Manuel

MOVE FORWARD 3e

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Avant - Propos

La Collection 'Move Forward' est l'œuvre d'un groupe d'inspecteurs et d'encadreurs en charge de la formation continue des professeurs d'anglais des lycées et collèges en Côte d'Ivoire. Cette Collection s'étend de la 6e à la Terminale.

Comme tous les autres manuels au programme, cet ouvrage **Move Forward 3e** est bâti autour des programmes éducatifs d'anglais en vigueur, fondés sur l'installation d'habiletés en vue d'un traitement efficace de situations complexes. Cependant, il se distingue par l'intégration des quatre aptitudes ou compétences (l'écoute, la lecture, l'expression orale et l'expression écrite) dans la structure de chaque leçon, ce qui permet à l'apprenant d'acquérir ces compétences graduellement du premier jour de classe au dernier.

Le manuel comprend huit unités articulées autour des thèmes et contenus linguistiques prescrits par les programmes éducatifs. Chaque unité comprend trois leçons et se termine par des activités de consolidation des acquis, des jeux et des chansons.

Chaque leçon est structurée comme suit :

- **Learning Context :** met l'apprenant au centre du contexte dans lequel les apprentissages devront s'effectuer.
- **I observe :** expose l'apprenant aux différents objets d'apprentissage (images avec titres ou commentaires) et permet d'éveiller sa curiosité.
- **I listen :** invite l'apprenant à écouter et à répéter deux dialogues mettant en relief les points lexicaux et grammaticaux à aborder.
- **I speak :** aide à fixer les points essentiels par la répétition et les interactions entre apprenants sous la conduite du professeur.
- **I read :** amène l'apprenant à lire un texte de quelques lignes en rapport avec le thème du jour.
- **I write :** l'apprenant s'entraine à la production écrite d'abord en répondant à des questions posées sur le texte, puis en écrivant ce qu'il entend de ce que dit le professeur.
- **Grammar focus :** met en relief les points de grammaire auxquels l'apprenant a été exposé.
- **I say it well :** enseigne à l'apprenant la bonne prononciation ou la bonne intonation.
- **I put it all together :** tient lieu de situation d'évaluation ; amène l'apprenant à traiter une tâche complexe en mobilisant les ressources installées au cours de la leçon.

Étudier l'Anglais à partir de la Collection Move Forward,
c'est faire le choix d'aller véritablement de l'avant.

Les auteurs

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Summary



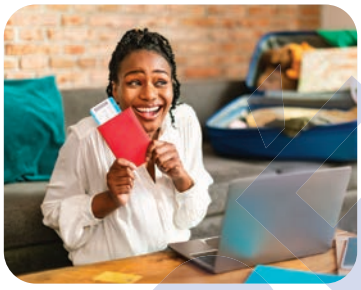
UNIT 1: LIFE AT SCHOOL

Lesson 1: I remember our school cooperative 05
Lesson 2: I can remember my form 3 school year 11
Lesson 3: I'll pass my exam 16

UNIT 2: WOMEN AT WORK

Lesson 1: Literacy programs for rural women 22
Lesson 2: Women's rights and duties 28
Lesson 3: Anna's prize 33





UNIT 3: TRAVELLING

Lesson 1: Booking a travel ticket 39
Lesson 2: Get ready for your flight! 45
Lesson 3: My first trip to London 49

UNIT 4: FASHION

Lesson 1: A day with a fashion designer 55
Lesson 2: Fashion is important for our community 60
Lesson 3: I'm proud of my skin colour! 65



SPECIMEN

Summary



UNIT 5: CITY OR VILLAGE?

Lesson 1: Life in a city 72
Lesson 2: My wonderful village life 76
Lesson 3: Rural Exodus 81

UNIT 6: HUMAN RIGHTS

Lesson 1: I know my rights 88
Lesson 2: Are you aware of your duties? 93
Lesson 3: Let's be tolerant 99





UNIT 7: HYGIENE AND HEALTH

Lesson 1: From endemic to pandemic diseases 106
Lesson 2: Be aware of hygiene at school 111
Lesson 3: Let us not lower our guard with HIV/AIDS 116

UNIT 8: INFORMATION AND COMMUNICATION TECHNOLOGIES – ICTs

Lesson 1: Technology in my classroom 123
Lesson 2: The telephone at school 128
Lesson 3: The Wonderful Internet! 133



APPENDIX

Let's move forward to the BEPC exam 140
English-French dictionary 157
Irregular verbs 163
Audio scripts 169

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UNIT 1

LIFE AT SCHOOL

Lesson 1

I remember our school cooperative

Learning Context: *Your school is about to create a school cooperative. On this occasion, you discuss and write about your past experience with school cooperatives with your teacher.*

Key to this lesson

- Vocabulary related to school cooperatives
- Language function: Describing past events and states
- Pronunciation: Past simple-ed ending of regular verbs
- Sentence and paragraph writing

Session 1

Session focus

1. Picture interpretation and vocabulary related to school cooperative
2. Grammar Focus: Describing past events and states (past simple)
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What are the schoolboys doing?

I OBSERVE

School cooperative activities

Observe the school cooperative activities and discuss them with your partner.



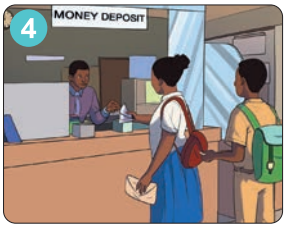
Watering our school garden



Harvesting the vegetables



Selling the garden produce



Making a deposit on the school cooperative savings account

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Grammar Focus

Describing past events and states

The past simple: It is used to describe events or states that are completed or finished in the past. Regular verbs used in the past end in **–ed**, but irregular verbs have different endings.

eg. Regular: walk / walked; Irregular: go / **went**

Write the regular and irregular verbs from the text "School cooperatives" and their past simple forms.

I LISTEN

Listen to a conversation between two students. Then, answer the questions.

A **Listen to the conversation and choose its gist among the options below.**

The conversation is mainly about?

A. School cooperatives today
B. An example of school cooperative in primary school
C. The advantages of school cooperatives

B **Listen to the conversation again. Choose between the words in brackets the ones that you heard that best complete the sentences. Write them down in your copy-book.**

a. Co-op is the short way of saying (cooperation – cooperative – co-worker – cohesion).
cooperative

b. Carrots, tomatoes, lettuce, cucumber are (vegetables, vitamins, fruit, recipes).

c. On Wednesdays the student s used to go and fetch (insects – vegetables – water – account).

d. In order to keep the insects away the students (watered – swept – cleaned – weeded) the garden.

e. The (blackboard – executive board – switchboard – whiteboard) is composed of a president, a treasurer, a secretary and an auditor.

f. Poultry is the fact of raising (cows, chickens, pigs, sheep).

I SPEAK

A **Practice with your partner. Ask and answer questions following the example.**

- **A:** Have you ever been a member of school Co-op? **B:** Yes, I have.
- **A:** Great! When was that? **B:** When I was in primary school.
- **A:** What was your main business? **B:** We created a school garden.
- **A:** What position did you hold in the executive board **B:** I was the secretary.
- **A:** Nice. Did you have a bank account? **B:** Yes, we saved our money in a local bank.

B **Build a short dialogue on the model above, but about a poultry business.**

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Session 2

Session focus

1. Grammar focus: Asking and answering questions in the past simple
2. I say it well: Pronunciation of the -ed ending of regular verbs in the past simple
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Asking and answering questions in the past simple

Pair work: You and your partner, ask each other "Yes" or "No" and "Wh-" questions about your last holiday.

A. Yes / No questions: You answer them by "Yes" or "No".

Auxiliary "to be": A : Were you at home yesterday? B : Yes, I was / No, I wasn't.

Ordinary verbs: A : Did you go to your hometown last summer? B : Yes, I did/ No, I didn't.

B. Wh-questions: They start by question words like what, when, where, why, which, and how.

Eg. A : When did you go to your village? B : I went to my village last summer.

A : How did you go to your village? B : I went by car.

C. Time markers

- Last (week – month – year): I went to my village last month.
- (2 days/ weeks/ months/ years) ago: I went to my hometown two years ago.
- Yesterday: I called Grandma yesterday.

Practice exercises

Rewrite the sentences below in the past simple using the time markers in the box. Number 1 is done as an example.

Last (week, month, year) - ago - yesterday

1. We are creating our first school cooperative today.
   We created our first school cooperative five years ago.
2. I am going to my friend's house now.
3. I visit my village every year.
4. I am entering secondary school today.
5. Koffi is wearing his school uniform today.
6. Anna is celebrating her birthday today.

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I say it well

Pronunciation of the –ed past simple ending of regular verbs.

Pronunciation	/d/	/t/	/id/
Rule	When the verb in the infinitive ends with ***l, v, n, m, r, b, v, g, w, y, z,*** and vowel sounds	When the verb in the infinitive ends with ***p, k, s, ch, sh, f, x, or h,*** sounds	When the verb in the infinitive ends with ***t, or d,*** **sounds *the ed is pronounced /id/***
Examples	allowed - arrived - changed - cleaned	asked – crashed - dropped - finished	accepted – ended - afforded - defended

Pronounce correctly the following: needed - cried - touched - followed - decided.

I READ

Read the passage below, then answer the question

What's the passage mainly about?

A. Types of school cooperative units
B. The organization of school cooperatives
C. The definition and function of school cooperatives
D. The goals of school cooperatives

School Cooperatives

In general, the notion of a school cooperative is a cooperative formed within the school environment, both formal and non-formal educational institutions, where the members are students at the school.

This type of cooperative is also called a student cooperative where its formation is intended to ***foster*** a spirit of cooperation and apply economics in the school environment.

School Cooperative Organization Structure

1. Member 2. Caretaker 3. Examining Board 4. Guidance and Supervisor 5. Advisory Board

The Purpose of School Cooperatives

The main ***purpose*** of this cooperative is to assist students in the ***procurement*** of school needs. In full, here are some of the goals of school cooperatives:

- forming a spirit of mutual cooperation, tolerance, and ***providing*** organizational education

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for students;
• cultivating a sense of love and a sense of ***belonging*** to the school in students;
• ***Improving*** students' knowledge and skills through cooperative operations;
• building and ***enhancing*** a sense of responsibility in students so that they become individuals who benefit the community;
• educating and training students in democracy, expressing opinions, and feeling equal with fellow members.

School Cooperative Business Form

This cooperative business consists of several forms, including:
1. Shop Business Unit, which is a business unit that sells stationery, textbooks, school uniforms, and various other equipment.
2. Cafeteria Business Unit, a business unit that sells a variety of foods and drinks for students.
3. Savings and Loans Business Unit, which is a business unit that requires members to pay the compulsory savings of cooperatives and voluntary savings so that they can be used as cooperative venture capital.
4. Service Business Unit, which is a business unit that sells services to its members. For example, typing services, binding services, and photocopy services.

Adapted from https://notesread.com/school-cooperatives

Vocabulary in context

Match the words from the text in column A with their meanings or synonyms in Column B.

One synonym or meaning is not concerned.

Column A	Column B
1. foster (L. 5) 2. purpose (L. 9) 3. procurement (L. 9) 4. provide (L. 11) 5. belonging (L. 13) 6. improving (L. 14) 7. enhance (L. 15) 8. requires (L. 24) 9. compulsory (L. 24)	a. goal b. give c. making better d. demands e. obligatory f. promote g. reinforce h. provision i. community spirit j. possession

Reading skill 1: Skimming

When you skim a text, you read it quickly to find the main idea. Question1 asks for skimming the passage. When the text is a paragraph, the first sentence generally expresses the main idea. **It is the topic sentence.**

Reading skill 2: Guessing meanings of words from context:

You can guess the meanings of new words or phrases using the words around it. One type of exercise that helps you with this skill is the matching activity.

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Manuel MOVE FORWARD 3ème 07042025.indd 9 07/04/2025 15:39

I WRITE

A **A sentence:** A sentence consists of a group of words that starts with a capital letter and ends with a period. A sentence must have a subject, and a verb; it can also have a complement.

eg. Anoh had a nice time. **Subject:** Anoh; **Verb:** had; **Complement** (object): a nice time.

