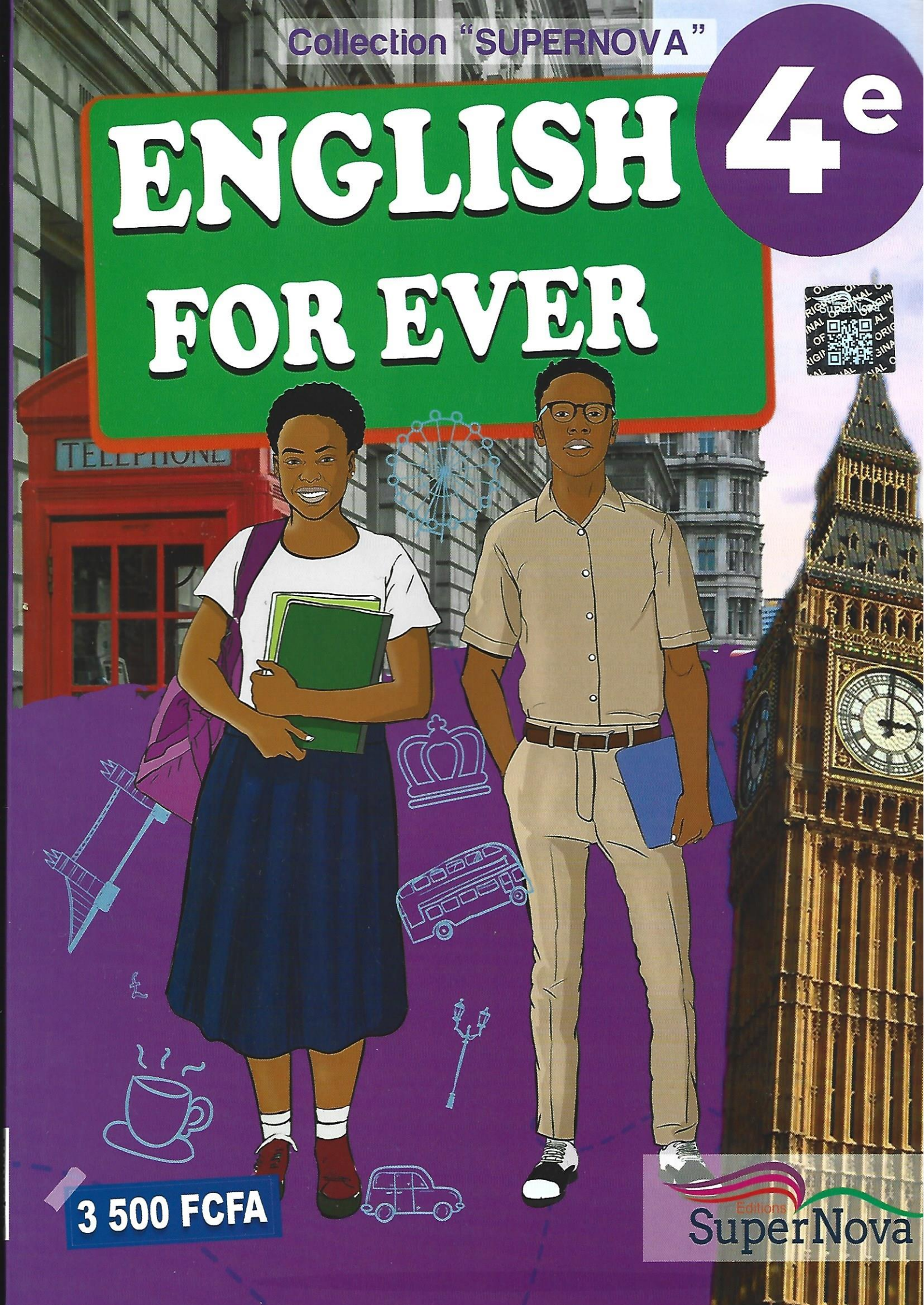
Collection "SUPERNOVA"

# ENGLISH FOR EVER

4e




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Collection "Supernova"

# ENGLISH For ever

# 4ÈME


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L'innovation au service de la qualité

*Nous adressons nos remerciements à tous les enseignants qui ont contribué de près ou de loin à la réalisation de ce manuel.*

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**MAQUETTE & MISE EN PAGE :**

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N'DRI N'GUESSAN ALEXANDRE

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# AVANT-PROPOS

## OBJECTIF DU MANUEL

Une éducation de qualité est le socle d'une nation forte, instruite et compétente. C'est dans cette optique que l'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. La particularité d l'APC est qu'elle commence obligatoirement par une situation appelée situation d'apprentissage et se termine impérativement par une situation dénommée situation d'évaluation. Il est indubitable que l'élaboration de ces 2 parties essentielles représente une épine dans la chair de la plupart du personnel d'encadrement. Raison pour laquelle nous vous offrons volontiers, dans les manuels... et dans le but d'aider à l'amélioration des résultats scolaires ivoiriens, toutes les situations.

## 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 6è à la 3è. 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 6è à la 3è sont composés, chacun, de huit (08) unités constituées de trois (03) leçons chacune. Chaque leçon est séquencée 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 habilités
  - **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 reinvestir ce qu'ils ont appris aux 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 d'auto-évaluer leurs acquis. L'élève y trouvera aussi des chants et poemes qui lui permettront de prendre plaisir à la langue.

## AUX PARENTS

Vos enfants sont des cadeaux inestimables. Personne ne les connait mieux que vous. Personne ne profitera mieux que vous de leur réussite. S'il vous plait, aidez vos enfants dans leur apprentissage. Intéressez-vous à leur travail, félicitez- les quand ils font bien et n'oubliez pas de collaborer 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 et surtout le travail bien fait. Car Travaillez bien aujourd'hui, vous offrira le savoir qui vous permettra de parcourir une carrière dont le sentier sera inondé de lumière. Ce manuel est fait pour vous aider à aimer l'Anglais et à le pratiquer. Faites votre part. En Anglais, on le dit, "Practice makes perfect". Alors, faites toutes les activités, pratiquez les dialogues. Faites fie de la honte. Pensez à trouver un dictionnaire, un petit carnet de note pour toujours noter de nouveaux mots. À cœur vaillants rien d'impossible. Vous y arriverez donc si vous vous exercez régulièrement.

## AUX ENSEIGNANTS

Chers, collègue, il n'est pas donné à tous de devenir Enseignant, car c'est un métier contraignant mais noble. La noblesse de ton métier réside dans l'acquisition de la compétence. Et tu ne deviens compétent seulement qu'en travaillant. Pour t'aider à mener à bien ta mission, tu as ce manuel accompagné d'un guide de l'enseignant pour les corrigés des exercices. Tu peux t'en servir pour enrichir tes fiches de leçons et adapter tes cours aux réalités de ta localité. N'oublie pas qu'en Approche Par Compétences (APC), tu n'es pas le seul détenteur du savoir et que tes apprenants doivent être au centre du processus d'enseignement-apprentissage. Fais l'effort d'implanter en eux les quatre (4) habiletés linguistiques qui sont l'expression orale (Speaking), l'expression écrite (Writing), l'écoute (Listening) et la lecture (Reading), étant donné que l'objectif de ce manuel est de relever le défi de l'APC en Anglais afin d'atteindre les objectifs de l'enseignement de l'Anglais en Côte d'Ivoire.

**LES AUTEURS**

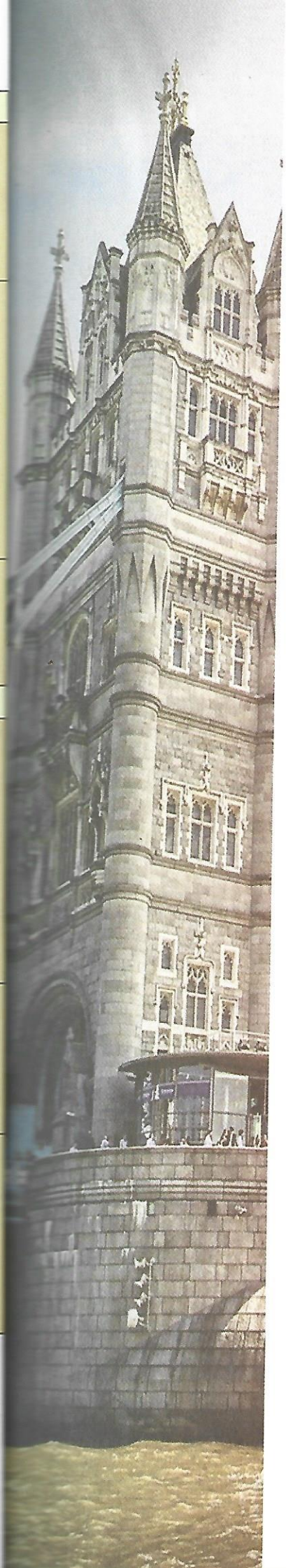
# TABLE OF CONTENTS

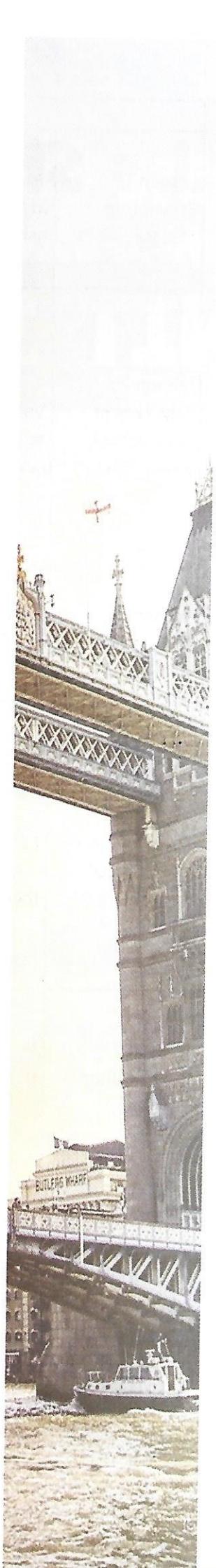

| SKILL | LESSON | VOCABULARY | LANGUAGE FOCUS | STRUCTURE | PAGE |
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| | | | Talking about holiday activities | A : What did you do during the holidays ?<br>B : I went fishing. | |
| | Lesson 2 : School memories | Vocabulary related to school memories | Expressing past habits | A : What did you use to do at primary school ?<br>B : I used to clean the school yard. | 17 |
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| | Lesson 1 : Rural Women | Vocabulary related to rural women's activities | Expressing abilities | A : What can a rural woman do ?<br>B : She can cut firewood. | 31 |
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| | Lesson 2 : Women's rights and duties | Vocabulary related to women's rights and duties | Expressing women's rights and duties | Women have the right to be happy.<br>Women have the duty to respect their husbands. | 37 |
| | | | Making comparisons | Women are weaker than men. | |
| | Lesson 3 : Girls at school | Vocabulary related to girls' schooling | Giving opinions | For me, the place of girls is at school. | 43 |
| | | | Making suggestions | -Parents should send girls to school.<br>-Parents shouldn't neglect girls' schooling. | |

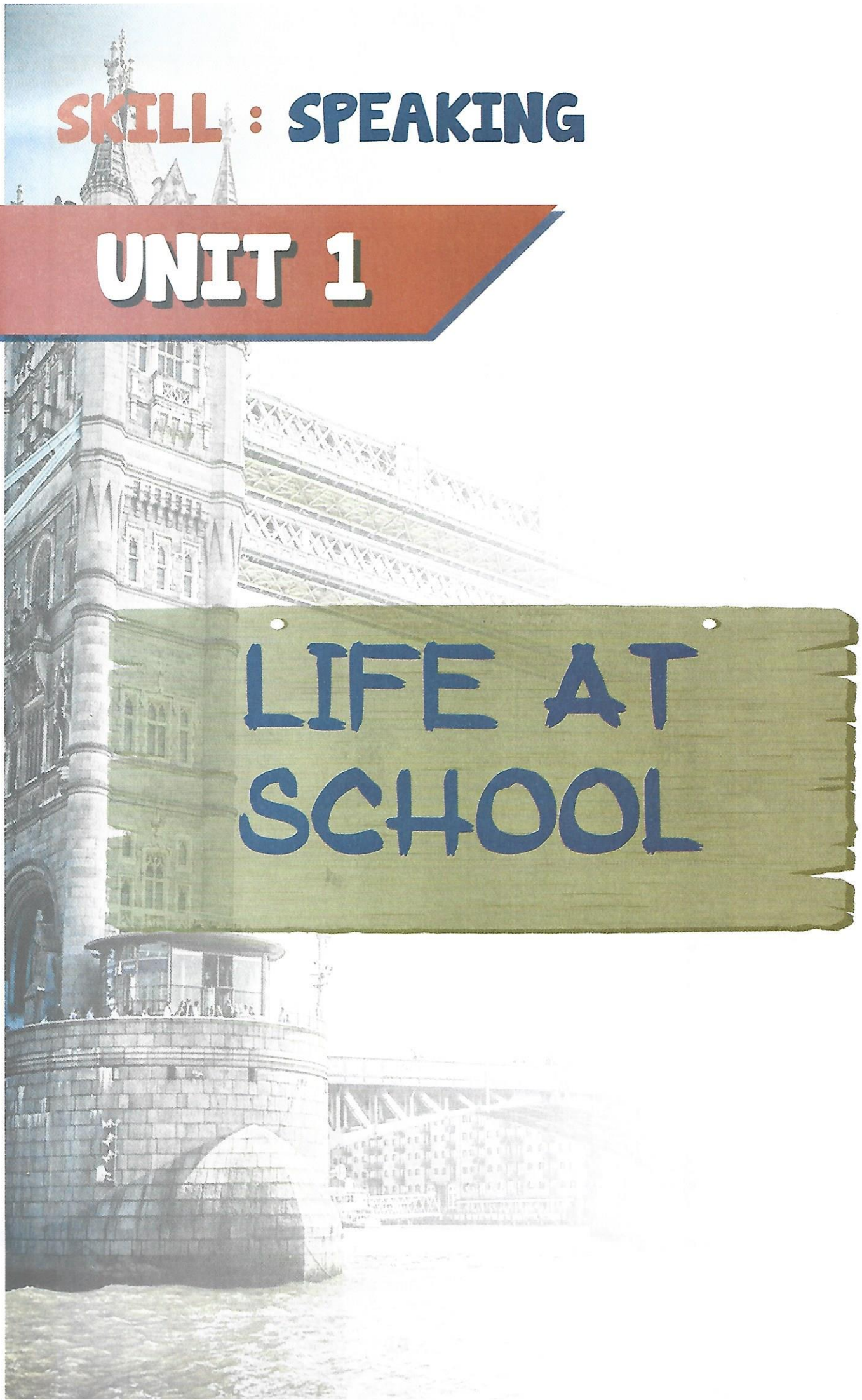
| | | | | | |
|---|---|---|---|---|---|
| | **UNIT 3 : TRAVELLING** | | | | |
| | Lesson 1 : I go to school by taxi | Vocabulary related to means of transport | Making comparisons | -A lorry is bigger than a car.<br>-A plane is more expensive than a coach.<br>-A helicopter is as fast as a seaplane | 51 |
| | | | Asking and answering questions about means of transport | A : How do we go to France ?<br>B : We go to France by plane. | |
| | | | Expressing likes and dislikes | I like travelling by cars. | |
| | Lesson 2 : Back from London | Vocabulary related to air travel | Expressing preferences | -I prefer travelling by plane.<br>-I would rather travel by plane. | 57 |
| | | | Making comparisons | The train is the longest means of transport. | |
| | Lesson 3 : Come and visit Côte d'Ivoire ! | Vocabulary related to tourism | Making suggestions | -Why don't you visit the liana bridge ?<br>-How about visiting the liana bridge ? | 63 |
| | | | Accepting or refusing suggestions | -That's a good idea !<br>-That's great !<br>-That's interesting !<br>-Sorry, but....<br>-I'm afraid. I can't. | |
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| | | | Giving reasons | I prefer wearing modern clothes because they are more comfortable than traditional outfits. | |
| | Lesson 2 : Attending a fashion show | Vocabulary related to fashion shows | Describing what people are wearing | A : What is the woman wearing ?<br>B : She is wearing a djellaba. | 77 |
| | | | Persuading | I can assure you that the fashion show will be memorable. | |
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| | | | | | |
|---|---|---|---|---|---|
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| | | | Expressing purpose | -I go to the stadium to watch a football match.<br>-I go to the stadium in order to watch a football match.<br>-I go to the stadium for watching a football match. | |
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| | | | Expressing passive actions. | A prescription is given by the doctor. | |

| | | | | | |
|---|---|---|---|---|---|
| | **UNIT 7 : HEALTH AND HYGIENE** | | | | |
| | Lesson 1 : Preventing diseases | Vocabulary related to hygiene and health | Giving advice | A : I don't feel quite well.<br>B : You should go to the hospital. | 133 |
| | | | Expressing passive actions. | A prescription is given by the doctor. | |
| | Lesson 2 : Take care of your school environment ! | Vocabulary related to school salubrity | Expressing opinions | In my opinion, it is important to evolve in a clean environment. | 139 |
| | | | Making suggestions | -Why don't we clean the toilets ?<br>-How about mopping our classroom ?<br>-We should collect the rubbish. | |
| | Lesson 3 : Beware of AIDS! | Vocabulary related to HIV/AIDS | Giving strong advice | You had better avoid sharp contaminated tools. | 145 |
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| | | | Asking and answering Wh-questions | A : Which social network do you prefer ?<br>B : I prefer facebook. | |




BUTLERS WHARF



## SKILL : SPEAKING

# UNIT 1

# LIFE AT SCHOOL

LESSON 1

# WHERE DID YOU SPEND YOUR HOLIDAYS?

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

It is the new school year. The students of 4ème from your school are back to school. During the English class, they talk about what they did during their holidays in order to share their experiences with classmates.

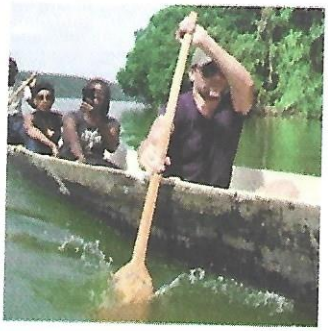
Vocabulary related to holiday memories

Language function focus

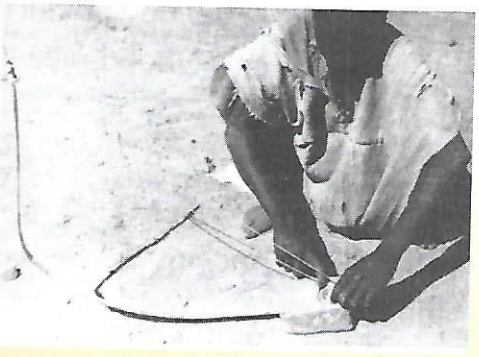
- Talking about holiday memories

Everyday English

A: Where did you spend the holidays?
B: I spent the holidays in the village.











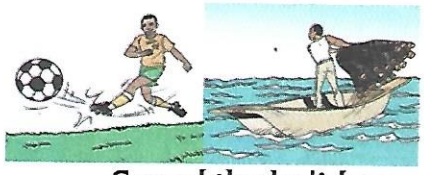


# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Spend the holidays; Go to the beach; Go on a journey; Travel; go to the farm; Go to the village; Participate in a dancing competition. | Talking about holidays | A: Where did you spend the holidays?<br>B: I spent the holidays in the village.<br>A: Where did you go during th holidays?<br>B: I went to the beach. |

## TIME TO LEARN

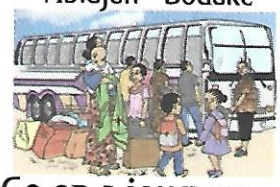
- **LOOK, LISTEN AND REPEAT**


Spend the holidays


Go to the beach


A dancing competition


Go to the village



Go on a journey


Travel to Paris


Go to the farm

- **LISTEN AND REPEAT**

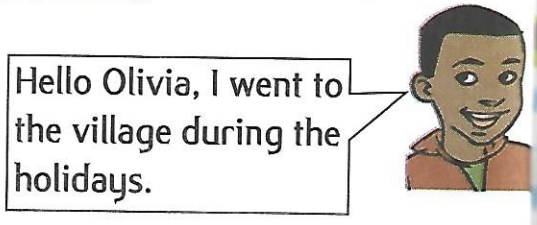
| Infinitive | Past simple |
|---|---|
| To go | went |
| To travel | travelled |
| To spend | spent |
| To be | was / were |









## TIME TO PRACTISE

**Activity 1: Reorder the words below to make meaningful sentences about holidays.**

**Example 1 :** My friend spent his holidays in Bouaflé.

1- his holidays / in / My friend / Bouaflé / spent/.
2- you / did / Where / spend / the holidays/ ?/
3- the holidays / during / went to / the beach / I /.
4- you / go / the holidays / during / Where / did / ?
5- Henry / to Ghana /a journey / went on /.
6- Kelly / during / went to / the farm / the holidays/.

**Activity 2: Complete the conversation with the missing words from the list. Then, practise it with your partner. Example: 1- spend**

**(was / spend / were / go / spent / went)**

**Ruth:** Hello Hillarie!
**Hilarie:** Hello Ruth!
**Ruth:** Did you travel during the holidays?
**Hilarie:** Yes, I did
**Ruth:** Where did you ..1...the holidays ?
**Hilarie:** I ...2..the holidays in Man. And you, where did you ...3...during the holidays?
**Ruth:** I ...4...to Korhogo during the holidays.
**Hilarie:** ...5...you happy to go to Korhogo?
**Ruth:** Sure, I ...6... very happy.
**Hilarie:** Welcome back from Korhogo!
**Ruth:** Thank you !

## TIME TO EXTEND

**Match each question about holidays with its answer. Example: 1- b**

| A | B |
|---|---|
| 1- Where was Joel during the holidays? | a. I spent them in Man. |
| 2- Where did you go during the holidays? | b. He was in Bouaké. |
| 3- Where did they spend the holidays? | c. She went to Marcory. |
| 4- Where were the boys during the holidays? | d. I went to Accra. |
| 5- Where did Anna go during the holidays? | e. They were in Abidjan. |
| 6- Where did you spend the holidays? | f. They spent them in Paris. |

### MY OWN NOTEBOOK

Where were you during the holidays?
I spent the holidays in my village.
What is the English for holidays?

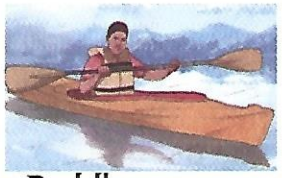
# SESSION 2

| learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Go fishing; Paddle a canoe; Ride a bicycle; To visit; Waterfall; The Basilica; To set a trap; | Talking about holiday activities | A: What did you do during the holidays?<br>B: I went fishing and I visited the Basilica.<br>A: Did you paddle a canoe?<br>B: - Yes, I did.<br>No, I didn't. |

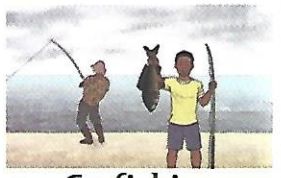
## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**


Waterfall


Paddle a canoe

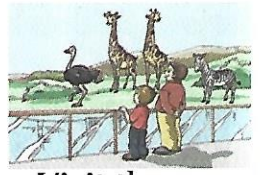

Set a trap


Go fishing


A Basilica


A dance competition


Ride a bicycle


Visit the zoo

- **LISTEN AND REPEAT**

What did you do during the holidays?

Hi everybody!
I am Junior. During the holidays, I **went** to Yamoussoukro. I **visited** the Basilica and the crocodile lake. It **was** wonderful !

Hello!
My name is Sylvie. I **spent** the holidays in my village. I **went** to the farm and **planted** yams. It **was** difficult but very exciting.

Hello, I am Dan!
I **travelled** to Man during the holidays. I **watched** the water falls and **walked** on the liana bridge. It **was** wow !

Hi there!
I'm Mira and I **was** in Abidjan during the holidays. I **went** to the palace of culture. I **watched** a beautiful competition of Wozo. I also **visited** the zoo. I **was** very happy.

| The past simple of regular and irregular verbs | | | |
|---|---|---|---|
| Regular verbs-ed | | Irregular verbs | |
| Infinitive | Past simple | Infinitive | Past simple |
| To watch | watched | To be | was / were |
| To travel | travelled | To have | had |
| To plant | planted | To go | went |
| To visit | visited | To spend | spent |
| To play | played | To ride | rode |
| To dance | danced | To set | set |
| To paddle | paddled | To eat | ate |

EXAMPLE: 1- My sister **went** to Paris during the last holidays. (to go)
2- She **visited** the Eiffel tower. (to visit)
3- She **ate** delicious food. (to eat)

## TIME TO PRACTISE

**Activity 1 : Complete with the missing letters to find words related to holiday activities. Example: 1- paddled**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1- | PAD_L_D | 3- | TR_P | 5- | F_SH_NG | 7- | R_DE |
| 2- | CAN_E | 4- | VIS_T_D | 6- | WATC_ED | 8- | BIC_CLE |

**Activity 2 : Complete the sentences below with the past simple of the verbs between brackets. Example: 1- watched**

1- During the holidays, I ...a dance competition. (to watch)
2- I ...to my father's cocoa plantation in Bouaflé. (to go)
3- My sister ...tomatoes and pepper. (to plant)
4- I ...traps and ...my father's bicycle. (to set - to ride)
5- It ...very wonderful. (to be)

## TIME TO EXTEND

**Match each half sentence in column A with its end in column B. Example: 1-D**

| Column A | Column B |
|---|---|
| 1- I visited the basilica and the crocodile lake | A- where she planted tomatoes. |
| 2- My sister went to the farm | B- where he visited the "EIFFEL TOWER". |
| 3- I watched the waterfall and | C- where she watched "WOZO VACANCES". |
| 4- Mary visited the Palace of culture | D- during the holidays. |
| 5- My junior brother travelled to Paris | E- walked on the liana bridge of Man. |

## MY OWN NOTEBOOK

-Where did you spend your last holidays?
-How did you spend your last holidays?
-Which places did you visit?

# SESSION 3

## COMMMUNICATION ACTIVITY

After the long holidays, the students of 4ème are back to school. They have just attended their first English class about their last holidays. In order to share their holiday experiences with their classmates, the teacher asks them to prepare a talk about their last holidays and present it before the class. As a student of this class, in your talk,

- greet your friends and introduce yourself;
- tell them where you spent your holidays;
- list three activities you did and how you felt doing them.

# LESSON 2

# SCHOOL MEMORIES

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

At a birthday party, a group of students of 4ème from your school meet a Nigerian boy who only speaks English. In order to share their school memories, they talk about the things they used to do at primary school.

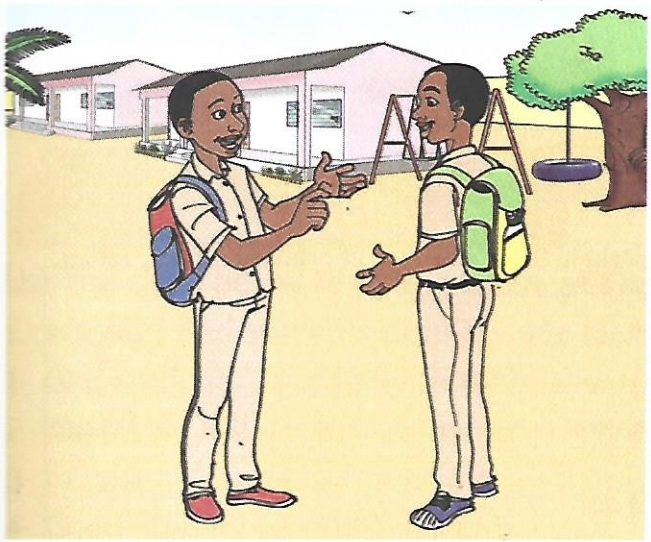
Vocabulary related to school memories

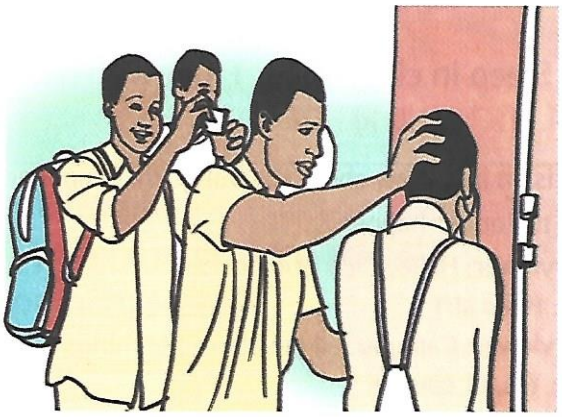
Language function focus

- Expressing past habits
- Expressing obligations in the past

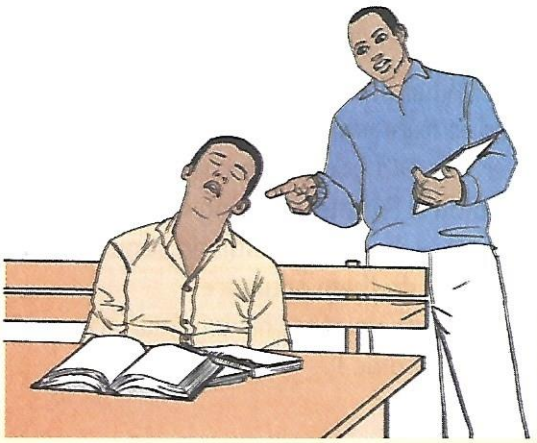
Everyday English

- I used to clean the school yard.
- The whole class had to sweep the classroom.









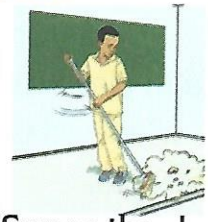
# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Cry; Sweep ; Clean; School Yard; Insult; Cheat ; Sleep ; Fight ; Marbles | Talking about school memories | A: What did you use to do at primary school?<br>B: I used to clean the school yard.<br>A: Did you use to cheat in class?<br>B: Yes, I did. / No, I didn't. |

## TIME TO LEARN

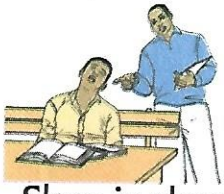
- LOOK, LISTEN AND REPEAT

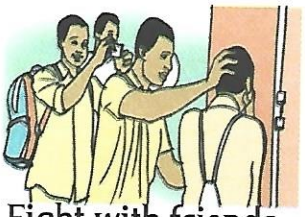

Cry for food

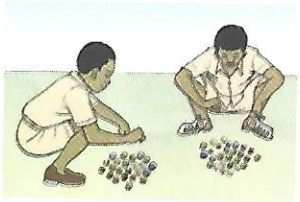

Sweep the classroom

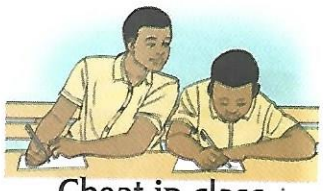

Clean the school yard


Climb trees


Sleep in class


Fight with friends


Play marbles


Cheat in class

- LISTEN AND REPEAT

This is an interview about the things that happened regularly in the life of Zico at primary school. Today, they no longer happen.

**Interviewer:** Hello, Zico Gbôlô!
**Zico:** Hello sir!
**Interviewer:** Can you tell me about the things you **used to do** at primary school, that you don't do today?
**Zico:** Yes, of course.
**Interviewer:** When you were hungry, **what did you use to do?**
**Zico:** When I was hungry, I **used to** cry for food.
**Interviewer:** Really ! **Did you use to** sleep in class?
**Zico: Yes, I did.**
**Interviewer: What did you use to do** when some friends insulted you?
**Zico:** I **used to** fight with them.
**Interviewer:** Ok. **Did you use to cheat** in class?
**Zico: No, I didn't.** For me, cheating is never right!
**Interviewer:** Exactly ! Do you still do some of those bad things?
**Zico:** No, I don't do them anymore!
**Interviewer:** Thank you for sharing your school memories with us!
**Zico :** You're welcome !

## TIME TO PRACTISE

**Activity 1 : Complete the statements below about past habits with the missing words from the box. Example : 1- cry**

| sweep / eat / cry / fight / cheat |
|---|

1- At primary school, many children used to ..... for food.
2- When we were in 6ème, the bad boys used to..... with friends.
3- The best students in our class didn't use to..... in class.
4- In our classroom, the girls used to..... and drink in class.
5- On Friday, all the students used to..... the classroom.

**Activity 2 : Ask and answer questions about your school memories.**
**Example: 1. A: Did the teacher use to beat schoolchildren?**
**B : Yes, he did**

1- Did the schoolmaster use to beat schoolchildren?
2- What did the girls use to do at breaktime?
3- Did the schoolchildren use to cheat in class?
4- Did your friends use to eat in class?
5- What did big boys use to do?
6- Did you use to fight with friends?

## TIME TO EXTEND

**Use the clues below to write sentences like in the example.**
**Example: 1 Bad students didn't use to learn their lessons at primary school.**
1- Bad students /not to learn their lessons / at primary school.
2- My sister / cry / before going to school.
3- I / sleep / in class / at primary school.
4- Good students / not to cheat in class.
5- You / fight with friends?

### MY OWN NOTEBOOK

-What did you use to do at primary school?
-I used to sleep in class.
-I used to fight with friends.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Go to bed; walk; Make the bed; Wash clothes; School garden; Work on slates; Line up; Do homework | Expressing obligations in the past. | 1. A: What **did** you **have to do** at primary school?<br>B: The class **had** to work on slates.<br>2. A: **Did you have to** work in the garden?<br>B: Yes, I **did.** / No, I **didn't** |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Go to bed at 9 p.m


Walk to school


Make the bed


Wash clothes


Work in the school garden


Work on slates


Line up before the classroom


Do homework

- LISTEN AND REPEAT

At primary school, life was not easy for ELIE and his friends. Whether at home or at school, they **had to** respect very strict rules. He still remembers some past obligations as if it was yesterday.
"At home, I **had to** make the bed as soon as I woke up. I also **had to** wash the clothes on Sundays. At school, we **had to** line up before entering the classroom. We also **had to** work on slates. Every Wednesday afternoon, we **had to** work in the school garden. The most difficult of all was that I **had to** walk to school; it was nearly 3 miles.
Today, I don't do all those things anymore, they are part of my school memories."

A : What **did** ELIE **have** to do at primary school?
B : He **had to** walk to school.

A : **Did** ELIE **have** to cook the dinner?
B : **No, he didn't.**

## TIME TO PRACTISE

**Activity 1 : Rewrite the sentences below to express past obligations.**
**Example: 1- At primary school, we had to line up to enter the classroom.**

1- At primary school, we lined up to enter the classroom.
2- When I was a child, I made the bed when I woke up.
3- At primary school the kids didn't walk long distances to school.
4- As a child I did not wash my clothes myself.
5- In the past I went to bed before 9 p.m.
6- My senior sister washed my clothes when I was 6 years old.

**Activity 2 : Look at the table about Angela and Antonio below, and answer the questions that follow it. Then with your partner, practise the dialogue like in the example.**
**Example: 1- A: Did Angela have to go to school by car?**
**B: No, she didn't.**

| ANGELA | At primary school | ANTONIO | At primary school |
|---|---|---|---|
|  | -walk to school<br>-wash the clothes<br>-line up before entering the classroom |  | -work in the school garden<br>-work on slates<br>-go to bed at 8 p.m. |

2- What did Angela have to do at primary school?
3- Did Antonio have to go to bed at 8 p.m.?
4- What did Antonio have to do at primary school?
5- Did Angela have to line up before entering the classroom?

## TIME TO EXTEND

**Complete these sentences with the words or groups of words between brackets to express past obligations. An option can be used more than once.**
**Example: 1- have to**
(had to / have to / did / didn't)

1- What did you... do at primary school?
2- I ...walk to school.
3- I ... sleep early at primary school.
4- I ... have to cheat during class tests.
5- Did you ... walk to school? yes, I ... .
6- We ... work in the school garden.

### MY OWN NOTEBOOK

-I had to clean the school yard at primary school.
-I had to work in the school garden at primary school.

