads - SIM Card - calls - airtime

The mobile phone is an important 1... in our daily lives. When you buy a new mobile phone, you also need a 2... It represents your phone number and connects you to a network. When this card is inserted you can therefore make 3... and sent text 4... if you have sufficient 5... It is convenient for us to carry mobile phones on us to keep in touch with relatives and friends any time. In addition to the ordinary mobile phones, smartphones and 6...are also popular because they connect to the internet.

Activity 2: Choose the correct pair ("either .... or"; "neither .... nor") to complete the sentences below.

Example: 1- Neither Sifolo nor Aaron will help you today. They are both busy.

1. ...Sifolo...Aaron will help you today. They are both busy.
2. Mum needs ...your tablet ...your smartphone to take pictures.
3. ... you give back the phone you have stolen ...I'll call the police.
4. My grandfather can ...read ....write. He is illiterate.
5. You can ...use this iPad ... the other one. They both need to be repaired.

TIME TO EXTEND

Match the words or expressions in column A with their synonyms or meanings in column B.
Example : 1-b

Column A	Column B
1. a tool	a. to buy
2. to pick a call	b. an instrument ; a device
3. to dial	c. a screen sensitive to the touch of finger
4. handset	d. to answer an incoming phone call
5. airtime	e. handheld controller of a telephone
6. to purchase	f. credit you have to make calls or send messages
7. a touchscreen	g. call a number by using the keypad or touchscreen

MY OWN NOTEBOOK

I will receive either a smartphone or a computer for my birthday party.

SESSION 3

COMMMUNICATION ACTIVITY

The members of the English Club of your school are invited to the US embassy in Abidjan, to participate in a campaign for a better use of mobile phones by students. As a member of the club, you are given a document about the reality of mobile phones in the USA. Read the document and do the tasks below.

A- Read the document and say what it is about.

The document

There's no bigger classroom distraction than a student using a phone and that distraction can be disadvantageous to both students and teachers.

Most schools allow students to have cell phones for safety. But phones aren't just tools for emergencies; they can also be valuable tools in the classroom. If there's a word or concept a student doesn't understand, the student can find information instantly. Phones have calculators as well as spelling and grammar checks. Most importantly, phones allow students to communicate with one another.

However, an organization that promotes safe technology and media for children, reported that 50 percent of teens 'feel addicted' to mobile devices and check their devices at least every hour. They also feel the need to immediately respond to texts, messages on social networks, and other notifications. Other students tweet, text, and listen to music when they should be working.

As solutions, students should try to obstruct their habits by turning phones off or putting them in airplane mode when they are at school.

Adapted from https://www.wgu.edu/heyteach/article/how-deal-cell-phones-school

B- Read the document again and say if the statements below are true or false. Justify with lines from the text. Example: 1- True (line 1)

1. Using a phone is a big distraction for students.
2. Most schools permit students to have their cell phones for pleasure.
3. Cell phones are only useful to students in the classroom.
4. The most important about phones is that they permit students to communicate.
5. 50 percent of children feel addicted to their cell phones.
6. Some students tweet, text or listen to music while working.

C- During an English Club meeting, you and your friends have a discussion about the use of cell phones in class. Write a short paragraph in which you give your opinion. (10 lines maximum)

LESSON 3 THE MAGIC OF INTERNET

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

The students of 3è from Lycée Moderne Cocody Abidjan are attending an international event about ICTs in Johannesburg. To get prepared for the debate, they are given a prospectus about the magic of the internet. They read it in order to get more information about the use of the internet.

Vocabulary related to the Internet

Language function focus

- Asking questions
1. Yes/no questions
2. Wh-questions

Everyday English

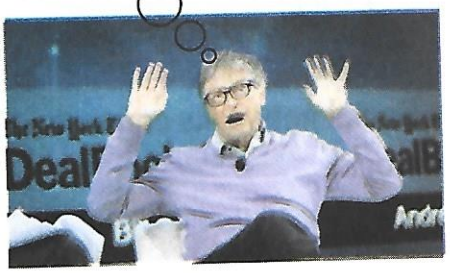
-Do you often use the Internet?
-Yes, I do. / No, I don't.







The Internet is becoming the town square for the global village of tomorrow.



BILL GATES

What is the Internet?

The Internet is a global system of interconnected computer networks to serve billions of users worldwide. It has reshaped and redefined most traditional communications media including telephone, music, film and television. It permits to exchange information with other persons all over the world. The Internet has accelerated new forms of human interactions through instant messaging, Internet forum, and social networking. This has given birth to new services. Newspaper, book, and other print publishing are adapting to website technology or blogging. Online shopping has also developed to facilitate our living conditions. It is the biggest source of information, communication and advertising.

Adapted from www.ukessays.com

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Internet café ; Browsing websites ; WI-FI ; Social network ; Blogs ; Forum	Yes/No questions	A: **Do you have a cell phone?** B: **Yes, I do/ no I don't**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



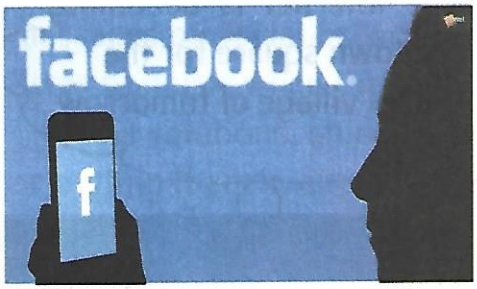
These young men are in an **internet café.**



Browsing through a **website** gives access to information.



The **Wi-Fi** can connect many devices to the **Internet.**



Social networks connect us to world.



Different **blogs** and **forums** abound on Facebook.

- LISTEN AND REPEAT

Nina: Do you have a smartphone?
Alix: Yes, I do.
Nina: Can I check a piece of information on the Internet?
Alix: Sorry, I am not connected.
Nina: Is there a cybercafé in this area?
Alix: Yes, there is one not far away. Let's go there.
Nina: We will spend some time there. **Do you** like surfing on the Internet?
Alix: No, I don't. I don't want to become an addict to the internet.
Nina: I think you're right. We should be very careful about the way we use the Internet.

TIME TO PRACTISE

Activity 1: Complete the sentences below with the appropriate words or expressions from the box. Example : 1-websites

Networks - Wi-Fi - Internet - browse - forum - download - websites

1- There are different types of information on ... .
2- There was an interesting debate on our discussion ... . More and more teenagers are addicted to social... like Facebook.
3- On some websites, you can easily ... videos or photos.
4- You need the...connection to be able to chat with other people.
5- The ... is the fastest type of internet connection.
6- When you ...you don't limit yourself to only one website.