1. How many sentences are there in the text "School cooperatives"?
2. Write 5 sentences about your last holiday.

B **A paragraph**

A paragraph consists of a group of sentences that develop one main idea. The first line of the paragraph is moved to one inch from the margin. The first sentence is called the topic sentence because it gives the main idea of the paragraph. The sentences right after the topic sentence are called supporting sentences. The last sentence generally concludes the paragraph, that is why it is called a concluding sentence.

Example: In the following paragraph, identify, the topic sentence, the supporting sentences, and the concluding sentence.

A school cooperative has different purposes. First, it teaches students the idea of cooperating to get a task done for the benefit of the community. Second, it equips students with entrepreneurship skills that they may need in real life. Third, a school cooperative trains students in democratic practices that compel them to freely express their opinions to reach a compromise. In short, a school cooperative is the best extracurricular activity that prepares students for their future lives.

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

After the lesson on the school cooperative, your teacher asks you to develop the following topic sentence into a paragraph:
School cooperatives teach students real life skills.
1. Write 2 or 3 supporting sentences.
2. End with a concluding sentence.

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UNIT 1

LIFE AT SCHOOL

Lesson 2

I can remember my form 3 school year

Learning Context: *In order to describe your previous years at school, you and your classmates talk about the actions you can remember about the past years.*

Key to this lesson

- Vocabulary related to school memories
- Language function: Talking about past actions
- Listening for the main idea
- Finding meanings of words
- Capitalization

Session 1

Session focus

1. Picture interpretation and vocabulary related to school memories
2. Grammar Focus: Talking about past actions and states
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction

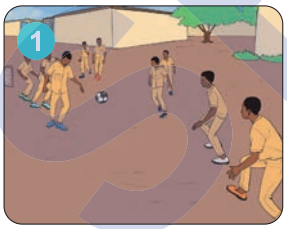


Look at the picture above. What is it about?

I OBSERVE

Look at the pictures and answer the questions.

- When do these actions take place?
- Where do they take place?
- Do you have any memories of your past school years?



Play football



Cut the grass in the school yard



Have class with a teacher



Eat at the school canteen

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Manuel MOVE FORWARD 3ème 07042025.indd 11 07/04/2025 15:39

Grammar Focus

Talking about past actions and states

To describe events or states that are completed or finished, we use the simple past.

We can identify the simple past in a sentence by:

- The verb
- The time marker

There are **regular verbs** and irregular verbs. Regular verbs used in the past end in **–ed**, but irregular verbs have different endings.**Regular vs irregular verbs**

Which of the verbs in the box below from the dialogue in 'I LISTEN' are regular verbs? Which ones are irregular?

See - Can - Remind - Happened - Had - Memorized - Got - Think - Was - Forget - Came - Eat - Remember - Cry - Shared - Grew

Regular verbs	Irregular verbs
- Remind -	- See -

I LISTEN

A **Listen to the audio and discuss its gist with your partner.**

B **Listen to the audio again and discuss different important issues you heard with the whole class.**

I SPEAK

Practice with your partner. Ask and answer questions.

- **A:** Practise the dialogue on page 154 (Unit 1, lesson 2) with your partners.

B: With your partner, ask and answer questions about your previous school years.

Session 2

Session focus

1. Grammar focus: Forms of verbs in the past simple
2. I say it well: Pronunciation of different forms of irregular verbs verbs in the past simple
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

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Manuel MOVE FORWARD 3ème 07042025.indd 12 07/04/2025 15:39

Grammar Focus

Asking and answering questions in the past simple

Write the different forms of each verb in the box.

Infinitive	Simple past	Past participle
see	saw	seen

I say it well

Note the pronunciation of the different forms of the following irregular verbs: (You can also use the dictionary on your cellphone to check pronunciation).

Infinitive	Simple past	Past participle
see /siː/	saw /sɔː/	seen /siːn/
can /kæn/	could /kʊd/	could /kʊd/
have /hæv/	had /hæd/	had /hæd/
get /get/	got /gɒt/	got /gɒt/
eat /iːt/	ate /eɪt/	eaten /ˈitn/

Infinitive	Simple past	Past participle
think /θɪŋk/ /	thought /θɔːt/	thought /θɔːt/
be /biː/	was /wɒz/	been /biːn/
forget /fəˈget/	forgot |fəˈgɒt|	forgotten /fəˈgɒt.ṇ/
come /kʌm/	came /keɪm/	come /kʌm/
grow /grəʊ/	grew /gruː/	grown /grəʊn/

I READ

Read the text and say what it is about.

My name is Thomson. As far as I can go back in the past, I can say without hesitating that school life is wonderful! I clearly remember my first day at school and the memories of this day are still vivid in my mind. I can still feel how warmly I was welcomed at school. As a school boy I learned to co-operate and was motivated and shaped to work with my best friends. I still remember the first year wishes we received from the teachers and I always regard my primary school life memories as a treasure.

My time at primary school was an equally valuable learning experience and I met some of the best friends I have today in this school. Admittedly, I made a lot of blunders and mistakes at primary school. But thanks to my sincere friends and honest teachers I

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was always rescued from too much trouble. This is how early school taught me the true meaning of co-operation and love.

Looking back, I realize how ignorant I was during my days at primary school and how many shortcomings I had. However, I learned how important school life is: it helped me have great friends, good knowledge and good experience. All these are well kept in my memory.

Adapted from https://africademics.com/2020/02/14/memories-of-my-school-days/

Vocabulary check

Find in the text the words whose meanings are given below.

Example: 1- wonderful

1. Something that makes you feel very happy (line 2)
2. Something which is so clear that it seems real (line 3)
3. Transformed (line 4)
4. Think about someone or something in a particular way (line 5)
5. Careless or stupid mistakes (line 8)
6. Saved from a situation of danger(line 10)
7. In the first part of a period of time, event, or process (line 10)
8. Weaknesses that make someone or something less successful or effective than they should be(Line 13)
9. Mind (Line 15)

Compréhension questions

Answer the questions below about the text.

1. Has Thomson forgotten his first day at primary school? Justify your answer.
2. List three things Thomson still remembers.
3. Did Thomson remember some bad aspects of his life at primary school? How do you know?
4. What advantages did Thomson acquire at primary school?

I WRITE

Capitalization

When writing, capitalization is very important. It is the correct use of “typography” of letters.

Example: ‘I’/ ‘i’ - ‘E’/ ‘e’.

Here are some cases in which we **must use** capital letters.

- The first letter of the first word of a sentence. “**M**y name is Thomson.’
- The first letter of the name of a person (Thomson), a city (**A**bidjan), a country (**G**hana), a month (**O**ctober), a day (**M**onday)...
- Some titles: ‘**M**r.’, **M**rs., **M**s...

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Exercise: Write the correct capitalization in the following paragraph.

Aya is from liberia. last year she was in a school in monrovia, the capital of her country. on saturdays, she did not go to school. She played with her friends Kouame and Debora.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

You have just come back from the long holidays. You meet a friend in the school yard. He wants to know where and how you spent your holidays. Respond to his or her questions.

Your friend: Hi! I am happy to see you. Can you tell me about your holidays? Did you travel? Where did you go? What did you do?

You: .....
.....

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Manuel MOVE FORWARD 3ème 07042025.indd 15 07/04/2025 15:39

UNIT 1

LIFE AT SCHOOL

Lesson 3 I'll pass my exam

Learning Context: *During the feedback of the first English test, the teacher comments the results of his students to help them improve.*

Key to this lesson

- Vocabulary related to school work
- Language functions:
  - Expressing condition
  - Comparing with superlatives
- Pronunciation: word stress & intonation

Session 1

Session focus

1. Picture interpretation and vocabulary related to school work
2. Grammar Focus: Expressing condition
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction

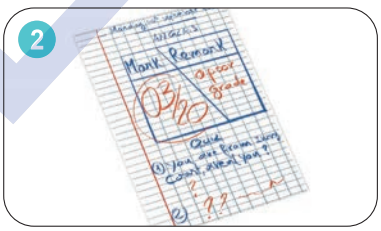


Look at the picture above. What are the schoolgirls doing?

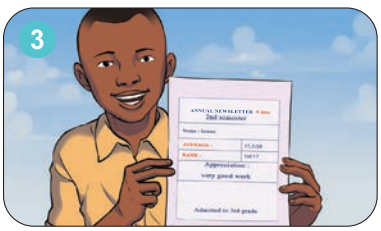
I OBSERVE **Study the pictures below with your teacher.**



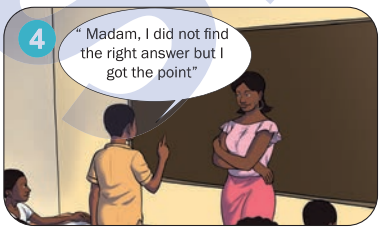
a ***terrific*** grade



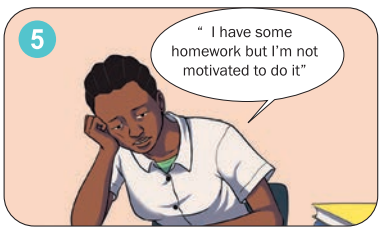
a ***poor*** grade



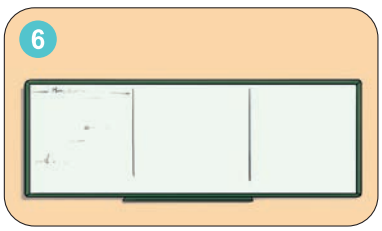
Darell is a ***smart*** student



Adou is a ***honest*** student



Maguy is a lazy student



a ***white board***

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Grammar Focus

Expressing condition

- If + Subject + verb in the simple present ⟶ Subject + verb in the future - If + Subject + verb in the simple past ⟶ Subject + would + verb (without "to")	**If you get good grades** in Mathematics and Physics, **you will go to** the Science department. **If you left home** at 6 o'clock, **you would arrive** on time in class.

I LISTEN

A **Listen to the audio and discuss its gist with your partner, then with the whole class.**

B **Multiple choice questions (MCQ).**

1. **Why does Johnson refuse to go for lunch with Florence?**
a. Because he is sick. b. Because he has a quiz.
c. Because he got a poor grade d. Because he got a terrific grade.

2. **Who was responsible for the similar answers in the dialogue?**
a. Florence b. Johnson's friend
c. Johnson d. Johnson's neighbour.

3. **The word plagiarism in the dialogue means.**
a. laziness b. cheating
c. excelling d. hard work

I SPEAK

A **Practise with your partner. Ask and answer questions following the example.**

- A: Are you sick? B: No, I'm not.
- A: Why aren't you going for lunch? B: Because I got zero in the quiz.
- A: How come? Why did you get such a grade? B: Because I copied my neighbour's answers.
- A: This is plagiarism. B: But I want to get good grades.
- A: If you work hard, you will get amazing grades. B: You're right.

B **Build a short dialogue with your partner about your class work.**

Session 2

Session focus

1. Grammar focus: superlatives
2. I say it well: Word stress and intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

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Grammar Focus

Formation of superlatives

- With short adjectives: **The** + adjective + **est** - With long adjectives: **The most** /**the least** + adjective	**The** short**est**, **the** fast**est** **The most** intelligent,

I say it well

Say the following aloud using the right stress and intonation.

- **Plagiarize, plagiarism**
- **The most intelligent**

I READ

Read about Thomas, then answer the True (T)/False (F) questions about him. Correct the false answers with the correct information from the text.

I'm Thomas and I live in Touba with my parents and my sisters. I'm the youngest in my family. I turned 13 last month. My sisters are Marina, 16, and Betty, 19. Betty's very serious and she always tells me what to do and what to avoid, I guess because she's the oldest.

I go to a nice school not too far from our home and I really enjoy it. I have a lot of friends there and I love studying. My best subject is Geography, probably because it helps me discover the world and its wonders. My most difficult subject is Mathematics. I find it terrible and I don't like my teacher.

I like playing sports, especially basketball. I'm the tallest player in the school team and I usually play really well. It's the happiest part of my day. My coach says that one day I could play professional basketball if I train hard!

On the weekend I spend a lot of time with my friends Akpa and Abdoul. We do everything together and they are the most important people in my life, in addition to the members of my family!

Adapted from esl-lounge.com

Do the exercice in your copybook.