# SESSION 3

## COMMMUNICATION ACTIVITY

You are attending for the first time a meeting of the English Club of your school. In order to talk about past habits, the chairman asks the new participants to share their primary school memories with the other members of the club. As a new participant, in your talk,

- introduce yourself to the club;
- mention two things you used to do;
- contrast your past attitudes and what you do today.

LESSON 3

# WORK AT SCHOOL

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The students of 4ème of your school have just received their very first English test papers. They are discussing their grades to encourage one another to do better.

Vocabulary related to school results

Language function focus

- Expressing conditions
- Asking and answering questions about conditions

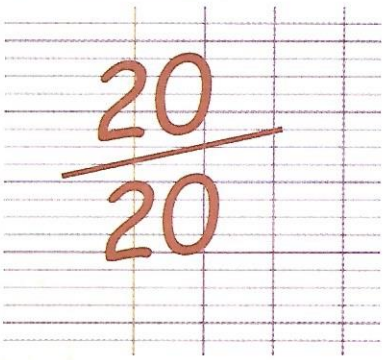
Everyday English

-If you work hard, you will pass your exam.

-If she learns her lessons, she will have good grades.

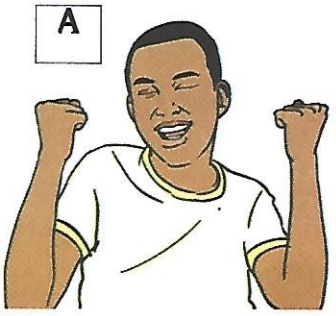
-A: What will happen if I don't learn my lessons?

B: If you don't learn your lessons, you will stay down.












# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| To pass an exam; To fail an exam; To sit for a test; Hardworking; Lazy; Good mark; To improve; To congratulate | Expressing conditions | - If you **work hard**, you **will pass** your exam.<br>- If she **learns her lessons**, she **will have** good grades. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



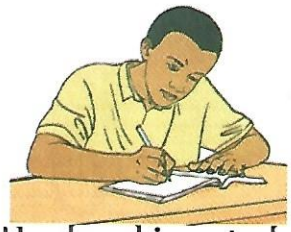
Pass an exam




Fail



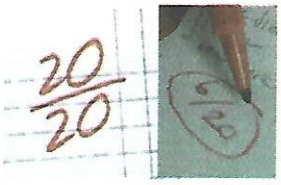
Sit for = take (an exam)



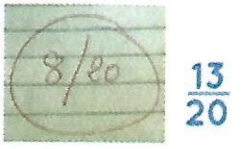
Hardworking student



Lazy student




good mark ≠ bad mark




To improve = to ameliorate



To congratulate = To felicitate

- LISTEN AND REPEAT



I want to pass my exam. What can I do ?

You have to learn your lessons.

Really?

Yes! if you learn your lessons, you will have good marks. And you will pass your exam if you have good marks.



## TIME TO PRACTISE

**Activity 1 : Complete the sentences below with the words from the box to make meaningful statements about work at school. Example: 1- sits**

marks / sits / passes / lazy / fails / hardworking

1- When a student ...for a test, he is a candidate or takes a test.
2- When a candidate ...an exam, he goes up.
3- On the contrary, when a candidate ...an exam, he stays down or repeats his class.
4- A ...student always learns his lessons and obtains good marks.
5- When your marks are bad, you are a ...student.
6- 10/20, 15/20 are ... or grades.

**Activity 2 : Look at the clues and write sentences expressing conditions. Do it like in the example.**

**Example 1: If Zokou learns his lessons, he will pass his exam.**

1- Zokou / to learn his lessons, / he / to pass his exam.
2- They / not to learn their lessons, / they / to fail the exam.
3- Aliha / to be hardworking, / she / to have good marks.
4-You / to improve your marks, / the teacher / to congratulate you.
5- I / to be lazy, / I not / to pass my exam.
6- The teacher / to encourage bad students, / they / to improve their marks.

## TIME TO EXTEND

**Use the correct form of the verbs between brackets to make meaningful sentences expressing conditions. Example: 1- learns**

1- If he (learn / learned / learns) his lessons, he will pass his exam.
2- My marks (improve / improves / will improve) if I learn my lessons.
3- Mary (will pass / passes / passed) her exam if she works hard.
4- If he (are / is / was) lazy, he won't pass his exam.
5- If you are hardworking, you (go up / went up / will go up)
6 If you (don't / are not / is not) work hard, you will stay down.

### MY OWN NOTEBOOK

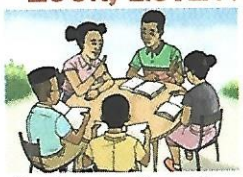
-If I work hard, I will get good marks.
-If I'm not lazy, I will pass my exam.

# SESSION 2

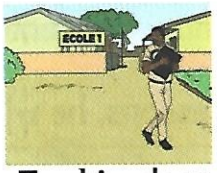
| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| To help; To revise; Pregnant; To skip class; School results; average; Send out; | Asking and answering questions about conditions | A: What will happen if I don't learn my lessons?<br>B: If you don't learn your lessons, you will repeat your class. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT


to help each other

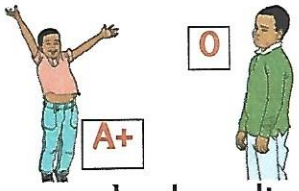

to revise



To skip class



to be sent out



school results


Anna is pregnant

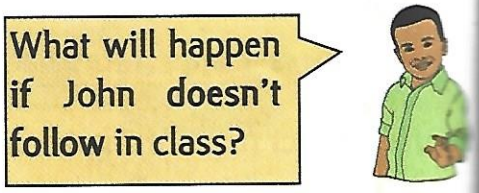


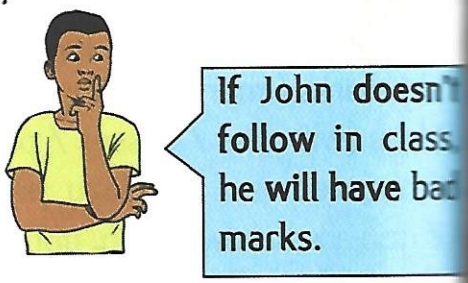
10 out of 20 is the average

To cut classes: not to be regular at school.

- LISTEN AND REPEAT

**John:** Hello Sir! I need your help, please!
**Teacher:** Hello John, how can I help you?
**John:** I don't follow in class, what will happen to me?
**Teacher:** If you don't follow in class, you will have bad marks.
**John:** And what will happen if I have bad marks?
**Teacher:** If you have bad marks, you will stay down.
**John:** Really?
**Teacher:** Yes! But, if you learn your lessons every day, you will go up.
**John:** Thank you sir for your advice.
**Teacher:** You're welcome !




## TIME TO PRACTISE

**Activity 1 : Complete these sentences about school results with the correct word from the list. Number 1 is an example. Example: 1- skips**

average / skips / sent / help / pregnant / results

1- A student who doesn't go to school regularly ...class.
2- When students learn their lessons together, they ...each other.
3- When we talk about school..., we refer to those who pass and fail.
4- When a schoolgirl is ..., she expects a baby.
5- When a boy is ...out of school, he is expelled.
6- When a girl has the ..., her mark is 10 or more than 10 out of 20.

**Activity 2 : Study the table below and ask and answer questions with your partner like in the example.**

1- A: What will happen if you work hard?
B: If I work hard, I will go up.

| QUESTIONS | ANSWERS |
|---|---|
| 1- (You) work hard | Go up |
| 2- (Yao) skips class | Fail |
| 3- (They) follow in class | Have good marks |
| 4- (She) doesn't follow in class | Repeat her class |
| 5- (They) help each other | Pass |
| 6- (the schoolgirl) is pregnant | Be sent out of school |

## TIME TO EXTEND

**Classify the school results from the list in the right column. One is done for you as an example.**

to go up / to stay down / to pass /to fail / to repeat / to be expelled / to improve / to have the average / to be sent out

| Positive results | Negative results |
|---|---|
| | to be sent out |

## MY OWN NOTEBOOK

-What will happen if I don't learn my lessons?
-You will stay down.
-He didn't get the average.

# SESSION 3

### COMMMUNICATION ACTIVITY

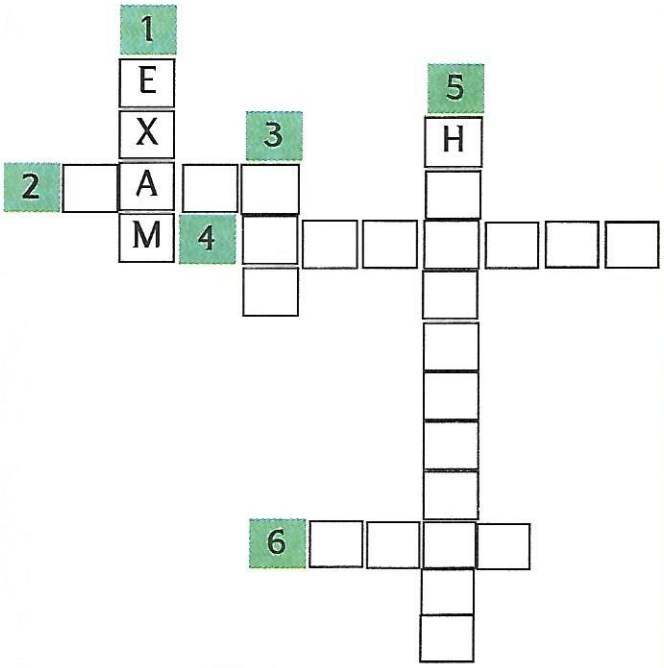
At a meeting of the English Club of your school, you are asked to talk about your school results of the first term in order to improve them. With your partner, prepare and present a dialogue in which you :

- mention a negative attitude or school result ;
- state what will happen as a consequence ;
- explain the conditions to improve the school result.

# UNIT SUMMARY

## • REVISION GAME

**Reorder the letters to get correct words related to school result. Then complete the puzzle. One is done for you.**




RHADWORINGK

PIMVORE

XMAE

SSAP

AILF

ITS

## • REVISION ACTIVITIES

**Exercise 1 : Guess what each description refers to. Example: 1- Yamoussoukro**

1- Its symbols are the lake of crocodiles and the Basilica.
2- It's a very famous youth TV show in Côte d'Ivoire.
3- The Eiffel Tower is the symbol of ...
4- I'm not the original habitat of animals, but people visit me to see wild animals.
5 I'm water. I fall from hills or mountains.

**Exercise 2 : Match the groups of words in A with the corresponding ones in B to make meaningful sentences expressing conditions Example: 1- B if I don't work hard, I will fail.**

| A | B |
|---|---|
| 1-If I don't work hard, | A.if they don't improve their marks. |
| 2-If the boys learn their lessons, | B.I will fail. |
| 3-Henry will pass the test | C.if you improve your marks. |
| 4-Afwa won't pass the test | D.they will obtain good marks. |
| 5-You will go up | E.if she is lazy. |
| 6-Many students will stay down | F.If he is hardworking. |

**Exercise 3 : Complete with the correct choice. Example: 1- will pass**

1- If you learn your lessons, you (pass / will pass) your exam.
2- If she (will be / is) lazy, she will fail her exam.
3- These girls will stay down if they (are / will be) pregnant.
4- My father (won't be / will be) happy if I pass my exam.
5- If I have the average, the teacher (congratulates / will congratulate) me.

**Exercise 4 : Answer these questions.**

1- What will happen if you don't learn your lessons?
2- What will happen if she goes up to 3è?
3- What will happen if she doesn't follow in class?
4- What will happen if they don't skip class?
5- What will happen if you do revisions?

## • WHAT I CAN DO

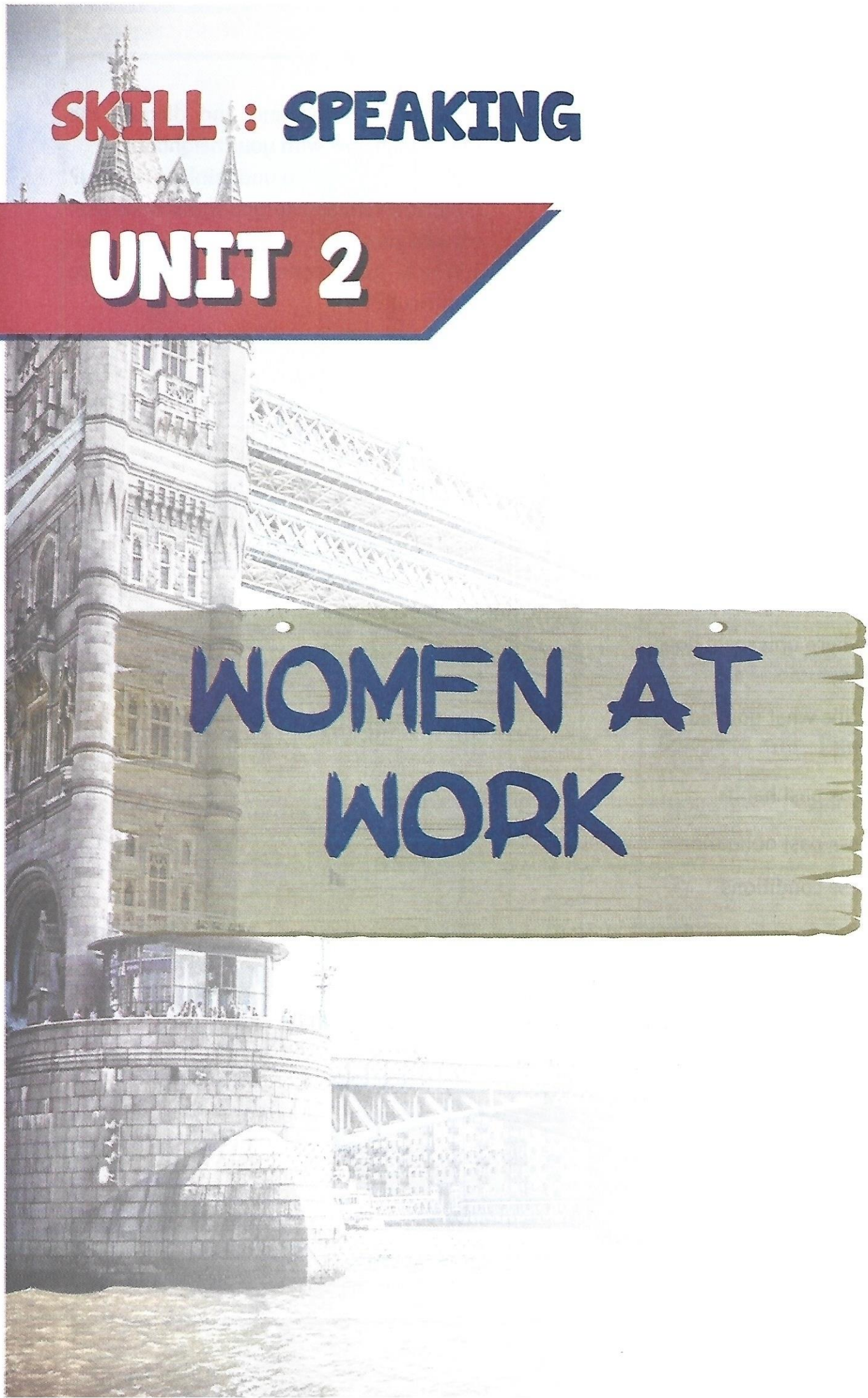
**How well do you think you know the English you learnt in UNIT 1? Use a cross (X) to say what you can do or what you can't do.**

| | | I can | I can't |
|---|---|---|---|
| 1 | identify holidays' destinations and activities | | |
| 2 | say where you spent your holidays | | |
| 3 | describe what you did as activities | | |
| 4 | express past habits | | |
| 5 | express past obligation | | |
| 6 | express conditions | | |
| 7 | ask and answer questions about conditions | | |

## • 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

# RURAL WOMEN

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

During the celebration of the International Day of Rural Women, the students of 4è 2 of Lycée Moderne 1 Adzopé deliver a speech to the US Embassador about rural women's activities in order to show their merits and value.

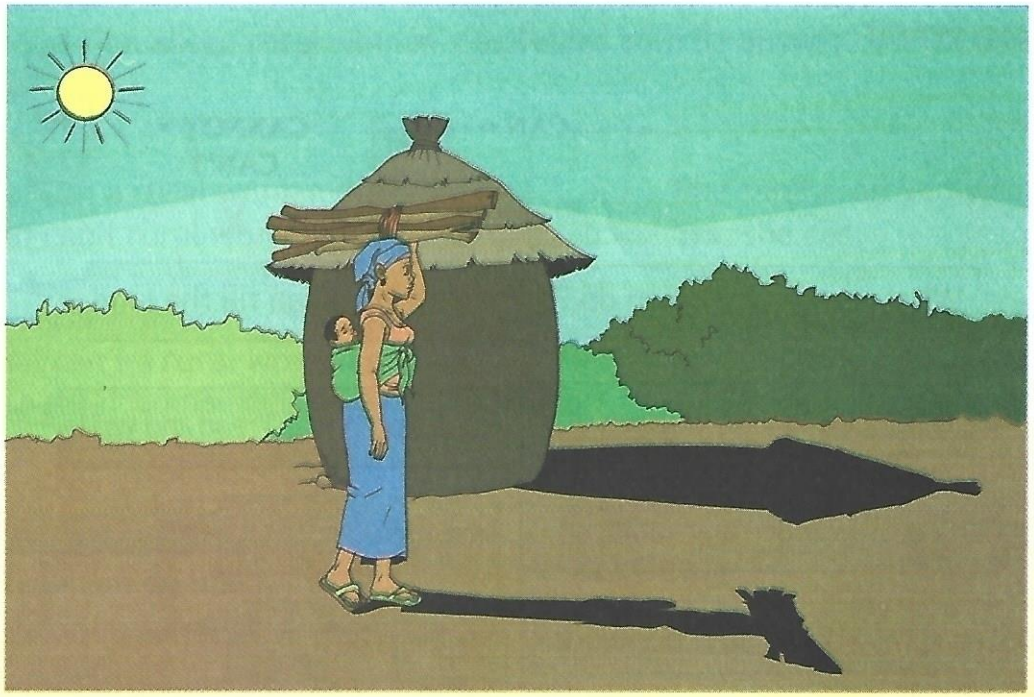
Vocabulary words related to rural women's activities

Language function focus

- Expressing abilities
- Reporting what a person said

Everyday English

- A rural woman can cut firewood.
- He said that rural women could work long distances to fetch water.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Fetch water; Cut firewood; Raise children; Till the land; Grow cassava; Cook food; Wash clothes; Iron clothes | Expressing abilities | A: What **can** a rural woman do?<br>B: She **can cut** firewood.<br>A: Can a rural woman **grow** cassava?<br>B: Yes, she **can.** |

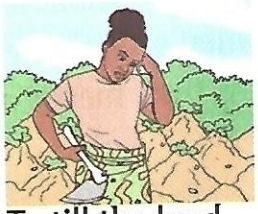
## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**


To fetch water

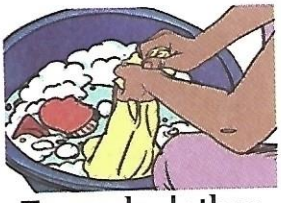

To cut firewood


To raise children


To till the land


To grow cassava


To cook food


To wash clothes


To iron clothes

- **LISTEN AND REPEAT**

CAN = 

✓

CANNOT = CAN'T 

✗



What can rural women do ? Rural women can till the land.



What can't rural women do ? Rural women can't read and write.

Can rural women raise children ? Yes, they can.

Can rural women do office work ? No, they can't.

## TIME TO PRACTISE

**Activity 1 : Classify the following activities about what rural women can and can't do in the right column. Then, with your partner, present your answers like this:**
**Student A: What can rural women do?**
**Student B: They can till the land.**
**(iron clothes / teach English / collect firewood / write / grow cassava / read books / fetch water / educate children / till the land / sit for an exam)**

| THEY CAN | THEY CAN'T |
|---|---|
| till the land | |

**Activity 2 : Yao and Aya are talking about rural women's activities. Complete their conversation with the correct answers. Then, practise it with your partner.**

Yao: Hello Aya!
Aya 1: Hi Yao!
Yao: Can rural women read books?
Aya 2: ...
Yao: What can they do?
Aya 3: ...
Yao: Can they write ?
Aya 4: ...
Yao: What else can't they do?
Aya 5: ...
Yao: Thank you!
Aya 6: ...

## TIME TO EXTEND

**Match each question about rural women's activities with its answer.**
**Example : 1- d**

| A | |
|---|---|
| 1- | What can a rural woman do? |
| 2- | What can't rural women do? |
| 3- | Can a rural woman teach English? |
| 4- | Can rural women fetch water? |
| 5- | What can't a rural woman do? |
| 6- | Can a rural woman cultivate the land? |

| B | |
|---|---|
| a. | She can't read and write. |
| b. | Yes, she can. |
| c. | Yes, they can. |
| d. | She can do domestic chores. |
| e. | No, she can't. |
| f. | They can't sit for an exam. |

### MY OWN NOTEBOOK

A rural woman can do many things.
Please sir, can you say it again?
Please sir, what is the answer for number 1?

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Grow maize; Make attiéké; Walk to the farm; Carry heavy loads; Wash the dishes; To calculate; To read and write; Pounds | Reporting what a person said | "A rural woman can cut firewood"<br>A: What did he say?<br>B: He said that a rural woman could cut firewood. |

## TIME TO LEARN

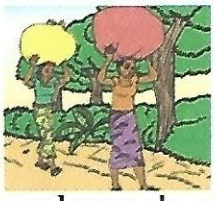
### • LOOK, LISTEN AND REPEAT


Grow maize

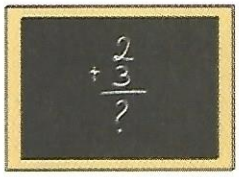

Pounds


Make attiéké

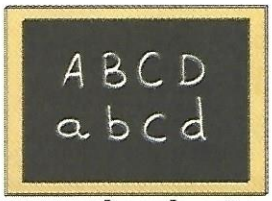

Walk to the farm


Carry heavy loads


Wash the dishes



To calculate



To read and write

### • LISTEN AND REPEAT

ADJOUA:
" I can walk long hours to the field."

MAMIE ELLO:
" In my village, we pound rice and maize for the meal."

ZABOTO:
" I am proud of rural women. They are hardworking and courageous."

What did ... say ?

Adjoua said that she could walk long hours to the field.

Mamie said that in her village they pounded rice and maize for the meal.

Zaboto said that he was proud of rural women. They were hardworking and courageous.

| PRESENT | PAST |
|---|---|
| Can | could |
| Pound | pounded |
| Am / is | was |
| Are | were |
| Say | said |
| Carry | carried |
| Learn | learnt |
| Grow | grew |
| Make | made |
| Do / does | did |

| | |
|---|---|
| I | he / she |
| We | they |
| My | his / her |
| our | their |
| me | him / her |
| us | them |

## TIME TO PRACTISE

**Activity 1 : Complete the statements below about rural women with the words from the list.**

**Example : 1- maize**

**(make / read / pound / calculate/ grow / maize)**

1- In my country, rural women can do various activities. Some can grow ..... and rice.
2- In Korhogo, women ..... the dry maize to make a local dish '' the Kabato.''
3- In the south, many women ..... cassava.
4- Another group of women can ..... attiéké from cassava.
5- Unfortunately, almost all rural women can't ..... and write.
6- Many rural women are ready to learn how to ..... .

**Activity 2 : Last week you went to the village. You met some rural women. Here are some things they said to you. Back to school, report what they told you to the class. Number 1 is an example.**

**Example: Emilie said that she was a rural woman. Life was not easy for her.**

1- Emilie: "I am a rural woman. Life is not easy for me."

2- Aya: "We work hard to make money."

3- Henriette: "I can grow cassava to make attiéké."

4- Germaine: "I pound the dry maize for the meal of the family."

5- Sita: "Everyday, I carry heavy loads on my head."

6- Abou: "My wife is courageous but she can't make a lot of money."

## TIME TO EXTEND

**Report what these people said about rural women.**

**Example: Zongo said that Rural women were brave and courageous.**

1- Zongo said: "Rural women are brave and courageous."
2- Agnero said: "Rural women from Dabou can make delicious attiéké."
3- Aminata said: "My sisters are from Korhogo."
4- Junior said: "My sister is a rural woman who grows cassava."
5- Rosalie said: "I am a rural woman but I can't carry heavy loads."
6- Alino Macha said: "I am proud of my wife because she pounds yam for me."

### MY OWN NOTEBOOK

- Mum said that she could walk long distances to fetch water in the river.
- Please sir, we need two more minutes.
- Can I ask a question?

# SESSION 3

## COMMMUNICATION ACTIVITY

The celebration of the International Day of Rural women is organised by the US Embass in your school. As a student of 4è, you are asked to give a speech in order to show the a tivities of rural women in your area. In your talk,

- tell the representative of the Embassador what rural women are;
- list down two activities they can do and two things they can't do;
- say what you think of these women.

LESSON 2

# WOMEN'S RIGHTS AND DUTIES

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

During the celebration of the International Women Day, the schoolgirls of the English club of your school discuss their rights and duties in order to learn more about them.

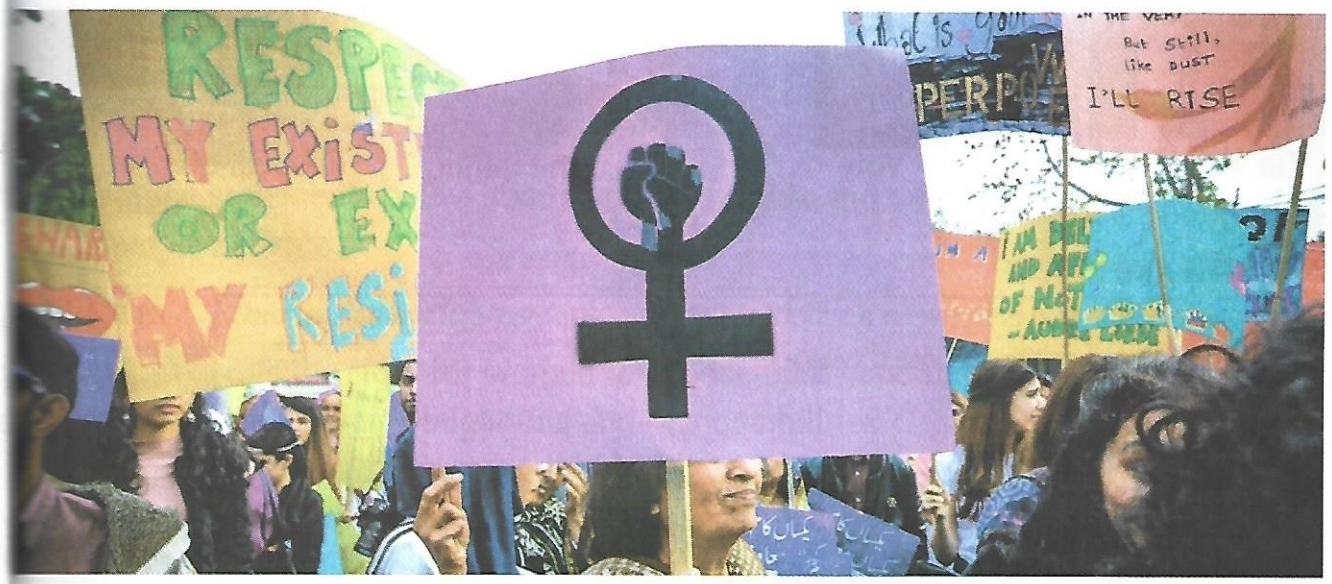
Vocabulary words related to women's rights and duties

Language function focus

- Expressing women's rights and duties
- Making comparisons

Everyday English

- Women have the right to be happy.
Women have the duty to respect their husbands.
- Women are weaker than men.
- Women are more beautiful than men.

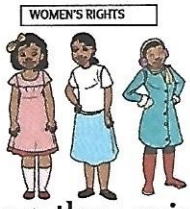


# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Right; duties; Obligations, Responsibilities; Go to school; Vote; Get married; Be well-paid; Respect husbands/wives; Feed the family; | Talking about women's rights and duties | -Women have the right to be happy<br>-Women have the duty to respect their husbands. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**




Things they enjoy

RESPONSIBILITIES!

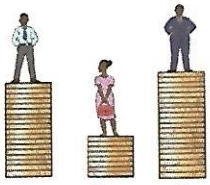
Women's duties




Go to school



Get married



Be well-paid (have a good salary)




Vote



Feed the family




Respect your husband

- **LISTEN AND REPEAT**

The conversation below is between a schoolgirl and her aunt, a rural woman, about women's rights and duties in Côte d'Ivoire.

Annick: Hello Auntie!
Aunt: Hello **Annick!**
Annick: Are women's rights and duties guaranteed in Côte d'Ivoire?
Aunt: Yes, of course!
Annick: Then, tell me one right of women.
Aunt: The right to do whatever men do.
Annick: You mean, women have the right to do any job men do?
Aunt: Yes, you got it right.
Annick: What about their duties?
Aunt: Here, women have the duty to take care of the family.
Annick: Yes, you're right. But tell me about the right of a woman who works in an office?
Aunt: She has the right to be well-paid.
Annick: Thank you my dear! You are well informed about women' s rights and duties.
Aunt : You're welcome !

What rights do women have ?

Women have the right to be happy.

What duties do women have ?

Women have the duty to feed the family.

## TIME TO PRACTISE

**Activity 1 : Work with your partner. Read each description from the box and say if it corresponds to women's rights or duties.**

Example: A: Vote
B: Women's rights

vote / be well-paid / prepare food for the family / respect their husbands / get married / things women legally enjoy / things women are legally obliged to do / responsibilities / be educated

**Activity 2 : Complete the sentences below about women' s rights and duties with the phrases from the list. One phrase can be used more than once.**

Example: 1- have the right

have the right / have the duty / has the right / has the duty

1- Women...to get good education.
2- My mother ...to respect her husband.
3- A woman ...to marry the man she loves.
4- Women ...to take care of the family.
5- Women ...to be loved and well-treated.
6- A mother ...to love and respect her husband.

## TIME TO EXTEND

**Complete the statements below about women's rights and duties with the words from the box. Example : 1- vote**

read / vote / duties /rights / enjoy / respect

1- The right to ...is the right for women to choose their candidates.
2- Women's ...are all their obligations and responsibilities.
3- It's women's duties to ...their husbands.
4- It's women's rights to learn how to ...and write.
5- Women's ...are all the things they are legally permitted to do.
6- Women have to ...their rights.

### MY OWN NOTEBOOK

-What rights do women have?
-Women have the right to work in offices.
-What duties do women have?
-They have the duty to help their husbands.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Discrimination; Weaker sex; Stronger sex; Deprived; Have a word to say; Arranged marriage; Genital mutilation; | Making comparisons | - Old women are weaker than young ones.<br>- Some women are more courageous than men. |

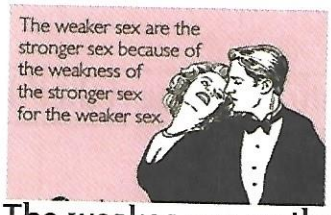
## TIME TO LEARN

### • LOOK, LISTEN AND REPEAT

We don't hire girls



Discrimination




The weaker sex vs the stronger sex




have a word to say



Arranged marriage



Deprived of freedom of speech




Genital mutilation

### • LISTEN AND REPEAT

Anne
I'm 82

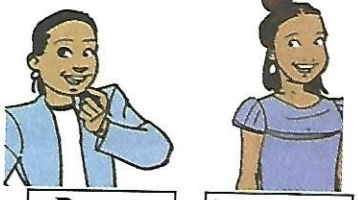
John
I'm 84



Old Older

John is older than Anne.

LIZ KELY



Pretty Prettier

Kely is prettier than LIZ.

ROAD A



dangerous

ROAD B



more dangerous

Road B is more dangerous than Road A.

**Irregular comparatives**

| | |
|---|---|
| Good = better than | Thin = thinner than |
| Bad = worse than | Fat = fatter than |
| Big = bigger than | Easy = easier than |

## TIME TO PRACTISE

**Activity 1 : Match each word or group of words in column A with its synonym or definition in column B.**

**Example: 1- C**

| COLUMN A | COLUMN B |
|---|---|
| 1- discrimination | A. forced wedding |
| 2- the weaker sex | B. solutions |
| 3- the stronger sex | C. exclusion, distinction |
| 4- deprive of | D. refers to woman |
| 5- arranged marriage | E. refers to man |
| 6- measures | F. take something necessary from someone |

**Activity 2 : Write the comparative of the words between brackets.**

**Example: 1- bigger than**

1- Abidjan is ..... Yamoussoukro. (big)
2- My father is ..... your father. (tall)
3- For me, discrimination is ..... poverty. (dangerous)
4- Are women ..... men. (hardworking)?
5- Hotel Ivoire is ..... Hotel Assonvon.( expensive)
6- Today, it's ... to phone than to write a letter. (easy)

## TIME TO EXTEND

**Reorder the words below to make meanigful sentences**

**Example : Some women are stronger than men.**

1- stronger / Men / than / are / some women.
2- difficult / Village life / more / is / than / city life.
3- prettier / City women / than / are / rural women.
4- hardworking / city women / are / Rural women / than / more.
5- The weather / in the village / in the city / than / is / better.
6- Office work / than / farm work / easier / is.

### MY OWN NOTEBOOK

- Some women are stronger than men.
- Farm work is more difficult than office work.
- Which page should we read?
- What should we do first?

# SESSION 3

## COMMMUNICATION ACTIVITY

On the International Women's Day, the Chairman of the English-Speaking Club of your school asks you to give a presentation on the rights and duties of women in order to sensitize your friends. As a student of 4ème, in your presentation,

- define the terms "women' s rights" and "women' s duties";
- give two examples of women's rights and duties;
- tell your friends some examples of discrimination women suffer from in your country.

LESSON 3

# GIRLS AT SCHOOL

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

On the International Day of Women, the Chairman of the English Club of your school asks the students of 4è to prepare a speech on the following topic: 'The importance of sending girls to school'. The best speech will be published in the English Club Magazine in order to sensitize the club members.

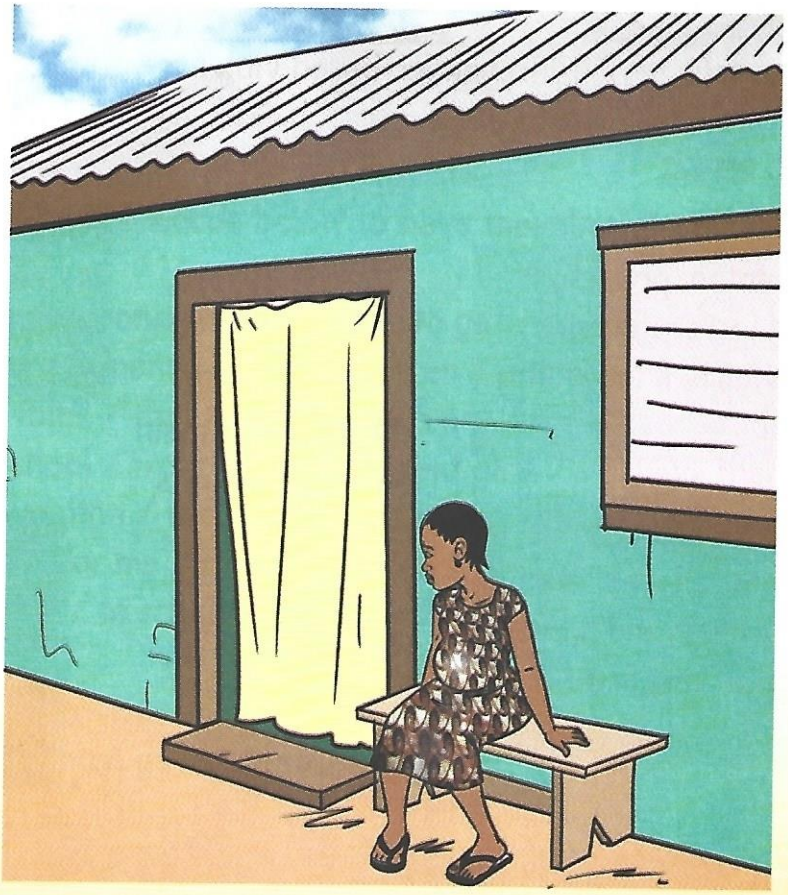
Vocabulary words related to girls' schooling

Language function focus

- Giving opinions
- Making suggestions

Everyday English

- In my opinion, girls must go to school.
- Parents should send girls to school.
- Parents shouldn't neglect girls' education.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Cultural factors; Household chores; Gender-based violence; Sexual harassment; Poverty; Early pregnancy; School fees | Giving opinions | **In my opinion / For me / I thin that / I believe that**<br>**- I believe that** the place of girls at school, not in the kitchen. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**


household chores


early pregnancy



sexual harassment



cultural factor


poverty


gender-based violence



school fees

- **LISTEN AND REPEAT**

In my opinion, poverty is the main factor that prevents girls from going to school.