Activity 2: Read the answers below then write questions that correspond to them.
Example : 1- Q : Are you using a laptop to browse ?

1. Q: ...?
   Answer: No, I'm not. I'm using a smart phone.
2. Q : ... ?
   Answer: Yes, he does. He plays the piano very well.
3. Q : ... ?
   Answer: No, they will not come to the party.
4. Q : ...?
   Answer: No, I haven't. I haven't seen the teacher today.
5. Q : ...?
   Answer: Yes, I was at the last summit about the importance of the internet.
6. Q : ...?
   Answer: No, we didn't meet the teacher yesterday.

TIME TO EXTEND

Complete the sentences with the words or expressions from the box below. One option in the box is not concerned. Do like this: 1-mobile phones

online - criminals - mobile phones - fax - research

1- Nowadays people all over the world use...to chat on the internet.
2- If you want to send a letter very fast, you can ...it.
3- Thanks to the internet we can go...to do shopping and play games.
4- One advantage of the Internet is that young people can do ...for their schoolwork.
5- Some ...use the Internet to play tricks on people or steal money from them.

MY OWN NOTEBOOK

- Let's move to the cybercafe.
- We can download music, videos and photos on websites.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To look for (a job) ; To track (criminals) ; To share (information) ; To tweet ; To unfriend ; To make friends ; A follower ; A profile ; To subscribe	Using wh- questions	- **What** do you use the Internet for? - **Who** uses the Internet? - **Where** do you use the Internet?

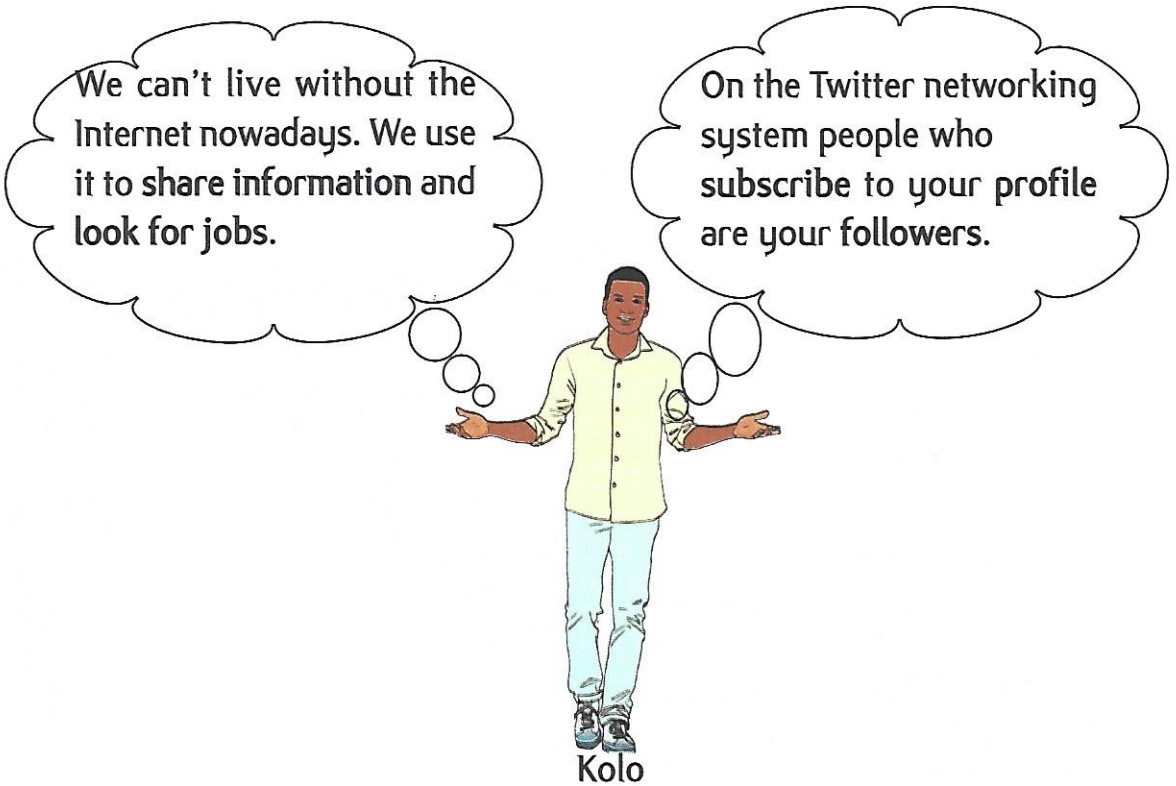
TIME TO LEARN

- LOOK, LISTEN AND REPEAT



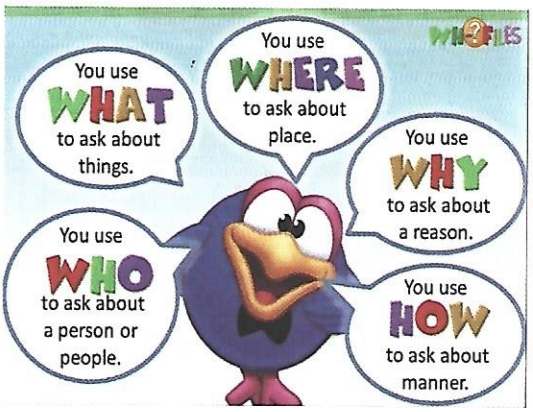
With the internet we **make new friends.**

It's so interesting to **make video calls.**



• LISTEN AND REPEAT

Rémy: Where do you go to school?
Sarah: I go to school at EAJP/ENS.
Rémy: **Who** is your English teacher?
Sarah: It is Mr Tanoh.
Rémy: **Why** is the Internet dangerous?
Sarah: The internet is dangerous because of hackers.
Rémy: **When** did you go to the cybercafé?
Sarah: I went to the cybercafé on Thursday.
Rémy: **Which** apparatus do you prefer? A smartphone or a computer?
Sarah: I prefer a computer.
Rémy: **How** do you use a social network?
Sarah: I use it to get informed.