1. Thomas is older than Marina.

2. Betty is the oldest of her siblings.

3. Geography is the easiest subject for the narrator.

4. Mathematics is Thomas' favourite subject.

5. Thomas is a very short boy.

6. Thomas has no contact outside his family.

SPÉCIMEN

Manuel MOVE FORWARD 3ème 07042025.indd 18 07/04/2025 15:39

I WRITE

Tips for sequencing information in a text.

The following terms can be used for sequencing information in a text.

- First (for information 1)
- Second (for information 2)
- Third (for information 3)
- Then/in addition/moreover,..(for additional information)

Topic

In a letter, your junior brother informs you that he has bad grades at school. Write a reply to him.

In your letter,

- tell your brother the possible causes for his bad grades at school;
- advise three conditions for him to get good marks;
- encourage your junior brother to remain positive for the future.

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

A British car company recently established in your country is recruiting young English speakers for the promotion of its products. For the first selection, they listen to the candidates' voice mails.

- Introduce yourself.
- Give to the company convincing information about your competencies in English.
- Say what you will do to help the company if you are recruited.

SPECIMEN

Manuel MOVE FORWARD 3ème 07042025.indd 19 07/04/2025 15:39

CHECK 1

Session 1

1 **Complete the sentences with the right form of the word in the box. Number 1 is an example : harvest.**

water - harvest – weed – produce – deposit – sales

1. Pupils .... their the vegetables when they are ready.
2. .... the garden helps the vegetables grow.
3. We must .... the garden to drive insects away from the garden.
4. When our garden .... .good vegetables, the school cooperative members are happy.
5. When the .... are good, the school cooperative can buy what they need.
6. Making a .... at the local bank can secure the money of the cooperative.

2 **Listen to the dialogue in ' I listen' again and answer the following questions.**

1. What vegetables did the school garden of Konankro grow?
2. When did the pupils work in the garden?
3. Why did the pupils have to weed the garden?
4. What did the cooperative members do with the money from their sales?
5. In which way(s) does the school cooperative relate to real life activities?

3 **Find the odd word in each of the following lists. Then justify your choice. Write your answers in your exercise book like in the example.**

Example: 1- dance (It is a regular verb; the others are irregular)

1. think - get - dance - grow
2. go - went - buy - throw
3. ate - swam - forgot - have
4. talked - washed - travelled - saw
5. think - bring -buy - see
6. washed - live - listen - remember.

Session 2

4 **Fill in each blank of the paragraph below with the most appropriate word from the box. One word in the box is not concerned. Write your answers in your exercise book like in the example.**

habit - remember - forget - memories - vivid - remind - blunders - remembered

Example: 1 - habit

During my school days, I always had the **1 -** (.....) of recording my experiences in a diary. It helped me keep in mind nearly all the aspects of these days. I still have a lot of pictures we took at school which **2 -** (.....) me of all the good **3 -** (.....) we made. I **4 -** (.....) the days we celebrated important events and the activities we took part in. Some **5 -** (.....) are also **6 -** (.....), but I prefer to keep in my mind the best moments and **7-** (.....) all the sad ones.

SPÉCIMEN

Manuel MOVE FORWARD 3ème 07042025.indd 20 07/04/2025 15:39

5 **Select the words or expressions related to school work or activities from the following list to show your familiarity with school environment:**

ingredients, aunt, grades, classmate, guests, headmaster, top of the class, white board, win the cup, go up, drivers, homework, wake up, geometry, radio reporter, group work, phone

Communication activity

During the first meeting of the English club, the participants are asked to talk about a good or bad memory of the long vacations to share experience. It is your turn;

- introduce yourself briefly and say where you spent the long vacations;
- give the details of your good or bad memory of the vacations;
- say why this memory has impacted you positively or negatively.

SPÉCIMEN

Manuel MOVE FORWARD 3ème 07042025.indd 21 07/04/2025 15:39

UNIT 2

WOMEN AT WORK

Lesson 1

Literacy programs for rural women

Learning Context: *On the World Rural Women's Day, the English club of your school is invited by the American Cultural Center to take part in rural women's empowerment activities with listening, reading and writing materials.*

Key to this lesson

- Vocabulary related to women's activities
- Language functions
  .- Expressing capacity or ability
  - Reporting what people say
- information transfer
- Letter writing

Session 1

Session focus

1. picture interpretation and vocabulary related to school work
2. Grammar Focus: Expressing capacity or ability
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What do you think it's about?

I OBSERVE **Study the pictures below with your teacher.**

Rural women's activities



Growing vegetables



Poultry business



Women leading their peers



Literacy course



Using a calculator

Manuel MOVE FORWARD 3ème 07042025.indd 22 07/04/2025 15:39

Grammar Focus

Expressing ability or capacity

A. Can

Can is a modal expressing ability or capacity. It is used without "to".

Yes/No questions:

A: Can rural women read and write? **B:** No, they can't (cannot).
A: Can rural women work on the farm? **B:** Yes, they can.

Wh-questions

A: What can rural women do? **B:** They can do any things.
A: What can't they do? **B:** They can't read and write.

B. Be able to

"Be able to" is a phrase that has the same meaning as "CAN".

Yes/ No questions

A: Are rural women able to read and write? **B:** Yes, they are / No, they aren't.

Wh-questions

A: What are rural women able to do? **B:** They are able to do many things.

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and discuss its gist with your partner, then with the whole class.**

The conversation's mainly about
a. How to help rural women get emancipated
b. the NGOs and the rural women
c. men's fright of rural women's emancipation

B **Listen to the conversation again. Then decide whether the following statements are True or False. Write T for True and F for False for each statement.**

a. The government and some NGOs are conducting literacy programs.
b. Jacky agrees with the idea of literacy programs.
c. Tony doesn't agree with Jacky on the idea about literacy programs.
d. According to Tony, some rural men may be against the idea.

I SPEAK

A **Listen and repeat.**

- A: It's the rural women's Day. B: That's right.
- A: If rural women can read and write, they can become autonomous. B: Absolutely!.
- A: And they can become a real economic force. B: I can't agree more!

B **You and your partner, agree or disagree about statements you make about rural women's condition.**

Manuel MOVE FORWARD 3ème 07042025.indd 23 07/04/2025 15:39

Session 2

Session focus

1. Grammar focus: Reported speech
2. I say it well: Intonation in reading a dialogue
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Grammar recall
Reported speech

We report a speech when we say indirectly what someone else has said. For example, in the conversation between Jacky and Tony, we can report a number of questions or statements from direct speech to indirect speech.

Examples:

1. “Have you heard the news?”, Jacky asked Tony.
   - Jacky asked Tony if he had heard the news.
2. “I heard the government and some NGOs are promoting literacy programs for rural women.”, Tony said.
   - Tony said he had heard that the government and some NGOs were promoting literacy programs for rural women.
3. “With these programs, rural women can run their own businesses.”, Tony **agreed.**
   - Tony agreed that with those programs, rural women could run their own businesses.

NB: Note that when the reporting verbs are in the past simple, this leads to changes in the reported statement or question:

Present perfect: ⟶ Past perfect (1 &2)
Present simple: ⟶ Past simple (3)
Present continuous: ⟶ Past continuous (2)
These: ⟶ Those (3)

Summary chart of changes in the reported speech

Phrase in direct speech	Equivalent in reported speech
Simple present: "I always **drink** *coffee", she said.*	Simple past: She said that she always **drank** coffee.
Present continuous: "I **am reading** *a book", he explained.*	Past continuous: He explained that he **was reading** a book.
Simple past: "Bill **arrived** *on Saturday", he said.*	Past perfect: He said that Bill **had arrived** on Saturday.
Present perfect: "I **have been** *to Spain", he told me.*	Past perfect: He told me that he **had been** to Spain.
Past perfect: "I **had just turned out** *the light," he explained.*	Past perfect: He explained that he **had just turned out** the light.
Present perfect continuous: They complained, "We **have been waiting** *for hours".*	Past perfect continuous: They complained that they **had been waiting** for hours.

Manuel MOVE FORWARD 3ème 07042025.indd 24 07/04/2025 15:39

Past continuous: "We **were living** *in Paris", they told me.*	Past perfect continuous: They told me that they **had been living in** Paris.
Future: "I **will be** *in Geneva on Monday", he said.*	Present conditional: He said that he **would be** in Geneva on Monday.
*Future continuous: She said, "***I'll be using** *the car next Friday".*	Conditional continuous: She said that she **would be using** the car next Friday.

You do not need to change the tense if the reporting verb is in the present, or if the original statement was about something that is still true.

Examples :

- He says **he has missed** the train but **he'll catch** the next one.
- We explained that **it is** very difficult to find our own house.

These modal verbs do not change in reported speech: *might, could, would, should, ought to*:

- We explained, "It **could** be difficult to find our house." = We explained that it **could** be difficult to find our house.
- She said, "I **might** bring a friend to the party." = She said that she **might** bring a friend to the party.

I say it well

Say the dialogue below aloud with your partner. Mind intonation.

- A: Can you speak English?
  B: Yes, I can / No, I can't.
- A: Are you able to speak English?
  B: Yes, I am/ No, I am not.

I READ

1. Read the text quickly, and circle the right answer to the question.

The text is mainly about

A. some examples of women empowerment actions
B. the reasons for rural women's literacy
C. the OCCITANE Foundation's actions in favor of women

Rural Women's Literacy in Burkina Faso

According to UNESCO, the adult literacy rate in Burkina Faso is 34.6%. Most of the country's population cannot read or write. This rate presents enormous disparities according to the area of residence (urban or rural) and especially according to sex (man or woman). Literacy levels are higher for men than for women, regardless of where they live. Regarding women, only 26.2% of them are literate, hence it represents 1 out of 5 women. Literacy is a major element of personal development and, by extension, of

Manuel MOVE FORWARD 3ème 07042025.indd 25 07/04/2025 15:39

the emancipation of women who represent more than 51% of the total population. A literate woman participates better in her own development but, also to the development of her family and her community. Supporting actions aimed at reducing the illiteracy rate of women would not only contribute to their autonomy but also participate in local development.

In 2019-2020, the L'OCCITANE Foundation supported a women's literacy project organised by Aide et Action Internationale. This project contributed to building, renovating and leading literacy centres. These women were able to learn, to read and to write following the REFLECT method. This is an approach to learning and social change which is based upon discussions about topics which are important in daily life. This project also allowed the training of teachers, skills development for local associations, as well as support and raise awareness for local women's literacy and empowerment in Burkina Faso. In addition, the Foundation supported the development of collective income-generating activities which allow literacy centres to operate independently in the long term.

Adapted from https://fondation.loccitane.com/

2. Information transfer

Complete the table with information from the text.

Percentage of women's population in Burkina Faso	Percentage of adult literacy in BF	Percentage of women's literacy in BF	Advantages of women's literacy

Reading skill: Information transfer

In order to better understand a text, you can put some key elements of it in a chart, a diagram or a drawing. Texts with statistics can easily be represented in a chart or diagram.

I WRITE

On the celebration of the World Rural Women's Day, Johnson, Thomas's Nigerian pen pal, writes a letter to him to discuss rural women's literacy programs in his country.

Johnson Bola
Ogulana Drive, Surulere
Lagos, Nigeria
April 10, 2023

Thomas Guei
Niangon Nord, Yopougon
Abidjan, Côte d'Ivoire

Hi Thomas,

How have you been? I suppose you're also celebrating rural women's day in your country. Well, let me share with you rural women 's literacy programs in my country.
Things have been changing recently regarding the inability of rural women to read and

Manuel MOVE FORWARD 3ème 07042025.indd 26 07/04/2025 15:39

write. The Government and some NGOs are currently implementing literacy programs across most rural areas in my country.
This policy will certainly empower rural women in different ways. They will be able to run their money-generating activities. This will equip them to participate in their home expenses and be an economic force in their country. In short, a literate woman will be more independent and respected in our society.
What's rural women's literacy status in your country? Has your government put in place literacy programs for rural women too?

Looking forward to your quick reply.

Bye-bye!

Johnson

Match the parts of the letter in Column A with their label in column B.

Column A	Column B
1. Closing formula 2. Salutation 3. Body paragraph 1 4. Body paragraph 2 5. Objective of the letter 6. Sender's name and address 7. Date	a. April 10, 2022 b. Hi Thomas c. 'Things have been changing....in my country" d. "Well, let me share with you...in my country" e. "This policy ....in our society" f. "Looking forward ...Bye- Bye" g. "Johnson Bola, Lagos, Nigeria"

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

You are the addresee of Johnson's letter in " I WRITE". Write a reply to his letter. Consider the following:

1. Thank him for his letter about rural women's situation in his country.
2. Give answers to his questions regarding rural women's situation in your country.