For me, sexual harassment is an important cause against the education of girls.

What are the main obstacles to girls' education?

I believe that forced household chores create low self-esteem and prevent girls from succeeding at school.

I think that school fees are a major factor that determines whether or not a girl can have access to education.

## TIME TO PRACTISE

**ctivity 1 : Match the words or expressions in column A with their definitions in column B.**

**xample: 1- C**

| COLUMN A | COLUMN B |
|---|---|
| 1- Cultural factors | A. Lack of money |
| 2- Sexual harassment | B. Money paid for education |
| 3- Poverty | C. Social influence |
| 4- Household chores | D. Pressure or intimidation based on sex |
| 5- Early pregnancy | E. Domestic works |
| 6- School fees | F. Expecting a baby before age 18 |

**ctivity 2 : Match the beginning of each sentence in column A with its ending in column B o obtain meaningful sentences expressing opinions.**

**xample: 1-B**

| Column A | | Column B | |
|---|---|---|---|
| 1- | In my | A. | that education is the key to success. |
| 2- | For me, | B. | opinion, parents must send girls to school. |
| 3- | I believe | C. | me, girls must avoid early pregnancies. |
| 4- | I think that girls | D. | place of girls is not in the kitchen. |
| 5- | For | E. | are as clever as boys. |
| 6- | In my opinion, the | F. | girls must go to school. |

## TIME TO EXTEND

**Reorder the words or groups of words below to have meaningful opinions about girls' ducation.**

**xample: 1- For me, early pregnancy is an obstacle to girls' education.**

- girls' education / early pregnancy / For me / is an / obstacle to
- sexual harassment / I think / that / good for / is not / girls' education
- domestic works / to school / from going / prevent girls / I believe that
- In my / school fees / opinion / are / girls' education / obstacle to
- the major / poverty is / For me / girls' education / obstacle to
- girls must / I believe that / to school / go

**MY OWN NOTEBOOK**

In my opinion, all the girls must go to school.
Stand up!
Keep quiet

# SESSION 2

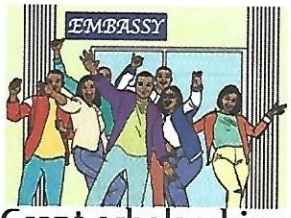
| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| To graduate; To win prizes; Sensitize parents; Denounce GBV; Grant scholarships; boarding schools; Successful woman | Making suggestions | - Parents should send girls to school.<br>- Parents shouldn't neglect girls' education. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT


To graduate


To win prizes



Grant scholarships


Successful woma


Boarding school



Denounce GBV

ALL FOR GIRLS' EDUCATION

Dear parents! If you educate a man, you educate an individual. But if you educate a woman you educate a nation!

An African adage

Sensitize parents

- LISTEN AND REPEAT

Governments should create boarding schools for girls.

We should sensitize parents about the importance of school for girls.

WHAT SOLUTIONS FOR GIRLS' EDUCATION ?

Governments shouldn't send girls out of school because of pregnancy.

Parents shouldn't encourage GBV (Gender-based violence).

## TIME TO PRACTISE

**Activity 1 : Match the words or groups of words in column A with their synonyms or meanings in column B. Example: 1- D**

| COLUMN A | COLUMN B |
|---|---|
| 1- To graduate | A. residence where students stay and study |
| 2- Gender-based violence (GBV) | B. to make someone notice or undestand something |
| 3- To win prizes | C. money institution pays for school fees |
| 4- Boarding school | D. to obtain a degree or diploma |
| 5- Scholarship | E. physical or sexual abuse |
| 6- To sensitize | F. to receive a trophy |

**Activity 2 : Complete the conversation below between two schoolgirls. Then practise it with your partner. Number 1 is an example.**

**Agnès:** Hello Urielle!
**Urielle:** (1) Hello Agnès!
**Agnès:** My father doesn't want to send me to school.
**Urielle :** (2)
**Agnès:** For him, sending girls to school is meaningless.
**Urielle:** (3)
**Agnès:** I don't want to cause trouble to him.
**Urielle:** (4)
**Agnès:** Do you think that he will change his mind?
**Urielle:** (5)
**Agnès:** Thank you my dear!
**Urielle:** (6)

## TIME TO EXTEND

**The statements below are some facts about girls' education. Say if they are true or false. Write T for true and F for false. Example: 1-T**

1- Parents should pay their daughters' school fees.
2- Girls shouldn't denounce gender-based violence they are victims of.
3- School directors should send out of school pregnant schoolgirls.
4- Institutions shouldn't grant scholarships to schoolgirls.
5- Parents shouldn't neglect girls' education.
6- States should create boarding schools.

### MY OWN NOTEBOOK

What is your solution to girls' illiteracy?
Parents should send girls to school.

# SESSION 3

## COMMMUNICATION ACTIVITY

For the celebration of the International Day of Women, the Chairman of the English Clu of your school asks the students of 4ème to prepare a speech on 'The importance of sendin girls to school' in order to sensitize their friends. The best speech will be published in th English Club Magazine. In your speech,

- state two (2) obstacles to girls' education;
- say why school is important for girls;
- suggest some solutions to girls' education.

# UNIT SUMMARY

## • REVISION GAME

**Guess what the missing word is for each statement. Example: 1-right**

1- When you are permitted to do something, you have the ...to do it.
2- These women are ..., they live in the village and are hardworking.
3- Rights and ...go hand in hand.
4- Women have the duty to ... their husbands.
5- It's a school residence where students sleep and study during the school year: a ...

## • REVISION ACTIVITIES

**Exercise 1 : Report the following sentences. Number 1 is an example**

1- Angela said: 'I don't like my job' = Angela said that she didn't like her job.
2- Steve said: 'Rural women are brave and courageous'.
3- Fofana said: "My son doesn't like school."
4- Zokou said: "Rural women can do many things."
5- Rural women said: "We can make attiéké from cassava."

**Exercise 2 : Discuss with your partner and say if these statements are true or false. Write T for true and F for false.**

**Example: 1- T**

1- Women have the right to go to school.
2- Parents don't have the duty to send girls to school.
3- Girls have the duty to get married with any person proposed by their parents.
4- Women have the right to vote.
5- A woman doesn't have the obligation to feed her family.

**Exercise 3 : Complete with the correct form of the adjectives between brackets.**

**Example: 1- harder than**

1- Rural women work ...(hard)... city women.
2- Women are ...(weak)... men.
3- Men are...(strong)... women.
4- Women are often ...(pretty)... men.
5- Life in the village is ...(difficult)... life in the city.

**Exercise 4 : Answer the questions below**

1- For you, is it important to send girls to school?
2- Give three obstacles to girls' education.
3- Propose three solutions to girls' education.
4- In your opinion, should pregnant school girls be sent out of school?
5- What should be the solution against sexual harassment at school?

## • WHAT I CAN DO

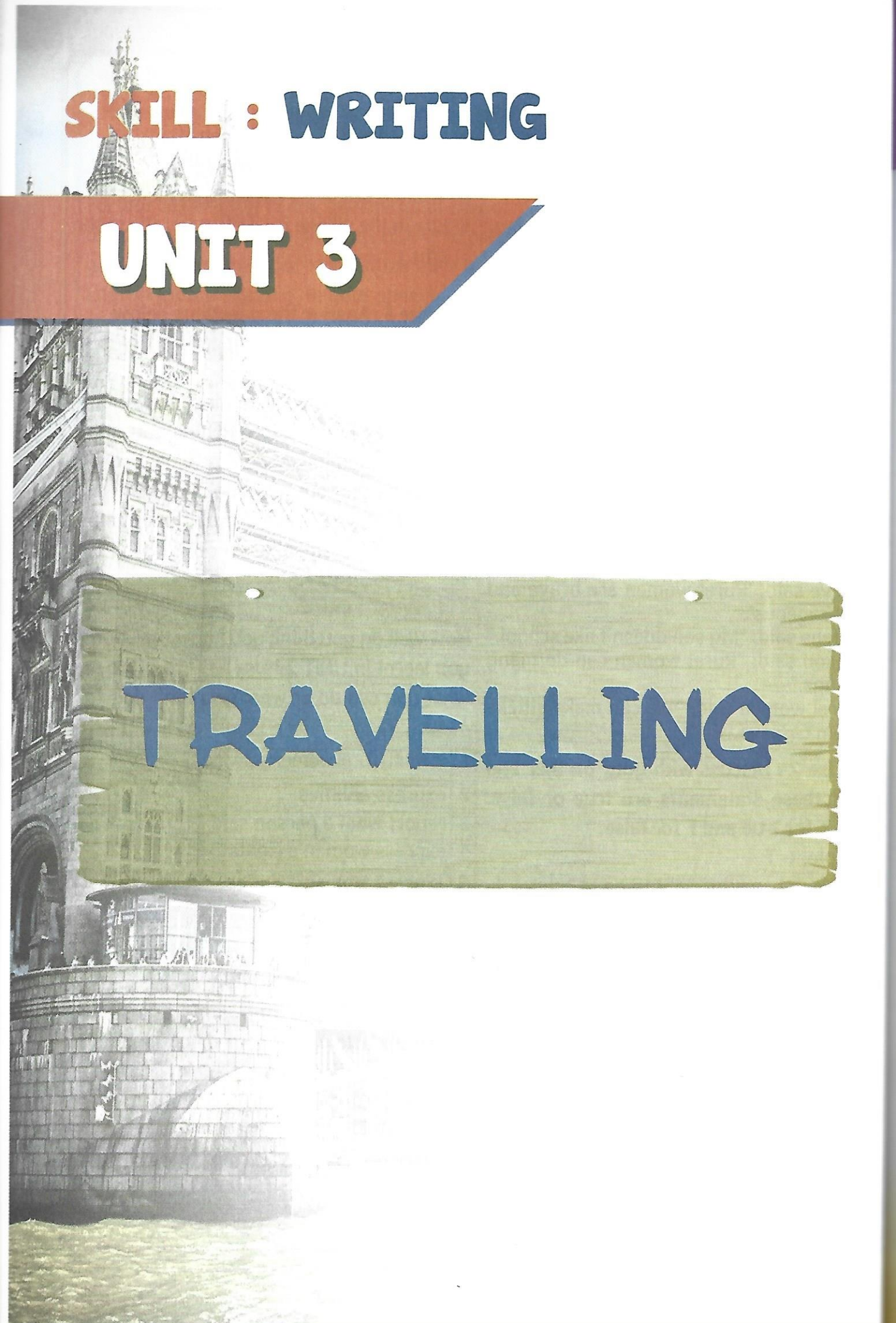
**How well do you think you know the English you learnt in UNIT 2? Use a cross (X) to say what you can do or what you can't do.**

| | | I can | I can't |
|---|---|---|---|
| 1 | identify rural women activities | | |
| 2 | express abilities | | |
| 3 | report what a person said | | |
| 4 | express women's rights | | |
| 5 | express women's duties | | |
| 6 | mak comparison | | |
| 7 | express 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 3

# TRAVELLING

LESSON 1

# I GO TO SCHOOL BY TAXI

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

For the school English Club magazine, the students of 4è 5of Collège Moderne Plateau write a paragraph about the means of transport people use in their country in order to share information with their pen-friends in Ghana.

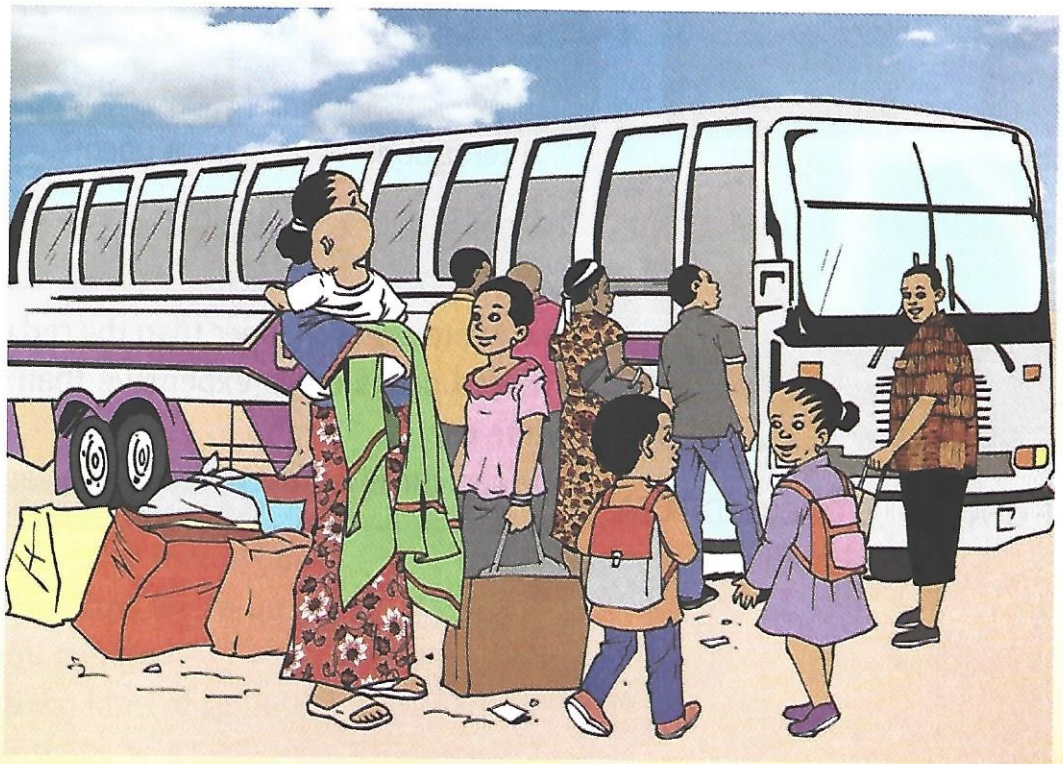
Vocabulary related to means of transport

Language function focus

- Making comparisons
- Asking and answering questions about means of transport
- Expressing likes and dislikes

Everyday English

How do we go to France?
We go to France by plane.
I like/enjoy travelling by car.
I dislike/hate going to school on foot.
The coach is cheaper than the plane.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Car; taxi; Bus; Coach; a van Lorry; Plane; Train; Helicopter; Seaplane; Boat; Yacht; Ferryboat | Making comparisons | A lorry is bigger **than** a car.<br>A coach is cheaper **than** a plane.<br>A plane is **more** expensive **than** a taxi.<br>A helicopter is as fast as a seaplane. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT


a car



a taxi


a bus / coach


a van


a lorry


a train


a plane/An airplane


a helicopter

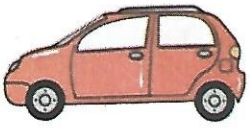

a seaplane


a boat


a ferryboat


a yacht

- LISTEN AND REPEAT


6,000,000F CFA
260 km/h


5,000,000F CFA
260 km/h

The white car is cheaper **than** the red car.
The red car is **more** expensive **than** the white car.
The red car is **as** fast **as** the white car.

## TIME TO PRACTISE

**Activity 1 : Put the letters in the correct order to find words related to means of transport.**

**Example :1- Lorry**

| | |
|---|---|
| 1- ryorL = ...Lorry... | 7- taBo |
| 2- aCr | 8- yrFrtaeob |
| 3- sBu | 9- paneSale |
| 4- iaTx | 10-tahcY |
| 5- eanPl | 11-inraT |
| 6- cCaoh | 12-peiteorlHc |

**Activity 2 : Compare the following means of transport using the adjectives in brackets. Number 1 is an example.**

**Example : 1- A car is smaller than a bus.**

1- A car / a bus (small)
2- A helicopter / a plane (big)
3- A plane / a coach (comfortable)
4- A black helicopter / a coach (fast)
1- A boat / a car (heavy)
1- A plane / a bus (expensive)

## TIME TO EXTEND

**Compare the two means of transport below using the following adjectives: slow, cheap, expensive, comfortable, colourful. Follow the example.**

**Example : The lorry is slower than the helicopter.**





### MY OWN NOTEBOOK

- A plane is faster than a boat.
- Please sir, allow me to go out.
- Sure, you can go.
- That is very kind of you.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Motorbike/Motorcycle; Bicycle/bike; Scooter; Canoe; Pinnace boat; Horse; Donkey; Camel; To drive; To fly; To ride; To paddle | - Asking and answering questions about means of transport<br>-Expressing likes and dislikes | A: How **do** we **go** to France?<br>B: We **go** to France by plane.<br>I **like** travel**ling** by car.<br>I **dislike** **going** to school on foot. |

## TIME TO LEARN

### • LOOK, LISTEN AND REPEAT


A motorbike/ motorcycle


A bicycle/ bike


A scooter


A horse


A donkey


A camel


A canoe


To sail a boat


To ride a donkey


To fly a plane


To drive a car


To paddle a canoe

### • LISTEN AND REPEAT

A





**Aya:** How do you go to school?
**Ali:** I go to school on foot.
**Aya:** How does your father go to Paris?
**Ali:** He goes to Paris by plane.

B



I like going to school by taxi.
I enjoy going to school by taxi.

I dislike going to school on foot.
I hate going to school on foot.



## TIME TO PRACTISE

**Activity 1 : Put the letters in the correct order to find words related to means of transport. Example: 1- Canoe**

| | |
|---|---|
| 1- enaoC =<br>2- rseHo<br>3- retSoco<br>4- oeyDnk | 5- elCma<br>6- lycceMtroo<br>7- kieB<br>8- cclyBei<br>9- eikbMoort |

**Activity 2 : Use the information from the table to make sentences about the means of transports Yao' s friends like or dislike travelling with.**
**Example: 1- Yeo enjoys travelling by bus but he dislikes travelling by coach.**

| Yao's friends | Likes | Dislikes |
|---|---|---|
| 1- Yeo | bus | coach |
| 2- Mariam | plane | boat |
| 3- Koffi | train | car |
| 4- Marta | car | foot |
| 5- Mary | ferryboat | canoe |

## TIME TO EXTEND

**Classify these means of transport in the table below according to the verbs they go with.**

Scooter - Canoe - Boat - Taxi - Bus - Donkey - Camel - Yacht - Lorry - Plane - Helicopter - Seaplane - Motorcycle - Bike - Motorbike - Horse - Bicycle - Kayak

| To drive | To sail | To fly | To ride | To padle |
|---|---|---|---|---|
| | | | | |

### MY OWN NOTEBOOK

- Speak up! / speak louder please!
- Yes, that's right.

# SESSION 3

## COMMMUNICATION ACTIVITY

Your British pen friend is planning to visit you in Côte d'Ivoire, very soon. He wrote a message on whatsApp to ask about the means of transport available in your country. Write him back a short paragraph to reply to his request. In your message,

- list the means of transport available in your country;
- tell him which ones you regularly use;
- tell him which ones you like and dislike.

LESSON 2

# BACK FROM LONDON

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

Back from a short stay in London, the students of 4è of Lycée Moderne Cocody write on the Facebook page of their English club, a paragraph about their flight in order to share experiences.

Vocabulary related to air travel

Language function focus

- Expressing preferences
- Making comparisons

Everyday English

I prefer travelling by plane.
The train is the longest means of transport.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Airport; runway; To land; To take off; To board a plane, aisle seat; Tindow seat; Air hostess; Steward; Luggage; Passenger | Expressing preferences | I **prefer** travelling by plane.<br>I **would rather** travel by plane. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**


An airport


A runway


To take off


To land


A flight ticket


To board a plane


A window seat


An aisle seat


A passenger


An air hostess


A steward


Luggage

- **LISTEN AND REPEAT**



Mary: Which means of transport **do** you **like**?
Peter: I **like** the plane and the train.
Mary: Ok, but which one **do** you **prefer**?
Peter: I **prefer** travelling by plane, it is more comfortable. And you?
Mary: I **would rather** travel by train

## TIME TO PRACTISE

**Activity 1 : Peter travelled to South Africa by plane. In the passage below, he is sharing that experience with his classmates. Fill in the gaps with the words or expressions from the box.**

**Example: 1- plane**

| runway - land - board - take off - airport - flight ticket - plane |
|---|

I went to Johannesburg with my father. It was my first experience travelling by 1 ..... . When you get to the 2 ....., you can see many planes. Some planes 3- ....., going to other countries, while others coming from foreign countries 4- ..... on the 5- ... . Before you 6- ... the plane, a clerk will check your 7- ... .

**Activity 2 : Write sentences to express preferences. Number 1 is an example.**

**Example: 1- I prefer riding a horse./ I would rather ride a horse.**

| | |
|---|---|
| 1 | I / to ride a horse |
| 2 | They / to go home on foot |
| 3 | We / to travel by coach |
| 4 | Mary / to go to the market by taxi |
| 5 | Paul / to drive a lorry |

## TIME TO EXTEND

**Match the words or expressions from column A to their synonyms or definitions in column B. Number 1 is an example. Example :1- b**

| Column A | Column B |
|---|---|
| 1- An aisle seat | a- A woman who serves passengers in a plane. |
| 2- A window seat | b- A seat near the alley in a plane |
| 3- A passenger | c- Someone who is travelling |
| 4- An air hostess | d- A man who takes care of passengers in a plane. |
| 5- A steward | e- Baggage |
| 6- Luggage | f- A seat near the window |

### MY OWN NOTEBOOK

I would rather go to shool by taxi.
Please sir, I don't understand what you mean.
Close your books!
Do you understand?

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Check-in clerk; Flight; To book a flight; First class; Business class; Economy class; Boarding pass; Customs; Customs officer; Passport | Making comparisons using superlatives. | The train is **the** longe**st** means of transport.<br>The car is **the least** long.<br>The plane is **the most** expensive. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



At the check-in counter

**Check-in Clerk:** Good morning Sir.
**Mr Robinson:** Good morning madam.
**Check-in Clerk:** Which **flight** did you **book** yesterday?
**Mr Robinson:** I booked the flight 915 from London to New York.
**Check-in Clerk:** Are you travelling in first class, **business class** or **economy class?**
**Mr Robinson:** I am travelling in business class.
**Check-in Clerk:** May I see your flight ticket, please?
**Mr Robinson:** Oh yes. Here it is.
**Check-in Clerk:** Thank you Mr. Robinson. Let's fill in your **boarding pass.**
**Mr Robinson:** What is the next step?
**Check-in Clerk:** From here, you must go to the **customs,** where a **customs officer** will check your luggage.
**Mr Robinson:** Ok, thanks a lot.
**Check-in Clerk:** And now, could I see your **passport,** please?
**Mr Robinson:** Sure! Here you are.

- **LISTEN AND REPEAT**



Speed : 360 km/h
Temperature : 18o C



Speed : 380 km/h
Temperature : 17o C

The blue bus is **the** fast**est.**
The green bus is **the least** fast.
The blue bus is **the most** comfortable.
The green bus is **the least** comfortable.

## TIME TO PRACTISE

**Activity 1 : Use the words or expressions from the box to identify the pictures below.**
**Example : 1- Passport**

| Customs - Boarding pass - Passport - Check-in clerk - Customs officer |
|---|


1


2


3


4


5

**Activity 2 : Use the information below to compare the means of transport.**
Example: The plane is the most expensive. The car is the least expensive.
1- The plane / the car (expensive)
2- The car / the bus (long)
3- The canoe / the yacht (fast)
4- The boat / the seaplane (heavy)
5- The helicopter / the canoe (comfortable)
6- The horse / the camel (slow)

## TIME TO EXTEND

**Match the words or expressions in column A with their synonyms or definitions in column B.**
**Example : 1-f**

| Column A | Column B |
|---|---|
| 1- Check-in clerk | a- The department that controls luggage at the airport. |
| 2- Customs | b- Someone who works at the customs. |
| 3- A boarding pass | c- The most expensive places on a plane. |
| 4- Flight | d- The document you need to travel to other countries. |
| 5- To book | e- The least expensive places on a plane. |
| 6- First class | f- Someone who controls passengers' documents. |
| 7- A customs officer | g- The travel of a plane. |
| 8- Economy class | h- The document that permits passengers to board a plane. |
| 9- Passport | i- To reserve |
| 10- Business class | j- The class on a plane, with intermediate costs |

**MY OWN NOTEBOOK**

- Can I borrow your pencil, please!
- Yes, you can.
- I am afraid you can't.

# SESSION 3

## COMMMUNICATION ACTIVITY

You are in London for a short stay with your British pen friend. You decide to write a paragraph on the Facebook page of your school English club to tell your mates in Côte d'Ivoire about your flight. In your paragraph,

-tell them what you saw at the airports;

-tell them what you experienced during your flight;

-compare the airport of Abidjan and that of London.

LESSON 3

# COME AND VISIT CÔTE D'IVOIRE !

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The students of 4è from Lycée Djibo Sounkalo of Bouaké take part in a contest organised by the American Embassy. They have to design a tourism brochure to promote the region.

Vocabulary related to tourism

Language function focus

- Making suggestions
- Accepting or refusing suggestions

Everyday English

- How about going to the beach ?
- That's a good idea!



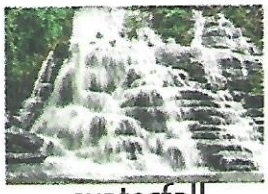
# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Zoo; beach; Cathedral; Basilica; Museum; Waterfall; Liana bridge; Fountain | Making suggestions | **Why don't** you **visit** the liana bridge?<br>**How about** visiting the liana bridge? |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT


a beach


waterfall



a zoo


a museum

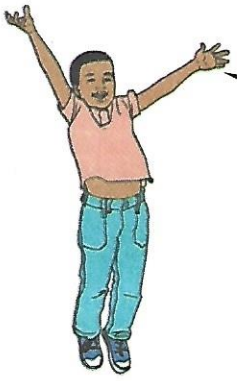

a basilica


a fountain

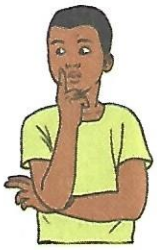

a cathedral


a liana bridge

- LISTEN AND REPEAT



I am on vacation, I want to relax. Where do you suggest I should go?



**Why don't** you **go** to the beach?

**How about going** to the zoo?



## TIME TO PRACTISE

**Activity 1 : Match the words or expressions from column A to their synonyms or definitions in column B.**

**Example: 1- d**

| Column A | Column B |
|---|---|
| 1- Basilica | a- Big catholic church building |
| 2- Waterfall | b- Place of sand near the sea, river... |
| 3- Zoo | c- Flow of water from a mountain |
| 4- Museum | d- Big cathedral with a circular form |
| 5- Cathedral | e- Place where you can see wild animals in cage |
| 6- Fountain | f- Place where you can see historical and cultural objects |
| 7- Liana bridge | g- Ornamental water edifice in public places |
| 8- Beach | h- Bridge made from liana |

**Activity 2 : Make suggestions for the following situations.**

**Example : 1- Why don't we visit the museum today?**

1- Visit the museum today?
2- Go to the bar tonight?
3- Don't we pray at the cathedral?
4- Play scrabble ?
5- Travel to the USA?
6- Try to ride a camel?

## TIME TO EXTEND

**Put the letters in the correct order to find words related to tourist sites.**

**Example: 1-Zoo**

| | |
|---|---|
| 1- oZo | 5- aaBislci |
| 2- anitFonu | 6- aaLin dgbrie |
| 3- thrdlaaCe | 7- cBhae |
| 4- Waearlflt | 8- mMsuue |

### MY OWN NOTEBOOK

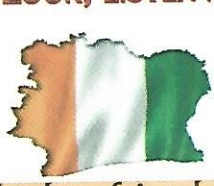
- Why don't we visit the zoo?
- Please sir, could you repeat it slower?
- As I said earlier, ...
- Let me sum up.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Tourist sites; Holiday Resorts; Natural reserve; To go on a safari; To swim; To take a boat tour; To relax; have fun; To buy souvenirs | Accepting and refusing suggestions | **That's great!**<br>**That's interesting!**<br>**That's a good idea!**<br>**No, thanks!**<br>**Sorry, but ...**<br>**I'm afraid I can't!** |

## TIME TO LEARN

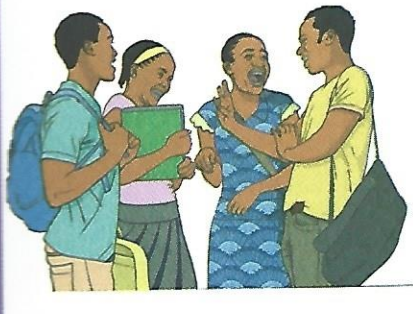
- LOOK, LISTEN AND REPEAT






Hello dear friends! Allow me to introduce my wonderful country to you. Côte d'Ivoire is located in western Africa. It is a country with many **tourist sites** and a variety of **holiday resorts**. In Abidjan, you will find the best bars and nightclubs of Africa to have fun. You can also visit the zoo, the Museum and the Saint-Paul Cathedral. In addition, you can **take a boat tour** on the lagoon. In Yamoussoukro, you can see the biggest basilica worldwide. All over the country, there are good restaurants where you can eat all types of foods. There are wonderful beaches in Assinie and Monogaga where you can relax under a soft sunshine and **swim** in the ocean. You can **go on safari** in the wildlife park of Taï. In Man, you can visit the waterfalls and the liana bridge. And if you want to buy some **souvenirs**, you can go to the craftsmen' s village near Grand-Bassam, a historical city about 40 km from Abidjan. Come for a visit in Côte d'Ivoire !

- LISTEN AND REPEAT



**Jack:** It is the weekend. **Why don't** we go to the nightclub tonight?
**Marcus:** Oh, **that's a good idea!**
**Mary:** Yes, **that's great!**
**Martha: I'm afraid I can't!**
**Jack:** Martha, please, let's go together.
**Martha:** Sorry, but tomorrow I am travelling with my mother. I must sleep early tonight.

## TIME TO PRACTISE

**Activity 1 : Look at the pictures and fill in the gaps with the appropriate adjectives from the box to make description. Example : 1-To have fun in a bar**

To take a boat tour - To relax on a beach - To have fun in a bar - To swim - To go on a safari



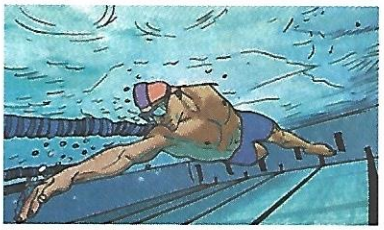
COLLECTION "SUPERNOVA" / QUATRIEME



2



3



4



5



**ctivity 2 : Read the suggestions below and for each, write a sentence to accept or refuse.**

**xample : 1- That's a good idea!**

- Why don't we study our lesson now?
- How about disobeying the teacher?
- How about taking some drugs?
- Why don't we help mum today?
- How about celebrating your birthday at the restaurant?

## TIME TO EXTEND

**ead the phrases in the box. Then, complete the table to identify which ones press an acceptance and which ones express a refusal. One is done for you.**

| |
|---|
| Excellent! - That's interesting! - Great, I'd love that - Why not?<br>Yes, thanks a bunch! - bad idea! - No, thanks! - Yes, that's a good idea -<br>That's not a good idea - I'm afraid, I can't - That sounds good - Sorry, but ... |

| Acceptance | Refusal |
|---|---|
| - Excellent! | |

### Y OWN NOTEBOOK

eep on working, you have 5 more min.
ime is up, stop working.

## SESSION 3

### COMMMUNICATION ACTIVITY

**u are taking part in a contest organised by the American Embassy. You are asked to design ourism brochure to promote your country. Write a short paragraph of 8 lines maximum suggest American tourists to visit your country. In your paragraph,**

- **ame the tourist sites of your country;**
- **ive some activities that tourists can do;**
- **ake them some suggestions about the best tourist sites to visit in your country.**

# UNIT SUMMARY

## • REVISION GAME

Find as many means of transport as you can.

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

## • REVISION ACTIVITIES

**Exercise 1 : Write the name of each means of transport**

**Example: 1- A plane**



1



2



3



4



5



6

**Exercise 2 : Match each word or expression from the box to its definition.**

**Example : 1- A steward**

A Museum -An air hostess - Customs - A customs officer - A passenger - A fountain - A tourist - A check-in clerk - A steward - Beach

1- A man who serves passengers in a pla
2- Someone who is travelling
3-Someone who is visiting places for fun on vacation
4-Someone who checks passenge documents.
5-A woman who serves passengers in plane.
6-An officer who checks passengers' bagga
7-An ornamental water edifice in pub places
8-Place of sand near the sea or the ocean
9-Place where you can see historical a cultural objects
10-The department in charge of checki passengers' luggage.