TIME TO PRACTISE

Activity 1: Fill in the gaps with the appropriate words from the box. Do like this: 1- share

looking - tweet - profile - share - track - followers - friends

The Internet is one of the greatest achievements of modern technology. Thanks to the Internet we can 1... information with people all over the world. It permits to make new 2... every day on social networks or 3... new updates if you are using Twitter. The Internet is also useful if you are 4... for job opportunities. It offers a lot of websites that post job opportunities and other useful information for the 5...to read, like and share. In the domain of security the Internet enables the police to easily identify the 6... of criminals and 7... them to where they are hidden and arrest them.

Activity 2: Ask appropriate questions about the underlined words or phrases.
Example: 1- How does he go to school?
1- He goes to school by bus.
2- I live in Anono, Cocody.
3- I use Facebook because I make friends with many people.
4- Mark Zuckerberg invented Facebook.
5- I went to Australia in 2010.
6- Father is looking for the mobile phone.

TIME TO EXTEND

Complete the sentences with the appropriate question words.
Do like this: 1-What

1- ...do you think about the Internet?
2- ... computers are there in your Internet café ?
3- Between Facebook and Instagram: ...one do many people prefer?
4- ...is your favourite football player?
5- ... does a computer cost ?
6- ... did the students go last weekend?

MY OWN NOTEBOOK

Where is the Cybercafé located?

SESSION 3

COMMMUNICATION ACTIVITY

During a competition organized by the English Club of your school, you are asked to read a text about the internet in order to sensitize your friends about its excessive use. Below is the text.

1- Read the text quickly and select the best option for its general idea.

The text deals with :

a) some negative aspects about the internet
b) some advantages of the internet for students
c) the origin of the internet
d) the different domains of use of the internet

Text

The Internet is very beneficial to students in all aspects. It serves both teachers and students. They can ask everything and it will answer them. The Internet can be used to very fast purposes to get information and knowledge about your subject, field, education, institution, etc. and students get these relevant information from various websites they may browse on.

Besides, online education is one advantage of the internet because it makes education much easier and cheaper instead of spending thousands of dollars. Today millions of students are getting an online education.

Researching is another important point because if your teacher assigned you a project and you have to do it on your own, then don't get afraid because the internet can provide the variety of lessons and articles and help you to complete your project without any difficulty.

Although we can say that the internet is not beneficial for limited persons or students. Everyone can get many things they want. Many persons are doing their business using the internet. So, the internet is serving to every person and every professional.

Adapted from https://yourstory.com

2- Read the text again and say if the statements below are true (T) or false (F). Justify your answers by indicating the lines of the text. Example : 1- T (lines 1-2)

1. The internet plays the role of teacher too.
2. It can't be used to get information rapidly.
3. Online education costs a lot of money.
4. One million of students are getting online education today.
5. The internet helps learners search for information about their school projects.
6. The internet is also useful for professionals.

3- Is the internet always magic? Discuss with your neighbour.

UNIT SUMMARY

• REVISION GAME

Read the descriptions below and guess the type of technology described.

1. What am I ? You use me to call and text your friends wherever you go. I can take photos too.	2. Guess my name A computer or smartphone cannot access another without me. People need me to do research. I also connect people all around the world. I am a network.
3. Guess what I am I am part of a computer. I have the name of an animal but I am not a rodent.	4. What am I ? I was born in 2004. My founder is Mark Zuckerberg.

• REVISION ACTIVITIES

Activity 1: Rewrite the sentences below using the synonyms of the underlined words or expressions. Example : 1- cybercafé

1. People who have no device to connect to the Internet can go to an **internet café** when they want to use the internet.
2. Facebook is one of the most popular **social media**.
3. Ornella can spend a whole night **texting** her friends.
4. My uncle had to borrow money to **purchase** the latest iPhone.
5. The **portable telephone** is a very important tool in our modern world.

Activity 2: Write down the odd-one-out.

1. mouse - screen - keyboard - download
2. DVD - plant - MP3 - CD
3. landline - keypad - phone - cooker - smartphone
4. letter - Facebook - Instagram - Telegram
5. who - when - me - where.

Activity 3: Fill the gaps with the missing words.

1. If you want to print out the information in the computer, you use a ... .
2. A ... is a small object which you move with your hand to give instructions to the computer.
3. If you want to upload pictures onto the computer, you use a ... .
4. While chatting on the web we usually use a ... to see the face of the person you are chatting with.
5. It is smaller than a desktop computer and you can carry it with your hands. It is a ... .

Activity 4: Complete the sentences below with the correct forms of the verbs between parentheses.

1. The students (to be) excited when they learn about technologies.
2. Young people (to use) social networks sites like Instagram and Facebook to make new friends.
3. Aaron (not / to like) spending long hours in front of the computer.
4. Kanazoé (to scan) the pictures at this moment.
5. Many people (to believe) that social networks are dangerous for teenagers.

• WHAT I CAN DO

How well do you think you know the English you learnt in UNIT 8? Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
use vocabulary related to different parts of a computer		
use vocabulary related to mobile phones		
express the different forms of the passive voicel can use vocabulary related to the internet		
describe an action in progress		
make comparisons		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1-Which exercises do you think were easy?

2-Which exercises do you think were useful?

3-Which exercises do you think were difficult?

TIME TO TEST

TEST N°1

• PART ONE: READING (8 points)

Read the text below and do all the activities that follow it..

Side effects and precautions of skin bleaching

Skin bleaching refers to the use of products to lighten dark areas of the skin or achieve an overall lighter complexion. These products include bleaching creams, soap, and pills, as well as professional treatments like chemical peels and laser therapy.

There is no health benefit to skin bleaching. Results are not guaranteed and there is evidence that skin lightening can result in serious side effects and complications like dots, painful sore and above all skin cancer. From a medical standpoint, there is no need to lighten the skin. But if you are considering skin bleaching, it is important to understand the risks. Skin bleaching reduces the concentration or production of melanin in the skin. Melanin is a pigment produced by cells called melanocytes. When you apply a skin bleaching product to the skin, such as hydroquinone, it decreases the number of melanocytes in your skin.

This can result in lighter skin and a more even appearance to the skin.

A number of countries have banned the use of skin bleaching products because of the dangers associated with them. In 2006, the Food and Drug Administration (FDA) also issued a notice that over-the- counter (OTC) skin bleaching products are not recognised as safe and effective. The products were deemed harmful for human skin. Skin bleaching has been associated with a number of adverse health effects such as mercury poisoning, dermatitis, exogenous ochronosis, steroid acne and nephrotic syndrome (...)