Manuel MOVE FORWARD 3ème 07042025.indd 27 07/04/2025 15:39

UNIT 2

WOMEN AT WORK

Lesson 2

Women's rights and duties

Learning Context: *In order to discuss the importance of women in society at the next English club meeting, you learn with your classmates how to express women's rights and duties.*

Key to this lesson

- Vocabulary related to women's rights and duties
- Language function: Expressing rights and duties
- Pronunciation : word stress
- Punctuation

Session 1

Session focus

1. Picture interpretation and vocabulary related to school work
2. Grammar Focus: Expressing duties
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction

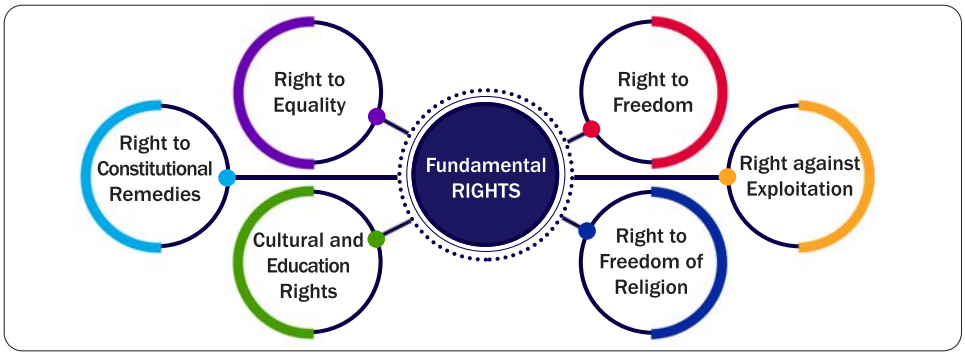


Look at the picture above. Who can you see? What are they doing?

I OBSERVE

Look at the picture below and discuss the following questions with your partner.

1. How many types of rights can you see?
2. What name is given to all these rights?
3. Give one example for each type of right.



Manuel MOVE FORWARD 3ème 07042025.indd 28 07/04/2025 15:39

Grammar Focus

Expressing duties

To express **duties,** you can use '**must**' or '**have to**'. **They** show that it is an **obligation.**
Example: All citizens **must (are obliged to)** respect the laws of their country.

- All citizens **must (are obliged to)** respect the laws of their country.
- All citizens **have to (are obliged to)** respect the laws of their country.

I must obey my teachers.
Must we obey the laws of our country?
I have to respect my parents.
Do we have to obey the laws of our country?

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and choose its gist between the options below.**

The conversation's mainly about

a. Human right
b. Women's rights
c. The constitution

B **Listen to the conversation again by chunks and complete the missing words. Write them down in your copy-book.**

a. Tele: Well, the first thing I can say is that there are (1)... fundamental (2).... .
b. Tele: We can say that they are the rights that written in a country's (3).... .
c. Tele: The right to Equality, to (4)..., to constitutional Remedies, to freedom of (5)... .
d. To Cultural and (6)... Rights and the right against exploitation.
d. Tele: Ehh! Just a minute; we all have the same rights, but we also have some (7).... .

I SPEAK

A **Practise the dialogue on page 156 (UNIT 2, Lesson 2) with your partner.**

B **With your partner, ask and answer questions about human rights using the information in the box.**

going to school - going to church -voting - getting married - being candidate

Example:

A. What right is 'going to school?'
B. It's the right to education.
A. Is going to church the right to education?
B. No, it's the right to freedom of religion.
A. .....
B. .....

Manuel MOVE FORWARD 3ème 07042025.indd 29 07/04/2025 15:39

Session 2

Session focus

1. Grammar focus: Expressing rights
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Expressing rights

To talk about your **rights**, you can use the verb '**have**'.

Example: I have the right to go to school.

Women **have** the right **to go** to school.
Do we **have** the right **to cheat** in class?
She does not **have** the right **to bully** him.

I say it well

Say the words below using the right pronunciation.

- Need /niːd/
- Must /məst; strong mʌst/
- Have /həv; strong hæv/

I READ

Read the text and choose the best option to say what it is about.

Human rights, that apply to both men and women, are essentially divided into two main groups: Civil and political rights, and social rights. This classification is important because it clears the concept of human rights. They also make humans realize their role in different spheres.

When we talk about civil and political rights, we refer to the common rights of humans. These rights are responsible for limiting the government's authority that may affect any individual's independence. These rights also allow humans to contribute to the involvement of the government.

The social rights of people guide the government to encourage ways to plan various ways which will help in improving the life quality of citizens. All the governments of countries are responsible for ensuring the well-being of their citizens.

Rights alone are not sufficient to guarantee a stable society. Rights and duties are closely related and cannot be separated from one another. For every right, there is a corresponding duty.

Manuel MOVE FORWARD 3ème 07042025.indd 30 07/04/2025 15:39

The State protects and enforces rights and it is the duty of all citizens to be loyal to the state.
15 Thus, a citizen has both Rights and Duties.

Adapted from https://www.toppr.com/guides/esssays/human- rights-essay/

The text is about

a) Human Rights Categories.
b) Women's rights.
c) Men's rights.
d) The importance of human rights.

Vocabulary check

Match each item from the text in column A with its meaning in column B. One word in column B is not concerned. Write your answers like in the example.

Example: 1- concern

COLUMN A	COLUMN B
1. apply to (L. 1) 2. clears (L. 3) 3. spheres (L. 4) 4. involvement (L. 7) 5. improving (L. 10) 6. well-being (L. 11) 7. guarantee (L. 12) 8. duties (L. 12) 9. enforces (L. 14)	a) assure b) advantages c) executes d) obligations e) domains f) participation g) ameliorating h) good life i) concern j) explains

Comprehension questions

1. Do women and men have the same rights? Justify your answer.
2. What are the main types of human rights?
3. Which rights limit the government's authority?
4. What is the importance of social rights for the government?
5. Can rights alone assure a stable society? Justify your answer.

I WRITE

Punctuation:

When writing, punctuation is very important to convey meaning to our text. For this, we must use a set of symbols called "Punctuation". These symbols are used to separate and clarify the meaning of sentences and written elements. Some of these symbols **are the full stop, the coma and the question mark.**

- We use commas (,) to separate items in a list of three or more.

Example: At school we study maths, English, geography, physics, and science.

- We use full stops or periods (.) at the end of a sentence.

Example: There are six fundamental rights.

Manuel MOVE FORWARD 3ème 07042025.indd 31 07/04/2025 15:39

• We use question marks (?) at the end of direct questions.
Example: Do you respect other persons' rights?

Exercise: Write the correct punctuation in the following paragraph.

There are many rights in each fundamental right The right to education involves the right to go to school to have access to all classes and to be treated the same way as other students
Do you think people respect other people's rights?

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

You attended a conference on human rights in Ghana. Before your coming back, the chairman of your English club needs information to take part in a discussion on this topic at a meeting. He calls you for an oral feedback. Reply to his call.

Chairman: Hello...
You: Hello ...
Chairman: It's chairman Moctar calling...
You: How are you doing, chairman ?
Kwessi: Good, thanks. I need your help to prepare a discussion on human rights at our next meeting. You are not around and we need you to have some information about the topic.
You: OK, what do you want to know, precisely ?
Chairman: We need to know what human rights are, the different types of rights, some examples of each of them and their importance in society... Can you help ?
You: Sure! You know I was at a conference on that topic.....
.....
.....
.....
Chairman: Wow! You learned a lot. The meeting will be very interesting. Thanks for sharing.
You: Don't mention it. Enjoy your presentation. We go back home next week. Greetings to all the members.

Manuel MOVE FORWARD 3ème 07042025.indd 32 07/04/2025 15:39

UNIT 2

WOMEN AT WORK

Lesson 3 Anna's prize

Learning Context: *Next week, there will be the celebration of the Women's Day. During the English class, the students of 3e 5 of Lycée Moderne Toulépleu discuss the importance of girls' education in order to prepare a campaign on this issue in a Liberian refugee camp in their area.*

Key to this lesson

- Vocabulary related to girls' education
- Language function: Expressing opinion
- Expressing potential (I'm good at...)
- Correcting wrong statements in a text
- Pronunciation: minimal pairs
- Paragraph writing

Session 1

Session focus

1. Picture interpretation and vocabulary related to school work
2. Grammar Focus: Expressing opinion
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it tell you?

I OBSERVE **Study the pictures below with your teacher.**



a ***prize***



The headmaster is ***praising*** the best student

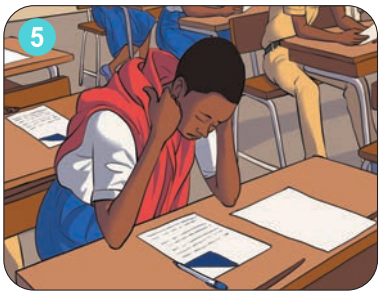


a ***brilliant student***

Manuel MOVE FORWARD 3ème 07042025.indd 33 07/04/2025 15:39



Alima ***deserves*** to go to the second cycle



They ***are taking an exam***



Christina is ***a leader***

Grammar Focus

Expressing opinion

To express opinion, we can use expressions like.

- I believe that...
- Personally, I feel that....
- I would say that...

Example:

- Question: Is it right to give to the women equal salaries to the men for the same job?

- Answers: Personally, I feel that is ok./ **I would say** that is ok/ **I believe** that is ok.

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and choose its gist between the options below.**

The conversation's mainly about ;

a. class documents ;
b. gender discrimination at school ;
c. the different roles of a class prefect.

B **Read each of the following statements about the conversation between Dally and Christina and say if it is true (T) or false (F). Correct the false statements. Write your answers like in the example.**

Example: 1. F. He's waiting for Christina to go home.

1. Dally is waiting for Christina to go to school.
2. Christina is still in class because she has been punished.
3. Dally is surprised by Christina's function in her class.

Manuel MOVE FORWARD 3ème 07042025.indd 34 07/04/2025 15:39

4. Christina is leading a class for the first time.
5. There is a female prefect in Dally's class.
6. Christina's leadership is rejected in her class.
7. Dally is not opposed to female leadership.

I SPEAK

A **Practice with your partner. Ask and answer questions following the example.**

- A: Why are you still in class?
- A: Are you the class prefect?
- A: Some people don't accept female leadership
- A: I agree with you. In my opinion, gender discrimination is no longer acceptable.

B: I am collecting the class document.
B: Yes, I have been playing this function since my first year in secondary school.
B: I think they need to change. We are in a new era.
B: Thank you so much for your support.

B **Build a short dialogue with your partner about gender equality.**

Session 2

Session focus

1. Grammar focus: Expressing wishes
2. I say it well: minimal pairs
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Expressing potential

To express potential, we can use
To be good at + verb + ing or to be bad at + verb + ing

Example:

Anna is very young but she is good at identifying colours. She is also good at counting from one to ten.
My brother has a driving license but he is bad at driving in big cities.

With your partner, talk about three (3) things you are good at and three (3) things you are not good at.

I say it well

Say the following words aloud using the right stress.

- Prize vs price
- Gender vs genre

Manuel MOVE FORWARD 3ème 07042025.indd 35 07/04/2025 15:39

I READ

Read the passage below, then do all the questions that follow it.

The strange house

Aunt Adjoua has a house located by the sacred mountain Oka. There was a small village not far from the area, but all the people moved away after a long drought, about sixty years ago. Aunt Adjoua, who has a bigger house in the city, uses her house next to the mountain as a vacation home and she goes there for a few weeks every year to relax.

However, staying in that house isn't a relaxing experience for everyone. I think the house is haunted, but whenever I raise this issue my aunt says I'm silly and that I have an over-active imagination. In spite of this reaction, there are many inexplicable things happening in that house. Here is one example.

One day, shortly after getting up, I wanted to go and say "good morning" to my aunt when I heard her talking in one of the unused rooms as if she was dictating something to a visitor. I didn't want to disturb her so I went back to the kitchen to eat my breakfast. Two minutes later, I heard a car approaching the house. When I opened the window, I saw my aunt with a lot of provisions. "I left the house at 5 a.m.," she said," because I want to cook something new for you today."