**Exercise 3 : Describe the different actio below using the words from the box.**

to drive a car - to paddle - to ride a horse - t ride a bike - to pilot a yacht - to walk



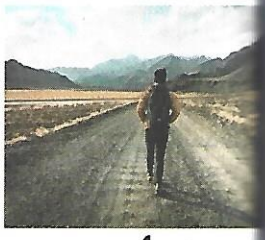
1-



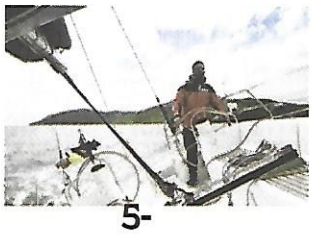
2-



3-



4-



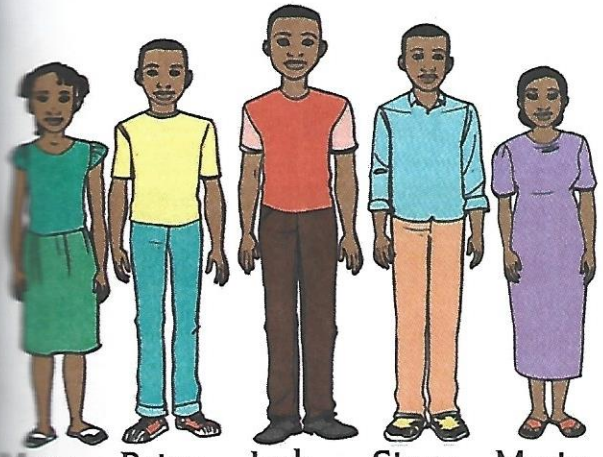
5-



6-

**Exercise 4 : Compare these friends using the information below and the adjectives in the box. Example : 1- Jack is the tallest.**

tall - short - old - young - heavy- handsome/beautiful



| Mary | Peter | Jack | Steve | Marta |
|---|---|---|---|---|
| 18y | 19y | 17y | 20y | 19y |
| 1,65m | 1,71m | 1,75m | 1,71m | 1,64m |
| 63kg | 72kg | 78kg | 75kg | 65kg |

## • 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 or what you can't do.**

| | I can | I can't |
|---|---|---|
| name means of transport | | |
| name tourist sites | | |
| talk about air travel | | |
| express likes and dislikes | | |
| express preferences | | |
| make comparisons | | |
| make suggestions | | |
| accept and refuse a suggestion | | |

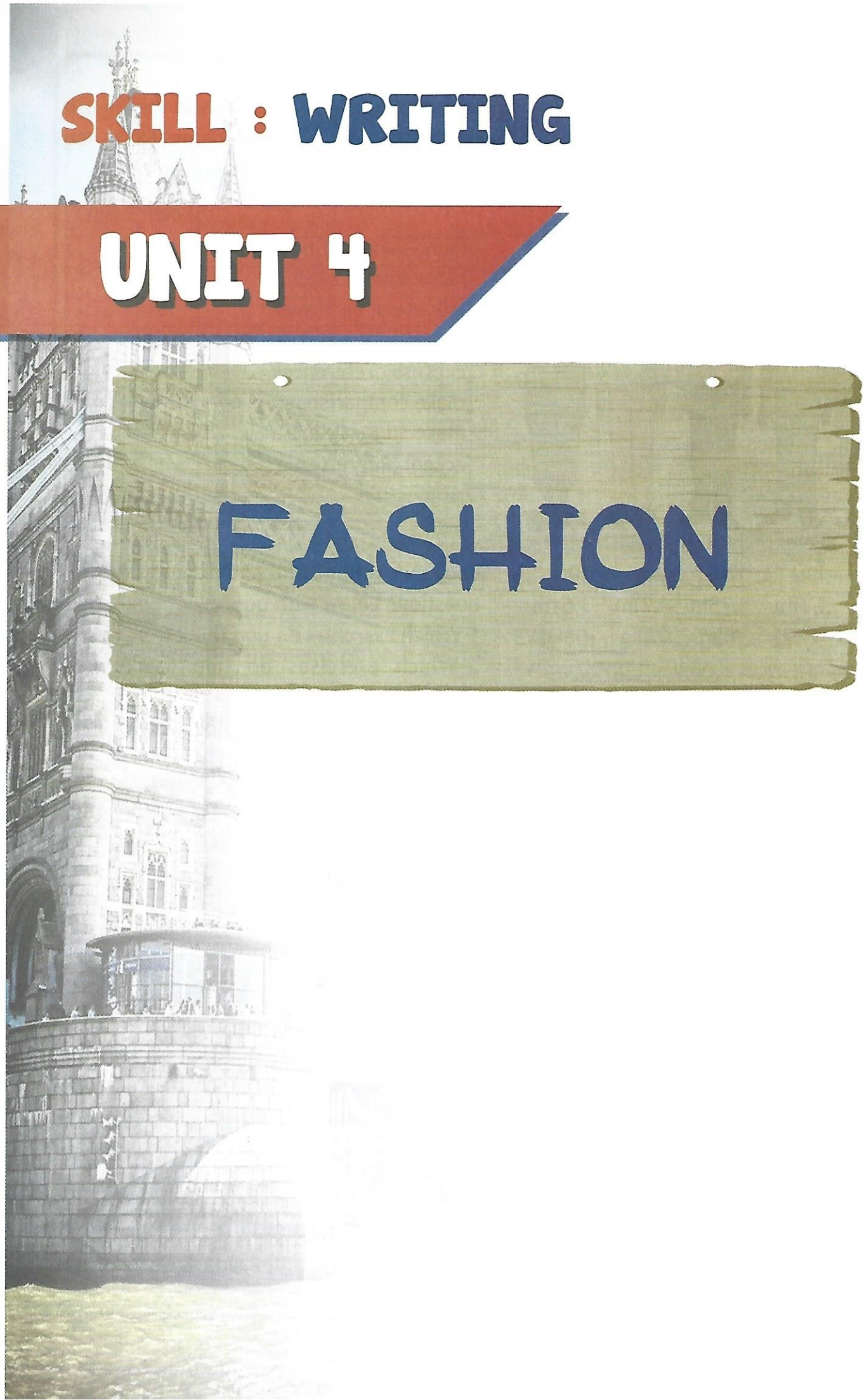
## • EVALUATION

**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

# FASHION

LESSON 1

# TEENAGERS PREFER MODERN CLOTHES

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

As a student of 4è from Lycée Moderne Dominique Ouattara of Séguéla, your american penfriend needs your help for his presentation on African clothing items. In order to give him more information, you write a paragrah to describe the clothing items people wear in your area.

Vocabulary related to clothing items

Language function focus

- Expressing preferences
- Giving reasons

Everyday English

- I would rather buy trendy denim trousers.


Kente


Kanzu


Bubu


Iro ati buba


Habesha kemis


Shuka

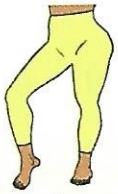

Djellaba


Toghu


Isidwaba


Sari


Mini skirt


Tights


Boots


Long sleeved shirt


Tie


Suit


Sweater


Sunglasses


Pullover

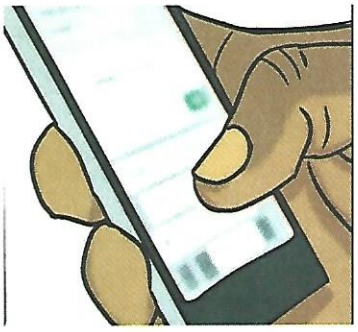

Trainers

# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Traditional outfits: (kente; Kanzu; Isidwaba; Bubu; Iro ati buba; Toghu; Habesha kemis; Shuka; Djellaba; Sari) | Expressing preferences | -I **prefer** modern clothes **to** traditional outfits.<br>-The elders **prefer to** wear traditional outfits.<br>-I **prefer** wearing modern clothes.<br>-I'**d rather** wear modern clothes. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



**Dave:** Hello, buddy! can you help me?
**N'goran:** Hello, pal! Yes, of course. How can I help you?
**Dave:**Well, I want you to tell me about African clothin items.
**N'goran:** Okay. In Africa, people wear traditional a modern outfits. As for traditional clothes, you have t **kente** of Ashanti people of Ghana, the **kanzu** from Ugand the **shuka** of Kenyan Maasai people. In Cameroon, t Bamileke wear the **toghu** while you can see beautiful Ethiopi women in their **habesha kemis**. In the northern Maghr region, the **djellaba** is as popular as the Indian **sari**. Nigeria, the Yoruba are famous for their **iro ati buba** a in South Africa, the zulu women put on th **isidwaba** during their wedding. African muslims wear t **bubu** in special religious occasions.
**Dave:** Thanks for your help. But do youngsters wear the traditional clothes?
**N'goran:** No, teenagers prefer wearing modern clothes.

- LISTEN AND REPEAT



## TIME TO PRACTISE

**Activity 1 : Match each traditional outfit to its origin.**

**Example: 1 - c**

| Traditional outfits | Origins |
|---|---|
| 1- Sari | a) Nigeria |
| 2- Toghu | b) Uganda |
| 3- Shuka | c) India |
| 4- Kente | d) Morocco |
| 5- Iro ati buba | e) Tanzania and Kenya |
| 6- Bubu | f) Ethiopia |
| 7- Isidwaba | g) Ghana |
| 8- Djellaba | h) Cameroon |
| 9- Kanzu | i) Senegal |
| 10- Habesha kemis | j) South Africa |

**Activity 2 : Choose the best option in brackets to make correct sentences expressing preferences. Example: 1 - prefer**

1- Yoruba people are proud of their tradition. So, they (prefer / prefer to / would rather) wearing their iro ati buba.
2- Young people (prefer / prefer to / would rather) wear modern clothes.
3- As for me, I (prefer / prefer to / would rather) modern clothes to traditional ones.
4- We (prefer / prefer to / would rather) wear our traditional clothes to save our culture.
5- What clothes do you (prefer / prefer to / would rather)?

## TIME TO EXTEND

**Write appropriate sentences using "would rather", "prefer" and "prefer to" to express preferences.**

**Example : 1- Youngsters / buy modern clothes**

a) Youngsters prefer buying modern clothes.
b) Youngsters prefer to buy modern clothes.
c) Youngsters would rather buy modern clothes.

1- Youngsters / buy modern clothes
2- North Africans / wear Djellaba
3- The Bamileke / choose Toghu clothes
4- The Indians / promote the Sari cloth

### MY OWN NOTEBOOK

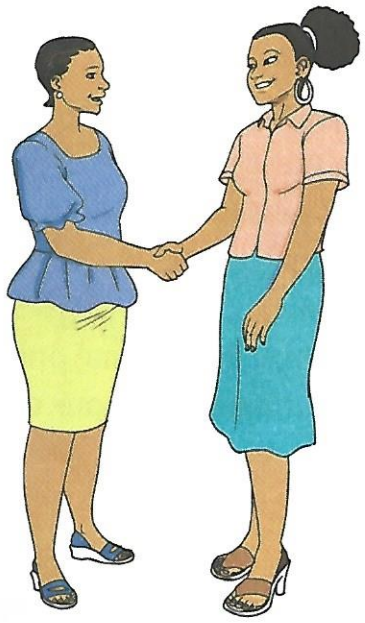
How do you spell...?
Excuse me, can you repeat that?
Please raise your hand if you want to speak.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Modern Clothes: Trousers; Boots; Coat; Suit; Shorts; Dress; Skirt; Tie; Tights; Long-sleeved shirt | Giving reasons | - Young men prefer wearing modern clothes **because** they ar comfortable.<br>- They prefer second hand clothe **because** of their price |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



In the streets of most African modern cities, you can se people of all ages wearing different types of moder clothes. Shoemakers wear **shorts** and **sandals**. Directo in their luxurious offices in Plateau wear **suit** Secretaries wear **sweaters** and nice **skirts**. Young ladie in the cities love wearing **tights**, **dresses** and **boot** depending on the occasion. Men prefer putting o **trousers**, **long-sleeved shirts** and **ties in business situation** because it makes them look more responsible

- LISTEN AND REPEAT

A : **Why do** men **prefer** wearing trousers and a shirt?
B : They prefer wearing trousers and a shirt **because** they are comfortable.
A : **Do** they also wear second-hand outfits?
B : Yes, of course, because of their price.

## TIME TO PRACTISE

**ctivity 1 : Identify each picture below by writing the name of the clothes item.**

**ample : 1- boots**

| | | | |
|---|---|---|---|
|  1 |  2 |  3 |  4 |
|  5 |  6 |  7 |  8 |

**ctivity 2 : Write appropriate sentences expressing reasons.**

**ample : 1 - Teenagers love modern clothes because they are fashionable.**

- Teenagers / to love modern clothes / they are fashionable.
- Yao / to wear a long-sleeved shirt / weather.
- The man / to put on a suit / he works in an office in Plateau.
- The girls / to wear their beautiful dresses / they are going to a birthday party.
- Young boys / wear long-sleeved shirt / they are in fashion.

## TIME TO EXTEND

**mplete each sentence below by choosing the best word or expression in brackets to ex- ess reasons.**

**ample: 1- because**

- The elders prefer the traditional clothes (because / because of) they want to preserve their culture.
- Teenagers spent a lot of money (because / because of) fashion.
- (Because / Because of) the heat, we put on shorts.
- I refuse to buy this cloth (because / because of) its price.
- I refuse to buy the cloth (because / because of) it is too expensive.

**Y OWN NOTEBOOK**

ease sir, may I go out?
n you lend me your book?
me a favour, please.
hat about learning our lessons?

# SESSION 3

## COMMMUNICATION ACTIVITY

Your American penfriend plans to visit Africa soon. In order to make himself at home, h writes you an email to inquire about the different clothes that are popular in your continen In your reply,

- mention three (03) traditional clothes and the countries where people wear them;
- list three (03) modern clothes that are popular in your country;
- say what type of clothes you prefer and why.

# LESSON 2 ATTENDING A FASHION SHOW

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

A student of 4è 1 of Collège Moderne of Guiendé has been sent to Ghana to attend the Accra Fashion Week on behalf of the English club. Once back, the chairman asks him to write a paragraph about the event for the club's magazine.

Vocabulary related to fashion shows

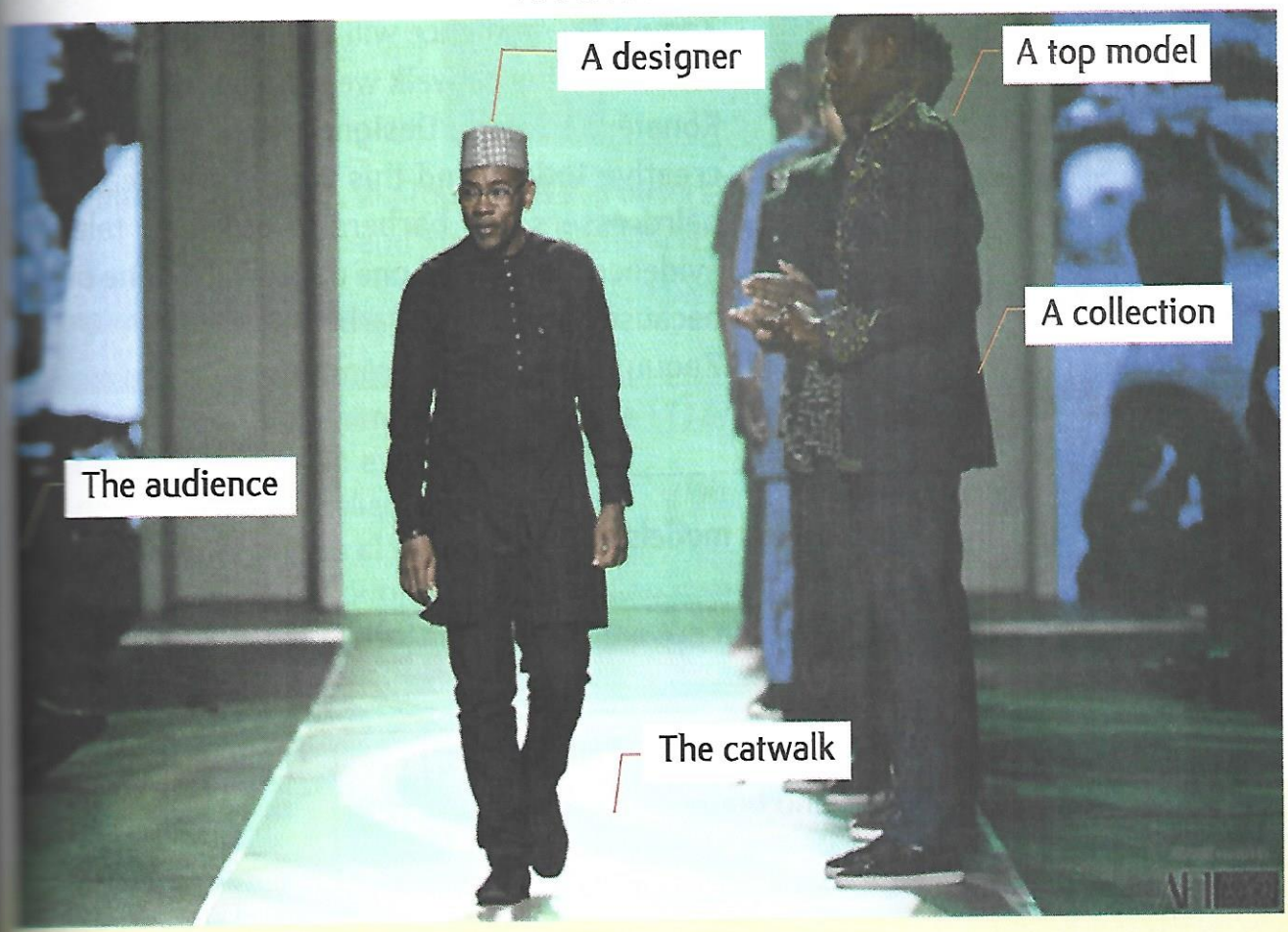
Language function focus

- Describing what people are wearing
- Persuading and dissuading

Everyday English

I **can assure** you the next fashion show will be the event of the century.

A FASHION SHOW



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| A fashion show; A designer; A top model; A catwalk; A collection; A hairdresser; A barber; An audience; Trendy | Describing what people are wearing | A: **What are** top models wearing? B: They **are** wearing dresses, hats and boots. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Zaguy: Hello, Konaté. Will you come with me to the **fashion show** taking place at Hotel Ivoire?
Konaté: Yes, of course! I am sure that it will be a wonderful event. All the most important African **designers** will come to show their new **collections** of clothes.
Zaguy: The **audience** will see the famous **top models** on the **catwalk** wearing **trendy** clothes.
Konaté: Certainly. Designers are more and more creative today. And this will be an occasion for **hairdressers** and **barbers** to put their talents in evidence too. Maybe one day, I will be one of them because I am a good barber.
Zaguy: I am sure you can make it!

- LISTEN AND REPEAT



What are top models wearing?

They are wearing dresses, hats and boots.



## TIME TO PRACTISE

**Activity 1 : Identify each picture with its name in the box.**

**Example: 1-fashion show**

collection - audience - fashion show - catwalk - top model - hairdresser - barber - designer

| | | | |
|---|---|---|---|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |

**Activity 2 : With your partner, ask and answer questions about what people are wearing.**

**Example: 1- A: What is the woman wearing?**

**B: She is wearing a djellaba**



1- (Woman / Djellaba)



2- (Top model / trousers and long-sleeved shirt)



3- (Teenagers / baggy clothes)



4- (man / suit)

## TIME TO EXTEND

**Say whether the statements below are true (T) or false (F). Example: 1-T**

1- A fashion show is an event of fashion.
2- A designer is also called a stylist.
3- A hairdresser makes clothes.
4- The audience is the public that attends an event.
5- The catwalk is the platform on which the top models perform.

### MY OWN NOTEBOOK

- What's the matter with you?
- Keep quiet!
- What do you mean by ...?

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Fashionable; Eye-catching; Colourful; Fabric; Stylish; Garment; To drape; Glamorous; Woven; Gorgeous | Persuading and dissuading | - **I can assure you that** the next fashion show will be memorable.<br>- **I am afraid** this shirt doesn't fit you. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



From the Indian Sari to the Ghanaian Kente cloth, the world is full of different varieties of traditional and **fashionable** clothes. Some are **colourful**, some immersed in history and specific to the country's culture and others, due to circumstances or status, are almost always **eye-catching**. Learning about them gives you an insight into the country they're part of. This is what the Sari does for the Indian culture.

Ostensibly the simplest item of clothing possible - a single length of **fabric**, up to nine metres long - the Sari is also one of the world's most versatile and **stylish garments**, which can be **draped** in dozens of different ways. The Sari spans all of Indian society, from simple cotton versions that are **woven** in the street throughout the villages of India to extremely **glamorous** contemporary styles that grace the catwalk during India Fashion Week. For this reason, I can assure you the 2020 Indian Fashion Week was an incredible moment of the celebration of Indian culture. most of them are colourful and eye-catching.

- LISTEN AND REPEAT

I **can assure you that** the 2020 Indian Fashion Week was an incredible moment of the celebration of Indian culture.

I **am sorry** this cloth is not fashionable.

## TIME TO PRACTISE

**ctivity 1 : Match each word or group of words from the text in column A to its synonym r definition in column B. One definition in Column B is not concerned. Example: 1 - d**

| Words | Definitions/ meanings |
|---|---|
| 1- Garment | a. Chic |
| 2- Fashionable | b. Enveloped |
| 3- Eye-catching | c. Tissue |
| 4- Glamorous | d. Clothing |
| 5- Stylish | e. Bow tie |
| 6- Colourful | f. Netted |
| 7- Woven | g. Charming |
| 8- Draped | h. With multiple colours |
| 9- Fabric | i. Attractive |
| | j. Following the style that is popular at a particular time |

**ctivity 2 : Rewrite the sentences below to persuade or dissuade people.**
**xample: 1 - I can assure you that the Abidjan Fashion Week is an important cultural event.**
- The Abidjan Fashion Week is an important cultural event.
- You are making the worst decision.
- Fashion helps develop the society.
- This garment is not fashionable.
- African traditional clothes are eye-catching.

## TIME TO EXTEND

**mplete the description of the pictures below with the words from the box.**
**ample: 1 -a woven Kente cloth**

| colourful | eye-catching | fashionable | woven | glamorous | drape |
|---|---|---|---|---|---|


1- a .... Kente cloth


2- a ..... woman


3- to ..... a cloth


4-a .... dress


5- a ..... dress


6- an ..... top model

**Y OWN NOTEBOOK**

ou're welcome! - I apologise
on't mention it! - The teacher is coming

# SESSION 3

## COMMMUNICATION ACTIVITY



You have been sent by the English club of your school to attend the Paris Fashion Week. Once back, the chairman asks you to write a paragraph about the event in order to publish it in the club's magazine. In your production,

- list the people who participated in the fashion show;
- name some of the clothes presented this day;
- convince the members of the club to take part in the next fashion show that will take place in Accra.

# LESSON 3 BLACK COMPLEXION IS BEAUTIFUL

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

For the celebration of the International Health Day organized by the British Council, the students of 4è 5 from Collège Moderne of Assindi are asked to write a paragraph to sensitize girls about the misuse of cosmetic products.

Vocabulary related to fashion cosmetics

Language function focus

- Giving advice
- Asking for advice

Everyday English

African women should keep their natural skin colour.


dark complexion


fair complexion



to bleach the skin

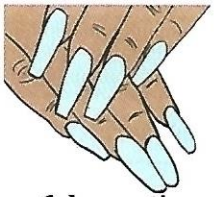

cosmetics

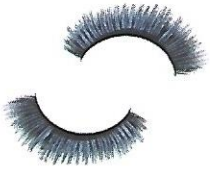


bleaching cream



bleaching soap


fake nails


fake eyelashes


to make up


lipstick


blush



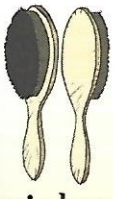
nail polish


eyeliner

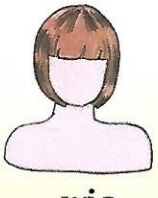

eyebrow brush



perfume


hair brush


cream


wig


skin cancer


skin dots

# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Cosmetics (make-up); Dark Complexion; Fair omplexion; To bleach the skin; Bleaching cream; Bleaching Soap; Skin dots; Skin cancer; Blush | Giving advice | -Black women **should** keep their natural skin colour.<br>-They **shouldn't** bleach their skin. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Nowadays, most African women are ashamed to have a **dark complexion**. They all want to have a **fair complexion** because it is the sign of beauty. Therefore, they use bleaching products such as cream and soap **to bleach their skin** to become clearer; which has numerous consequences for the skin. It causes **skin dots** and **skin cancer.** To hide the imperfection caused by bleaching products, some women use **blush**. Women should keep their natural skin colour because black skin is beautiful. They shouldn't spoil their beauty for the sake because of fashion.

- LISTEN AND REPEAT



Women **should** keep their natural skin colour.

They **shouldn't** bleach their skin because of fashion.

## TIME TO PRACTISE

**Activity 1 : Use the expressions from the box to identify the pictures below.**

**Example: 1- bleaching products**

| |
|---|
| dark complexion - bleaching soap - to bleach the skin - bleaching products - fair complexion - skin dots - skin cancer |

| | | | |
|---|---|---|---|
|  1 |  2 |  3 |  4 |
|  5 |  6 |  7 |   8 |

**Activity 2 : Complete each sentence below with the appropriate word in brackets to give advice.**

**Example: 1- should**

1- Black women (should / shouldn't) keep their skin colour.
2- Young ladies (should / shouldn't) bleach their skin because of fashion.
3- Dermatologists (should / shouldn't) advise women to avoid bleaching products.
4- African women (should / shouldn't) use cosmetics moderately.
5- Women (should / shouldn't) abuse of the bleaching cream.

## TIME TO EXTEND

**Complete the paragraph below with the words from the box to make it meaningful.**

**Example: 1 - complexion**

| |
|---|
| should - bleaching - complexion - shouldn't - skin cancer |

Kiara had a dark complexion. Today, she has a fair (1)... because she used (2)... products. She misused them so that she feels unwell now. She consulted a dermatologist. He told her that she has a (3) ... She is regretful now. She says to herself: "I (4)... have bleached my skin. I (5)... have kept the natural colour of my skin".

### MY OWN NOTEBOOK

-What's the answer for number 2?
-What does...mean?
-Who knows the answer?

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Fake eyelashes; Fake nails; Fragrance; Wig; Eyeliner; Eyebrow brush; Hair brush; Nail polish; Lipstick | - Asking for advice<br>- Giving advice | A: What **should I do?**<br>B: You **should avoid** bleaching products. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

In the streets of Abidjan, it is common to see well-dressed ladies wearing a **wig, fake nails** and fake **eyelashes.** In their handbag is an arsenal of beauty most of the time composed of **nail polish, lipstick, hair brush, eyeliner, eyebrow brush,** etc.

- **LISTEN AND REPEAT**



Doctor, what **should I do to have a healthy skin?**

You **should buy** skin products.

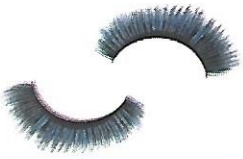
**Should I use** bleaching creams?

No, you shouldn't use bleaching products. They are bad for your health.

## TIME TO PRACTISE

**Activity 1 : Identify each picture below by writing its name.**

**Example: 1- lipstick**

| | | | |
|---|---|---|---|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |

**Activity 2 : Ask questions about the following statements. Then practise the conversation with your neighbour.**

**Example: 1- What should Malika do?**

1- Malika should see a dermatologist.
2- No, Annick shouldn't use bleaching creams.
3- Yes, black women should be proud of the colour of their skin.
4- No, Aline shouldn't use too much cosmetics.
5- Young ladies should dress neatly.

## TIME TO EXTEND

**Complete the words with the missing letters to find words or expressions related to make- up.**

Example: 1 - Fragrance

1- Fra...rance
2- ...ail poli.....
3- F.....e e...ela.....es
4- Ha..... b...ush
5- ...y...line...
6- Li...st...c...
7- ...ig

### MY OWN NOTEBOOK

-Excuse me, can you repeat that?
-What does...mean ?

## SESSION 3

### COMMMUNICATION ACTIVITY

On the occasion of the International Health Day, the chairman of the English Club of your school asks you to write a passage to sensitize the other members of the club about the misuse of cosmetics. In your production,

- list two (2) cosmetic products;
- mention two (2) consequences of the misuse of bleaching products;
- give advice to your mates about what they should do and what they shouldn't do to avoid skin problems.

The best production will be published in the club's magazine.

# UNIT SUMMARY

## • REVISION GAME

**Read each description and guess what it talks about.**

**Example: 1- isidwaba**

1- I am a traditional cloth worn by zulu women.
2- I am a woven fabric made in the Ashanti region.
3- I am a cloth worn by VIPs and businessmen.
4- I am used on clothes and I emit a very good odour.
5- I am artificial cap of hair used by women to be more attractive.
6- Women use me to redden their lips.
7- I am a shoe that covers the foot, the ankle and the lower part of the leg.

## • REVISION ACTIVITIES

**Exercise 1 : Give the name of each traditional clothes item described below. One is done for you as an example.**

1- The Bamileke traditional clothes: ... Toghu...
2- The Ashanti and Ewe clothes.
3- The Yoruba clothes.
4- The Maasai clothes.
5- The ethiopian traditional clothes.
6- The popular clothes in the Maghreb Region of Africa.
7.-The most popular Indian clothes.

**Exercise 2 : Complete the sentences with "should" or "shouldn't" to give advice**

1- Young girls ..... misuse bleaching products.
2- The government .... interdict dangerous beauty products.
3- Nobody .... expose themselves to skin cancer.
4- Some cosmetics ....be used moderately.
5- People ....eat with fake nails on the fingers.

**Exercise 3 : Find the odd-one-out from the lists below.**

**Example: 1-** Sneakers

1- Kente - Bubu - Sneakers - Toghu - Habesha kemis - Iro at buba - Shuka.
2- Suit - Jacket - Mini skirt - Tie - Isidwaba - Sweater - Long-sleeved shirt.
3- Collection - Top models - Catwalk - Designer - Audience - Computer.
4- Book - Nail polish - Eyeliner - Blush - Fake eyelashes - Fragrance.
5- Boots - Sandals - Shoes - Trousers - Flip flop - Trainers - Slippers.

**Exercise 4 : Complete the sentences with "prefer" or "would rather".**

Example: 1- would rather

1- Young ladies ... use bleaching products to have fair complexion.
2- Alice and her friend ...to stay natural.
3- Boys ...wearing baggy clothes today.
4- Elders ... wear traditional clothes to promote their culture.
5- I ... go to the fashion show.
6- Teenagers ... fashionable clothes to traditional outfits.

## • 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 or what you can't do.**

| | | I can | I can't |
|---|---|---|---|
| 1 | identify African traditional clothes | | |
| 2 | name modern clothes | | |
| 3 | describe what people are wearing | | |
| 4 | express preferences | | |
| 5 | give advice | | |
| 6 | ask for advice | | |

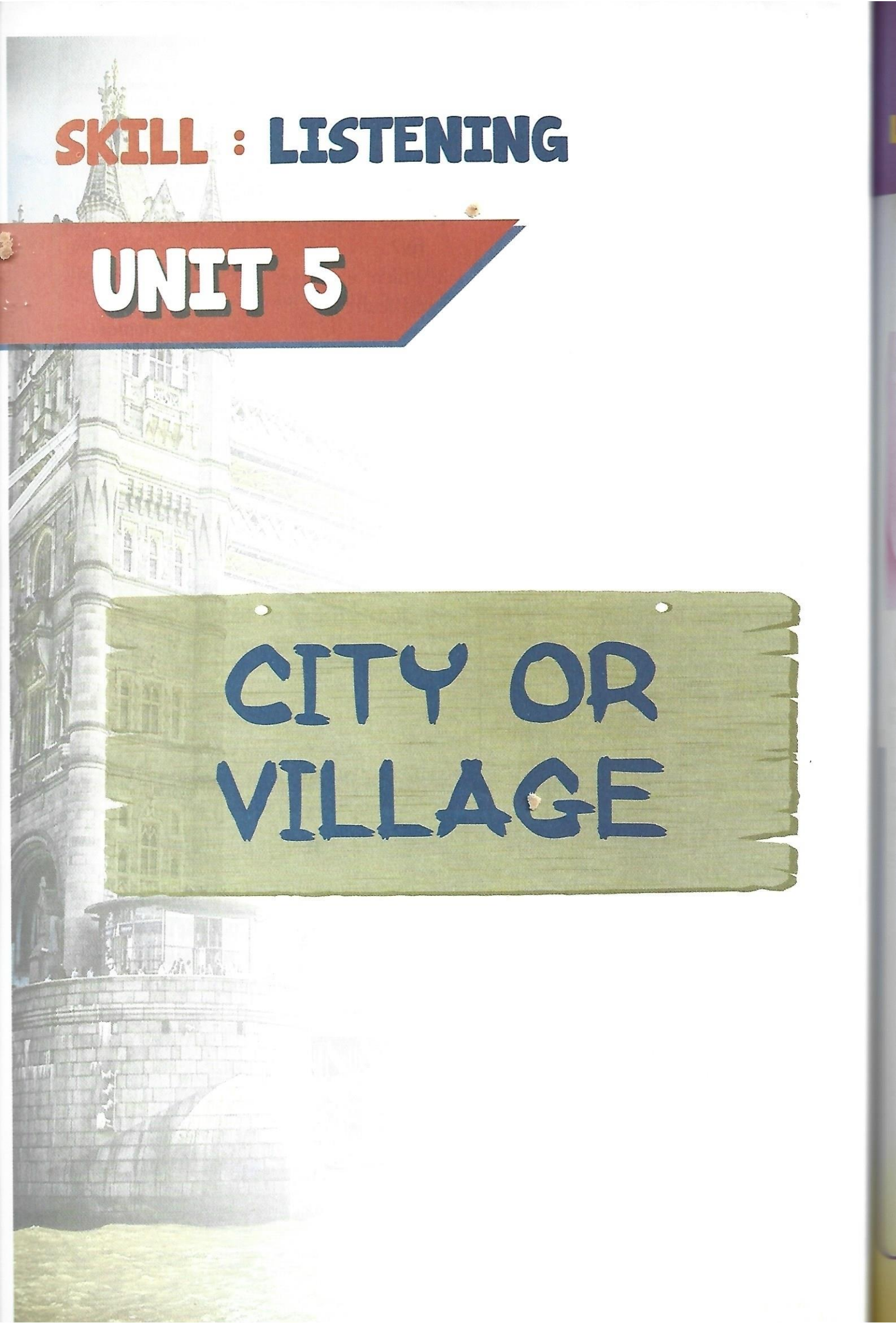
## • EVALUATION

**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

# LIVING IN THE BIG CITY OF ABIDJAN

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

For the preparation of their presentation on African modern cities, the students of 4è 1 from Collège Moderne of Anuassué listen to an audio about the topic on BBC in order to get more information.

Vocabulary related to city life

Language function focus

- Expressing wishes
- Expressing purposes

Everyday English

- I wish I lived in Abidjan

Abidjan is the city of dream for any youngster living in Côte d'Ivoire. It is full of facilities. There are universities to further your studies, big hospital centers to heal you when you are sick. Moreover, you have a great landscape because of the skyscrapers of Plateau, the traffic lights, highways, roundabouts and crossroads. To relax at the weekend, you can go to the beach or to the restaurant.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Traffic lights - Roundabout - Crossroads - Highway - Airport - Sidewalk - University - High buildings - Beach | Expressing wishes | I **wish** I **lived** in Abidjan. |

## TIME TO LEARN

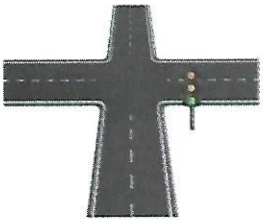
- LOOK, LISTEN AND REPEAT



high buildings



a roundabout



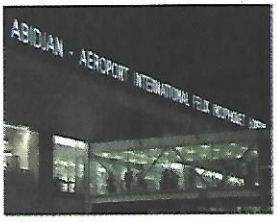
crossroads



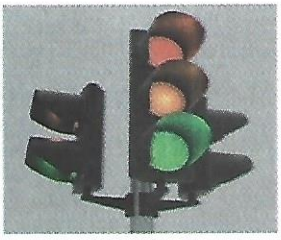
a highway




a university




an airport



traffic lights



a sidewalk

- LISTEN AND REPEAT

Life in my village is so difficult I **wish** I **lived** in Abidjan.



## TIME TO PRACTISE

**1-Complete the paragraph with the words you hear from the audio.**

**Example: 1 - university**

Ahmed passed his Baccalaureat last year. He is studying now at the (1)... His biggest dream is to visit London. When this day comes, he will go to the (2) ... to take his flight. In most (3)... of Abidjan, there are (4) ... to regulate the traffic. To go to the International Félix Houphouët Boigny Airport, you go by the Akwaba (5) ... .

**2- Put the verbs in brackets in the appropriate form.**

**Example: 1 - had**

1- They wish they (to have) money.
2- I wish I (to meet) him before today.
3- We wish we (to go) to the university.
4- Komelan wishes he (to see) the broadcast on life in the city.
5- All people wish they (to be) rich.
6- My father wishes he (to build) a house in Abidjan.

## TIME TO EXTEND

**Make sentences expressing wishes.**

**Example: 1-I wish I lived in Abidjan.**

1- I / live in Abidjan.
2- Yao / study at University.
3- We / see the high buildings of Plateau.
4- They / visit the International Félix Houphouët Boigny Airport.
5- I / travel to the capital

### MY OWN NOTEBOOK

- How can I get to ...?
- Just turn left, the school is there.