Adapted from www.healthline.com

• COMPREHENSION CHECK (8 points)

A- Vocabulary

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

Example: 1. lighten = j. bleach

COLUMN A	COLUMN B
1. lighten (L1)	a. dangerous
2. benefit (L4)	b. unfriendly
3. side effects (L5)	c. produced
4. standpoint (L6)	d. interdicted
5. decreases (L10)	e. skin cancer
6. banned (L13)	f. diminishes
7. issued (L14)	g. opinion
8. deemed (L16)	h. bad results
9. adverse (L17)	i. advantage
	j. bleach

B- Comprehension questions

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

1. What is skin bleaching according to the text?
2. Cite the different products which can be used to bleach the skin according to the text.
3. Is hydroquinone good for the human skin? Justify.
4. What are the consequences related to skin bleaching stated in the text?

• PART TWO: LANGUAGE IN USE (6 POINTS)

TASK A: The sentences below are about the use of cosmetics and the consequences of their misuse. Put each verb in brackets into the correct tense and form to make the sentences meaningful. Write your answers like in the example.

Example: 1 - will have

1. If you use bleaching creams too much, you (to have) a skin cancer.
2. People will respect you if you (to be) proud of your skin colour.
3. Djeneba (to be) late at school if she spends too much time making up.
4. If you inform people about the dangers of bleaching creams, they (to use) them moderately.

TASK B: The paragraph below is about the use of cosmetics. Complete the gaps with "should" or "shouldn't" to make it meaningful. Write your answer like in the example.

Example: 1- should

African women are naturally beautiful. They (1)..... be proud of their skin colour and keep it natural. They (2)..... bleach their skin because this can result in numerous side effects. School girls (3).... spend too much time making up. Instead, they (4)..... focus on their studies because this is the most important at present.

• PART THREE: WRITING (6 POINTS)

On the occasion of the Fashion Week that is going to take place soon in your region, the English Club of your school is organising a writing competition for the students of 3ème in order to make girls aware of the effects of the use of bleaching products on their health. The best article will be published in the club's magazine. As a candidate for this competition, write an article of twelve (12) lines maximum in which you:

- say why some women bleach their skin;
- state the consequences of using bleaching products;
- give girls advice about the use of these products.

TEST N°2

• PART ONE: READING (8 points)

Read the text below and do all the activities that follow it..

Impact of fashion on students

Fashion has taken up the lives of a teenager so much that most of them are more concerned about their style statement at an age where they should be more concerned about their grades. Teenagers of the present times have involved themselves so much with fashion that they don't get sufficient time for any other work; time that they should be spending mostly on their studies is being wasted checking out new fashion styles and thronging markets and malls to find something like that. Instead of reading textbooks youngsters these days prefer to read fashion magazines and try hard to imitate the models or celebrities so as to look like them. Though fashion at this age is quite an important part and they should be conscious of their looks, but not at the expense of other important activities like studying, sports and relaxing.

Most part of the student time should be spent on studies, but there are few who spend most of their time watching programmes on TV, reading fashion articles or finding the recent trendy clothes on the web. This has led to a lot of changes in teenage behaviour. Unlike earlier, now the teenagers do not go out with their parents on weekends, rather they plan their outings with their friends. Earlier parents used to buy clothes for their kids which have been replaced by children themselves going out shopping. The prime zones for outings have now become malls for most of them because they can do a lot of shopping there apart from having fun. Fashion consciousness has changed the environment and there is a completely different scenario that has both advantages as well as disadvantages in the life of students.

Adapted from www.targetstudy.com

• COMPREHENSION CHECK (8 points)

A- Vocabulary

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

Example: 1. statement = g. affirmation

COLUMN A	COLUMN B
1. statement (L2) 2. grades (L3) 3. checking out (L5) 4. thronging (L5) 5. look like (L8) 6. expense (L9) 7. behaviour (L13) 8. outings (L15) 9. prime (L16)	a. resemble b. excursions c. sacrifice d. principal e. marks f. looking for g. affirmation h. bad results i. moving in large number j. comportment

B- True / False statements

Read the text again and say whether the statements below are True (T) or False. Then, quote the line(s) from the text to justify your answers. Do it like in the example.

Example: 1 - F (L1-2)

1. Teenagers today neglect their style.
2. Owing to fashion, school results are not the most important things for students.
3. Fashion makes students study more.
4. Young people want to resemble their celebrities.
5. Fashion has no importance for teenagers.
6. Fashion impacts on the comportment of young people.
7. Parents continue to buy the clothes of their youngsters today.
8. The favourite place of excursion for youngsters today is shopping centres
9. Fashion consciousness has advantages and drawbacks for students.

• PART TWO: LANGUAGE IN USE (6 POINTS)

TASK A: The sentences below are about fashion. Fill in the gaps with "prefer" or "would rather" to get appropriate sentences. Do like in the example. Example: 1 - would rather

1. I ..... study my lessons than going out.
2. Nowadays, girls ..... miniskirts to dresses.
3. Youngsters ..... to wear fashionable jeans rather than suits.
4. Jessica ..... buy modern outfits.

TASK B: The sentences below talk about fashion. Rewrite then using "so" to emphasize feelings like in the example.

Example: 1- I am so proud of African fashion.

1. I am proud of African fashion.
2. The stylists are happy for the success of the last fashion show.
3. Youngsters are involved in fashion that it takes all their time and effort.
4. Fashion is important for young people that it is taking over the other aspects of their lives.

• PART THREE: WRITING (6 POINTS)

You have recently received a letter from your English speaking pen-friend who wanted to know how young people in your country react to fashion. Write him back. In your letter,

- say how young people in your country react to fashion;
- point out two problems related to fashion;
- suggest what attitudes young people should adopt towards fashion.

TEST N°3

• PART ONE: READING (8 points)

Read the text and do all the activities that follow it.

The dangers of shopping online

People love shopping online. It's fast, convenient, and many times you can find great deals. But have you ever thought about the risks that are involved? No? Well, you should!

One of the fastest growing crimes these days is identity theft. It occurs when somebody steals your name, credit card number, or social security number, and uses this information to commit different kinds of crime. There are many ways that someone can steal your identity, but now with the Internet, it's becoming even easier for people to get your personal information.

Shopping online can be very safe, as long as you know the website is secure. For that, you must order from well-known and trustworthy companies. You must also make sure it says "https" instead of "http" in the URL bar with the website address before you give your credit card number. Furthermore, you must check for an image of a padlock at the bottom left hand side of the screen website that prevents identity theft.