I couldn't reply. I was preoccupied by the voice I had heard from the unused room.

Adapted from esl-lounge.com

Question

A. Match the words or expressions from the text in column A with their meanings in column B. One meaning in column B is not concerned. Write your answers like in the example.

Example: 1. d

Column A	Column B
1. by (L. 1) 2. drought (L. 2) 3. haunted (L. 6) 4. raise (L. 6) 5. issue (L. 6) 6. getting up (L. 9) 7. a lot of (L. 12) 8. reply (L. 15)	a. resist b. talk about c. respond d. near e. prolonged lack of rain f. topic g. leaving bed h. disturbed by ghosts i. many

B. Read the text again and chose the correct answer. Write your answer in your copy-book.

1) Aunt Adjoua has a house located by the sacred mountain means her house is

a) on the top of the mountain b) near the mountain c) right down the mountain

2) Aunt Adjoua uses her house as a vacation home means she uses her house

a) for spending her holidays b) for renting c) her permanent home

3) Aunt Adjoua says i have an over-active imagination because

a) I am silly b) I think her house is haunted c) I raise the issue

4) Aunt Adjoua's house is strange because

a) there are some unused rooms in it b) she left the house at 5 a.m. c) We can hear voices coming from unused rooms.

Manuel MOVE FORWARD 3ème 07042025.indd 36 07/04/2025 15:39

I WRITE

A- Read again the text "The strange house" and write short answers to each of the questions below.

1. What does the house next to the mountain represent for Aunt Adjoua?
2. Does the narrator have a positive impression about her aunt's house? Justify your answer.
3. Where did Aunt Adjoua go at 5 a.m.?
4. Why couldn't the narrator reply to her aunt at the end of the story?

B- Write a short parragraph about something strange that happened to you or someone you know. Then tell it at to your classmates.

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

You are participating in a Visio conference organized by the British Council on girls' education in African countries. It is your turn to talk about the situation in your country.

- Introduce yourself and say where you are speaking from;
- describe the level of girls' education in your country;
- give your opinion on the level of girls' education in your country, focusing on the necessity to encourage girls' education everywhere in the world.

CHECK 2

Session 1

1 **Odd-one- out**

For each list of words, circle the intruder.

1. agriculture – poultry – trade – run – business
2. male-female – masculine – feminine – people
3. reading –writing – listening - speaking - rural
4. instruction -education – upbringing - raising
5. lead – conduct – guide – rule - protest

2 **Write the correct right each clue refers to. Write your answers in your exercise book like in the example.**

Example : 1-The right to education

1. School → .....
2. Church / Mosque → .....
3. lawyer → .....
4. Parliament → .....
5. Doctor → .....
6. A house → .....

Manuel MOVE FORWARD 3ème 07042025.indd 37 07/04/2025 15:39

CHECK 2

3 **Based on the listening passage, answer the following questions.**

1. According to the dialogue, what's the government promoting?
2. List 3 advantages of literacy programs.

The dialogue says that some rural men are against women's literacy programs. Do you agree or disagree with them? Give at least two reasons to support your position.

Session 2

4 **Fill in the gap in each of the following sentences with an expression from the box to make it meaningful. Write your answers in your exercise book like in the example. Example : 1- don't have.**

don't have - mustn't - don't have to - must

1. You..... to apologize; it is not necessary.
2. You ..... tell the teacher what happened, or he'll punish us.
3. We ..... wear a tie in our school; I do it because I like wearing tie.
4. You ..... smoke in public places; it is not allowed.
5. You ..... be on time for this session. There won't be any extra one.
6. You .....go now; you can stay for a chat.
7. You ..... go there; they need you to pay the bill.

5 **Match each word or expression from column A with its meaning in column B. One meaning is not concerned. Write your answers like in the example. Example: 1. c**

Column A	Column B
1. move to a higher level 2. present for celebrating success 3. very intelligent 4. make admirative comments 5. merit 6. chief of a group 7. receive instructions	a. take orders b. smart c. go up d. deserve e. result f. prize g. praise h. leader

Communication activity

On the international Women's Day, you have a presentation in a Liberian refugee camp to promote girls' education. In your presentation,

- give the reasons usually used by parents to neglect girls' education;
- list four advantages related to girls' education;
- indicate what will happen if girls are not educated.

Manuel MOVE FORWARD 3ème 07042025.indd 38 07/04/2025 15:39

UNIT 3

TRAVELLING

Lesson 1

Booking a travel ticket

Learning Context: *In order to get prepared for the next English club meeting about means of transportation in your city, you listen, read and write about means of transportation used in your city.*

Key to this lesson

- Vocabulary related to means of transport
- Language Function:
  - Expressing preference: Would rather
  - Comparing
- paragraph writing
- intonation with questions and answers

Session 1

Session focus

1. Picture interpretation and vocabulary related to school work
2. Grammar Focus: Comparing
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



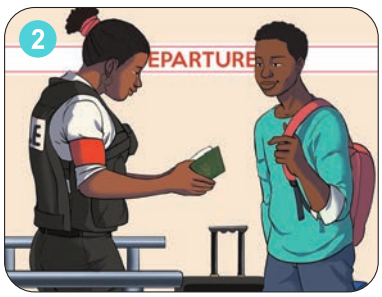
Look at the picture above. Why does the woman look so happy?

I OBSERVE **Study the pictures below with your teacher.**

Travel vocabulary



Travel documents



When you check-in, you have your travel documents verified on departure.

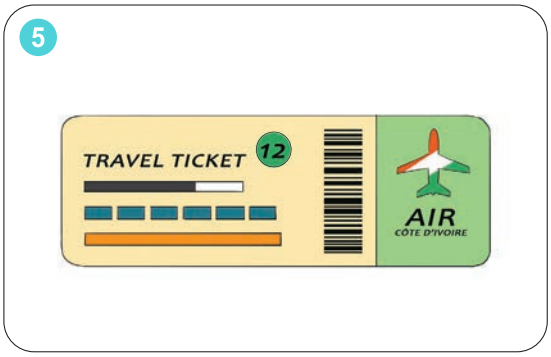
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When you check-out, you have your travel documents verified on arrival.



To book a flight: To make a reservation on a plane.



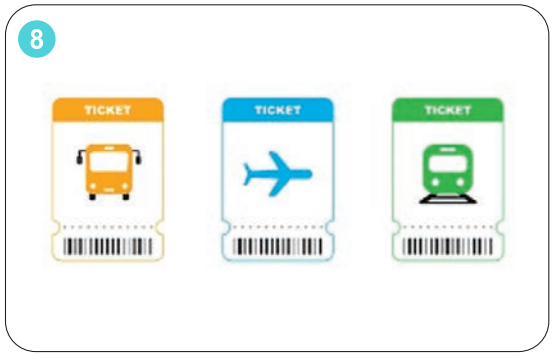
a return ticket
a one way ticket



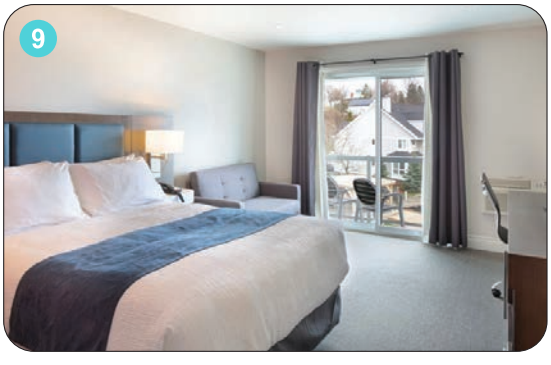
The customs check your luggage and goods on arrival.



a brochure is a printed document used by travel agencies to inform customers about the services that they offer.



Trip/ travel/ journey



a month's stay in a nice hotel



Holiday package

Manuel MOVE FORWARD 3ème 07042025.indd 40 07/04/2025 15:39

Grammar Focus

Comparing

Superiority

A. With short adjectives

Use this rule: A is adjective-er than B
eg: Yao is **taller** than Guei.

Note: When the adjective ends in-y, we add –**ier**. Abidjan is bus**ier** than my village.

One or two-syllable adjectives ending in 'Y' and 'le' are considered short.

Eg: tall - short - pretty - busy – fast – big – large – small – cheap – nice.

B. With long adjectives

With long adjectives, use the rule: A is **more** Adjective **than** B.
Eg: . A car is **more expensive** than a bike.

Adjectives with more than two syllables are considered long.

Eg: efficient – beautiful – expensive – luxurious - enormous.

Practice: Make sentences to compare the two elements like in the example.

a. Abidjan/Bouaké/ big ⟶ Abidjan is bigger than Bouaké.

b. Adjame/Plateau/busy

c. A car/a bike/expensive

d. A plane/ a car/ fast

e. Plateau/ Abobo/ luxurious

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and choose its gist between the options below.**

What's the conversation mainly about?

a. How Amina travelled to Ghana

b. How Silue travelled to his hometown

c. How Amina and Silue spent their last holidays

B **Read each of the following statements about the conversation between Dally and Christina and say if it is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.**

A. Amina went to Ghana by bus.

B. Silue travelled by bus.

C. Silue envies Amina's social class.

D. Amina and Silue agree that the most important thing is to be happy and proud of your choices.

Manuel MOVE FORWARD 3ème 07042025.indd 41 07/04/2025 15:39

I SPEAK

A **Listen and repeat**

- A: How did you travel to Ghana?
- A: How about you?
- A: Be proud about your choices.

B: By plane.
B: I travelled by bus.
B: Exactly, you're absolutely right.!

B **You and your partner, ask and answer questions about how you get to school in your city.**

Session 2

Session focus

1. Grammar focus: Expressing wishes
2. I say it well: Reading a dialogue with the right intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Expressing preference: Would rather ('d rather)

A. Which means of transport do you prefer to travel by?

B. **I'd rather** travel by plane.

Practice: Answer using "I'd rather..."

1. A : Would you like a return-ticket or a one-way ticket? — B: I'd rather have a return ticket.
2. A : Would you prefer to travel by boat or by train?" — B : .....
3. A : Would you like to have a cup of tea or a cup of coffee? — B : .....
4. A : Would you prefer an in-season trip or an off-season trip? — B :.....
5. A : Would you like fried rice with chicken or plain rice with fish pepper-soup? — B :.....

I say it well

Say the dialogues below aloud with your partner. Mind the correct intonation.

- A: How would you like to travel?
  B: I'd rather travel by car.
- A: Would you like a cup of tea or coffee?
  B: I'd rather have a cup of tea.

Manuel MOVE FORWARD 3ème 07042025.indd 42 07/04/2025 15:39

I READ

Read the text quickly, and circle the right answer to the question.

The text is mainly about
A. traveling by car
B. means of travel
C. how to prepare a trip

How to Plan a Trip

Traveling can be tricky for a newbie. If you want to take a trip to a new place abroad or to a place which is far away from where you live, you may need to make a good plan in order to avoid troubles during the trip. So once you know where you want to go, you should decide when and how you are going to go there.

Many people take a trip during holidays because that is the time when they can take a break from work or studies. Unfortunately, traveling during holiday season may not be a good choice as prices for flight tickets and hotel rooms are usually higher than the off-season period when tourism is not booming. If you have a limited budget, you may consider taking a day off work during the off-season when prices are lower and discounted.

Your budget will also determine what means of transportation you are going to use. Taking a road trip might be cheaper, but you should be in good shape and prepare your car for a long trip. If you choose to fly, you may have to take public transportation after to get around in your holiday destination. Whether you take a taxi, subway or bus, you should know where you are going based on the itinerary that you have planned before and make sure you know the routes and the fares.

https://www.excellentesl4u.com/

Vocabulary check

Match the words or phrases (in Column A) from the text, with their meanings in Column B. One word in Column B is not concerned. Number 1 is an example.

Column A	Column B	Answers
1. newbie (L1) 2. abroad (L.1) 3. as (L7) 4. off-season (L7) 5. in good shape (L11) 6. get around (L.12) 7. fares (L.15)	a. prices b. a foreign country c. outside d. healthy e. because f. move from place to place g. new born h. a beginner	1.h 2.... 3.... 4.... 5.... 6.... 7....

Comprehension check

Circle T or F for each statement. If False, write the correct answer. Do it in your copy-book.