# SESSION 2

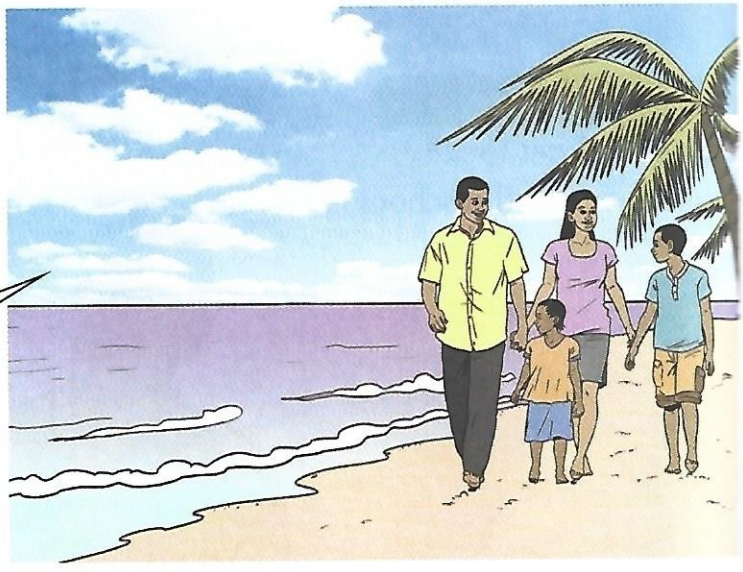
| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Tarred road; Bridge; Stadium; Hospital center; Traffic jam; Crowd; Fire brigade; Beach; Parking lot | Expressing purpose | -I go to the stadium **to** watch a football match.<br>-I go to the stadium **in order to** watch a football match.<br>-I go to the stadium **for** watching a football match. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT

| | | | |
|---|---|---|---|
|  a tarred road |  a bridge |  a stadium |   a hospital center |
|  a traffic jam |  a crowd |  a fire brigade |  a beach |

- LISTEN AND REPEAT



We go to the beach **in order to** relax.

## TIME TO PRACTISE

**1- Listen to the teacher and fill in the gaps with the missing words.**

**Example: 1- beach**

1- During the weekend, I go to the ... to relax.
2- You go to the ... to see a football match.
3- The ... called HKB links connects Cocody to Marcory.
4- Every day, there is a ... in Adjamé market.
5- When the fire breaks in Abidjan, people call the ... .

**2- Rewrite the sentences below using "in order to" and "for" to express a purpose.**

**Example: 1- a) I go to the beach in order to relax.**
**b) I go to the beach for relaxing.**

1- I go to the beach to relax.
2- We go to the stadium to see a football match.
3- They pass by HKB bridge to avoid the traffic jam.
4- The patients go to the hospital center to receive treatment.
5- Amidou travels to Abidjan to visit his uncle.

## TIME TO EXTEND

**Choose the best option in the brackets to express a reason.**

**Example: 1- in order to**

1- Some people live in the cities (for / in order to) develop their business.
2- Teenagers go to Abidjan (for / in order to) living new experiences.
3- The government built the third bridge (for / in order to) reducing the traffic jam.
4- Guédé went to Abidjan (for / in order to) study at the university.
5- The travellers goes to the airport (for / in order to) take a flight to England.

### MY OWN NOTEBOOK

Go straight!
Turn left at the next crossroads!
The school is opposite the church.

# SESSION 3

## COMMMUNICATION ACTIVITY

To prepare his presentation on African modern cities for the next English club meeting, a student of 4è 1 from Collège Moderne of Anuassué listens to an audio record about the topic in order to have more information. You are that student. As you listen to the audio.

**A- write only the words you hear from the list below;**

ROUNDABOUTS - FIRE BRIGADE - STADIUM - TRAFFIC LIGHTS - BEACH - UNVERSITIES - HIGH BUILDINGS - SIDEWALK - CROWD - BRIDGES - AIRPORT - PORT - CROSSROADS

**B- complete the paragraph below with the missing words.**

Abidjan is the biggest and most important city in Côte d'Ivoire. It gathers all the facilities of the modern cities of Africa. There are 1 ...and 2 ...everywhere. In marcory, you can find one of the most amazing 3 ...in West Africa. Plateau is the pride of the city with its 4 ...and its 5 ... . I wish any ivorian citizen visiting Abidjan.

**C- after listening to the passage, write a paragragh to describe a modern city in your country. In your paragragh,**

- **name a modern city of your choice;**
- **list some facilities of that city;**
- **mention the importance of those facilities.**

# LESSON 2

# MY BEAUTIFUL VILLAGE

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

During one of the meetings of the English club of Lycée Moderne of Man, the chairman makes the students of 4è 6 listen to an audio recording on African village in order to help them be familiar with life in the village.

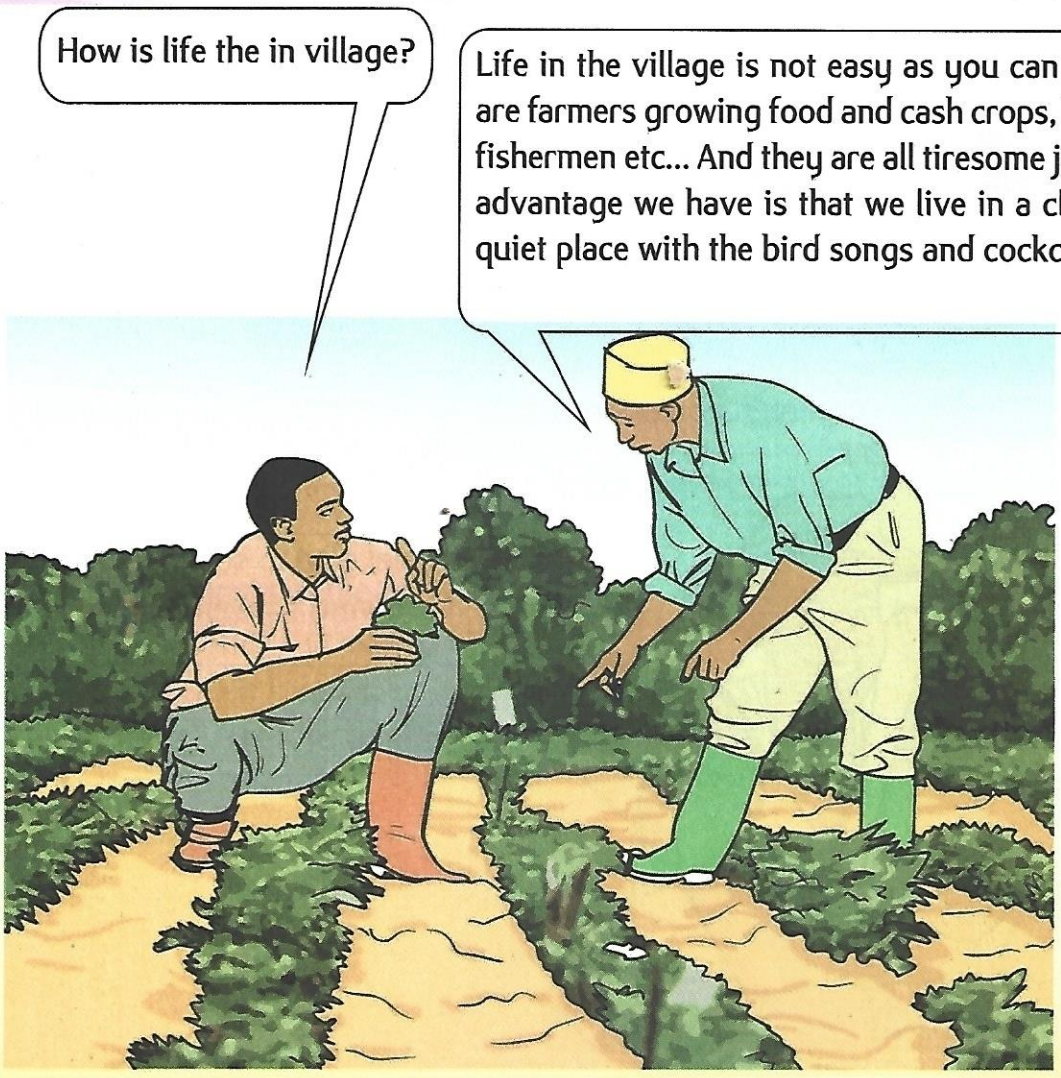
Vocabulary related to village life

Language function focus

- Expressing feelings
- Giving reasons

Everyday English

I am glad to meet you.

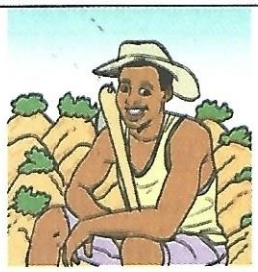
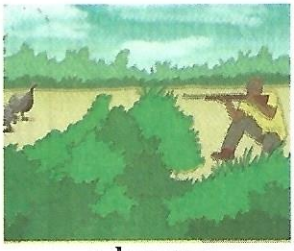
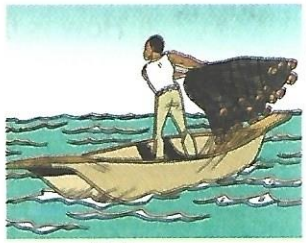


# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Hut; Plantation; River; Bumpy road; Cockcrow; Farmer; Hunter; Fisherman | Expressing feelings | -I **am glad** to live in my village.<br>-I **feel happy** with my plantation. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT

| | | | |
|---|---|---|---|
|  a hut |  a cocoa farm |  a river |  a bumpy road |
|   a cockcrow |  a farmer |  a hunter |  a fisherman |

- LISTEN AND REPEAT



I **feel glad** to see my farm growing so well.

## TIME TO PRACTISE

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

| Column A | Column B |
|---|---|
| 1- Hut | a) a person who works on a plantation. |
| 2- Farm | b) a person who chases and kills animals. |
| 3- Cockcrow | c) a small, simply muddy house in villages. |
| 4- Bumpy road | d) a person who catches fish from the river. |
| 5- Farmer | e) plantation. |
| 6- Hunter | f) road which is not tarred. |
| 7- fisherman | g) song of the cock. |

2- Look at the emoticons and describe the feeling of each person with the words from the box. Example: 1- Traoré feels happy.

sad- happy- confused- sorry- pleased

| Traoré | Kanga | Koné | Aurélie | I |
|---|---|---|---|---|
|  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 |

## TIME TO EXTEND

1- Complete the sentences below with the words from the box. Example: 1 - river

farmer - plantation - fishermen - hunter - river

1- The Comoé is a ... .
2- In the Ebrié villages, most people are ... .
3- I am working on my father's cocoa ... .
4- Kpangny grows crops. He is a ... .
5- Drougnan is a good ... . He kills a lot of animals.

### MY OWN NOTEBOOK

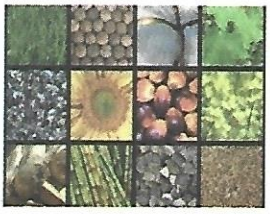
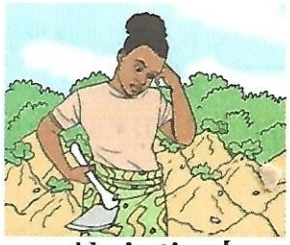
How do you feel?
I feel good.
I feel pretty good.

# SESSION 2

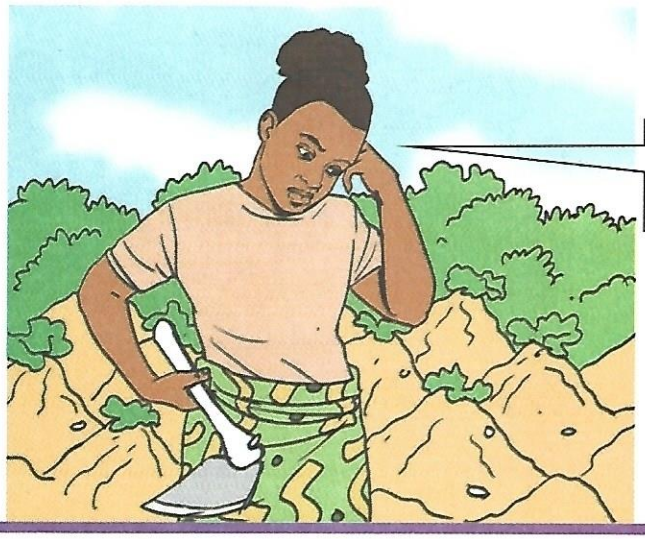
| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Food crops; cash crops; Corn; Cashew; Bird's song; Tired; Glad; Sad; Thatched Roof | Giving reasons | - **Due to** a lack of rain, my plantation fails to produce.<br>- **As there is a lack** of rain, my plantation fails to produce.<br>- **There is** a lack of rain, **so** my plantation fails to produce. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT

| | | | |
|---|---|---|---|
|  Food crops |  Cash crops |  Corn |  Cashew |
|  Bird's song |  He is tired |  Thatched roof |  She is glad |

- LISTEN AND REPEAT



## TIME TO PRACTISE

**Listen to the audio and complete the sentences with the correct words you hear from the box . Example: 1 - bird's song**

| cash crops - cash cops/grab -glad / tired-tyre /feed crops - food crops / bird's song- beard song / |
|---|

1- In the village, it is common to hear a ... in the nearby bush.
2- Yam, cassava, okra, pepper etc. are ... .
3- After a long day of work on the farm, you feel ...
4- Cashew, cocoa, cotton, coffee etc are ...
5- I see my old friend after a long moment. We are ... to see each other.

**Fill in the gaps with "due to", "as" or "so" to make meaningful sentences.**
**Example: 1 - as**
1- ...I meet my old friend, I feel glad.
2- ... cash crops, farmers are becoming financially independent.
3- My father worked all the day long ..., he is very tired.
4- ... the melodious birds' song, I find village life relaxing.
5- ... the cocks crow early in the morning, you do not need an alarm to wake you up.

## TIME TO EXTEND

**Match the beginning of the sentences in column A to their endings in column B to have meaningful sentences. Example: 1- c**

| Column A | | Column B | |
|---|---|---|---|
| 1- | As the road is bumpy, | a) | I woke up very early. |
| 2- | As farm work is difficult | b) | the farmers are not happy. |
| 3- | Due to the drought of the river, | c) | the travel is tiring. |
| 4- | The cock crows early today so | d) | farmers ask for machines. |
| 5- | As the price of cashew is low, | e) | the fishermen are jobless. |

### MY OWN NOTEBOOK

How far is your village?
It is 10 km far.
It is near the bridge.

# SESSION 3

## COMMMUNICATION ACTIVITY

You are listening to your ghanaian friend describing life in his village. he want you to understand life in ghanaian rural areas. As you listen to the audio, do the tasks that follow.

**A- What is the audio passage about?**

**B- Listen to the audio and find the correct answer for each statement.**

1. The name of your friend's village is ...
2. Bondoukou is at ...
3. People living there are all...
4. They grow food crops such as ... and ...
5. Women grow vegetables like... pepper, ... and ...
6. The only cash -crops people grow here is ...

**C- After listening to the passage, write a short paragragh to describe life in a village. In your writing,**

- name the village,
- give two activities people do there (men and women).
- say how people feel in the village.

# LESSON 3 LEAVING THE VILLAGE FOR THE CITY

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The students of 4è 3 from Lycée Moderne of Aboisso are attending a conference organized by the U.S Embassy on the topic of "rural exodus and its implications" in order to have more information and sensitize their fellows about the issue.

Vocabulary related to rural exodus

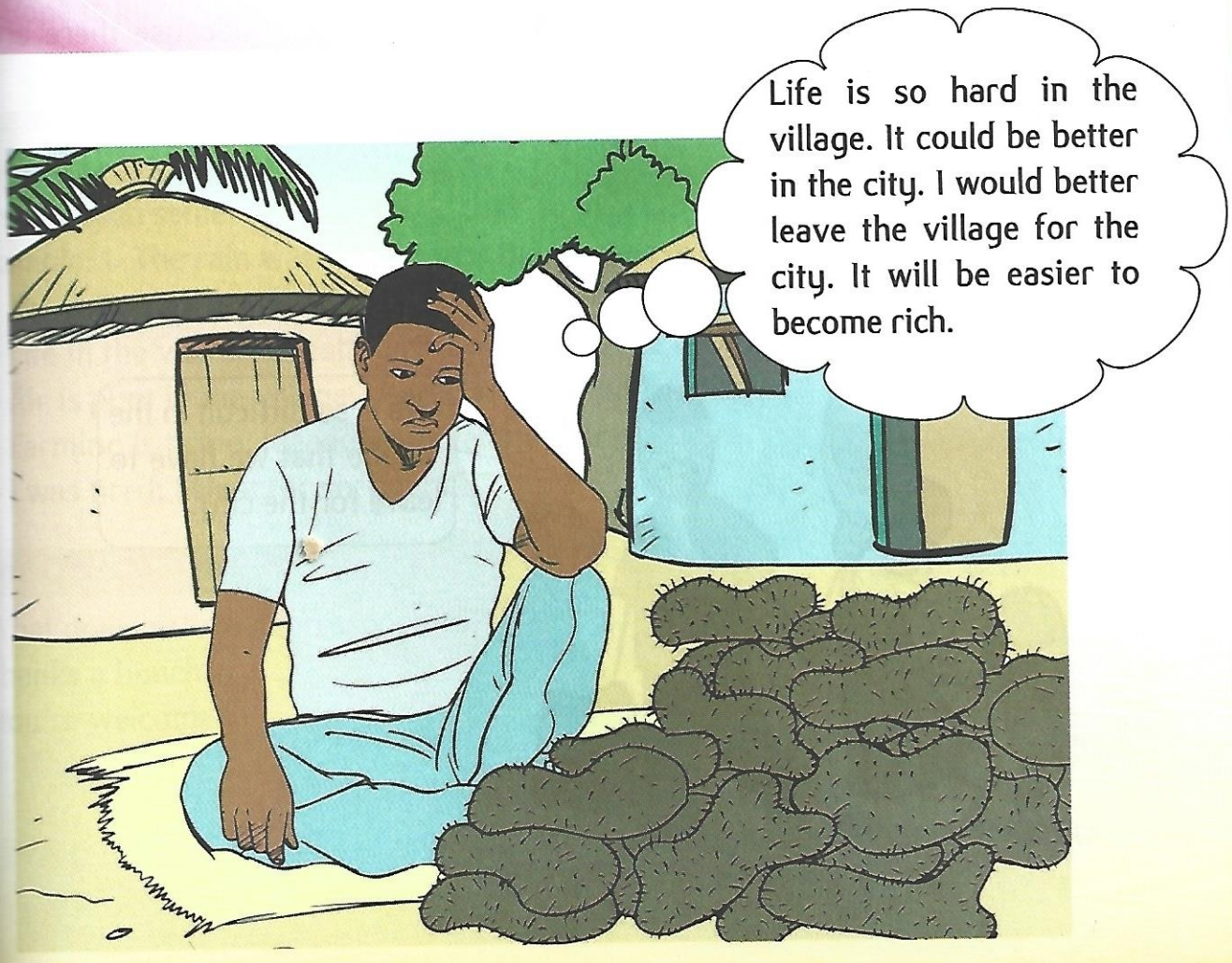
Language function focus

- Expressing results

Everyday English

Farm work is **so** difficult **that** young people leave the villages.

The population grows **so** rapidly in the cities **that** they are overcrowded.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Hardships; Poverty; Famine; Rural exodus; Entertainment (cinema; night club; pub); Job opportunities; Boring; Monotonous. | Expressing results | Life in the village is **so** difficult **that** many young people leave for the cities. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Village life is worth nothing. There is no **entertainment**, no **night clubs**, no pubs, no **cinemas**. Life here is **boring** and **monotonous**. The common thing is **hardships**, **poverty** and **famine**. It's time to move to the city because there are more **job opportunities** there.

- LISTEN AND REPEAT



Life is **so** difficult in the village **that** we have to leave for the city.

## TIME TO PRACTISE

1- Match the words or expressions in column A to their synonyms or meanings in column B.

Example: 1- c

| Column A | Column B |
|---|---|
| 1- Hardships | a) amusement |
| 2- Rural exodus | b) hunger, no food |
| 3- Poverty | c) difficulties |
| 4- Entertainment | d) work |
| 5- Famine | e) massive movement of people from the village to the city |
| 6- Job | f) state of being poor |

2- Use the structures to make sentences expressing results.

Example: 1- Farm work is so difficult that young people leave the villages to the cities.

1- Farm work is difficult / young people leave the villages to the cities.
2- He is old / he cannot work anymore on his farm.
3- Mardochée is young / his father does not want him to go to the city.
4- The plantation is vast / the owner needs many workers.
5- Hope is intelligent / her father loves her so much.

## TIME TO EXTEND

Rewrite each sentence using "so ... that" to express results.

Example: 1- The rain was so rare that the harvest is bad.

1- The rain was rare; the harvest is bad.
2- Life in the village is restful; city workers come there to spent the holidays.
3- Air is pure in the village; people are in good health.
4- Farming is tiring; teenagers develop other activities.
5- I was tired; I slept for six hours.

### MY OWN NOTEBOOK

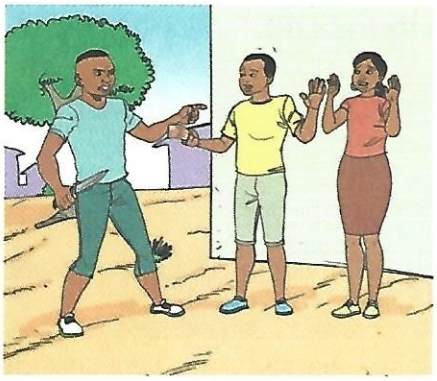
- What does picture 1 correspond to?
- Thanks a bunch!
- You're welcome !

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Temptations (alcoholism, prostitution, drug addiction); Crime; Depopulation; Overpopulation; Juvenile deliquency; Slums; City dweller; District; Unemployment; Homeless | Expressing results | People go to the cities **so** frequently **that** they are overpopulated. |

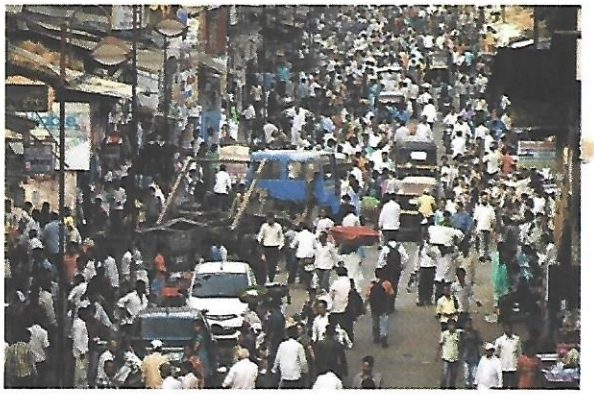
## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



The attraction of the cities is so important that young people leave the villages to the city. However, they ignore all the dangers they are exposed to once in the city. In the city, there are a lot of **temptations (alcoholism, drug addiction, prostitution** etc...), **crimes, juvenile delinquency** and **unemployment**. Housing problem is so serious that some **city dwellers** are **homeless** or live in very dirty and poor **districts** called **slums**. So, before packing your luggage for the city, think twice because one never knows.

- LISTEN AND REPEAT



City population grows **so** rapidly **that** there is an overpopulation.

## TIME TO PRACTISE

**Listen to the audio and complete the words with the missing letters. Example : 1-cinema**

- ine - -
- Har - sh - - s
- - u - al e - o - us
- - ob op - ortu - ity
- - ig - t cl - b

**Combine the two parts of each sentence using "so ... that" to make sentences that express results.**

**Example: 1- The population grows so rapidly in the cities that they are overpopulated today.**

- The population grows rapidly in the cities; they are overpopulated today.
- Crimes are committed excessively in the cities; policemen have a lot of job.
- The food production reduces rapidly; there is a famine.
- The police intervened immediately; they caught the criminal.
- Some kids in Abidjan behave badly; they are referred to as ''children in conflict with the law''.

## TIME TO EXTEND

**Classify the words or expressions below in the table according to whether they are related to village life or city life. One is done as an example for you**

**Words or expressions:** prostitution - poverty - slums - homeless - hardships - juvenile delinquency - overpopulation - famine - job opportunities - temptations - night club - cinema - drug addiction

| Village | City |
|---|---|
| | - night club |

### MY OWN NOTEBOOK

- What do you advise me to do?
- How did you manage?
- Stay where you are for a moment.

# SESSION 3

## COMMMUNICATION ACTIVITY

The British council is recruiting students to participate in the sensitization against rural exodus in Ghana and Liberia. So, they organize a listening competition to select the best students. The students of 4ème 2 from Lycée Moderne of Aboisso take part in the contest. Being one of the candidates, as you listen to the audio,

**A- say what the record is about;**

**B- say whether the statements below are true or false. Write (T) for true and (F) for false.**

a) Assamoah lived a sad life in his village.
b) Assamoah's village is Assuamkrom.
c) He travelled to Kumasi for better living conditions.
d) He found a good job in the city.
e) Assamoah was involved in juvenile delinquency.
f) He was taken back to his village by the police.

**C-fill in the gaps with the appropriate missing words**

Assamoh is a young man who had a quiet and (1)... life in his small village Assuamkrom. Despite the (2)... of the farm (3)..., he had a home and he never slept (4)... One day, he decided to leave his village for the big city of Accra for (5)... living conditions.

# UNIT SUMMARY

## • REVISION GAME

GUESSING GAME: Read each description and guess what it talks about.

Example: 1- a village.

- A rural settlement with huts
- Massive movement of village population to the city.
- In villages this cry wakes people up every morning
- A large settlement with modern habitations
- Crops grown for eating
- Crops grown for commercial purpose
- Something attractive, tempting or seductive

## • REVISION ACTIVITIES

**Exercise 1 : Classify the different crops in the table below.**

tomato - yam - cocoa - cassava - coffee - okra - aubergine - cotton - sugar cane - pepper

| FOOD CROPS | CASH CROPS |
|---|---|
| | |

**Exercise 2 : Circle (O) the best options to have meaningful sentences**

1- (As / Due to / So) young people are fleeing from the villages, the government has decided to finance their return to the rural areas.

2- The farm is far (due to / so / as) Inza has bought a motorcycle.

3- (So / As / Due to) the overpopulation of Abidjan, the authorities decided to transfer the capital to Yamoussoukro.

4- The price of cash crops is good this year (as / due to / so), the farmers are happy.

5- (Due to / So / As) city life is not easy, some unemployed people make up their mind to return in their villages.

**Exercise 3 : Reorder the words to find meaningful sentences.**

**Example:** 1- Deborah feels proud.

1- feels / proud. / Deborah
2- I / confused. / am
3- glad. / My father / is
4- are / happy. / They
5- feel / The elders / furious.

**Exercise 4 : Put the letters in the correct order to find words related to feelings.**

**Example:** 1- Happy

1- paphy
2- orryS
3- dalG
4- aSd
5- drouP
6- feusCond

## • WHAT I CAN DO

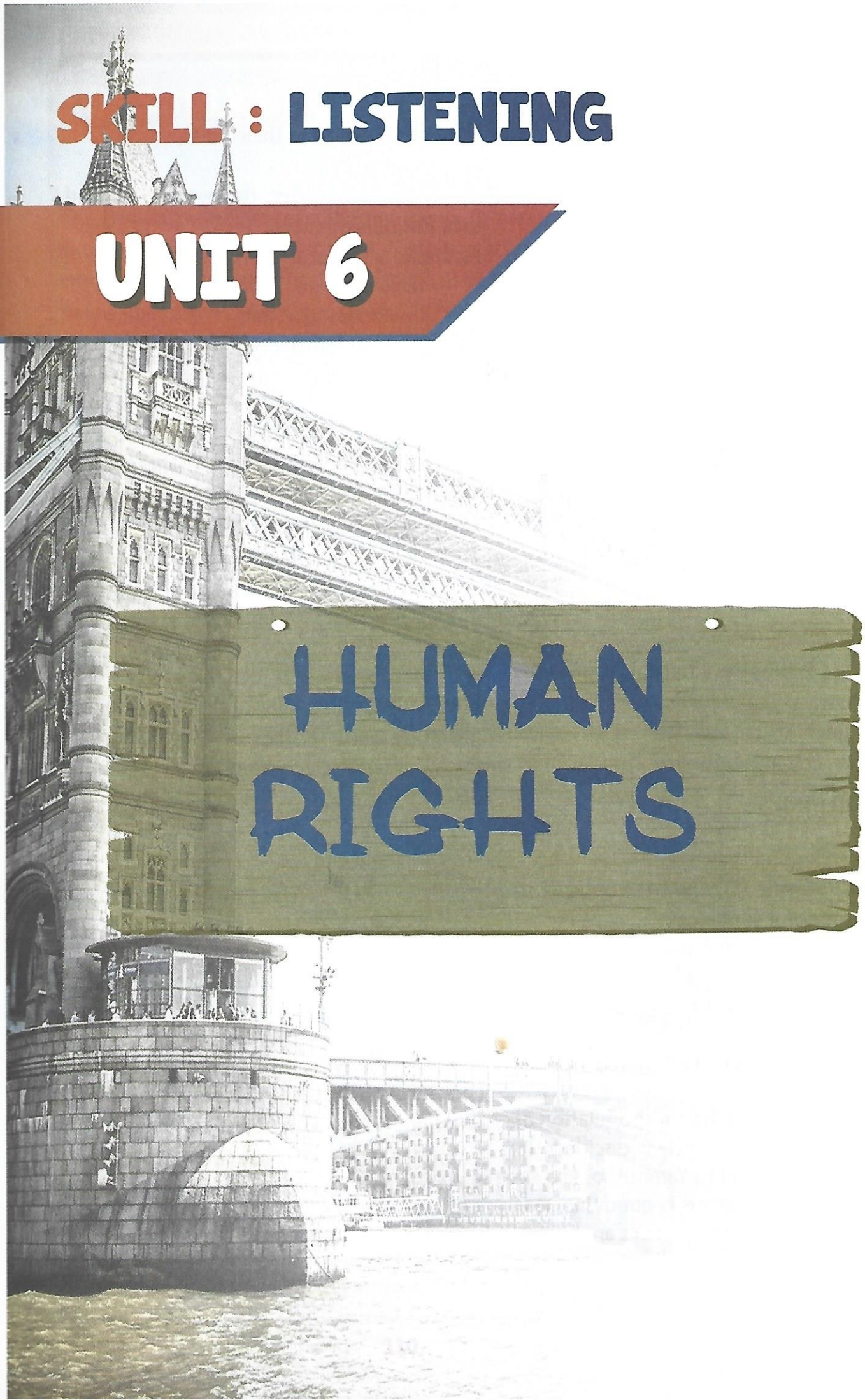
How well do you think you know the English you learnt in UNIT 5? Use a cross (X) to say what you can do or what you can't do.

| | | I can | I can't |
|---|---|---|---|
| 1 | talk about city life | | |
| 2 | name city places | | |
| 3 | express reasons | | |
| 4 | express purposes | | |
| 5 | express feelings | | |
| 6 | talk about village life | | |
| 7 | express results | | |

## • 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

# I KNOW MY RIGHTS

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The students of 4è 1 from Lycée Moderne BAD of Koun-Fao attend a conference organized by the United Nations Organization in Côte d'Ivoire (UNOCI) in order to learn more about human rights and sensitize their fellows about them.

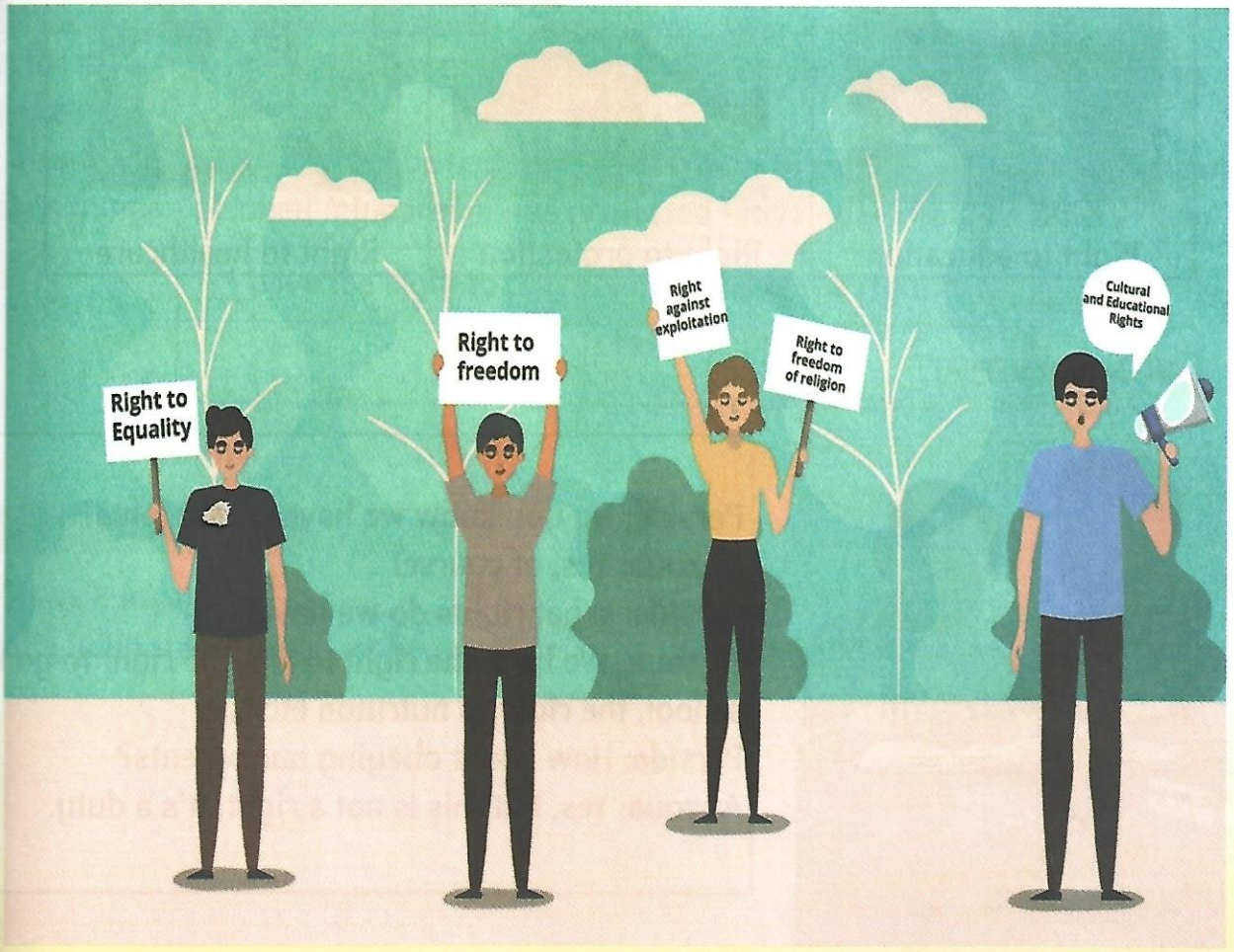
Vocabulary related to human rights

Language function focus

- Expressing rights

Everyday English

I have the right to life.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Right to life; Right to love; Right to nutrition; Right to education; Right to protection; Right to healthcare | Expressing rights | I have the right to go to school. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



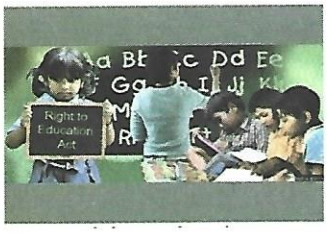
Right to life



Right to love



Right to nutrition



Right to education

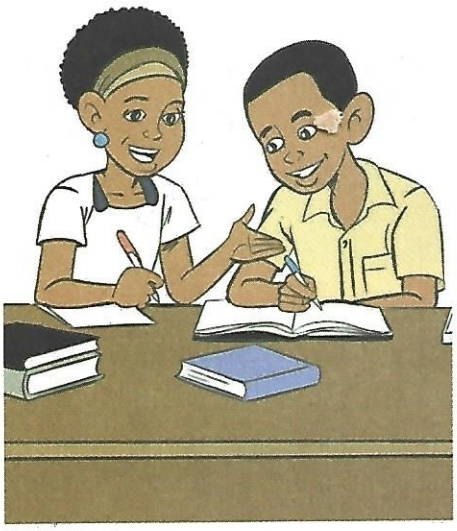


Right to protection



Right to healthcare

- LISTEN AND REPEAT



**Perside:** Do you know we have some rights?
**Anzoua:** Yes, of course!
**Perside:** What rights do we have?
**Anzoua:** We **have the right** to life, the right to go to school, the right to nutrition etc ...
**Perside:** How about obeying our parents?
**Anzoua:** Yes, but this is not a right, it's a duty.