If you suspect that something illegal has happened, you can follow these steps. First of all, you can ask the Federal Trade Commission for help. This organization helps people recover from this kind of theft and gives advice to people. Next, you must call your credit card company or bank immediately and report the incident. At last, go to the local police station and fill out a form called an Identity Theft Report. This lets the authorities know that you are not the one committing the crime, so you won't get arrested or in trouble by accident.

Adapted from https://www.eslprintables.com

• COMPREHENSION CHECK (8 points)

A-Vocabulary:

Match the words or expressions from Column A with their meanings or synonyms in Column B according to the text. One option in Column B is not concerned.

Write your answers like in the example.

Example: 5. safe = a. secured

COLUMN A	COLUMN B
1. shopping (L1)	a) secured
2. online (L1)	b) control
3. occurs (L3)	c) buying
4. steal (L5)	d) complete
5. safe (L8)	e) happens, takes place
6. trustworthy (L9)	f) stops
7. check (L11)	g) television
8. prevents (L12)	h) take something without authorization
9. fill out (L17)	i) honest
	j) on internet

B. Comprehension questions

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

1. Why do people love shopping online?
2. What is one of the fastest growing crime today?
3. What precautions must you take to make a safe shopping on the Internet?
4. Say what you must do when you suspect an illegal act during online shopping.

• PART TWO: LANGUAGE IN USE (6 POINTS)

TASK A: The paragraph below is about the use of the Internet. Choose the best option between brackets to suitably complete it. Do it like this: 1- must

Internet has revolutionized the modern world. It has transformed the world into a planetary village in which we can have access to any person at the other end of the globe. But one (1- must / mustn't) pay attention to the websites they visit. Parents (2- must / mustn't) leave their children's access to the Internet without any control. On the contrary, they (3- must / mustn't) check the websites their offspring visit. ICTs are so important today that the government (4- must / mustn't) encourage its teaching in all schools.

TASK B: The sentences below deals with the role of some ICT tools. Complete each of them with "used to" or "used for". Write your answers like in the example.

Example: 1- used to

1. Computers are ..... process a text.
2. A phone is also is ..... sending an SMS.
3. Skype is ..... making video calls.
4. A tablet phone is ..... play video games.

• PART THREE: WRITING (6 POINTS)

After the lesson about 'The Magic of Internet', the chairman of the English Club of your school wants to test your mastery of the topic. He asks you to write a paragraph of twelve (12) lines on the topic. In your production,

- cite the tools you use to connect to the Internet;
- talk about the advantages and drawbacks of the use of the Internet;
- give advice for a safe use of the Internet.

The best paragraph will be published in the club's magazine.

TEST N°4

• PART ONE: READING (8 points)

Read the text and do all the activities that follow it.

A new kind of slavery

Between the 16th and the 19th century, millions of Africans were sold as slaves. Those Africans lost their right to freedom of movement. They could not decide where to go, and what to do. Everything they had to do was the will of their owners. Towards the end of the 19th century, the actions of freedom fighters led to an agreement called "the slavery convention of 1926" which put an end to slavery.

Today, in some countries, there is a new form of slavery. It's a chain based on the children's exploitation. This happens in our country.

Some parents in Burkina Faso, in need of money send their children (under 16) to work in Cote d'Ivoire. These children are made to work hard in coffee and cocoa plantations. They are harshly treated for a year. They cannot also escape because they have no money and they don't know anyone to help them. At the end of a hard working year, their owners give their wages to a middle man who cuts off his percentage and gives balance to the children's parents.

It should be agreed that the place of a child is at school in order for a better education. This is one of their rights. So, Government must fight against this new form of slavery and allow all the children under 18 to go to school.

By sir THIO. From "Bad Business of Tops"

• COMPREHENSION CHECK (8 points)

A- Vocabulary check

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

Example: 1. slaves = i. persons who are obliged to work for other people

COLUMN A	COLUMN B
1. slaves (L1) 2. freedom (L2) 3. owners (L3) 4. agreement (L4) 5. harshly (L10) 6. wages (L12) 7. middle man (L12) 8. balance (L12) 9. allow (L16)	a. acceptance b. permit c. severely d. proprietors e. salaries f. rest of money g. liberty h. intermediary i. persons who are obliged to work for other people j. exploitation

B. Comprehension questions

Read the text again and decide if the following statements are true or false. Write "T" for true and "F" for false. Indicate the lines of the text to justify your answers. Write your answers like in the example.

Example: 1- F (L1)

1- After the 19th century, millions of Africans were sold as slaves. 2- The slaves could decide where to go.
3- Thanks to the actions of freedom fighters, slavery was abolished. 4- Today slavery does not exist anymore.
5- Some parents in Burkina Faso send their children under (16) in Cote d'Ivoire because of money.
6- These children work in factories.
7- Children receive their salaries from their owners.
8- One of the children's rights is to go to school.
9-The duty of the government is to allow children to go to school.

- PART TWO: LANGUAGE IN USE (6 POINTS)

Task A: The sentences below mentions the conditions to which exploited children could have a better life. Choose the most appropriate word in the brackets to fill in the gaps in the sentences to make them meaningful. Write your answers like in the example.

Example: 1- wouldn't

1-If parents in Burkina Faso had known, they (will- wouldn't- won't) have sent their kids to Cote d'Ivoire.
2-If government care more about children rights, they (will not allow-wouldn't allow-don't allow) their exploitation on farms.
3-If we stopped children exploitation, there (will be-are-would be) more intellectuals in Africa.
4- African children will get total freedom if their rights (became-become- will become) for everyone.

Task B: The sentences below deal with what a child working on farm explained to you. Report the following the sentences beginning with the underlined phrases.

Example: 1- Yeo told me to be careful

1-"Be careful", Yeo told me
2-"I'm very tired of working", he said.
4-"I want to play basketball but I can't", Yeo continues.
6-"My brothers and I am here since I was 5 years old", He informed me

• PART THREE: WRITING (6 POINTS)

A representative of human rights comes to your school. You meet him and ask him some questions about children's rights and duties.
Here is the conversation between you had with him. Complete the conversation with your parts.