A. According to the first paragraph, the only important thing to know when you want to take a long trip is the means of transportation. T – F

B. According to the text, it is more advantageous to travel during holidays than working days. T – F

C. According to the third paragraph, the means of transportation you take does not depend on the amount of money you have. T – F

D. According to the writer, you need to be in good health if you choose to travel by car. T – F

Manuel MOVE FORWARD 3ème 07042025.indd 43 07/04/2025 15:39

I WRITE

Develop the following topic sentence into a paragraph. Make a supporting sentence for each of the adverbs below.

There are at least three things you need to observe if you want to go on a long trip.

First, ...

Second, ...

Third, ...

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

It is the long vacations and you want to travel to Ghana for a month's stay. Call the *Good Trip* travel agency to book a ticket. Roleplay this with a partner.

1. Specify the type of ticket you would like.
2. Specify if you would like a holiday package or not.
3. Specify your mode of payment (cash/ credit card).

Manuel MOVE FORWARD 3ème 07042025.indd 44 07/04/2025 15:39

UNIT 3

TRAVELLING

Lesson 2

Get ready for your flight!

Learning Context: *The student of 3e 5 of Collège Moderne du Plateau are taking information about air travel in order to write a paragraph about how to prepare a journey by plane.*

Key to this lesson

- Vocabulary related to air flight
- Language functions:
  - Asking and answering questions about air flight
  - Making comparisons
  - Writing a paragraph about air flight
- Pronunciation: word stress and intonation

Session 1

Session focus

1. Picture interpretation and vocabulary related to school work
2. Grammar Focus: Asking and answering questions about air flight
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction

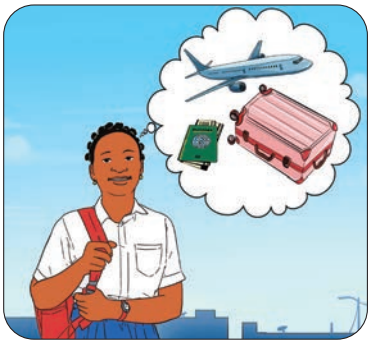


Look at the picture above. What does it tell you?

I OBSERVE

Look at the picture.

- Tell your partner what it is about.
- Have you ever travelled?
- Where did you go?
- How did you go there?
- How did you prepare your trip?



Manuel MOVE FORWARD 3ème 07042025.indd 45 07/04/2025 15:39

Grammar Focus

Asking and answering questions about air flight

A. When's your flight? B. 7.PM

A. What time do you check in? B. 6.PM

A. How much does flight ticket cost? B. 500000 CFA the return ticket.

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. air travel documents

b. the transportation means to London

c. competition between 'Air Wiggar' and 'Wango Airways'

B **Listen to the audio again and choose the words or phrases you hear that best fit in the conversation. Write them down in your copy-book.**

Example: 1. Look worried

1. look wary	look worried	5. night ticket	flight ticket
2. tip	trip	6. company	balcony
3. a new	a few	7. comfortable	on the table
4. vaccination card	vacation car	8. a tyre	attire

I SPEAK

A. Practise the conversation with your partner.
B. With your partner, ask and answer questions about a travel you had.
Use some information from the dialogue (Where, when, how, what etc.).

- A: Have you ever travelled? B: Yes.
- A: Where..... B: .....

Session 2

Session focus

1. Grammar focus: Making comparisons
2. I say it well: Word stress and statement intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Manuel MOVE FORWARD 3ème 07042025.indd 46 07/04/2025 15:39

Grammar Focus

Making comparisons

Look at the prices: 'Wango Airways' **350,000 F CFA** / 'Air Wiggar' **540,000 F CFA.**

1- 'Wango Airways' is cheaper than 'Air Wiggar'.

- How much is a 'Wango Airways' flight ticket?
- How much is a 'Air Wiggar' flight ticket?

2- Write the sentence in 1 starting by 'Air Wiggar'.

I say it well

Say the following aloud with the right stress intonation.

- crews /kruː/ crews /kruːz/
- flight /flaɪt/
- boarding /ˈbɔːdɪŋ /

➢ Wango Airways is cheap**er than** Air Wiggar.

➢ Air Wiggar is **more comfortable than** the other companies.

I READ

Read the text and select the best option to say what it is about.

The text is about
a. an air trip.
b. how to plan an air trip.
c. the administrative tasks before an air trip.
d. booking an air trip.

There are a lot of important administrative and personal things to do days, weeks, or months before boarding a plane.

You must do the required vaccinations that will be noted on a card. You also need to have a visa if the country you visit needs one. You must also buy your flight ticket and book your departure with a company. Some companies are very expensive, but they are generally more comfortable and safer than others with professional crews.

You must also think about your stay in the country you visit. Will you be in a hotel or will you be hosted by a family? This must be clear before you leave; you must book your stay.

Also think about the attire you need for your trip, and eventually, the gifts you can offer the people you are going to meet.

Money is also important. Make sure you get enough of it for your stay, and for the expenses you plan to do. A few days before you take off, pack your luggage! You are now ready, have a nice air trip.

https://www.myglobalviewpoint.com/things-to-do-before-a-flight/

Manuel MOVE FORWARD 3ème 07042025.indd 47 07/04/2025 15:39

Vocabulary check

Select from the box, the word or expression that matches with its meaning from the text. One word in the box is not concerned. Write your answers in your exercise book like in the example.
Example: 1- boarding = entering

clothes - entering - teams - presents - coming - reserve - needed - welcomed - trip - depart

1. boarding (Line 2) .....
2. required (Line 3) .....
3. flight (Line 4) .....
4. book (Line 5) .....
5. crews (Line 6) .....
6. hosted (Line 8) .....
7. attire (Line 9) .....
8. gifts (Line 9) .....
9. take off (Line 12) .....

Comprehension questions

1. Can you decide to have an air trip and leave automatically? Justify your answer.
2. List two administrative documents you need to travel by plane.
3. Why are some air companies very expensive?
4. Where can you live when you go to another country?
5. What is the last thing you do before taking off?

I WRITE

You are going to travel during the next holidays.

- Write five things you are going to do before travelling.
- Write five things you are going to do when you leave.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

During the last holidays, you won a prize and flew to Accra for a week. Back to your country, write a paragraph about your trip; it will be published in the school English club magazine. In your paragraph, say

1- how you prepared your trip;
2- where you stayed in Accra;
3- what activities you did in Accra.

Manuel MOVE FORWARD 3ème 07042025.indd 48 07/04/2025 15:39

UNIT 3

TRAVELLING

Lesson 3

My first trip to London

Learning Context: *Before receiving their Ghanaian friends for the Christmas holidays, the students of 3e 6 of Lycée Moderne Tabagne are writing to inform them about the tourist attractions of their country.*

Key to this lesson

- Vocabulary related to tourism
- Language function
- Making suggestions
- Accepting or refusing suggestions
- paragraph writing
- Intonation with questions and answers

Session 1

Session focus

1. Picture interpretation and vocabulary related to travelling
2. Grammar Focus: Making suggestions
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction

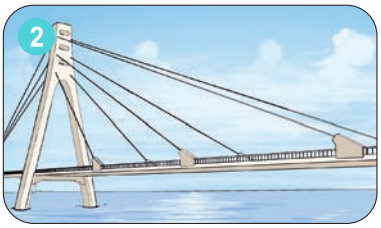


Look at the picture above. What are the people doing? Why?

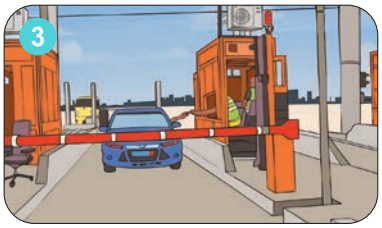
I OBSERVE **Study the pictures below with your teacher.**



a waterfall



a bridge



Toll station / Toll booth



a museum

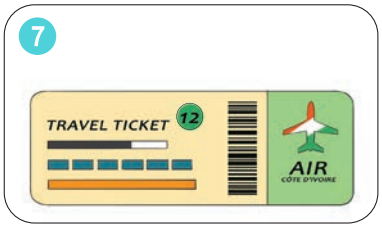


a mall

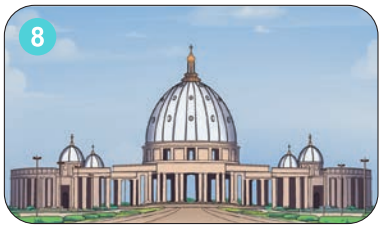


The lake of crocodiles

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a flight ticket



a basilica

Grammar Focus

Asking and answering questions about air flight.

A: What time is the flight to Paris? B: 9:45 PM

A: Is it a direct flight? B: No, it's a stopover flight. We have a stopover at Casablanca, Morrocco.

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. Yapo's trip to London
b. Trafalgar Square
c. Emma's trip to London'

B **Listen to the audio again and answer the following questions.**

1. Why did Emma go to the travelling agency?
2. Which area of London is not part of the places Emma wants to visit in London?

a. Trafalgar Square b. Piccadilly Circus c. Buckingham Palace

3. Is Yapo travelling to a foreign country during the Christmas holidays? Why?
4. Find out two details of Yapo's holiday plans.

I SPEAK

A **Practice with your partner. Ask and answer questions following the example.**

- A: Where did you go? B: (I went) to a travelling agency.
- A: Have you ever been to London? B: No, I haven't / Yes, I have.
- A: Do you have a plan for the holiday? B: Yes, I' m planning to go to the beach in Sassandra.
- A: You could visit the tourist attractions B: Great idea! (I prefer visiting Sassandra)

B **Build a short dialogue with your partner about tourism.**

Manuel MOVE FORWARD 3ème 07042025.indd 50 07/04/2025 15:39

Session 2

Session focus

1. Grammar focus: Accepting or refusing suggestions
2. I say it well: Intonation with questions and statements
3. Reading: Reading for the main idea and details
4. Writing: paragraph writing

Grammar Focus

Accepting or refusing suggestions

A. How about visiting Trafalgar Square?
B. I would love it
A. Why don't we go to the British Museum?
B. I'd rather go shopping

I say it well

Say the following aloud using the right intonation.

- Where is the **museum?**
- I want to visit the **zoo.**
- There are **craftsmen** in the village.
- Do you want a reservation in a **five-star hotel?**
- mountains are good places for **sightseeing.**

I READ

Read the passage below, then answer all the questions that follow it.

Hong Kong Housing, a building company, is building a new suburb in Shanghai, a city with a population of more than 15 million people. This suburb is not like the other parts of Shanghai. It is a little piece of England. Its name is "English Town". The manager of Hong Kong Housing, Shi Guangsheng, says many people in this area of China want to live like in an English town.

"This town is like Bristol or Chester. There is an English square and there are pigeons to feed like in Trafalgar Square, London. There are four English-style pubs and you can buy English beer to drink. There is a canal and you can row a boat there like in Cambridge. Of course, there aren't any places to play cricket like in England because nobody in Shanghai can play this game. But there is a football stadium like those in England. And the thing we are very proud of is our shopping street. There are several shops where you can buy traditional English food like fish and chips or Christmas Pudding.

Rich Shanghai businessmen can do some gardening too. However, there is one problem. The houses in this part of the town cost a minimum of $400,000!

Adapted from Esl Lounge.com

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QUESTIONS

Complete the following table with the correct information from the text.
Write your answers in your copybook.

1. Name of a building company.
2. Estimate population of Shanghai.
3. Manager of the housing company.
4. Three (3) similarities between English town in Shanghai and London.
5. Lowest amount of money needed for housing at the English town in Shanghai.

I WRITE

A Reminder! Paragraph writing

A paragraph starts with a topic sentence: it contains the main idea the writer wants to develop. The rest of the paragraph is made of details and examples related to the main idea previously announced by the topic sentence.

B Write a 5-line paragraph about a place you wish to visit.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

For the next summer holidays, your Liberian pen friend Boley wants to pay you a visit. Before he arrives, write a paragraph about the places he can visit during his stay.

In your paragraph,

- say where you are living in your country;
- list three tourist attractions of your country;
- indicate what your friend Boley can visit in the city you are living in.