## TIME TO PRACTISE

**1- Listen to the audio and choose the best option in brackets to complete each sentence.**
**Example: 1- education**

1- All children have the right to (educate / education).
2- Babies have the right to (live / life).
3- Children also have the right to (nutrition / nutritious).
4- Everybody has the right to (heal care / health care).
5- Women have the right to (leave / love).

**2- Use the information below to express rights.**
**Example: 1- A baby has the right to life.**

1- A baby / right to life
2- people / right to protection
3- She / right to nutrition
4- Children / right to be loved
5- Old people / right to healthcare
6- we / not to have / right to disobey adults.

## TIME TO EXTEND

**Fill in the table with the suitable words or expressions from the list below. One is done for you as an example.**

List: insult people - education - be fed - bully small boys - live with my parents - take other people's things - disobey my parents - be protected - love - discriminate others -live.

| I have the right to ... | I don't have the right to ... |
|---|---|
| | - insult people |

## MY OWN NOTEBOOK

- Let's work together!
- What's your answer for number one?

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Right to freedom; Right to freedom of speech; Right to work; Right to leisure; Right to vote; Right to security; Right to justice | Expressing rights | It's my right to vote. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Any individual on earth has some fundamental rights. Among these, we have the right to freedom, the right to justice, the right to vote, the right to work, the right to freedom of speech, the right to leisure and above all the right to security.

- LISTEN AND REPEAT



It is my right to work.

As for me, I have the right to vote.



## TIME TO PRACTISE

1- Listen to the audio and complete the words with the missing letters.
Example: 1- Leisure
1- L_ _ s_re
2- _o_k
3- Fr_ _ d_m
4- _ _cu_ty
5- V _ _ e

2- Use the information below to express your rights. One is done for you as an example
1- speak freely ⟶ It's my right to speak freely. / I have the rigth to speak freely
2- work
3- vote
4- have leisure
5- be secured

## TIME TO EXTEND

Write the appropriate right corresponding to each sentence below.
Example. 1- the right to justice / the right to equity.
1- I have the right to be treated with equity.
2- I have the right to participate in elections.
3- I have the right to live according to my convictions.
4- I have the right to have a job.
5- I have the right to a spare time.
6- I have the right to live in a peaceful environment.

### MY OWN NOTEBOOK

- I don't share your point of view.
- I don't agree with you.
- Fight for your rigths!

# SESSION 3

## COMMMUNICATION ACTIVITY

The English club of your school sent you to Accra to attend a conference on human rights in order to take notes and inform the other members about their rights. As you listen to the speaker,

**A- choose the correct word you hear to complete the definition of human rights.**

Human rights are the rights ...to all human beings.

a - inherit b- inherent c- inheritor

**B- range the following human rights in the order you hear them. Number 1 is done for you.**

a- The right to liberty
b- The right to education
c- The right to life
d- The right to freedom from slavery and torture
e- The right to freedom of opinion and expression
f- The right to work

| | |
|---|---|
| 1 | c- The right to life |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

**C- after listening to the speaker, explain in your own words the following rights to the other members of the club :**

- The right to life
- The right to education
- The right to freedom of opinion and expression.
- The right to work.

LESSON 2

# I HAVE DUTIES TOO

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The students of 4è 1 from Collège Moderne of Sorobango are attending a conference held by an expert of the United Nations about human duties in order to be good citizens.

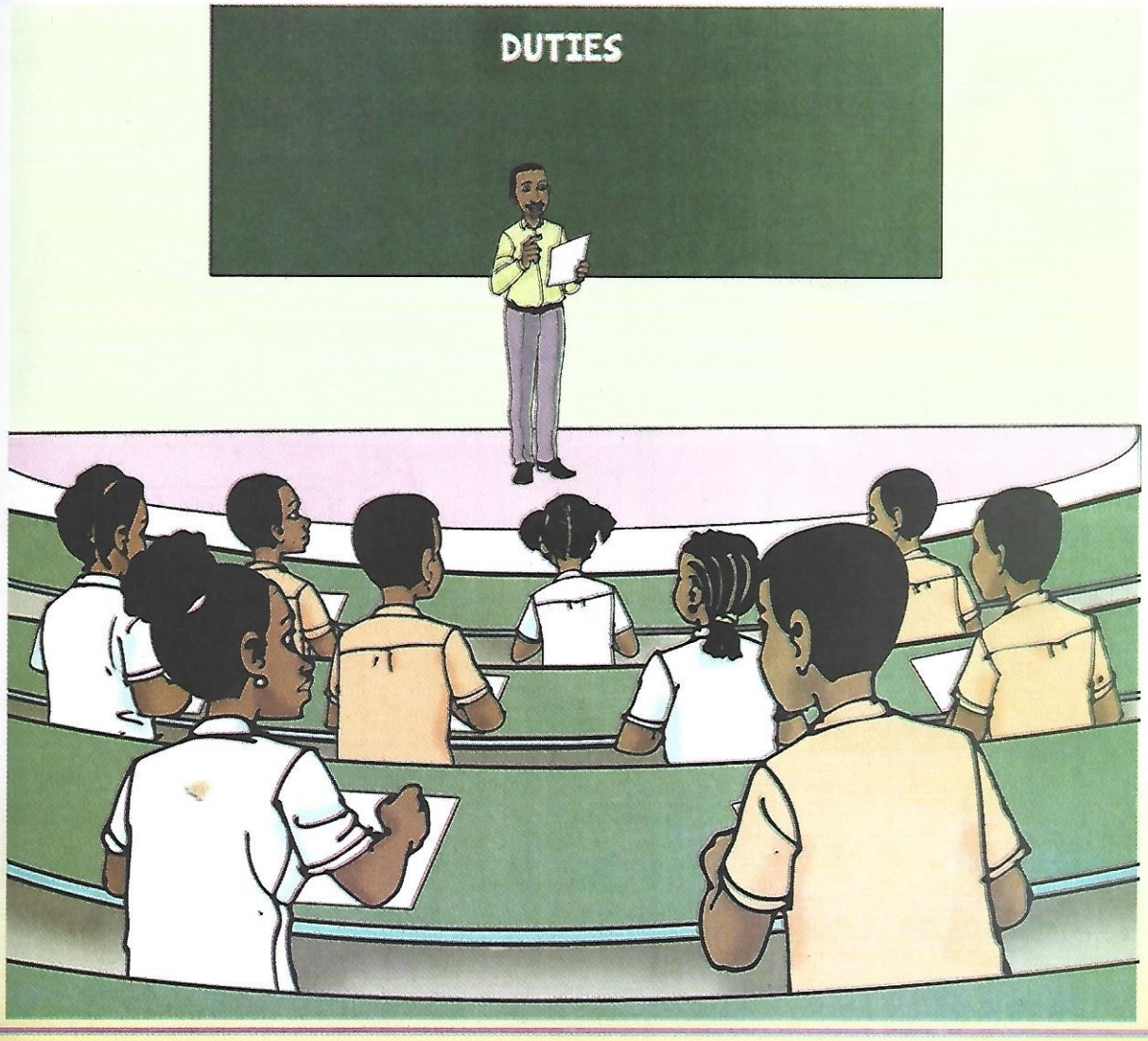
Vocabulary related to duties

Language function focus

- Expressing duties

Everyday English

It's my responsibility to keep the house clean.

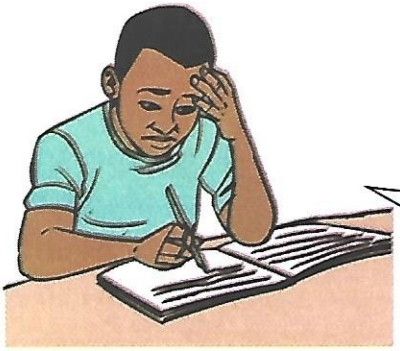


# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Work hard; School regulations; Obey the parents; Help in the housework; Tidy ; Wash the family's car; Be polite; Housework | Expressing duties | **It's my duty** to obey my parents.<br>-**It's my responsibility** to obey my parents.<br>-**I have the duty to** obey my parents. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



We, children, have too many duties. At school, we have **to respect the school regulations** and the teachers. We must also **work hard** to get good grades. At home, we must **help in the housework, obey the parents**, respect the elders, help people in need, tidy our bedrooms, wash the family car etc ... Children's life is not easy at all.

- LISTEN AND REPEAT



**It's my duty to** obey my parents.

**I have the duty to** help in the housework.



## TIME TO PRACTISE

1- Listen to audio and Complete the sentences below with the words you hear.

Example: 1- obey

1- Children must ... their parents.
2- I must ... my parents in the housework.
3- As a student, you must ... the school regulations and your teachers.
4- We must ... our bedrooms ourselves.
5- Yao must ... his father's car.
6- Students must ... hard at school.

2-Use the information in activity 1 to express duties.

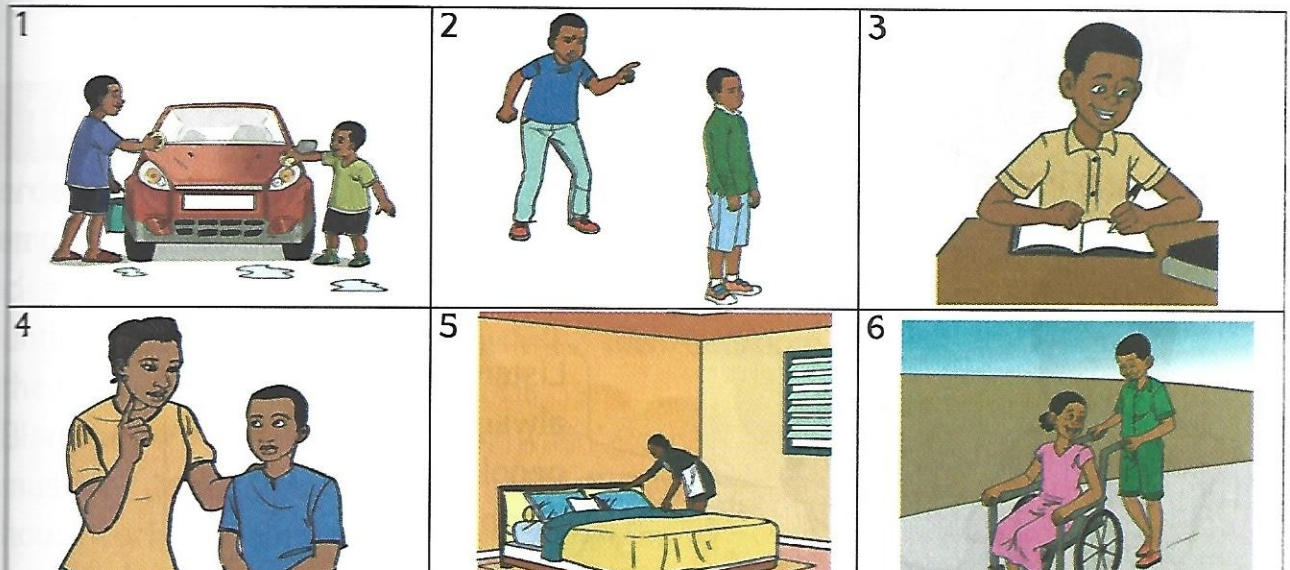
Example : 1) - It's my duty to wash the family's car.
- It's my responsibilty to wash the family's car.
- I have the duty to wash the family's car

## TIME TO EXTEND

Write the descriptions corresponding to the pictures below. One is done for you as an example.

Example: 1- Wash the family's car

work hard at school - respect parents - help other people - obey parents - wash the family's car - tidy the bedroom




### MY OWN NOTEBOOK

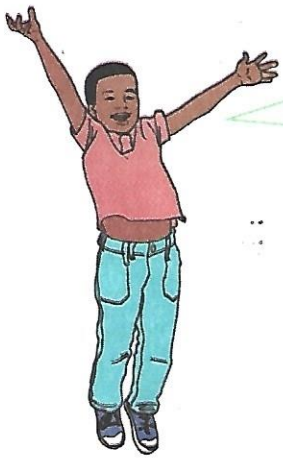
- I agree with you.
- Your answer is correct.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Respect the law; Pay taxes; Provide housing; Feed the Family; Take care of the house; Support the family | Expressing duties | -I **must respect** my parents.<br>-I **have to respect** my parents.<br>-I **mustn't disobey** my parents. |

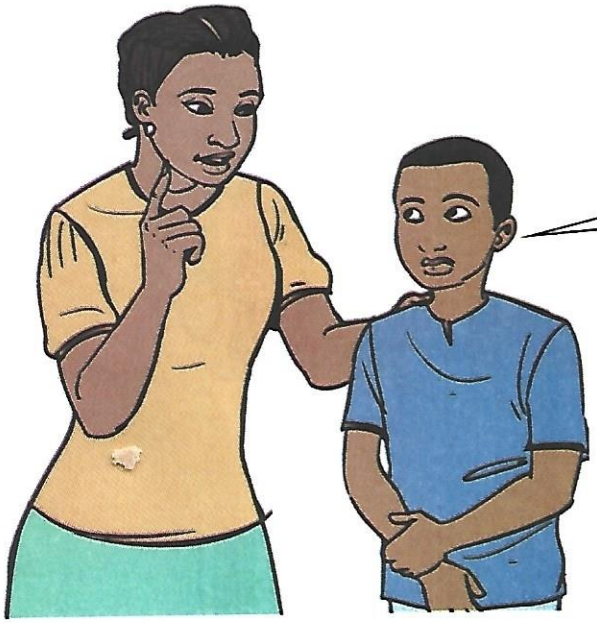
## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



The parents have their duties too. It's their duty to **support the family**. Daddy has to **pay taxes, provide housing** for the family. Mom must take care of the house and feed the family. If all people do their duties, then they respect the law.

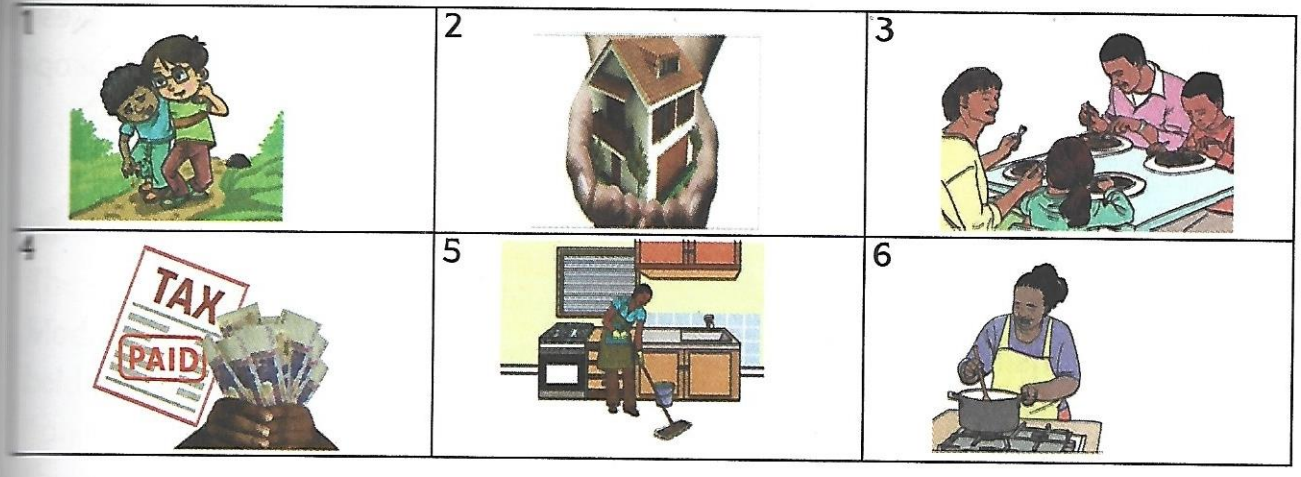
- LISTEN AND REPEAT



Listen, my son! You **must** always **respect** older people. You **don't have to** disobey them.

## TIME TO PRACTISE

**Activity 1 : As you listen to your teacher, write the description of each picture.**
**Example: 1- assist people in need**




**Activity 2 : Complete the sentences with "must" or "mustn't" to get meaningful sentences expressing duties. One is done as example for you**
**Example: 1- must**

1- Fathers ... support the family.
2- You ... refuse to assist people in need.
3- As citizens, we ... pay our taxes to help the country develop.
4- Women ... respect their husbands.
5- Children ... disobey their parents.

## TIME TO EXTEND

**Reorder the words to get meaningful sentences.**
**Example: 1- Inzata must clean the house.**

1- clean / Inzata / the house. / must
2- untidy. / leave / The boys / mustn't / their bedroom
3- the meal. / cook / must / The girls
4- Blanchard / his father's / must / wash / car.
5- mustn't / taxes / pay / to / refuse / Citizens
6- housework. / Children / in / help / the / must

### MY OWN NOTEBOOK

I quite agree with you on this point.
I'm definitely against desobey parents.
We have to respect adults.

# SESSION 3

## COMMMUNICATION ACTIVITY

During one of the meetings of the English Club of their school, their chairman makes the students of 4ème listen to an audio tape in order to test their knowledge about people's duties. Being present that day, as you listen to the record,

**A- choose the correct answer among the three options below;**

The record is about:

a-Children's duties
b-Parents' responsibilities
c-Children and parents' duties

**B- say if the following statements are true (T) or false (F). Example : 1 - T**

1- Parents have the duty to give food to their children.
2- Parents don't have to provide housing for children.
3- Children have the responsibilty to care for their education and medical treatment.
4- Children have the duty to respect their parents.
5- Children don't have to help at home.
6- Children have the responsibility to have good school results.

**C- after listening to the passage, sensitize your classmates about three (03) duties of your parents and three (03) of your duties as children.**

LESSON 3

# LET'S PROMOTE TOLERANCE !

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The students of 4ème 4 from Collège Moderne of Bobi attend a conference held by an expert in conflict resolution in order to have information about how to live in a harmonious and tolerant society.

Vocabulary related to tolerance

Language function focus

- Expressing obligations

Everyday English

We've got to promote tolerance.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| War; Violence; Conflict; Terror; Hatred; Intolerance; Wound; Enemy; Segregation; Discrimination; Sectarianism | Expressing obligations | I **mustn't** be intolerant with others. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



**Hatred** is at the basis of the most of the **violence** in the world. It creates **enemies** who sometimes wage **war** against one another. The **terror** which results from this **conflict** is unbearable, it creates **wounds** in people's flesh, mind and heart.





People **mustn't** be intolerant with others.

## TIME TO PRACTISE

**Activity 1 :** As you listen to your teacher, write the words you hear.

Example: 1- terror

**Activity 2 :** Select the best option in each sentence to express obligations.

Example: 1- mustn't

1- We (must / mustn't) promote violence.
2- Nobody (must / mustn't) hate their fellow.
3- Countries (must / mustn't) wage war against one another.
4- There (must / mustn't) be any conflict between members of the same family.
5- We (must / mustn't) be intolerant with others.

## TIME TO EXTEND

Reorder the letters to find meaningful words. The first letter is put in capital.

Example: 1- war

1- r-a-W = ...

2- d-r-a-t-e-H = ...

3- C-l-i-f-t-o-n-c = ...

4- r-o-r-T-e-r = ...

5- y-E-n-e-m-= ...

### MY OWN NOTEBOOK

Human beings must be tolerant.

Presidents must avoid conflicts.

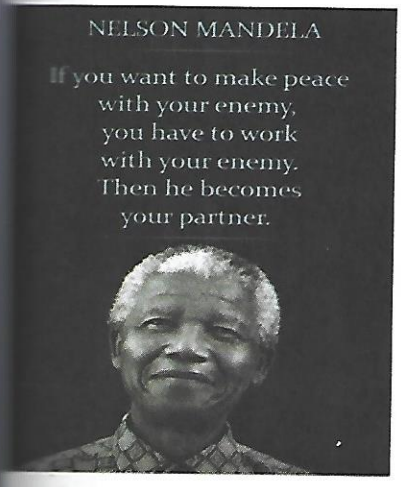
Citizens must not promote hatred.

## SESSION 2

| Learning points | | |
|---|---|---|
| Vocabulary focus | Language function focus | Structures |
| Reconciliation; Forgiveness; Brotherhood; Love; Peace Keeping; Tolerance; Solidarity; Peacemaker | Expressing obligations | **We've got to** promote tolerance |

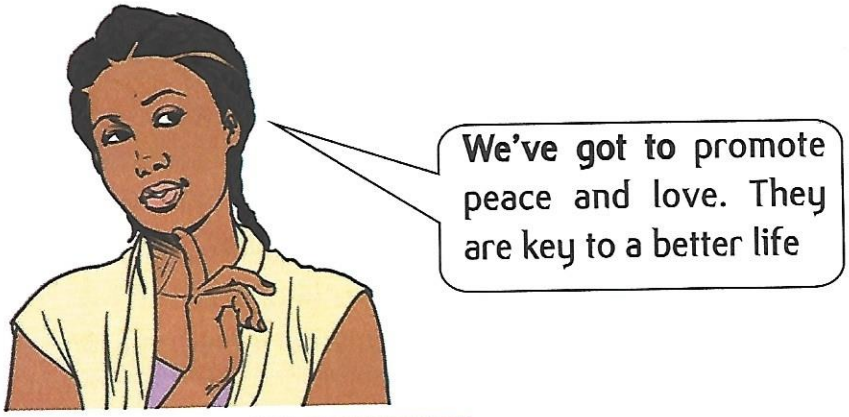
## TIME TO LEARN

- LOOK, LISTEN AND REPEAT




In this world of constant tension, we need **peacemakers**, people who will work for the promotion of brotherhood, **reconciliation**, **love**, **tolerance**, **solidarity**, tolerance, and **forgiveness** so as to help the world live in peace.

- LISTEN AND REPEAT




## TIME TO PRACTISE

**Activity 1 : As you listen to the teacher, identify each picture with the appropriate words or expressions. Example: 1- peace**

| | | |
|---|---|---|
|  1 |  2 |  3 |
|  4 |  5 |  6 |

**Activity 2 : Use the structures below to make sentences like in the example**

**Example: 1) We've got to promote peace in the world**

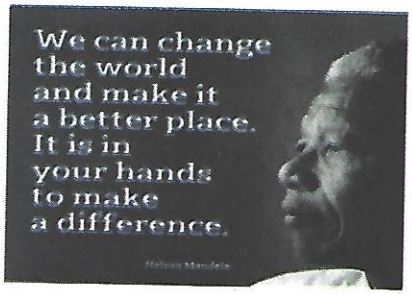
1- We / promote peace in the world
2- We / forgive one another
3- People / promote brotherhood for a better world
4- Everyone / be a peacemaker
5- You / encourage solidarity
6- The world / make the promotion of love

## TIME TO EXTEND

Find the words whose definitions are given. Example: 1 - Peacemaker

1- A person who tries to persuade people or countries to stop fighting and make peace.
2- A period of time in which there is no war
3- Friendship or understanding between people
4- An end to a disagreement
5- A strong feeling of liking and caring about people
6- Pardon
7- Support given to another person

MY OWN NOTEBOOK




## SESSION 3

### COMMMUNICATION ACTIVITY

You are chosen by the chairman of the English Club of your school to sensitize your friends about how to promote peace at the next club meeting. To get well-prepared, you have decided to listen to an interesting program on VOA talking about an important African freedom fighter. As you listen to the program,

1- say whose life it is about;

2- say whether the statements below are true or false. Write T for true and F for false,

a) Mandela's name is synonym of hatred.
b) He will be forgotten by history.
c) For Mandela, forgiveness is a strong arm.
d) He forgave his former enemies.
e) Nelson Mandela is from Tanzania.

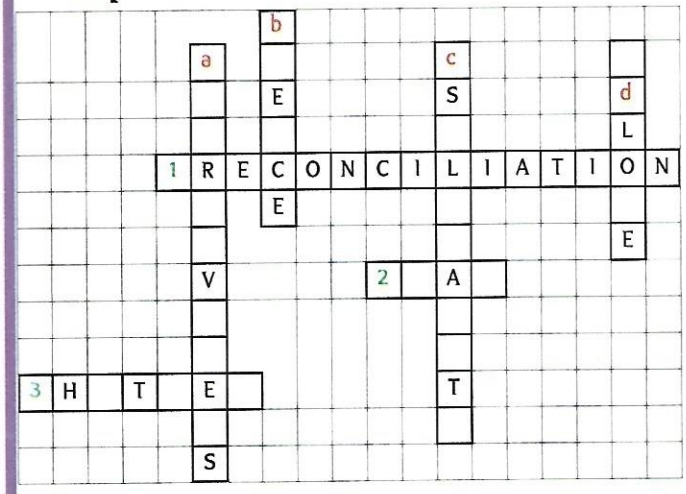
3- After listening to the passage, say three (3) things you must do and three (3) things you mustn't do in order to promote peace in your country.

# UNIT SUMMARY

## • REVISION GAME

Complete the puzzle to get meaningful words related to promoting tolerance.

Example: 1-Reconciliation




ACROSS
1 - ...
2 - ...
3 - ...

DOWN
a) ...
b) ...
c) ...
d) ...

## • REVISION ACTIVITIES

**Exercise 1 : Use the information in the box and make sentences using "must" to express Children's duties.**

Example: 1- Children must respect the school regulations.

| |
|---|
| war - feeding the family - love - hatred - pay tax - peace - washing the car - helping a person in need - respect the school regulations |

**Exercise 2 : The sentences below are duties. Write P before the duties of parents and C before the duties of children.**

Example: 1- P

1- Send children to school
2- Respect the school regulations
3- Pay tax
4- Feed the family
5- Cook the meal
6- Wash the parents' car
7- Work hard at school
8- Help in the housework

**Exercise 3 : Complete the sentences with "have got " or "mustn't" to express obligations. Example: 1- have got**

1- We ... to be tolerant to people of different culture.
2- I ... to respect the right to difference of other people.
3- You ... discriminate others because of their race.
4- We ... campaign for peace and love.
5- You ... promote togetherness.
6- Citizens ... be intolerant to one another.

**Exercise 4 : Fill in the table with the words below according to their relation with each title**

Forgiveness - conflict - misunderstanding - fight - reconciliation - brotherhood - enemy - love - hatred - solidarity - peacemaker - wound - tolerance

| PEACE | WAR |
|---|---|
| - forgiveness | |

## • WHAT I CAN DO

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

| | | I can | I can't |
|---|---|---|---|
| 1 | express my rights | | |
| 2 | express my duties | | |
| 3 | talk about promoting tolerance | | |
| 4 | express an obligation | | |
| 5 | inquire about a piece of advice | | |

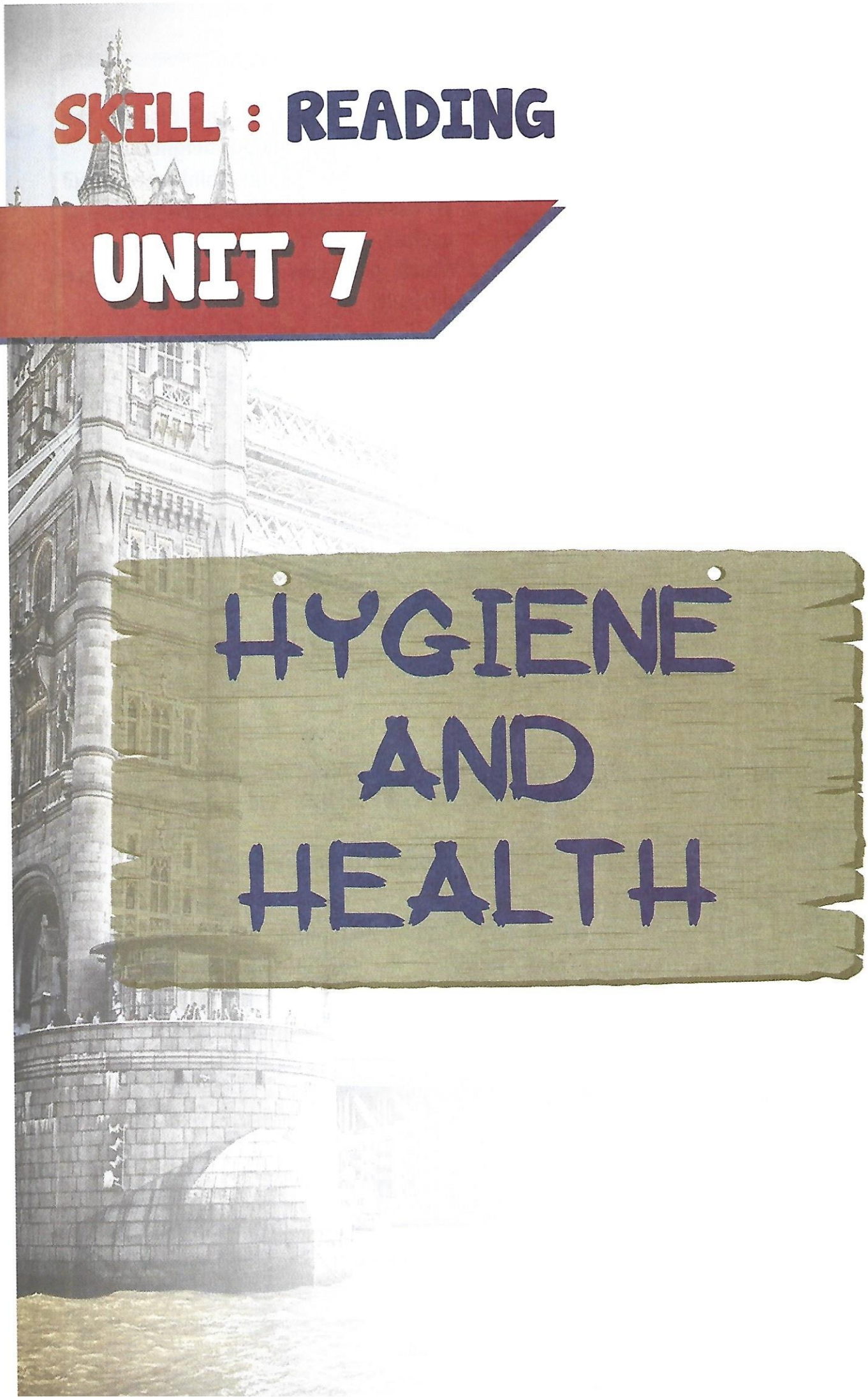
## • EVALUATION

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

# PREVENTING DISEASES

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

On the International Hygiene and Health Day, the Ambassador of the USA gives some brochures to the English Club members of Lycée Départemental of Abengourou. They read them in order to get enough information about preventing diseases.

Vocabulary related to hygiene and health

Language function focus

- Giving advice
- Expressing passive actions

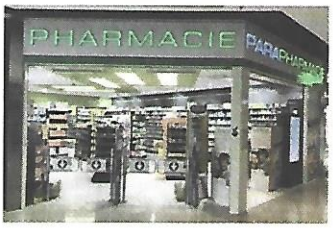
Everyday English

You should wash your hands regularly.

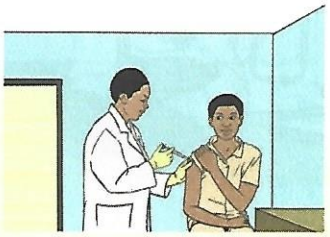












# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Dirty environment; Diseases ; Precautions; Fever; Medicine ; Headache; Suffer from; Malaria; Patients; Pandemic | Giving advice | A: I don't feel quite well.<br>B: You **should** go to the hospital. |

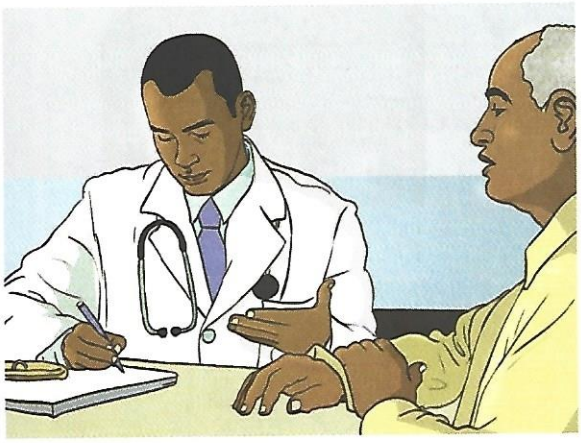
## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



In our societies today, people suffer from many **diseases** because of **the dirty environment** we are evolving in. In the hospitals, **patients suffering** from **malaria**, **headache**, stomachache and even toothache come to consult doctors about the right **precautions** to avoid diseases. To make the situation worse, the world has been facing the Covid-19 **pandemic** since 2019.

- LISTEN AND REPEAT



**Patient:** Good morning, Doctor! I don't feel well.
**Doctor:** Yes, I see. You must be tired. I'll prescribe you some medicines.
**Patient:** Thanks, doctor!
**Doctor:** Here you are. You **should** take these medicines and rest a lot. Okay?
**Patient:** Yes, Doctor. Thanks a lot.
**Doctor:** Goodbye, take care

## TIME TO PRACTISE

**ctivity 1 : Match the words or expressions in column A to their definitions or synonyms n column B. Example: 1-e**

| Column A | Column B |
|---|---|
| 1- Dirty environment | a) a disease that spreads over a whole country |
| 2- A patient | b) a serious illness causing a high temperature |
| 3- A disease | c) a person receiving a medical treatment |
| 4- Precautions | d) a pain in the stomach |
| 5- Pandemic | e) an unhealthy living place |
| 6- Stomach ache | f) preventive measures to avoid diseases |
| 7- Malaria | g) a malady |

**ctivity 2 : Rewrite the sentences below using "should" to turn them into advice.**
**xample: 1- You should eat some fruit and vegetables.**
1- Eat some fruits and vegetables to be safe.
2- Take your medicine to recover quickly.
3- Follow preventive measures to avoid malaria.
4- Check your temperature with a thermometer.
5- Wash fruit before eating them.
6- See a doctor regularly.

## TIME TO EXTEND

**atch each situation in box A to its corresponding piece of advice in box B.**
**xample: 1 - d**

| Box A | Box B |
|---|---|
| 1- I have a headache. | a) You should sleep under a mosquito net. |
| 2- I don't feel well this morning. | b) You should buy something to eat. |
| 3- My clothes are dirty. | c) You should call a mechanic. |
| 4- There are too many mosquitoes in the room. | d) You should take an aspirin to ease the pain. |
| 5- I am hungry. | e) You should see a doctor. |
| 6- My car has broken down. | f) You should wash them. |

**MY OWN NOTEBOOK**
Our classroom is dirty.
You should sweep it.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Prescription; Drugstore; Temperature; Thermometer; Loss of appetite; Injection; Face mask; To recover | Expressing passive actions | A prescription **is given by** the doctor. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



**Abou**: Good Morning, Doctor !
**Doctor**: Good morning. What's wrong with you?
**Abou**: I don't know, Doctor. But I have been suffering from a **loss of appetite** and I think that my **temperature** is high.
**Doctor**: OK, take this **thermometer** and put it under your armpit.

(A few minutes later)
**Boy**: Here it is, Doctor!
**Doctor**: Oh! Your temperature is really high. I am going to give you an injection. You will also go to the drugstore with this prescription to buy these medicines and a face **mask**. You will **recover** very soon if you take them properly. OK?
**Abou**: Yes, madam. Thanks!
**Doctor**: You're welcome!

- **LISTEN AND REPEAT**



Active sentence: The patient takes the pills.
Passive sentence: The pills **are taken by** the patient.

## TIME TO PRACTISE

**ctivity 1 : Say what the descriptions below are about.**

**xample: 1- thermometer**

- It is used to check the temperature.
- A sick person who the doctor takes care of in a hospital.
- People go there to buy medicines.
- It is done with a syringe.
- To become well again after being sick

**ctivity 2 : Rewrite the following sentences starting by the underlined words.**

**xample: 1- A prescription is being given to the patient by the doctor.**

- The doctor is giving a **prescription** to the patient.
- Ali swallowed **an aspirin**.
- The pharmacist will sell **the medicines**.
- The nurse makes **an injection**.
- Mirabelle has cared about **Jeremiah**.