You: Good morning sir, can I ask you some questions, please?
Representative Yes, you can.
You: (1) .....
Representative Children's rights are the particular advantages and liberties for children.
You: (2) .....
Representative Some examples are the right to go to school, right to health, right to life, right to food...
You: (3) ....
Representative Yes, all the children have the same rights.
You: (4) ....
Representative: Yes of course. You also have some duties. Example, you must respect and obey your parents, respect your country etc.
You: (5) ...
Representative You should respect your duties in order to be a good citizen and succeed in life.
You: (6) ....
Representative Don't mention it. Thank you and good bye!

QUELQUES CONSEILS UTILES À L'ORAL DU BEPC

- Saluez poliment l'examinateur en entrant dans la salle et dites-lui au revoir à la fin de l'épreuve ;
- N'ayez aucune crainte et soyez calme même si vous ne comprenez rien au texte ou à l'image que l'examinateur vous a proposé ;
- Soyez plutôt communicatif, posez des questions si possible ;
- Exprimez vos idées avec une attitude coopérative, montrez ce dont vous êtes capable.
- Exprimez-vous correctement et variez votre langage ; si possible employez des expressions utiles.

QUELQUES QUESTIONS USUELLES À L'ORAL DU BEPC

1. What's your name ? / Who are you ? / Introduce yourself.
2. When were you born ?
3. Where were you born ?
4. How old are you ?
5. Where do you come from ? / Where are you from ?
6. Where do you live ?
7. What are you ?
8. What would you like to be later ?
9. What do you like in life ? / What are your hobbies ?
10. Do you like going to the cinema ?
11. Do you have any brothers and sisters ? How many brothers and sisters do you have ?
12. What's your mother's job ?
13. What's your favourite topic / subject at school ?
14. What's the name of your school ? / Where do you go to school ?
15. Who is your English teacher ?
16. What's the title of the text ?
17. When was the text published ?
18. How many lines are there ?
19. How many paragraphs are there ?
20. What is the text about ?
21. Who is the main character ?
22. What is it, a text or a picture ?
23. How many pictures are there ?
24. What is the story ? / What can you tell me about the story ? / Sum up the story.
25. Can you describe the picture ?
26. What can you see ?
27. What can you see in the background ? in the foreground ?
28. Where does it take place ?
29. What happens ?
30. What would you do if you were X ?
31. What do you think of X ?
32. Do you like this story ? Why (not) ?

WORDLIST

A

Airport (noun) = aéroport
Advise (verb) = conseiller
Attend (verb) = assister
Audience (noun) = auditoire ; public
Applause (noun) = applaudissements
Advertise (verb) = faire savoir ; annoncer, faire de la réclame ou la publicité
Allergy (noun) = allergie

B

Boat (noun) = bateau
Balloon (noun) = montgolfière
Body lotion (noun) = lotion; pommade
Book (verb) = réserver une place / un billet
Boarding pass (noun) = billet / ticket d'embarquement
Board a plane (verb) = monter à bord d'un avion
Buckingham Palace (noun) = Palais de Buckingham
Bicycle (noun) = bicyclette ; vélo
Baggy (adj.) = ample ; large
Black spots (noun) = points noirs
Bow tie (noun) = noeud papillon
Buy (verb) = acheter
Buyer (noun) = un(e) acheteur (euse)
Bleaching (adj.) = dépigmentant
Bleach (verb) = blanchir
Boots (noun) = bottes
Brand (noun) = marque de fabrique
Bleaching cream (noun) = crème éclaircissante
Bleaching soap (noun) = savon éclaircissant

C

Cab (noun) = taxi
Coach (noun) = car (véhicule)
Check (verb) = vérifier
Check-in desk = bureau d'enregistrement
Catwalk (noun) = podium
Colourful (adj.) = coloré
Complexion (noun) = teint
Dark complexion (noun) = teint foncé/noir
Collection (noun) = collection
Creator (noun) = créateur / créatrice
Convey (verb) = communiquer ; transmettre
Crayon (noun) = crayon
Cosmetics saloon (noun) = salon cosmétique ; salon de beauté

D

Drive a taxi (verb) = conduire un taxi
Departure lounge (noun) = salle de départ
Departure board (noun) = tableau des départs
Donkey (noun) = âne
Designer (noun) = styliste-modéliste
Dress (noun) = robe
Dress (verb) = s'habiller
Decipher (verb) = déchiffrer
Display (verb) = Etaler ; exposer ; afficher

E

Eyebrow (noun) = sourcil
Eyelash (noun) = cil
False eyelashes (noun) = Faux cils
Exhibit (verb) = exposer ; exhiber
Exhibition (noun) = exposition
Enamel (noun, Esp. In US) = vernis à ongles

F

Fly (verb) = voler ou effectuer un vol
Flight ticket (noun) = billet d'avion
Fill in (verb) = remplir
Flight crew (noun) = équipage
Flight attendant (noun) = steward / hôtesse de l'air
Fair complexion (noun) = teint clair
Fabric (noun) = tissu
False nails (noun) = faux ongles
Fashion (noun) = mode
Fashionable (adj.) = à la mode
Fashion show (noun) = défilé de mode
Follow (verb) = suivre

G

Go on foot (Verb) = aller à pied
Get on a plane (Verb) = monter dans
Greenwich Meridian (Noun) = Méridien de Greenwich

H

Horse (noun) = un cheval
Hat (noun) = chapeau
Health (noun) = santé
Heat (noun) = chaleur
Hairdresser (noun) = coiffeuse

I

in accordance with (adv.) = en accord avec ; en conformité avec
Insight (noun) = aperçu ; introspection
Item (noun) = article

J

Jacket (noun) = veste ; veston
Jeans (noun) = jean

K

Kilt (noun) = kilt Ecossais
Kente cloth / kita cloth (noun) = pagne Kita

L

Lipstick (noun) = rouge à lèvre
Long sleeved shirt (noun) = chemise manche longue
Lorry (noun) = camion
Lounge (noun) = salon

M

Make up (noun) = maquillage
Mascara (noun) = mascara
Model (noun) = top modèle
Museum (noun) = musée
Mini-skirt (noun) = mini-jupe

N

National Gallery (noun) = galerie nationale
Nail polish / varnish (noun) = vernis à ongles

P

Paddle (verb) = pagayer
Passport (noun) = passeport
Plane (noun) = avion
Plane ticket (noun) = billet d'avion
Parade (noun) = parade ; procession
Perfume (noun) = parfum
Pimples (noun) = boutons (de la peau)
Put on (verb) = mettre un habit ; mettre
Pullover (noun) = pull-over; pull (fam.)
Portray (verb) = dépeindre ; décrire