Manuel MOVE FORWARD 3ème 07042025.indd 52 07/04/2025 15:39

CHECK 3

Session 1

1 **Complete the text with the words or phrases from the box. One word is extra.**

stay	*check-in*	*book*	*return ticket*	*customs*	*brochure*	*destination*

If you want to travel by plane during the next holiday, you may need to go for a holiday package where you can have a number of prepaid services; or you may decide to pay for services once you get to your ...**1**.... However, if you want to have a long ...**2**..., it would be better to choose the first option. If you're travelling by plane, it is better to ...**3**... your flight at least two weeks before your trip. You should be at the airport early because ...**4**... activities usually take time. It's also safer to buy a ...**5**... rather than a one-way one. Now, if you have no idea what services your destination offers, you may consider picking up ...**6**... at your travel agency and skim through it. Good luck!

2 **Listen to the dialogue between Amina and Silué on page 157 (UNIT 3, Lesson 1), and match the phrases in Column A with their function in Column B. One function in B is not concerned.**

Column A	Column B
1. Wow, good for you! 2. How about you? 3. Wow, awesome! 4. Absolutely not! 5. Exactly	a. Agreeing b. Disagreeing c. Appreciating d. Envying e. Asking for someone's opinion f. Asking for repetition

3 **Look at the information in the chart and complete the paragraph comparing 'Air Wiggar' and 'Wango Airways' using the given adjectives. Write your answers in your exercise book like in the example.**

Example: 1- more expensive than

	Flight ticket to homeland	Crew	Time flight to homeland	Comfort
'Wango Airways'	800,000 F CFA	not kind	2:30	+
'Air Wiggar'	750,000 F CFA	kind	4:00	-

'Wango Airways' and 'Air Wiggar' are two companies that come to my country. There are some differences between them; 'Wango Airways' flight tickets are **1**-(expensive) ..... the ones of 'Air Wiggar'. I prefer to travel with 'Air Wiggar' because its tickets are **2**-(expensive) ..... the other company. In addition, the crews of 'Air Wiggar' are **3**-(kind) ..... the ones of 'Wango Airways'. But if you are in a hurry, I advise you to take 'Wango Airways' because it is **4**-(fast)..... 'Air Wiggar'. The other areas of comparison are in favour of 'Wango Airways'; it is **5**-(comfortable) ..... and **6**-(fast) ..... than 'Air Wiggar'.

Manuel MOVE FORWARD 3ème 07042025.indd 53 07/04/2025 15:39

CHECK 3

Session 2

4 **Complete each gap in the sentences below with an item from the box to make meaningful sentences. One item in the box is not concerned. Write your answers in your exercise book like in the example.**

Example : 1- vaccination card

boarding - flight ticket - crew - luggage - vaccination card - take off - passport - pilot

1. Before travelling abroad, you must go to the hospital to get a .....
2. At the check-in desk, you show your ..... in which you must have a visa if it is required.
3. At the door of the plane, you must show your .....
4. Before going to the airport the D-day, you must pack your .....
5. On the plane, some members of the ..... take care of the passengers.
6. After ....., all the passengers sit down and fasten their seat belts.
7. When all this is done, the plane can .....

5 **The following statements are about tourism. Say if they are true (T) or false (F). Correct the false statements.**

1. You need a train ticket to take a plane.
2. We can see a collection of objects in a museum.
3. A tourist guide cooks for the people visiting a country.
4. Buckingham Palace is the house where the British Prime Minister lives.
5. The lake of crocodiles are in the North of Cote d'Ivoire.
6. If you want to see the Liana bridge, go to Yamoussoukro.
7. There are natural water falls in the Tonkpi region in Cote d'Ivoire.
8. The historical city of Grand Bassam is located in the East of Cote d'Ivoire.
9. There are wonderful beaches in San Pedro.

Communication activity

Your American pen friend Katie is hesitating between visiting your country or another country during the Easter holidays. Write her a letter to encourage her to choose your country.
In your letter,

- say where your country is located;
- mention the main facilities available in the country in terms of accommodation, transport, and cuisine;
- list the tourist attractions which cannot be found anywhere else.

Manuel MOVE FORWARD 3ème 07042025.indd 54 07/04/2025 15:39

UNIT 4

FASHION

Lesson 1

A day with a fashion designer

Learning Context: *In order to prepare for the Clothing Fair of your school, you listen to a conversation with a fashion designer and read a passage in order to collect information for the fair.*

Key to this lesson

- Vocabulary related to traditional and modern clothes
- Language Functions:
  - Giving reasons with since/as
  - Making and responding to compliments
    A: I love your shirt. B: Thank you.
- dialogue completion
- intonation in giving and responding to compliments

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Making and responding to compliments
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it inspire you?

Manuel MOVE FORWARD 3ème 07042025.indd 55 07/04/2025 15:39

I OBSERVE

Study the pictures below with your teacher.



I'm a fashion designer



I sketch designs of clothing



I select fabrics and colours



I also design shoes and other clothing accessories.



I design Haute Couture clothing items.



I design ready-to-wear clothing items too.



I assist with the production of the clothing items.



I also participate in fashion shows with my models.

Grammar Focus

Making and responding to compliments

A: You look gorgeous in this dress! B: Thank you!

Practice:

You and your partner, make and respond to compliments.

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. the job of a fashion designer

b. a Haute-Couture dress

c. Pathé O

Manuel MOVE FORWARD 3ème 07042025.indd 56 07/04/2025 15:39

B **Listen to the audio again and answer the following questions.**

1. Is Amina wearing Haute-Couture or ready-to-wear dress?
2. What does a fashion designer do?
3. What's the aim of a fashion show?

I SPEAK

A **Listen and repeat**

- A: Wow! You look cute and gorgeous!
- A: I like wearing traditional clothes.
- A: Why do fashion designers like participating in fashion shows?

B: Thank you!
B: Really? Why?
B: Since a fashion show boosts their sales, they find it necessary to take part in them.

B **You and your partner, ask and answer questions about a fashion designer's job.**

Session 2

Session focus

1. Grammar focus: Giving reasons with 'as' and 'since'
2. I say it well: Intonation with making and responding to compliments
3. Reading: Reading for the main idea and details
4. Writing: Dialogue completion

Grammar Focus

Giving reasons with 'as' and 'since'

Since/as the world of fashion is competitive, you need to update your designs

Practice:

Write 4 sentences in which you give reasons why you like fashionable clothes, using since/as.

I say it well

Say the following aloud using the right intonation.

- A: Wow, you look gorgeous in this dress!
- B: Thank you!
- A: As I like fashion, I never miss a fashion show.
- B: I see what you mean..

Manuel MOVE FORWARD 3ème 07042025.indd 57 07/04/2025 15:39

I READ

Read the conversation quickly, and circle the right answer to the question.

The text is mainly about

A. the world of fashion in our times;
B. succeeding in fashion is a long-time process;
C. the fashion designers at today's shoot.

The world of fashion

Wendy: The world of fashion never stays still. Styles, colours and combinations change along with every season, year after year. It may look glamorous and fun, but it takes hard work and dedication to make a career in fashion. Many people now study fashion at college or university in the UK, where they'll need to understand skills including design, materials, distribution, marketing – and have lots of creative flair. All the people at this fashion shoot have studied at college, but now they're working. They're still learning all the time. At today's shoot, we have Alex, a fashion designer, a make-up artist, and a photographer.
Alex, where do you get your inspiration from for these textiles?

Alex: I like going to museums, a lot of travelling involved, so I went to India, China, Thailand... really anywhere, even going for a walk in the park, you never know what you can see.

Wendy: Alex hires in the photographer, model and make-up artist for her fashion shoots to show off her range of clothes in magazines and online. But what does it take to work in the fashion industry?

Make-up artist: To be a good make-up artist you need to be a good communicator, creative and tough-skinned for the industry.

Photographer: I couldn't imagine myself working in an office, you know, 9 to 5. I just absolutely love photography and to make a living with, you know, through my work... it's fun, yeah, I really, really enjoy it.

Adapted from http://learnenglish.britishcouncil.org/en/word-street/working-fashion

True / False statements

Circle T or F for each statement. If false, write the correct answer.

A. Fashion is changing all the time. T – F
B. You don't need to go to university to succeed in fashion. T – F
C. Anything can inspire Alex in his fashion designs. T – F
D. You need two main skills to be a good makeup artist. T – F

I WRITE

Dialogue completion

In order to complete a dialogue successfully, you need to know that a conversation has at least three parts:

1. **A beginning:** it usually starts with some sort of greetings: How are you today? How have you been? It's been a while/ a long time

Manuel MOVE FORWARD 3ème 07042025.indd 58 07/04/2025 15:39

2. **A middle:** it discusses the main topic of the conversation; it can be a problem that needs to be solved or just socializing.

3. **An end:** It shows the listener that a problem has been solved or just the speakers are about to part: Phrases like “Thank you...”, “Well, it’s been a pleasure”, “Stay in touch”, “See you soon” , and “So long” are used to mark the end of a conversation.
Also, you need to recognize the main language functions and structures used so you can respond appropriately; you must also know if the language used is formal or informal. The last thing to consider is to identify the language function and structure just before the gap to be completed so that you can react appropriately.

Considering the advice above, complete the following dialogue.
The dialogue is between a shop assistant and a customer who wants to try on a dress. Supposing you’re the customer, complete her part.

Shop Assistant: Hi. How can I help you?
Customer: ..... (Hi, I'd like to try on this dress/shirt. Can you show me where the changing rooms are, please?)
Shop Assistant: Sure, the changing rooms are just on the left.
Customer: .....! (a few minutes later) ..... Sorry, ...
Shop Assistant: Why, what's wrong with it?
Customer: ..... Well, ... ; (it makes me feel uncomfortable)
Shop Assistant: Ah, we can ask if they have a larger size; I think a size 10 would be perfect for you.
Customer: ..... You're right, I really love that dress you've picked! .....
Shop Assistant: Sure, you can go ahead!
Customer: (a few minutes later). .....!
Shop assistant: I’m glad it fits you fine.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

After the lesson “A day with a fashion designer”, you are asked by your teacher to make a poster presenting the job of fashion designer as a possible great job for students. Consider the following in your poster:

1. Give it an attractive title.
2. Define what a fashion designer is.
3. Give a few requirements of the job.

Manuel MOVE FORWARD 3ème 07042025.indd 59 07/04/2025 15:39

UNIT 4

FASHION

Lesson 2

Fashion is important for our community

Learning Context: *You want to write an article about the importance of fashion in your country. For this, you collect and write information about the world of fashion and culture.*

Key to this lesson

- Vocabulary related to fashion and culture
- Language function:
- Expressing preference
- Persuading
- Writing a paragraph about the importance of fashion and culture
- word stress and intonation

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Expressing preference
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What do you think it about?

I OBSERVE

Look at the pictures. Tell your partner:

- What they represent to you.
- Describe people's attires
- Which one(s) do you like? Why?
- Which one(s) don't you like? Why?

Styles



Sporty | Punk | Casual | Classic

Manuel MOVE FORWARD 3ème 07042025.indd 60 07/04/2025 15:39

Fashion



Asian fashion



American fashion



African fashion



European fashion

Grammar Focus

Expressing preference

A : Which style do you prefer, casual or classic? **B :** I'd rather choose casual.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

What's the conversation mainly about?

a. The 'Popo Carnival' of Bonoua
b. The importance of culture for a society
c. Paté O and fashion

B **Read each of the following statements about the conversation between Dally and Christina and say if it is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.**

a. Soro loves fashion shows.
b. Fashion show is part of people's culture.
c. Culture is limited only to fashion.
d. Developing cultural facts provides jobs and money.

I SPEAK

A **Practise the dialogue on page 159 (UNIT 4 Lesson 2) with your partner.**

B **With your partner, ask and answer questions about the pictures in I observe.**

Session 2

Session focus

1. Grammar focus: Persuading
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Dialogue completion

Manuel MOVE FORWARD 3ème 07042025.indd 61 07/04/2025 15:39

Grammar Focus

Persuading / Convincing

To convince someone, you can use 'urge' or 'recommend'.

Examples:

- Your shirt is very dirty; I **recommend that** you wear clean clothes to be smart.
- Your shirt is very dirty; I **urge** you **to** wear clean clothes to be smart.

Exercise: What recommendation can you make in the following situations?

1. Your friend has dirty hair. / Look smart.
2. Your friends don't want to go to the Popo Carnival. / Learn about the Abouré culture.
3. Your classmate is always late at school.
4. The colours of your brother's clothes never match.