## TIME TO EXTEND

**ead the paragraph below and complete it with the suitable missing words.**

**xample: 1- temperature**

esterday, Manou did not feel well. He went to the hospital to see a doctor. The doctor sked him to check his (1) .....with a (2) ... beforehand. Then, he gave him a (3) ... . Manou ent to the (4) ... and bought the medicines that he swallowed in order to (5) ... quickly.

### MY OWN NOTEBOOK

First, go to the hospital.
Then, go to the pharmacy.
Finally, take you medecines regularly.

# SESSION 3

## COMMMUNICATION ACTIVITY

During one of their meetings, the chairman of the English Club of Lycée Municipal of Tanda asks the students of 4ème to read a paragraph about an epidemic in order to get information and sensitize their fellows about hygiene and health. As a student of 4è,

**A. quickly read the text and choose the suitable title.**

1- The consequences of cholera
2- The symptoms and treatment of cholera
3- The ways of preventing cholera

TEXT

Caused by a water-borne bacterial infection, cholera is transmitted through contaminated food or water, or through contact with faecal matter or vomit from infected people.
A patient can lose up to 25 litres of fluid per day. Cholera can cause severe diarrhoea and vomiting, and rapidly prove fatal, within hours, if not treated. But cholera is very simple to treat; most patients respond well to oral rehydration salts, which are easy to administer. In more serious cases, intravenous fluids are required. Ultimately, no-one should die of cholera, yet well over 100,000 do each year.

Adapted from https://www.msf.org/cholera?

**B. read the text again and say whether the statements below are true or false. Write T for true and F for false. Then justify your answers by indicating the lines of the text.**

Example: 1-F (L1)

1- Cholera is transmitted by mosquitoes.
2- You can catch cholera if you are in contact with the poo and vomit of an infected person.
3- Cholera causes diarrhoea and vomiting.
4- Cholera cannot kill a person.
5- Cholera is very difficult to treat.
6- Hundred thousands of people die yearly from cholera.

**C. write a paragraph of ten (10) lines about cholera. In your paragraph,**

- say what causes cholera;
- give two symptoms of cholera;
- suggest a treatment for cholera.

LESSON 2

# TAKE CARE OF YOUR SCHOOL ENVIRONMENT

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The American ambassador is visiting Collège Moderne Satama Sokoura on the National Hygiene and Salubrity Day. He gives some leaflets about Hygiene to 4è 3 students to help them be well-informed on the topic and sensitize their fellows.

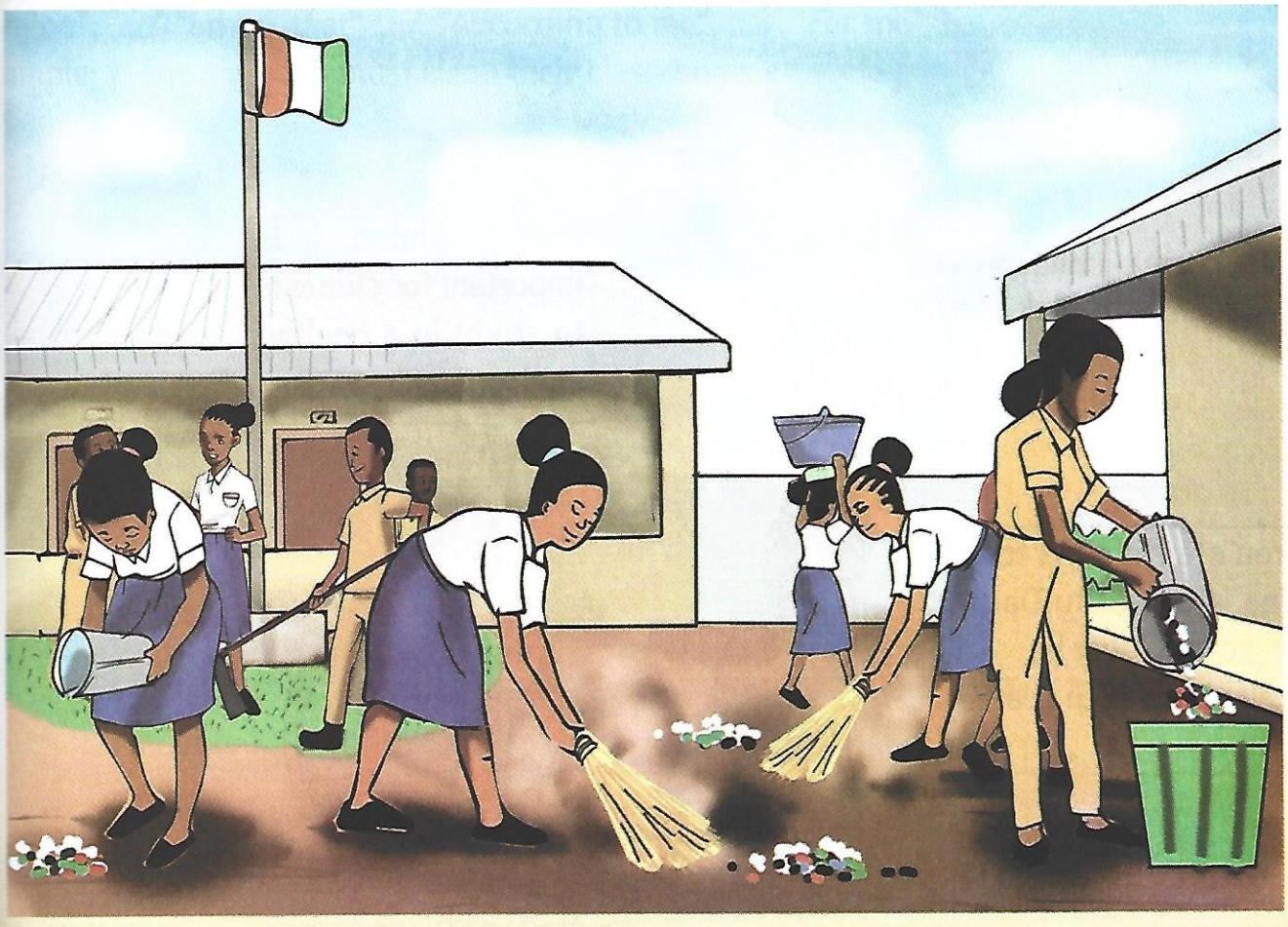
Vocabulary related to school salubrity

Language function focus

- Expressing opinions
- Making suggestions

Everyday English

- For me, students must take care of their school environment.
- What about cleaning our school yard?

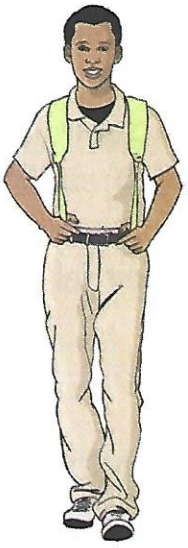


# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Bushy place; Dirty classroom; Mop; Broom; Machete; Rake; Wheelbarrow; Spade; Fork | Expressing opinions | **For me**, it is important to live in a clean environment. |

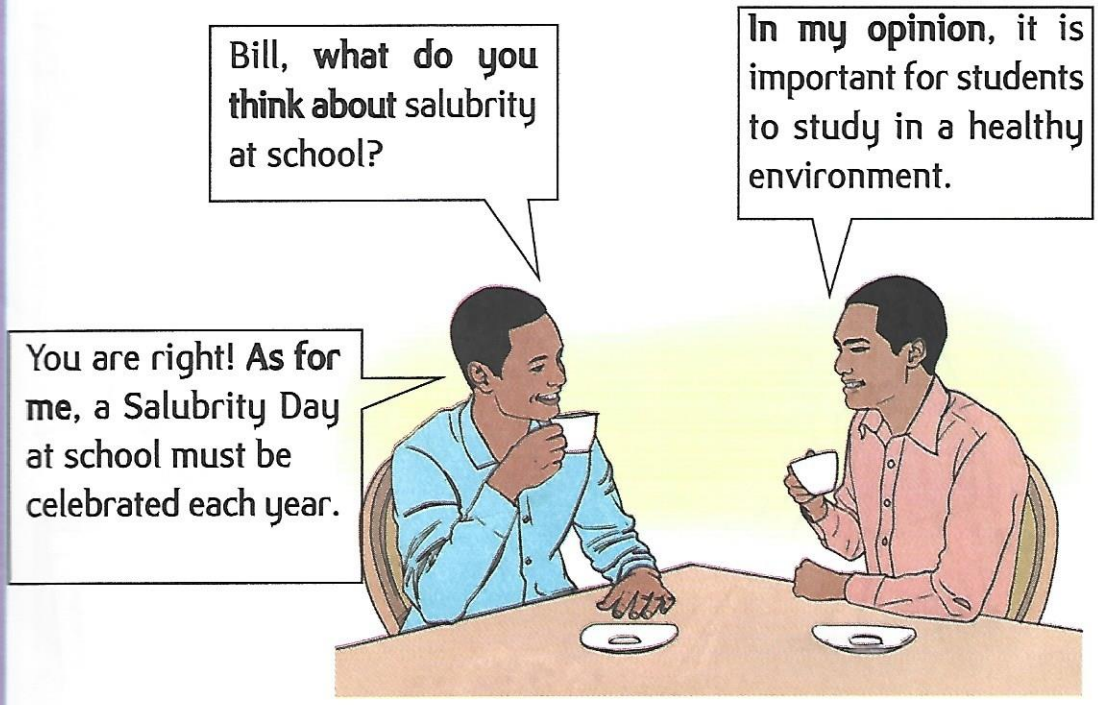
## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



At the beginning of the school year, we found our school very **bushy** and the classrooms were **dirty**. The head of the school asked us to bring machetes, **wheelbarrows**, **mops**, **brooms**, **spades**, **hoes**, **rakes** and **spade forks** to clean the school yard and the classrooms. We had to remove the rubbish to study in better conditions.

- LISTEN AND REPEAT



## TIME TO PRACTISE

**Activity 1. Complete the paragraph below with "spade forks, machetes, mops, messy, brooms, wheelbarrow," to make it meaningful. Example: 1- machetes**

The boys are cleaning the bush with (1)... Then, with (2) ... they put the dirt in the (3) ... in order to throw it far from the school yard. Meanwhile, some girls are sweeping the school yard with (4) ...They also tidy the (5) ...classrooms and clean the floor with (6)...

**Activity 2: Reorder the groups of words in each section to get meaningful sentences expressing opinions.**

**Example: 1- In my opinion, students must keep their classroom clean.**

1- their classroom clean. / In my opinion, / students must keep
2- is very important. / According to me, / salubrity at school
3- the suitable tool for cleaning bush. / a machete is / I think that
4- For me, / the cleanest school of his district. / the Mayor must reward
5- we should clean / I believe that / the school each week.

## TIME TO EXTEND

**Make four (04) sentences expressing an opinion about salubrity using "In my opinion", ..../ "I think that" ..../ "According to me", ..../ "For me", ...**

**Example: 1- For me, girls must clean their classrooms everyday.**

### MY OWN NOTEBOOK

- How do you say ... in English?
- How do you spell ...?

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Cleaning the school yard/the classroom; Cleaning the toilet; Sick; Collecting the rubbish; A bucket; A duster; A dustbin; Stinky; Healthy; Detergent; Suffocate | Making suggestions | -**Why don't we** clean the toilets?<br>-**How about** mopping our classroom?<br>-**We should** collect the rubbish. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



If we want to stay healthy, we must **clean** our school yard, clean the classrooms, clean our **toilets**, collect the **rubbish** and put them in the **dustbin**. When the toilets are not clean, they are **stinky** and we can **suffocate** or become sick if we breathe this polluted air. So, it is important to put water in a **bucket** with **detergent** and clean them regularly.

- LISTEN AND REPEAT



## TIME TO PRACTISE

**Activity 1: Match the words in column A with their definitions or synonyms in column B.**
**Example: 1- d**

| Column A | Column B |
|---|---|
| 1- Bucket | a) having an extremely bad smell |
| 2- Detergent | b) unwell |
| 3- Sick | c) die because there is no air to breathe |
| 4- Dustbin | d) open container with a handle used for carrying liquid |
| 5- Stinky | e) liquid or powder that helps remove dirt |
| 6- Suffocate | f) large container with a lid used for putting rubbish in |

**Activity 2: Complete the sentences below with "Why don't" .../ "How about ...." to make suggestions. Example: 1-** How about

1- ...collecting the rubbish?
2- ...we clean the school yard?
3- ...you sweep the floor?
4- ...putting the rubbish in the dustbin?
5- ...using detergent to clean the toilet?

## TIME TO EXTEND

**Use the prompts in each section to make suggestions using "How about" and "Why don't".**
Example: 1- A: How about cleaning them?
B: Why don't we clean them?

1- The toilets are stinky. (clean them)
2- The classroom is untidy. (tidy it)
3- The floor is dirty. (mop it)
4- I am suffocating. (go out to breathe fresh air)
5- My son is sick. (take him to the hospital)

**MY OWN NOTEBOOK**

We should make our school clean.

# SESSION 3

## COMMMUNICATION ACTIVITY

For the celebration of hygiene and salubrity in your school, during an English club meeting, the chairman of your English club organizes a reading competition. The winner is to be chosen to give a talk in order to sensitize his friends during the celebration. As a participant in the contest,

**A. as you read the text quickly, say what it is about.**

In our hygiene program, we are teaching children, teachers and parents about the various aspects of hygiene, such as washing hands, proper bathroom use and waste management. This is very important since good hygiene can literally be of vital importance in Congo. The program aims to improve hygiene in schools. If children are less likely to be ill, they are more likely to complete their education. Moreover, when there are no separate toilets, most girls quit school when they start menstruating. Infrastructure improvements include the construction of separate toilets, the installation of running water and a hand-washing station. To create as large a support base as possible, teachers, pupils and their parents are trained in hand-washing, toilet use, waste processing and food hygiene.
Adapted from enclasse.org/en/our-programs/hygiene-program.html?

**B. as you read the text again, find the words whose definitions or synonyms are listed below. The line reference is given to help you. Example: 1- Hygiene**

1- the practice of keeping your body and your environment clean (L1)
2- diverse (L1)
3- rubbish (L2)
4- essential (L3)
5- ameliorate (L4)
6- abandon (L6)
7- comprise (L6)

**C. read the text again and answer the following questions. (2 lines maximum).**

1- What does the hygiene program in the text consist in?
2- How is hygiene at school considered in Congo?
3- What is the objective of the program?
4- When does the majority of girls abandon school?
5- What do infrastructure improvements include?

**D. Write a paragraph of ten lines in which you sensitise your friends about the importance of a clean environment.**

# LESSON 3

# BEWARE OF AIDS !

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

The representatives of the World Health Organisation (WHO) in Côte d'Ivoire have given some booklets about HIV/AIDS to the English Club of Lycée Mamie Adjoua of Yamoussoukro. The chairman asks the students of 4è to read them in order to get enough information to sensitize their fellows about the dangers of AIDS and the precautions to take.

Vocabulary related to HIV / AIDS

Language function focus

- Giving strong advice
- Making recommendations

Everyday English

You'd better have only one sexual partner and be faithful to her / him.



# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Blood transfusion; Unproteted sexual intercourse; Pregnant; Mother-to-unborn-baby contamination; Breastfeeding; Tattooing; Drug addiction; Multiple sexual partners | Giving strong advice | **You'd better** avoid sharp contaminated tools. |

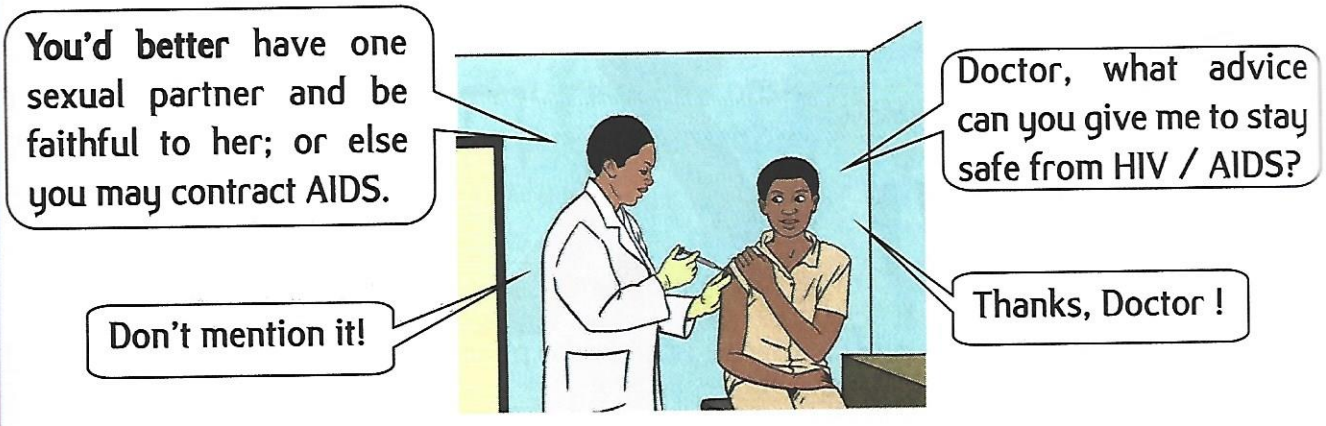
## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



AIDS (Acquired Immuno-Deficiency Syndrome is a fatal disease caused by HIV (Human Immunodeficiency Virus). AIDS can spread in many ways. You can catch AIDS through blood contact during a **blood transfusion**, the use of contaminated tools like toothbrushes, needles, blades, syringes or when **tattooing** and **drug addiction**. AIDS can also spread through a **pregnant mother-to-unborn baby** contamination or during **breastfeeding**. Finally, the principal mode of contamination of AIDS remains **unprotected sexual intercourse**. People who have multiple sexual partners are likely to contract AIDS if they don't protect themselves. Fortunately for mankind, you can't catch AIDS by shaking hands, mosquito bites, hugging, eating in the same plates with a contaminated person, or sleeping on the same bed or using the same toilet.

- LISTEN AND REPEAT



## TIME TO PRACTISE

**Activity 1: Reorder the letters to find meaningful words or expressions related to HIV / AIDS. Example: 1- HIV**

1- I-V-H
2- d-o-B-l-o s-o-f-u-s-n-a-n-T-r-i
3- d-a-l-e-B
4- S-I-D-A
5- r-e-y-S-n-i-g
6- V-i-s-u-r
7- a-m-i-t-i-C-o-n-t-o-n-a-n

**Activity 2: Use the prompts below to give strong advice.**
**Example: 1) You'd better avoid using contaminated sharp tools.**

1- Avoid using contaminated sharp tools
2- Do your blood test
3- Have protected sex
4- Sterilize any tool before using it
5- Be faithful to your partner

## TIME TO EXTEND

**Turn the sentences below into strong advice.**
**Example: 1- I'd better stay safe from AIDS.**

1- I must stay safe from AIDS.
2- We must beware of AIDS.
3- She should sterilise the needle before using it.
4- They must have a sleep now.
5- You must make your test to save your offspring's life.
6- We have to stay faithful.

**MY OWN NOTEBOOK**

Practise abstinence until marriage!

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| To get tested; Condoms; HIV negative; HIV positive; To lose weight; Skinny; Abstinence; Loyalty; ART | Making recommendations | I **recommend** young people to be faithful to their partners to avoid AIDS. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT



I recommend everyone to **get tested for AIDS** in order to take their precautions. When you are tested, you can be either **HIV negative** or **HIV positive**. If you are positive, you can take the Antiretroviral Therapy (ART) which consists of some medicines you take regularly to reduce the amount of HIV in your body. Follow the prescription and you will live as long as possible. HIV / AIDS has disastrous consequences. There is no effective cure for HIV, but with the proper medical care, you can control it. When you have it, you lose **weight** because of **the loss of appetite**. With the **ART**, you can avoid becoming very skinny and stop the progression of the disease.

- LISTEN AND REPEAT



## TIME TO PRACTISE

**Activity 1: Complete the words or groups of words with the missing letters to get appropriate words or expressions related to AIDS.**

Example:1- Antiretroviral therapy

2- L_ss of _pp_tit_

3- Sk_nn_

4- _oya_t_

5- Con_ _ms

6- T_st_d

7- Ab_ _ine_ce

**Activity 2: Rewrite the sentences to express recommendations. Do it like in the example.**

Example: 1) I recommend you to be tested for HIV/AIDS.

1- You must be tested for HIV/AIDS.

2- An HIV positive person should take the ART.

3- Men have to be faithful to their wives.

4- Souleymane must use condoms during sexual intercourse.

5- People should avoid multiple sexual partners.

## TIME TO EXTEND

**Your friend who missed the class about HIV/AIDS wants you to give him some advice about the precautions to take to prevent it. Write four (04) sentences expressing recommendations to help him. An example is given to you.**

1- I recommend you to observe abstinence before marriage.

**MY OWN NOTEBOOK**

-Let's practise abstinence!

-There is no cure for HIV.

# SESSION 3

## COMMMUNICATION ACTIVITY

The representatives of the World Health Organisation (WHO) in Côte d'Ivoire have given booklets to the English Club of Lycée Mamie Adjoua of Yamoussoukro. During one of the meetings of the English club, the chairman asks you to read the passage below in the booklet in order to explain the content to your fellows. As you read the text, do the activities that follow it.

**A- Quickly read the text and choose the best title:**

a) The spread of tuberculosis
b) HIV / AIDS
c) Body hygiene

AIDS (Acquired Immune Deficiency Syndrome) is a disease caused by a virus known as HIV (Human Immunodeficiency Virus). Gradually, the virus destroys the body's defence system, targeting in particular the blood cells known as "CD4 lymphocytes".
You cannot know if you are HIV-positive or not until you get tested for it. Being HIV-positive means carrying the virus, even if no sign of the disease can be seen. An HIV positive person can live for years with the virus, and feel in good health, without any onset of the disease.
There are three main ways of propagation of the disease which are sexual intercourse without condom, from mother to child and blood contact (transfusion, injection etc...).
The virus is passed on neither through saliva, nor by mosquito bites. It is impossible to be contaminated with the virus by kissing, shaking hands, drinking in the same glass or sharing a meal with an HIV-positive

Adapted from Bilingual Healthcare Handbook

**B- As you read the text again, answer the questions below.**

a) What is AIDS?
b) What virus causes AIDS?
c) What does the virus do in the body?
d) Does the person carrying the virus always have signs? justify.
e) Can a person catch AIDS through mosquito bite?

**C- After reading the passage about AIDS, write a paragrah of ten (10) lines to sensitize your friends about it. In your paragragh,**

- define AIDS ;
- say what causes it ;
- suggest three (03) ways to avoid AIDS.

# UNIT SUMMARY

## • REVISION GAME

**GUESSING GAME: Guess what disease is described in each sentence.**

Example: 1-COVID-19

1- I broke out recently in 2019. But I am fatal and people wash hands and wear face masks to avoid me.

2- I am a higher body temperature of a person. I am usually caused by a disease.

3- I am a serious disease caught from bacteria in water that causes severe diarrhoea and vomiting and often causes death.

4- I am an infection of the bowels that causes severe diarrhoea with loss of blood.

5- I am a serious disease caused by the bites of mosquitoes.

## • REVISION ACTIVITIES

**Exercise 1 : Use the information below to give advice with "should".**

Example: 1- You should go to the hospital.

- Go to the hospital
- See a specialist
- Follow the doctor's recommendations
- Check your temperature
- Wash your hands and wear a face mask

**Exercise 2 : Use the information of Exercise 1 to make sentences expressing a strong advice. Number 1 is an example.**

Example: 1- You'd better go to the hospital.

**Exercise 3 : Reorder the letters to find meaningful words related to health.**

Example: 1- Fever

1-erevF
2-taleHh
3-deneMici
4-ASID
5-adhceHae
6-eygeniH
7-seDasie

**Exercise 4 : Turn the sentences below into the passive voice. Example: 1- The fruits are washed by the girls.**

1- The girls wash the fruits.
2- Dad is eating a pineapple.
3- The pharmacist opened the drugstore.
4- Illias has driven the sick man to the hospital.
5- Mosquito bites transmit malaria.
6- Quinine can cure malaria.

## • 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 or what you can't do.**

| | | I can | I can't |
|---|---|---|---|
| 1 | identify diseases | | |
| 2 | give advice | | |
| 3 | turn active sentences into passive | | |
| 4 | express a strong advice | | |
| 5 | define AIDS | | |
| 6 | talk about ways of transmission of HIV | | |

## • 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

# WHAT DO YOU KNOW ABOUT COMPUTERS?

## LESSON CONTENT OVERVIEW

### LEARNING CONTEXT

It is the special day dedicated to ICTs at Lycée Moderne of Abengourou. The students of 4è 3 are reading a text on the use of computers in order to debate about their necessity in modern society.

Vocabulary related to parts of computers and their uses

Language function focus

- Talking about the use of objects
- Describing people's actions

Everyday English

Do you have your own computer?

I.T. PICTIONARY

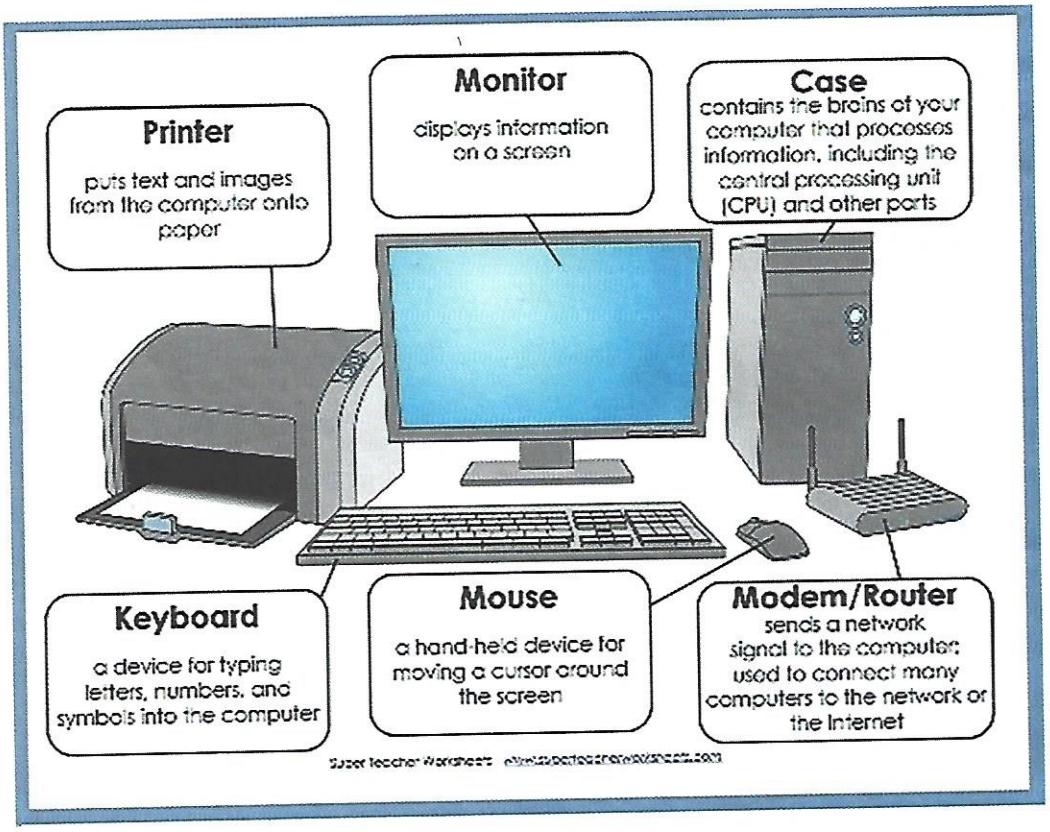
| | | | |
|---|---|---|---|
|  |  |  |  |
| icon | speakers | virus | external hard disk |
|  |  |  |  |
| network | mouse | computer | database |
|  |  |  |  |
| keyboard | laptop | memory | monitor |
|   |  |  |   |
| software | spam | a short cut | a link |
|  |  |  |  |
| brower | download | printer | cursor |

# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Central Processing Unit (CPU); Monitor; Screen; Printer; Mouse; Keyboard; Scanner; Webcam; Speakers; Headset; Flash drive | Talking about the use of objects | A: What is the scanner used for?<br>B: It is used for scanning. / It is used to scan. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**




- **LISTEN AND REPEAT**

**Sandrine: What is the keyboard used for?**
**Faustin: It is used for typing a text.**
**Sandrine: What is the mouse for?**
**Faustin: It is used to move the cursor.**
**Sandrine: is the flash drive used for storing texts?**
**Lamine: Yes, it is. It is also used for storing information and images.**

## TIME TO PRACTISE

**Activity 1: Find the appropriate words or expressions from the descriptions below.**

**Example: 1- A printer**

1- A machine that prints texts and pictures.
2- A part of the computer used to switch on or off the computer.
3- A machine that is used for scanning documents and images.
4- Accessories used for listening to music.
5- It is used to move the cursor on the screen.
6- A part of the computer used to type texts and figures.

**Activity 2: Fill in the blanks with the appropriate prepositions (to or for) to express uses.**

**Example: 1-to**

1- The printer is used ... print texts and images.
2- The mouse is used... moving the cursor on the screen.
3- The screen is used ... display texts and images.
4- The keyboard is used... typing texts.
5- The scanner is used ... scanning images and texts.
6- The webcam is used ... phone and see your correspondent.
7- The Central Processing Unit is used ... switch on or off the computer.

## TIME TO EXTEND

**Match the parts of the computer from the box below with their functions and make sentences like this:**

**Example: 1- e: The keyboard is used for typing texts and figures.**

| | |
|---|---|
| 1- Keyboard | b- take photos and videos |
| 2- Mouse | c- display texts and images |
| 3- Scanner | d- move the cursor on the screen |
| 4- Printer | e- type texts and figures |
| 5- Screen | g- scan texts and pictures |
| 6- Webcam | h- print texts and pictures |

### MY OWN NOTEBOOK

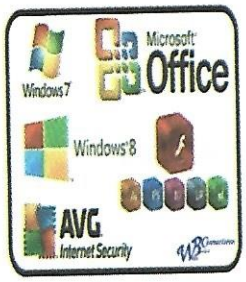
- FAQ: Frequently Asked Questions
- CPU: Central processing unit.

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Desktop; Laptop; Hardware; To print; To scan; To store; Cables; To display; Software | Talking about the function of an object. | A: What is the function of the mouse?<br>B: The mouse points and moves the cursor on the screen. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



Software

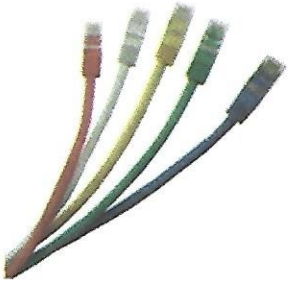

To scan


Desktop


Laptop


To print


Hardware


Cables

- **LISTEN AND REPEAT**

**Faustin: What is the function of** the mouse?
**Sandrine:** The mouse **points** and **moves** the cursor on the screen
**Faustin: What does a webcam do** in the computer?
**Sandrine:** The webcam **takes** photos and videos.
**Faustin: What is the function of** the speakers?
**Sandrine:** The speakers **provide** sounds for videos and music.

## TIME TO PRACTISE

**Activity 1: Use the words in the box and complete the following sentences. Example: 1- print**

| Desktop - store - laptop - hardware - cables - print |
|---|

1- When you... a document, you put electronic information like texts and photos on paper.
2- Keyboard, mouse, printer and monitor are .... .
3- ...are wires used to connect the computer to an electronic source.
4- A small computer you can carry everywhere is a ... .
5- Flash drive and hard drive are used to ...information and photos.
6- A computer designed to stand on a desk or a table is a ... .

**Activity 2: Complete the following sentences with the correct form of the verb in the box below. Use present simple to describe the function of each item.**
**Write your answers like this:1-enters**

| enter - take - display - provide - move - control - connect |
|---|

1- The keyboard ... data and information into the computer.
2- The Central Processor Unit ... the operation of each part of the computer.
3- The speakers ... sounds for videos.
4- The webcam ... photos and videos.
5- The monitor ... all types of information.
6- The mouse ... the cursor on the screen.
7- The cables ... the computer to electronic socket.

## TIME TO EXTEND

**Complete the following dialogue with the words from the box below. Example: 1-laptop**

| store- speakers - print- display - webcam- laptop |
|---|

osé: Computer help desk! How can I help you?
hristian: I have a small computer; I need help to use it.
osé: Do you mean a (1)...?
hristian: Yes! I want to save some documents on another computer. What should I do?
osé: You can use a flash drive to (2)... your documents.
osé: And what can I do if I want to put my documents on paper?
hristian: You can (3) ...them.
osé: Is it possible to take photos on my computer?
hristian: Yes! It is possible if you have the (4).... .
osé: Ok! But my computer has no sound! Is it normal?
hristian: Have you connected the (5)...? Their function is to provide sounds for music and videos.
osé: Does your screen (6)... music icon?
hristian: Yes! Thanks a lot for your help!
osé: You are welcome!

**MY OWN NOTEBOOK**

- To retrieve: to download one's messages

# SESSION 3

## COMMMUNICATION ACTIVITY

During an English Club meeting of your school, the chairman gives you a text to read in order to discuss its content. Read it and do the following activities.

**A- Quickly read the text and say what it is about.**

### TEXT

### How does a computer function?

A computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process data. There are different types of computer. The most common are desktops and laptops.

The four basic functions of a computer are input function, processing data, storing data and output function. The Central Processing Unit (CPU) for example functions as the brain of the computer because the CPU takes data and instructions from the input devices and performs all types of operations based on the instructions given.

As far as the input function is concerned, it is the process of entering any type of data and instructions into a computer by using the input devices such as a keyboard, mouse, scanner, microphone etc. In addition, hardware and software also play a significant role in the functioning of a computer.

Text adapted from https://greeksonsite.com

**B- Match each word in Box A from the text with its definition or synonym in Box B.**

**Example: 1-d**

| Box A | Box B |
|---|---|
| 1-device (L1) | a-important |
| 2-retrieve (L2) | b-program used to operate a computer |
| 3-data (L2) | c-recording |
| 4-brain (L5) | d-a piece of equipment designed for a particular job |
| 5-performs (L7) | e-information that is stored by a computer |
| 6-entering (L8) | f-controlling piece |
| 7-software (L10) | g-find information stored in the memory of a computer |
| 8-significant (L10) | h-functions |

**C- Choose the correct answers between the options according to the text. Do like this: 1-b**

1- A computer has the ability to:
   a- download application on mobile phones.
   b- store, retrieve and process data.
   c- provide sounds for television.
2- The four basic functions of a computer include:
   a- scanning and printing functions
   b- internet function
   c- storing data and output function
3- CPU stands for:
   a- computer Program Unit
   b- central Processing Unit
   c- central program Unit
4- The elements of the input devices are:
   a- webcam, monitor and printer
   b- speakers, monitor, printer
   c- keyboard, mouse, microphone
5- Hardware and software are:
   a- important
   b- insignificant
   c- performant

**D- After reading the text, you hold the conversation below with the chairman. Complete your missing parts and with your neighbour, present your work to your fellows.**

Chairman : What do you know about computers?
You: (1)...
Chairman : Can you tell me the difference between software and hardware?
You:(2)...
Chairman : Are computers important in our lives?
You: (3) ...
Chairman : How inportant are they?
You: (4) ...
Chairman : Thanks for the information.
You: Don't mention it.

LESSON 2

# MOBILE PHONES

## LEARNING CONTEXT

During a workshop at the American corner of Cocody, the lecturer asks the students of 4è5 from Lycée Classique to read a text on mobile phones in order to discuss their uses at school.

Vocabulary related to mobile phones

Language function focus

- Expressing alternative choice
- Making comparisons

Everyday English

Please leave a message after the tone!
The person you are trying to reach is not available.

## LESSON CONTENT



LANDLINE



CELL PHONES



SMARTPHONES

# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Smartphone; Landline; Airtime; Network; Messaging; Calling; Screen; Entertainment | Expressing alternative choices | -You need **either** Orange **or** MTN network to make a call in Côte d'Ivoire.<br>You need **neither** Orange **nor** MTN network if you are in China. |

## TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Landline


Smartphone



Network



Airtime


Calling



Messaging



Entertainment

- LISTEN AND REPEAT

You can call or send a message to your friend.