R

Ride (verb) = monter
Row a boat (verb) = ramer
Runway (noun) = piste
River Thames (noun) = la Tamise

S

Skate (verb) = patiner ou faire du patin
Skateboard (noun) = planche à roulette
Seat (noun) = siège
Steward (ess) (noun) = steward / hôtesse de l'air
Side effect (noun) = effet secondaire
Skin (noun) = peau
Skin cancer (noun) = cancer de la peau
Shampoo (noun) = shampooing
Suit (noun) = ensemble costume
Skirt (noun) = jupe
Sleeve (noun) = manche de chemise
Short sleeved shirt (noun) = chemise manche courte
Skin dots (noun) = boutons sur la peau
Skin rashes (noun) = démangeaisons de la peau.
Seller (noun) = vendeur
Sweater (noun) = pullover; chandail
Swimsuit (noun) = maillot de bain

T

Tourist resort (noun) = lieu touristique
Truck (noun) = camion
Train (noun) = train
Tram (noun) = tramway
Travel agency (noun) = agence de voyage
Tour (noun) = voyage; excursion
Tattoos (noun) = tatouage
Trainers (noun) = chaussures de sport
Tight (adj.) = serré ; collant
T-shirt (noun) = T-shirt
Tie (noun) = cravate
Tendency (noun) = tendance

U

Underground train (noun) = métro
Undershirt (Américain) = maillot de corps ; tricot de corps

V

Van (noun) = camionnette
Vest (noun) = maillot de corps ; tricot de corps

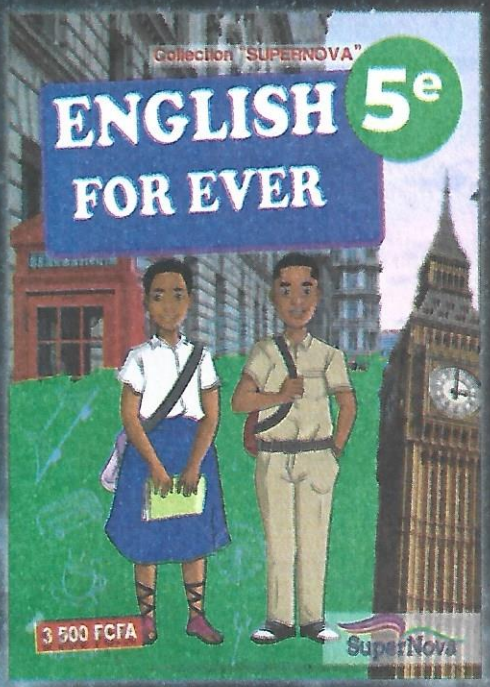
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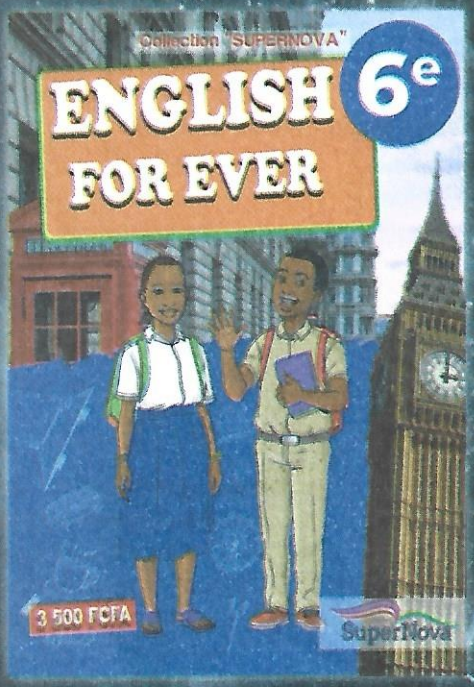
Walk (verb) = marcher
Wembley stadium (noun) = le stade de Wembley
Wear (verb) = porter ; mettre un habit
Weave (verb) = tisser
Wig (noun) = perruque

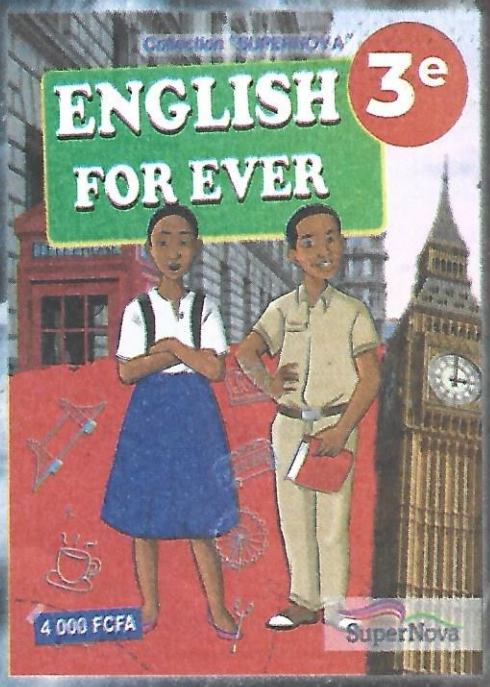
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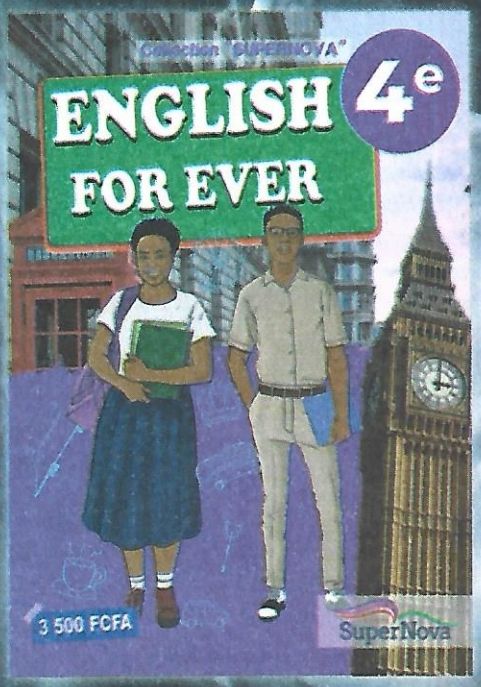
Yacht (noun) = yacht ; bateau privé