⟶ You can **either** call your friend **or** send him a message.

I don't like calling or messaging. I will visit him.

⟶ I like **neither** calling **nor** messaging. I will visit him.

## TIME TO PRACTISE

**Activity 1 : Match the words in Box A with their meaning in box B.**
**Example: 1-d**

| Box A | Box B |
|---|---|
| 1-Landline | a-sending and receiving messages on mobile phone |
| 2-Airtime | b-companies that provides services for mobile phones |
| 3-Messaging | c-mobile phones that connect to the internet |
| 4-Calling | d-fixed telephone line |
| 5-Networks | e-amount of time a person pays for communication |
| 6-Smartphone | f-giving or receiving a call |

**Activity 2 : Rewrite the sentences below using "either...or" or "neither ... nor".**
**Example: 1-People use their mobile phones either to call or to check the time.**

1- People use their mobile phones to call or to check the time.
2- Texts messages use abbreviations or symbols.
3- Mobile phones in the past didn't have two SIM cards and WhatsApp.
4- You don't need a passport or an identity card to buy a cellphone.
5- Sarah may call or write a text message.
6- People in the 1960's didn't have cellphones or smartphones.

## TIME TO EXTEND

**Complete the following dialogue with the words or expressions from the box, then practise it with your neighbour. Example: 1- Smartphone**

network- smartphone- entertainment- Neither- airtime - either

Gnahoré: What kind of telephone do you have?
Gahié: Oh! I have a ...1...
Gnahoré: You are lucky! I don't have a mobile phone.
Gahié: I am sorry for you! But you can ask...2...your mother or your father to give you a mobile phone.
Gnahoré: Never mind! ...3... my mother nor my father wants to buy a mobile phone for me.
Gahié: Look! I still have ... 4... let's call our friend.
Gnahoré: Which ... 5... do you use? MTN or Orange?
Gahié: I use Orange. And I prefer ... 6... like music and videos.
Gnahoré: That's great!

**MY OWN NOTEBOOK**

She is making a call.
Can you give me your phone number, please?

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Keypad ; Download ; Password ; Icon ; Application ; Ringtone ; SIM card | Making comparisons | Smartphones are **more** popular **than** old mobile phones.<br>Landlines are **less** used **than** smartphones nowadays. |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



Download



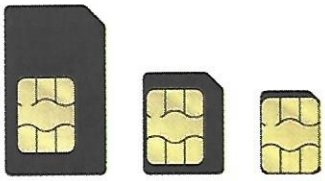
Icons




Password



Keypad



SIM card



Ringtone

- **LISTEN AND REPEAT**

**Superiority:** Smartphones are **more** popular **than** mobile phones.
**Equality:** MTN network is **as** performant **as** Orange network.
**Inferiority:** Landlines are **less** used **than** smartphones nowadays.

## TIME TO PRACTISE

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

| password- SIM card- ringtone - icons - download - keypad |
|---|

1- Symbols on mobile phone screens are ... .
2- A ... is a mobile phone keyboard.
3- To ... a video is to transfer it from the internet to the mobile phone.
4- A secret word to access a mobile phone is a ... .
5- A personal network card inside the mobile phone is a... .
6- The sound made by a mobile phone is a ... .

**Activity 2 : Use the clues below to make comparisons. Follow the indications in brackets. Example: 1- Smartphones are more expensive than cellphones.**

1- Smartphones/ cellphones/ expensive (superiority)
2- Your new password / strong /the last one (equality)
3- Sending messages / cheap /Calling (superiority)
4- Cellphones / sophisticated/smartphones (inferiority)
5- Children / careful of mobile phones /adults (inferiority)
6- Teenagers / addicted to smartphones / adults (superiority)
7- Mobile phones / heavy / smartphones (equality)

## TIME TO EXTEND

**Decide whether the statements below are true or false. Write T for true and F for false. Example: 1-F**

| |
|---|
| 1- You can easily move with landlines. |
| 2- Password is the small card inside the mobile phone. |
| 3- A keypad is necessary to type messages. |
| 4- Smartphones were very popular in the 1980's. |
| 5- You can download music from internet with a cellphone. |
| 6- It is possible to personalize your ringtone with a smartphone. |
| 7- You can use mobile phones anywhere. |

**MY OWN NOTEBOOK**

- Who is calling please?
- I've forgotten my password.

# SESSION 3

## COMMMUNICATION ACTIVITY.

You have been chosen by the English Club of your school to give a talk about the use of mobiles phones at school. To get well-prepared for your talk, you read a passage in ''New York Times''. The passage is presented below. As you read it;

**A- say what the text is about.**

### TEXT

### Mobile phones at school

In Britain, there will be a new mobile phone policy for all government schools. The policy states that phones brought to school must be switched off and stored securely during the school day. Its aim is to provide a safe learning environment. Inappropriate mobile phone uses are said to be factors of distractions. A small number of exceptions will be made. In emergencies, parents can contact their children through the School office. Exceptions will only be available if a mobile phone is essential for a student in managing health condition and classroom learning.

**B- match the words or phrases in Box A with their definitions or synonyms in Box B.**

**Do like this: 1- b**

| Box A | Box B |
|---|---|
| 1-policy (L1) | a-dangerous situation which needs immediate action |
| 2-switched off (L2) | b-plan of action chosen by government |
| 3-securely (L2) | c-ready to be obtained or used |
| 4-inappropriate (L3) | d-not suitable |
| 5-emergencies (L5) | e-turned off |
| 6-available (L6) | f-safely |

**C- say if the statements below are true or false. Write T for true and F for false, then justify your answers by indicating the lines of the text. Do like this: 1- False (L2-3)**

1- British students are allowed to use mobile phones at school.
2- Students' mobile phones will be kept safely during classes.
3- Parents will not be able to contact their children.
4- The objective of the policy is to encourage interactions among students.
5- Mobile phones will only be used if there is a dangerous situation.

**D- in order to sensitize the members of the English club, the chairman chooses you for a presentation on the use of mobile phones at school. Write your presentation. It should include:**

- the importance of mobile phones in everyday life;
- the use of mobile phones at school;
- the consequences of the use of mobile phones during exams.

# LESSON 3

# THE INTERNET MAGIC !

## LEARNING CONTEXT

During a competition organized by the British council at Lycée Moderne Abengourou, the students of 4è3 are asked to read a text about internet in order to discuss its advantages and disadvantages.

Vocabulary related to the Internet

Language function focus

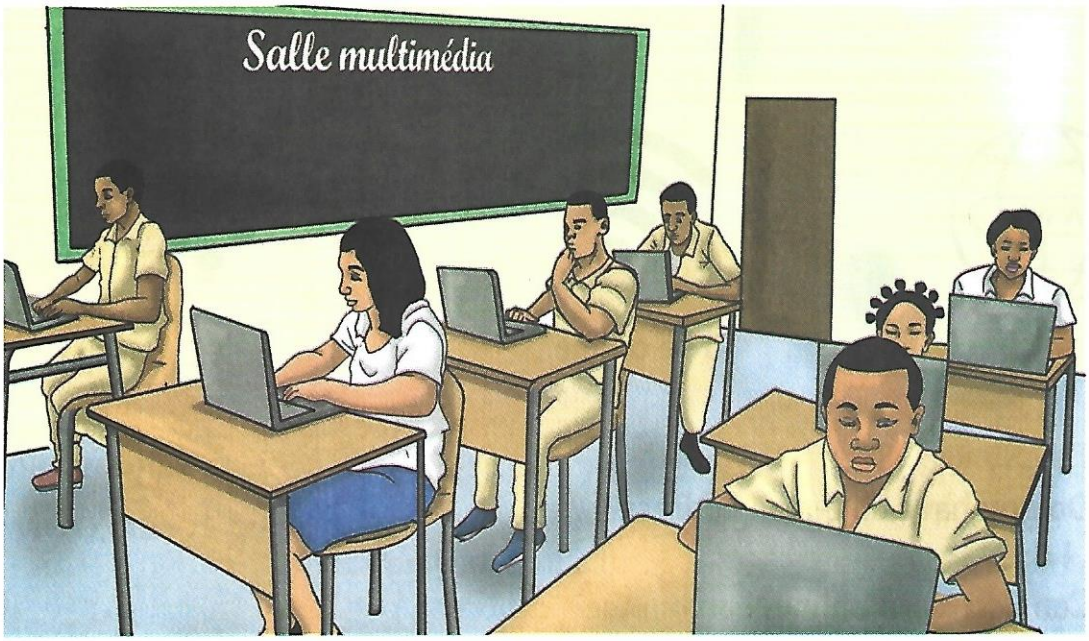
- Asking and answering Yes/ No questions
- Asking and answering WH-questions

Everyday English

-I connect to the Internet

-I go online

## LESSON CONTENT




**Arlette:** Where are you going?
**Sidonie:** I am going to the cybercafe.
**Arlette:** Can I come with you?
**Sidonie:** Yes, you can. Do you have an e-mail address?
**Arlette:** No, I don't. I just click on websites.
**Sidonie:** What is your favourite social network?
**Arlette:** I don't like social networks. I don't like online interactions.
**Sidonie:** You are right! Social networks may be sometimes dangerous.

# SESSION 1

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Search engine; To be online; To be offline; To surf; E-mail; Wi-fi; Website; Router; Cybercafé | Asking and answering Yes/No questions | A: **Do you have** a cellphone?<br>B: **No, I don't / Yes, I do.** |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



To surf



E-mail




Search engine




Website



To be online



To be offline

- **LISTEN AND REPEAT**

**Mariam: Do you have** an e-mail address?
**Kadi: Yes, I do.**
**Mariam: Can you** learn online?
**Kadi: No, I can't.**
**Mariam: Does your sister go** to cybercafés?
**Kadi: Yes, she does.**

## TIME TO PRACTISE

**Activity 1: Match the words or expressions in Box A with their definitions in Box B.**
**Example: 1-c**

| Box A | Box B |
|---|---|
| 1-Wi-fi | a-to go from one page to another on the internet |
| 2-Website | b-a software designed to carry out web searches |
| 3-To be online | c-wireless facility allowing connection to the internet |
| 4-Search engine | d-collection of web pages |
| 5-To surf | e-a place that provides internet access to the public |
| 6-Cybercafé | f-to be connected to the internet |

**Activity 2: Look at the sentences below, then ask questions according to the answers. Number 1 is an example.**

1-You /surf /on the internet
A: Do you surf on the internet?
B: Yes, I do.

2-You/ visit/ some Webpages
A: ...?
B: No, I haven't

3-The cyber manager/copy/ the link for me
A: ...?
B: Yes, he can

4-Your mother/ go camping
A: ...?
B: No, she doesn't

5-You /save /your documents/ on Google drive
A: ...?
B: No, I haven't.

6-You/ often send /messages to your friends
A: ...?
B: Yes, I do.

## TIME TO EXTEND

**Fill in the blanks with the words or expressions from the box. Example: 1-website**

website- offline - online- e-mail- wi-fi- search engines

1- I have my personal ... where I post photos and videos about my life.
2- You can meet friends ... .
3- You will receive your photos in your ... .
4- Can I have your ... code please?
5- I was ... for two hours because there was a problem on my web.
6- Google chrome is one of the most popular ... .

### MY OWN NOTEBOOK

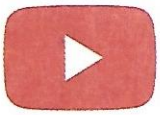
- WWW (World Wide Web)
- Stay online, please !

# SESSION 2

| Learning points | | |
|---|---|---|
| **Vocabulary focus** | **Language function focus** | **Structures** |
| Twitter; Facebook; YouTube; LinkedIn; Viber; Instagram; WhatsApp; TikTok; Followers; fake news | Asking and answering Wh- questions | A: **Which social network do you prefer?**<br>B: **I prefer Facebook.** |

## TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

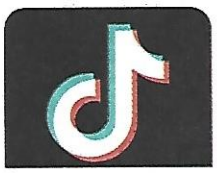

YouTube


LinkedIn

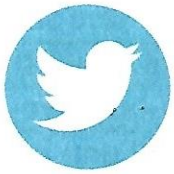

WhatsApp


Instagram


Viber


TikTok


Facebook


Twitter

- **LISTEN AND REPEAT**

| Question word | Usage | Question | Answer |
|---|---|---|---|
| Where | To ask about places | Where do you go for your research? | At the cybercafé. |
| When | To ask about time / moments | When do you use your e-mail address? | When I want to send a message. |
| Who | To ask about people | Who are you chatting with? | I am chatting with my pen friend. |
| Which | To ask about choice | Which social network do you prefer? | I prefer Facebook. |
| Why | To ask about reasons | Why do you use social networks? | Because they help us discover much information. |
| How | To ask about manners | How do you use WhatsApp? | I use it to send messages and videos. |
| How many | To ask about the number | How many social networks do you use? | I use only two. |
| How old | To ask about the age | How old is your computer? | It's ten years old. |
| What | To ask about things | What social network do you like? | I like YouTube. |
| Whose | To ask about possesion | Whose smartphone is this? | It's my father's. |

## TIME TO PRACTISE

**Activity 1: Guess the appropriate social network from the sentences below.**

**Example: 1-Facebook.**

1- Let's tag our friends on this post!
2- Someone replied to my tweet last night.
3- Thanks for watching my video! Don't forget to subscribe.
4- She is really popular. She has four million followers.
5- You can just unfriend bad people.
6- Have you updated your status?

**Activity2: Match the Wh-questions in the Box A with the correct answers in Box B.**

**Example: 1-d**

| Box A | Box B |
|---|---|
| 1-What have you posted on Facebook? | a-I will go to my village. |
| 2-Who is the founder of Facebook? | b-I have changed my password because I have forgotten the last one. |
| 3-Which of these smartphones do you prefer? | c-I save my documents on a flash drive. |
| 4-When will you visit your grandfather? | d-I have posted my birthday photos. |
| 5-What is your favourite social network? | e-It is Mark Zuckerberg. |
| 6-Where will you go for Christmas holidays? | f-I prefer the blue one. |
| 7-Why have you changed your password? | g-I will visit my grandfather next week. |
| 8- Where do you save your documents? | h-It is Instagram. |

## TIME TO EXTEND

**Choose the correct option for each question and write it down. Example: 1-What**

A: ... colour is Facebook's logo?/ What- Who- When
B: It is blue and white.
A: ... are my speakers? ( Who- When - Where)
B: They are on the table.
A: ... do you post new photos? (Why- What- When)
B: On Saturdays.
A: ... is the founder of Microsoft? (When- Where- Who)
B: It's Bill Gate.
A:... old is your cellphone? (When- Where- How)
B: Two years.
A: ... does he post on Facebook? ( When- Where- What)
B: Photos and videos

### MY OWN NOTEBOOK

- To reply : to answer
- I am surfing the internet.

# SESSION 3

## COMMMUNICATION ACTIVITY

The American Embassy is organizing a reading competition in your school. The winner will be selected for a two weeks' trip to Washington D.C. Being a participant, read the text below and do the activities that follow.

**A- What is the text about?**

**TEXT:**

Internet is the most useful technology of modern times which helps us not only in our daily lives but also in professional lives. For educational purposes, it is widely used to gather information and to do research or add to the knowledge of various subjects Internet plays a vital role in education. It is no doubt that in the modern era everyone prefers Google for queries, problems or doubts. Popular search engines like Google, Yahoo, etc. are the topmost choice of people as they offer an easy and instant reach to the vast amount of information in just a few seconds.

Internet improves the quality of education. It provides education through videos like YouTube tutorial videos which are affordable to everyone. The internet has allowed students to be in touch with their teachers or with other fellow classmates with the help of social media, messaging apps and chat forums. The internet has become a major tool for effective teaching as well as a learning tool.

**B- Match the words in Box A from the text with their definitions or synonyms in Box B.**
**Example: 1- d**

| Box A | Box B |
|---|---|
| 1 - purposes (L2) | a - questions |
| 2 - gather (L3) | b - highest |
| 3 - era (L4) | c - immediate |
| 4 - queries (L5) | d - goals |
| 5 - topmost (L6) | e - cheap |
| 6 -instant (L6) | f - instrument |
| 7 - affordable (L9) | g - collect |
| 8 - tool (L12) | h - period of time |

**C- Fill in the table with the appropriate information from the text.**

| Educational purposes of the internet | Advantages of internet in education | Means of interactions among students |
|---|---|---|
| | | |

**D- After reading the text, complete the following dialogue with your partner, then present it to the class.**

Your neighbour: What is your favorite social network?

You: 1...

Your neighbour: Will you meet your online friends one day?

You: ...2...

Your neighbour: Do you know that people spread fake news online?

You : ...3...

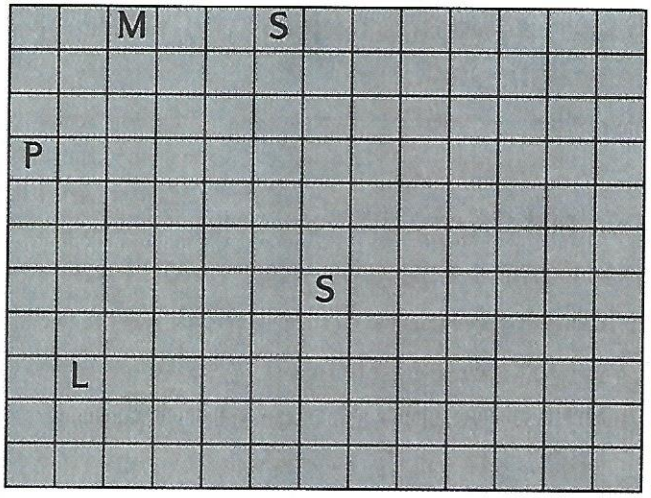
Your neighbour: How can you protect yourself from the dangers of the internet?

You: ...4...

# UNIT SUMMARY

## • REVISION GAME

**Crossword puzzle: Fill in the boxes with the name of the different parts of a computer; some clues are given to help you.**




## • REVISION ACTIVITIES

**Exercise 1 : Find the intruder. Number 1 is an example.**

1- keyboard - monitor- airtime- mouse
2- speaker- Twitter- Facebook- LinkedIn
3- keypad - flash drive - smartphone- SIM card
4- website- online - landline -offline
5- desktop - laptop -WhatsApp- scanner
6- webcam - website- email - search engine
7- ringtone - software- password- network

**Exercise 2 : Complete the sentences below with the appropriate words or expressions from the box. Example: 1- Laptop**

| Laptop- mouse- webcam-printer- keyboard- speakers |
|---|

1- ... is a small computer you can carry everywhere.
2- You need ... to listen to music and watch videos.
3- You use a ...to type information onto the computer.
4- You click on the ... to do things on the computer's screen.
5- You need ... to put computer documents or images on paper.
6- ... is a camera which is connected to the computer.

**Exercise 3 : With your neighbour, complete the dialogue below, then practise it.**
**Example: 1- I use Facebook.**
Question: Which social network do you use?
Answer: (1) ... .
Question: What are you downloading?
Answer: (2)... .
Question: Can I help you?
Answer (3)... .
Question: How much is your computer?
Answer: (4)... .
Q: How often do you go to cybercafé?
A: (5) ... .

**Exercise 4 : Complete the sentences. Use "either... or" / "neither... nor".**

**Example:** 1- Neither Mali nor Ghana is in Europe.

1- ... Mali ... Ghana is in Europe.
2- Let's meet on ... Monday ... Friday.
3- His shorts were ... too large ... to small for him.
4- ... fruit... vegetable is sold in this supermarket.
5- We can have dinner ... tonight ...tomorrow. I will be available.
6- ... your mother ... your father will accept your attitude.

## • 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 or what you can't do.

| | I can | I can't |
|---|---|---|
| name the different parts of a computer | | |
| describe the functions of computer | | |
| ask yes/ no questions | | |
| ask Wh questions | | |
| express two alternatives emphatically | | |

## • 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?

# WORDLIST

**A**

Airtime (noun) = crédit d'appel ; unité
Addiction (noun) = dépendance
Again (adv.) = encore
Amount (noun) = quantité
Anyway (adv.) = quand même; de toute façon
Avoid (verb) = éviter
Among (adv.) = parmi
Above (adv.) = au-dessus ; ci-dessus
Answer (noun) = réponse
Assist (verb) = aider
Always (adv.) = toujours
Advise (verb) = conseiller
Attend (verb) = assister
Audience (noun) = auditoire ; public
Applause (noun) = applaudissements

**B**

Bad (adj.) = mauvais
Beforehand (adv.) = au préalable
Below (adv.) = ci-dessous
Beware (adv.) = faire attention
Blade (noun) = lame
Blood (noun) = sang
Booklet (noun) = brochure; livret
Breastfeeding (noun) = allaitement
Breathe (verb) = respirer
Broom (noun) = balai
Bucket (noun) = seau
Bushy (adj.) = broussailleux
Boarding school (noun) = pensionnat; école avec internat
Bright (adj.) = brilliant
Brotherhood (noun) = fraternité

**C**

Carry (verb) = porter
Cassava (noun) = manioc
Chores (noun) = corvées
Call (verb) = appeler
Central processing unit (noun) = unité centrale
Computer (noun) = ordinateur
Care (noun) = soin
Carry (verb) = porter
Check (verb) = vérifier
Clean (verb) = nettoyer
Collect (verb) = collecter ; ramasser
Contest (noun) = concours ; compétition
Cure (noun) = remède
Chosen (adj.) = choisi
Citizen (noun) = citoyen
Country (noun) = pays

**D**

Deprived (adj.) = dépourvu ; privé
Dish (noun) = assiette, vaisselle
Grant (verb) = attribuer ; donner
Duty (noun) = devoir
Desktop (noun) = ordinateur de bureau
Display (verb) = présenter; montrer
Download (verb) = télécharger
Diarrhoea (noun) = diarrhée
Disease (noun) = maladie
Dirty (adj.) = sale
Drugstore (noun) = pharmacie
Dustbin (noun) = poubelle
Duster (noun) = chiffon
Daddy (noun) = papa
Disagreement (noun) = désaccord
Due to (adv.) = grâce à
During (adv.) = pendant ; lors de
Duty (noun) = devoir ; responsabilité

**E**

Early (adj.) = précoce
Early (adv.) = tôt
E-mail (noun) = adresse électronique
Entertainment (noun) = divertissement
Enough (adv.) = assez
Evolve (verb) = évoluer
Earth (noun) = terre
Each (det.) = chaque
Entitled (adj.) = intitulé; ayant droit à
Everyone (pron.) = tout le monde ; chacun
Easy (adj.) = facile
Entertainment (noun) = distraction
Exodus (noun) = exode
Eyebrow (noun) = sourcil
Eyelash (noun) = cil
False eyelashes (noun) = Faux cils
To exhibit (verb) = exposer, exhiber

**F**

Fees (noun) = frais
Fetch (verb) = aller chercher
Firewood (noun) = bois de chauffage
Fake (adj.) = faux
Flash drive (noun) = mémoire; clé USB
Follower (noun) = suiveur
Faithful (adj.) = fidèle
Floor (noun) = plancher
Follow (verb) = suivre
Fortunately (adv.) = heureusement
Feed (verb) = nourrir
Feeling (noun) = sentiment
Fight (verb) = combattre

Fighter (noun) = combattant
Forgiveness (noun) = pardon
Freedom (noun) = liberté
Friendship (noun) = amitié

**G**
Graduate (verb) = avoir un diplôme
Glad (adj.) content; enchanté; heureux
Great (adj.) = grand
Greet (verb) = saluer
Grow (verb) = planter ; cultiver

**H**
Harassment (noun) = harcèlement
Heavy (adj.) = lourd
Hardware (noun) = matériel ; équipement
Headset (noun) = écouteur
Headache (noun) = mal de tête
Hoe (noun) = daba
Holy (adj.) saint

**I**
Iron (verb) = repasser

**J**
Jobless (adj.) = chômeur ; sans emploi

**K**
Keyboard (noun) = clavier
Keypad (noun) = clavier
Kiss (verb) = embrasser ; baiser
Know (verb) = savoir
Kilt (noun) = kilt Ecossais
kente cloth /kita cloth (noun) = pagne Kita

**L**
Load (noun) = charge
Laptop (noun) = ordinateur portable
Landline (noun) = ligne fixe
Lid (noun) = couverture; couvercle
Lose (verb) = perdre
Loss (noun) = perte

**M**
Monitor (noun) = moniteur; écran
Mouse (noun) = souris
Malaria (noun) = paludisme
Mankind (noun) = humanité
Meal (noun) = repas ; nourriture
Medicine (noun) = médicament
Mop (noun) = serpillère
Mosquito bite (noun) = piqûre de moustique

**N**
Network (noun) = réseau
News (noun) = nouvelles ; informations
Needle (noun) = aiguille
No-one (pron.) = personne (negation)
Need (noun) = besoin
Neighbour (noun) = voisin
Nobody (pron.) = personne
Nothing (adv.) = rien
Never (adv.) = jamais

**O**
Offline (adj.) = hors ligne
Offspring (noun) = progéniture; enfant
Okra (noun) = gombo
Online (adj.) = en ligne
Other (adv.) = autre
Outfit (noun) = vêtement ; habit

**P**
Pound (verb) = piler
Pregnancy (noun) = grossesse
Pregnant (adj.) = enceinte
Pretty (adj.) = belle ; joli
Proud (adj.) = fier
Password (noun) = mot de passe
Print (verb) = imprimer
Printer (noun) = imprimante
Pandemic (noun) = pandémie
Poo (noun) = caca, popo
Powder (noun) = poudre
Pregnant (adj.) = enceinte
Prescription (noun) = ordonnance
Prevent (verb) = prévenir
Put (verb) = mettre

**Q**
Quiet (adj.) = calme ; silencieux

**R**
Raise (verb) = élever
Rake (noun) = râteau
Recover (verb) = se rétablir (d'une maladie) ; guérir
Require (verb) = demander ; exiger
Rubbish (noun) = déchets ; ordures
Read (verb) = lire
Right (noun) = droit
Ringtone (noun) = sonnerie

**S**
Scholarship (noun) = bourse d'étude
Strong (adj.) = fort
Screen (noun) = écran
Search engine (noun) = moteur de recherche
Smartphone (noun) = téléphone intelligent
Software (noun) = logiciel
Speaker (noun) = baffle; haut-parleur
Store (verb) = enregistrer ; stocker
Surf (verb) = naviguer
Sexual intercourse (noun) = rapport sexuel

Share (verb) = partager
Sharp (adj.) = trenchant
Skinny (adj.) = chétif; maigre
Sleep (verb) = dormir
Smell (verb) = sentir
Soon (adv.) = tôt
Spade (noun) = pelle
Spread (verb) = (se) répandre
Stinky (adj.) = puant; fétide; malodorant
Stomach ache (noun) = mal de ventre
Suitable (adj.) = convenable
Swallow (verb) = avaler
Sweep (verb) = essuyer
Syringe (noun) = seringue

S

**T**

Till (verb) = travailler
Take (verb) = prendre
Target (verb) = cibler; viser
Tattooing (noun) = tatouage
Thin (adj.) = mince
Tick (verb) = cocher
Tool (noun) = objet; outil
Toothache (noun) = mal de dent
Then (adv.) = ensuite
Tidy (verb) = ranger ; mettre de l'ordre
Traffic jam (noun) = embouteillage
Tarred road (noun) = voie goudronnée
Tired (adj.) = fatigué ; épuisé
Thatched roof (noun) = toit de chaume
Think (verb) = penser
Tiresome (adj.) = fatiguant)
Twice (loc.) = deux fois
Tattoos (noun) = tatouage
Trainers (noun) = chaussures de sport
Tight (adj.) = serré, moulant, collant
T-shirt (noun) = T-shirt
Tie (noun) = cravate
bow tie (noun) = noeud papillon
Tendency (noun) = tendance
Take off (verb) = décoller

T

**U**

Unfortunately (adv.) = malheureusement
Unborn (adj.) = pas encore né
Unhealthy (adj.) = malsain
Unbearbale (adj.) = insupportable
Understanding (noun) = entente
Use (verb) = utiliser

U

**V**

Vest (noun) = maillot de corps, tricot de corps

V

**W**

Walk (verb) = marcher
Webcam (noun) = caméra
Website (noun) = site web
Weak (adj.) = faible
Well-paid (adj.) = bien payé
Win (verb) = gagner; remporter
Word (noun) = mot
Weight (noun) = poids
Wheelbarrow (noun) = brouette
Worse (adj.) = pire
Wrong (adj.) = faux; incorrect ; erron

W

**Y**

Yearly (adv.) = annuellement

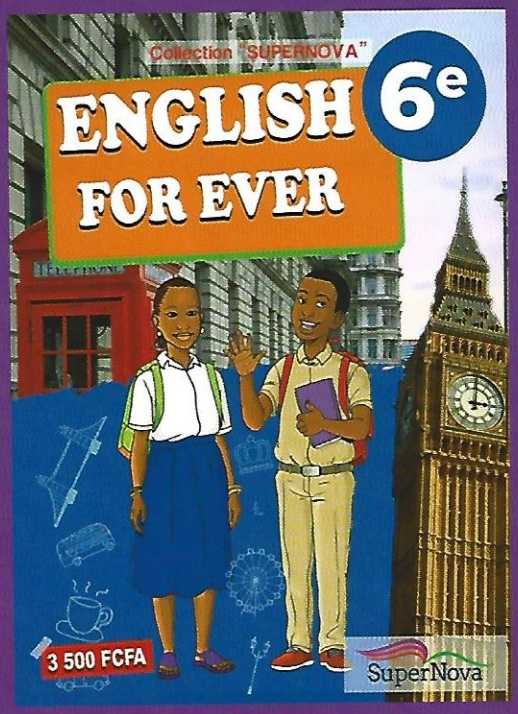
Y

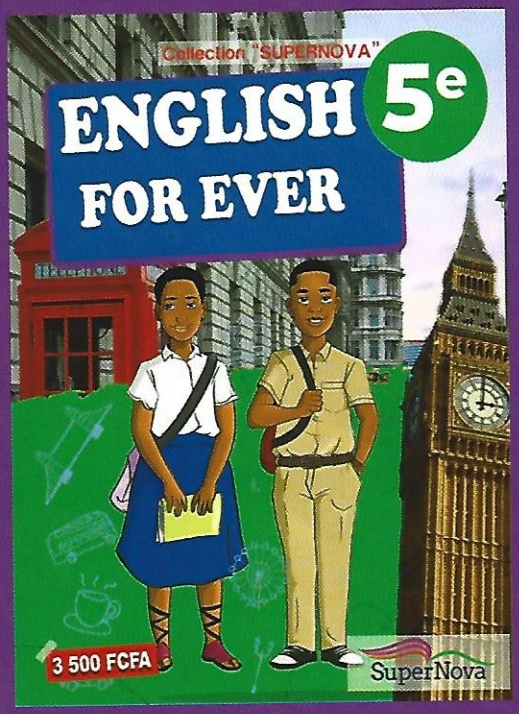
| Forme de base | Prétérit | Participe passé | Traduction |
|---|---|---|---|
| Be | was / were | been | être |
| Beat | beat | beaten | battre / frapper |
| Become | became | become | devenir |
| Begin | began | begun | commencer |
| Bend | bent | bent | courber |
| Bite | bit | bitten | mordre |
| Bleed | bled | bled | saigner |
| Blow | blew | blown | souffler |
| Break | brok | broken | briser / casser |
| Bring | brought | brought | apporter |
| Build | built | built | construire |
| Burn | burnt / burned | burnt / burnt | brûler |
| Buy | bought | bought | acheter |
| Catch | caugh | caugh | attraper |
| Choose | chose | chosen | choisir |
| Cling | clung | clung | s'accrocher |
| Clothe | clothed / clad | clad | habiller / vêtir |
| Come | Came | Come | venir |
| Cost | cost | cost | coûter |
| Cut | Cut | Cut | couper |
| Dig | dug | dug | creuser |
| Do | did | done | faire |
| Draw | drew | drawn | dessiner |
| dream | dreamt / dreamed | dreamt / dreamed | rêver |
| Drink | drank | drunk | boire |
| Drive | drove | driven | conduire |
| Eat | ate | eaten | manger |
| Fall | fell | fallen | tomber |
| Feed | fed | fed | nourrir |
| Feel | felt | felt | se sentir |
| Fight | fought | fought | se battre |
| Find | found | found | trouver |
| Forget | forgot | forgot / forgotten | oublier |
| Get | got | got gotten | obtenir |
| Give | gave | given | donner |
| Go | went | gone | aller |
| Grow | grew | grown | grandir / pousser |
| Have | had | had | avoir |
| Hear | heard | heard | entendre |
| Hide | hid | hidden | cacher |
| Hold | held | held | tenir |
| Hurt | hurt | hurt | blesser |
| Keep | kept | kept | garder |
| Know | knew | known | savoir |
| Learn | learnt | learnt | apprendre |
| Leave | left | left | laisser / quitter |
| Lend | lent | lent | prêter |
| Let | let | let | laisser |
| Light | lit / lighted | lit / lighted | allumer |

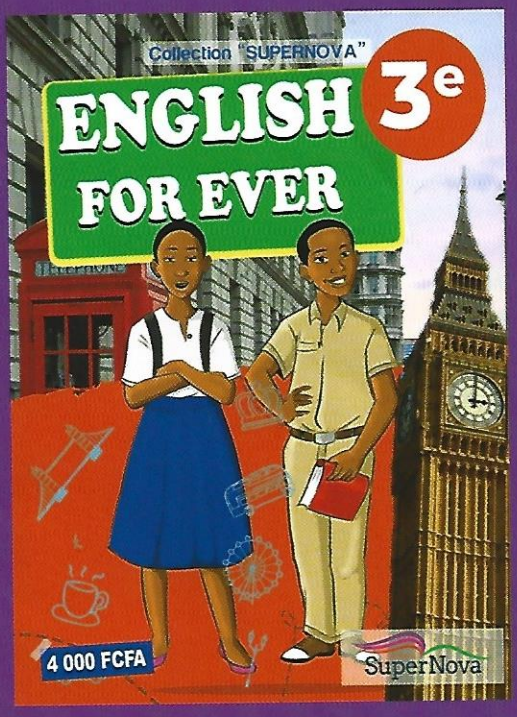
| Forme de base | Prétérit | Participe passé | Traduction |
|---|---|---|---|
| Lose | lost | lost | perdre |
| Make | made | made | faire / fabriquer |
| Meet | met | met | rencontrer |
| Pay | paid | paid | payer |
| Put | put | put | mettre |
| Read | read | read | lire |
| Ride | rode | ridden | monter (à vélo) |
| Ring | rung | rung | sonner |
| Run | ran | run | courir |
| Say | said | said | dire |
| See | saw | seen | voir |
| Sell | sold | sold | vendre |
| Send | sent | sent | envoyer |
| Shake | shook | shaken | secouer |
| Shoot | shot | shot | tirer / fusiller |
| Show | showed | shown | montrer |
| Shut | shut | shut | fermer |
| Sing | sang | sung | chanter |
| Sit | sat | sat | s'asseoir |
| Sleep | slept | slept | dormir |
| Slide | slid | slid | glisser |
| Speak | spoke | spoken | parler |
| Spell | spelt | spelt | épeler |
| Spend | spent | spent | dépenser |
| Spread | spread | spread | répandre |
| Stand | stood | stood | Etre débout |
| Steal | stole | stolen | voler / dérober |
| Sweep | swept | swept | balayer |
| Swim | swam | swum | nager |
| Take | took | taken | prendre |
| Teach | taught | taught | enseigner |
| Tell | told | told | dire |
| Think | thought | thought | penser |
| Throw | threw | thrown | jeter |
| Understand | understood | understood | comprendre |
| Wake | woke | woken | réveiller |
| Wear | wore | worn | porter |
| Win | won | won | gagner |
| Write | wrote | written | écrire |

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Mai 2023
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# DANS LA MÊME COLLECTION




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