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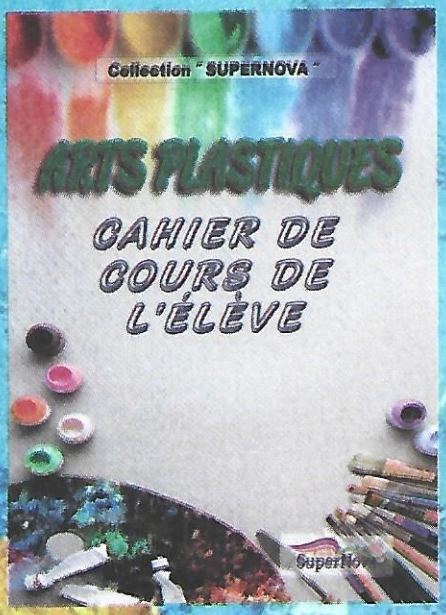


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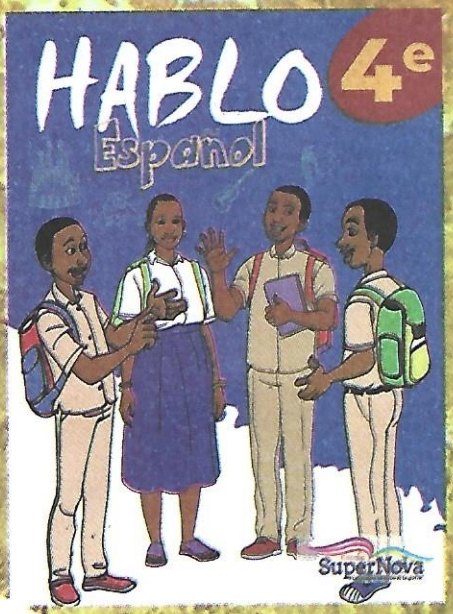
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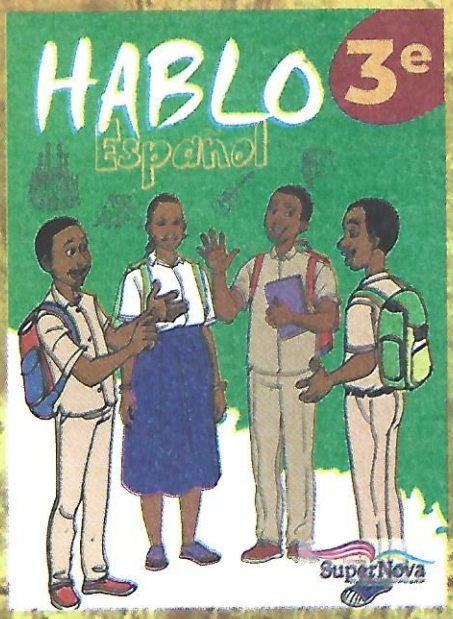
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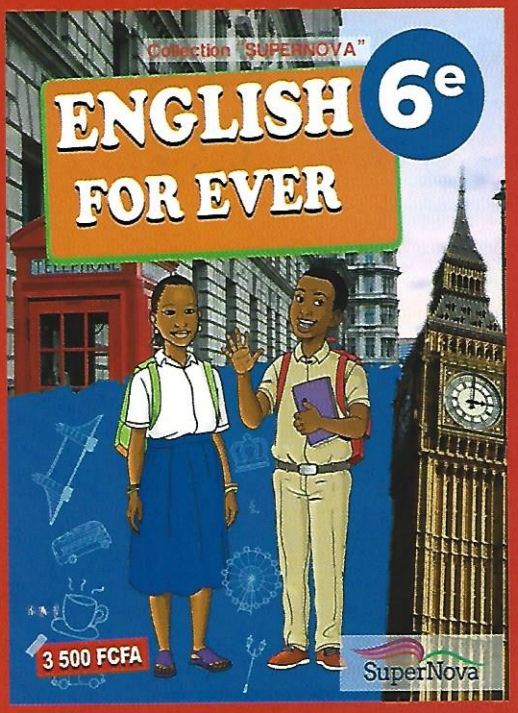
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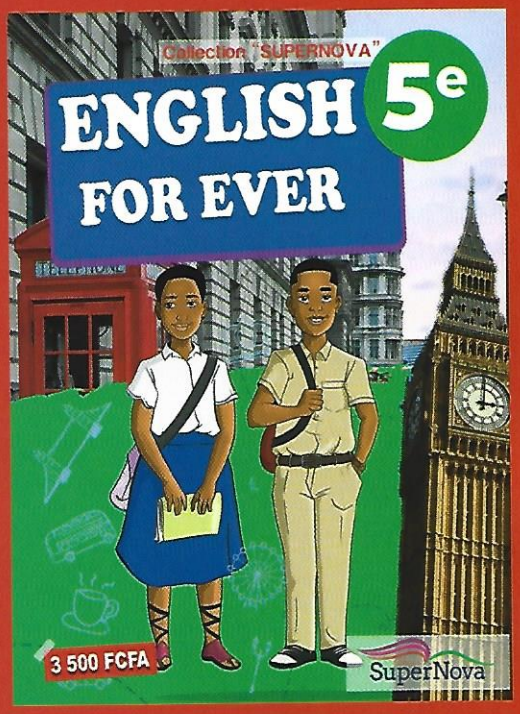
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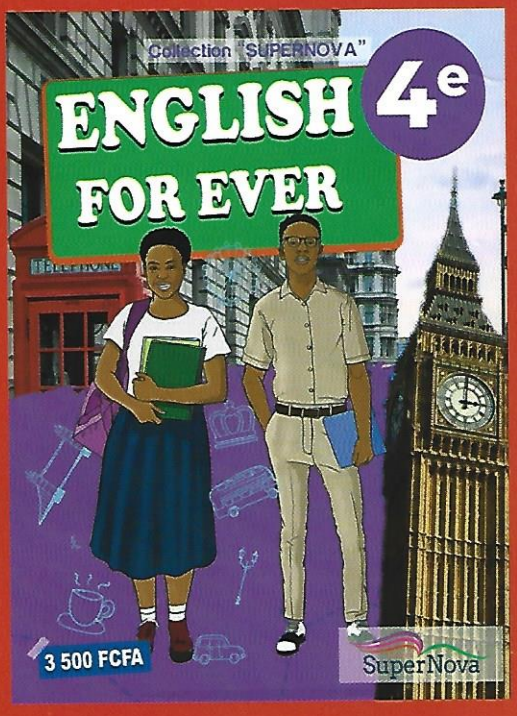
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