I say it well

Say the following aloud respecting the rule below.

Pronunciation: With most words and adjectives of two syllables, the stress is on the first syllable.

- **Fashion** /ˈfæʃən/
- **Culture** /ˈkʌltʃə /
- **Urge** /ɜːdʒ /

➢ Recommend /ˌrekəˈmend/

➢ I **urge** you **to** wear clean clothes to be smart.

➢ I **recommend that** you wear clean clothes to be smart.

I READ

Read the text and say what it is about.

Fashion and Society: How the Way We Dress Reflects Our Culture.

Fashion is much more than just clothing. It is a reflection of our society. Through the way we dress, we communicate our social status, express our personality, and signal our identity.

One of the most striking examples of fashion's relationship with society is the way clothing can signal social status. In many cultures, the clothes we wear can be a marker of wealth and power. Today, we can see how certain brands and styles are associated with wealth and luxury.

The fashion industry itself is an important part of our society. It is a major economic force that provides jobs and generates revenues. This is of great help for the youth in a community Although fashion can be positive, it can have, like issues of alcohol and drug abuse, bad aspects.

Manuel MOVE FORWARD 3ème 07042025.indd 62 07/04/2025 15:39

Teenagers often dress in a certain way to avoid mocking and humiliation from their peers. As a result, they fear losing their friends if they dress inappropriately. They tend to imitate what they see others wear, as long as it looks "hip" or "in style." They are quick to follow fast fashion to fit in. As a result, we can sometimes see young boys and girls half-naked.

This is the reason why it is important to persuade them to make good choices in their relations in order not to fall in the possible negative aspects of fashion.

Adapted from https://www.linkedin.com/pulse/fashion-society-how-way-we-dress-reflects-our-culture-prakhar-agarwal

Vocabulary:

Select from the box, each meaning that matches with its word or expression from the text. One word in the box is not concerned. Write your answers in your exercise book like in the example.

Example: brands = new products

richness - problems - opinion - friends - salaries - partly dressed - convince - remarkable - new products - solutions

1. reflection (Line 1)
2. striking (Line 3)
3. wealth (Line 4)
4. brands (Line 5)
5. revenues (Line 8)
6. issues (Line 9)
7. peers (Line 11)
8. half-nacked (Line 14)
9. persuade (Line 15)

Comprehension

1. What information can we have from the way you dress?
2. Why can we say that fashion industry is an economic force?
3. For what reasons can we see some young people half-naked?
4. How can we help young people avoid the dangers of fashion?

I WRITE

- Write three aspects of culture you like.
- Write three aspects of culture you don't agree with.
- What can the government do to promote culture in your country? Write three suggestions.

Session 3

Session focus

Speaking Skill Evaluation

Manuel MOVE FORWARD 3ème 07042025.indd 63 07/04/2025 15:39

Communication

I put it all together

A lot of students of your school dress badly pretexting fashion. In order to make them change, you decide to write an article in your English club magazine. Write this article in which you

1- say what fashion is;

2- give the good aspects of fashion;

3- convince your friends to change the way they adopt fashion

Manuel MOVE FORWARD 3ème 07042025.indd 64 07/04/2025 15:39

UNIT 4

FASHION

Lesson 3

I'm proud of my skin colour!

Learning Context: *During the English class, the students of 3eme 6 of Lycée Moderne Séguéla write a reply to a letter they received from their pen friends from a Ghanaian school about the impact of cosmetics on the young people in their country, in order to share the experience of Côte d'Ivoire.*

Key to this lesson

- Vocabulary related to fashion
- Language function: giving advice
- information transfer
- opinion-giving paragraph
- intonation

Session 1

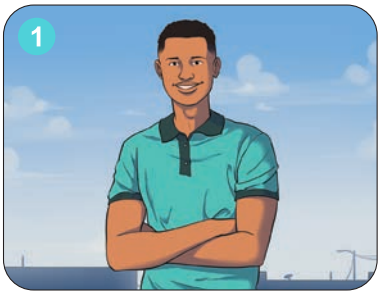
Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Giving advice
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above and say what it inspires you?

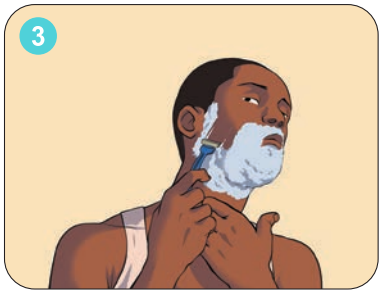
I OBSERVE **Study the pictures below with your teacher.**



a light complexion boy



Skin sores



He's shaving

Manuel MOVE FORWARD 3ème 07042025.indd 65 07/04/2025 15:39



a barber



a shampoo



an eyebrow pencil

Grammar Focus

Giving advice input

To give advice, we can use grammatical structures like.

- You **should** keep your natural skin colour.
- You **shouldn't** use bleaching creams.
- **Have you thought about keeping** your natural skin colour?
- **If I were you, I would keep** my natural skin colour.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. Sylvia's big nose
b. dangers of plastic surgery
c. the advantages of plastic surgery

B **Listen to the audio again and answer the following questions.**

1. Why is Phil silent today?
2. Find the main reason why Phil wants the plastic surgery.
3. Does Sylvia encourage Phil in his project?
4. How does Sylvia try to convince Phil to abandon his project?
5. What can we infer when Phil says, "I totally agree with you, Sylvia."

a. He is hesitating.	b. He will do the plastic surgery.	c. He will not do the plastic surgery.

I SPEAK

A **Practice with your partner. Ask and answer questions following the example.**

- **A:** How are you doing? **B:** I'm good, but a bit worried about my future plastic surgery.
- **A:** What do you need it for? **B:** I wish I could correct my nose because it's too big.

- **A:** There is nothing wrong with your nose. **B:** Sure, there is. Everyone is laughing at me.
- **A:** Abandon this project. A plastic surgery is risky and costly. **B:** You're totally right.

Manuel MOVE FORWARD 3ème 07042025.indd 66 07/04/2025 15:39

B Build a short dialogue with your partner about the use of beauty products.

Session 2

Session focus

1. Grammar focus : Giving advice
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Dialogue completion

Grammar Focus

Giving advice, practice exercise

Roleplay: You and your classmate, roleplay a situation in which you have to provide advice to each other.

I say it well

Say the following aloud using the right intonation.

- **Surgery**
- Complete **a cosmetic surgery.**
- **Cosmetic surgery is costly**
- There is often some **anxiety** before going for a surgery.
- All surgery are not **successful**
- Some **discomforts** can persist after a cosmetic surgery.

I READ

Read the passage below, then answer all the questions that follow it.

What are the pros and cons of plastic surgery?

The cosmetic surgery industry is booming and is likely to continue doing so. Yet, it seems there is not enough being done to educate people on all its aspects. We automatically assume that beauty on the outside will transform people's internal qualities but this is not always true. Most people do not adore themselves overnight after completing cosmetic surgery. Some of them find they are still stuck with the same old discomforts. Surgery can help individuals with deformities and obvious imperfections but some women looking for superficial changes – such as breast enlargements, eventually realize that they don't miraculously change as expected.

There are numerous pros and cons of cosmetic surgery. Pros include improved physical health (for instance, rhinoplasty can help with breathing problems), and even improved mental health by reducing anxiety and depression related to one's appearance. However, there are also cons to consider. Cosmetic surgical procedures can lead to risks

Manuel MOVE FORWARD 3ème 07042025.indd 67 07/04/2025 15:39

of complications such as infections, and even to life-threatening problems like blood clots or anesthesia complications. There may be dissatisfaction with the results, potentially leading to the need for additional cosmetic surgeries. Furthermore, these procedures can be expensive and may not be covered by insurance.

Adapted from https://www.mentalhelp.net/blogs/the-pros-and-the-cons-of-cosmetic-surgery

QUESTIONS

A. Choose the right option according to the reading. Write your answers like in the example.
Example: 1. a

1. The word **booming** (**L. 1**) means
a. increasing b. appearing c. decreasing

2. The word **overnight** (**L. 4**) means
a. suddenly b. gradually c. slowly

3. The word **eventually** (**L. 7**) can be replaced by
a. certainly b. finally c. initially

4. The expression **life-threatening** (**L. 13**) means
a. inoffensive b. dangerous c. abnormal

B. Complete the table below with the correct information from the text.

Requested information	Answers
1. One situation for which the narrator finds surgery useful.	
2. Two pros of cosmetic surgery.	
3. Two cons of cosmetic surgery.	

I WRITE

Writing to express opinion

Are you for or against cosmetic surgery?
Write a paragraph to express your opinion. Support your position with arguments and examples.

Session 3

Session focus
Speaking Skill Evaluation

Manuel MOVE FORWARD 3ème 07042025.indd 68 07/04/2025 15:39

Communication

I put it all together

Your Nigerian pen friend wants some information about the impacts of cosmetics on the young people of your country to prepare a presentation on this phenomenon in West African countries. Write him/her a letter to provide the information he/she needs.

In your letter,

- say which age groups are more concerned with the use of cosmetic products in your country;
- Give the main reasons why they use cosmetic products;
- Mention three impacts of those products on their users and give your opinion on this phenomenon.

Manuel MOVE FORWARD 3ème 07042025.indd 69 07/04/2025 15:39

CHECK 4

Session 1

1 **Read each word used in its context and choose the option which is closest to its meaning.**

1. You look cute and gorgeous. What does “gorgeous”mean?

A. ugly B. strange C. beautiful D. fine

2. Tell me, Amina, your outfit looks like a Haute-Couture. What does “outfit” mean?

A. bag B. dress C. shoes D. hair

3. It’s rather a ready-to-wear dress made by Pathé O, a famous fashion designer. What does “famous” mean?

A. kind B. good C. well-known D. new

4. A fashion designer creates trendy clothing items. What does trendy mean?

A. old B. new C. colorful D. stylish

5. A fashion show boosts their sales. What does “boosts” mean?

A. goes up B. goes down C. damages D. increases

2 **Read the text “The World of Fashion” P.57, and match the words or phrases from Column A with their meanings or synonyms in Column B. One option in B is extra.**

Column A	Column B
1. stays still (L1) 2. fun (L.2) 3. shoot (L.6) 4. involved (L;10) 5. hires (L.13) 6. tough-skinned (L.17)	a. film b. implicated c. employs d. hardworking e. enjoyable f. remains stagnant g. comic

3 **Reorder each group of letters to form a word related to fashion. Write your answers in your exercise book like in the example.**

Example : 1- FASHION

1- HASINFO ⟶ .....
2- ROSYPT ⟶ .....
3- ACLSAU ⟶ .....
4- LSACCSI ⟶ .....
5- LUCUTER ⟶ .....

Manuel MOVE FORWARD 3ème 07042025.indd 70 07/04/2025 15:39

Session 2

4 **Underline the sentence which is not used for persuasion.**

1- I'd really appreciate your help to choose a suitable shirt.
2- Can you consider this point of view?
3- You can go shopping with him if you want.
4- I recommend that you choose the cheapest clothes; you don't have enough money.
5- I urge you to select and wear clean clothes.
6- Come on, you can do it!

5 **Match the words or expressions about fashion in column A with their meanings in column B. One meaning is not concerned. Write your answers like in the example.**
Example: 1.f

Column A	Column B
1. cut the beard	a. hairdresser
2. beauty products	b. top model
3. person who cuts men's hair	c. complexion
4. inflammation	d. cosmetics
5. skin colour	e. in fashion
6. popular at a specific period	f. shave
7. a person who wears clothes to promote them	g. sore
	h. barber

Communication activity

Many people around you are bleaching their skin with cosmetic products. In order to participate in a sensitizing campaign against this phenomenon, write an article to be published in the English club magazine. In your article,

- say which categories of people are more affected;
- indicate the main reasons why they bleach their skin;
- mention the risks related to a wrong use of cosmetic products.

Manuel MOVE FORWARD 3ème 07042025.indd 71 07/04/2025 15:39

UNIT 5

CITY and VILLAGE

Lesson 1 Life in a city

Learning Context: *In order to prepare a presentation about city life, you listen to a conversation and read a text about the topic.*

Key to this lesson

- Vocabulary related to city life
- Language Functions: Expressing preference
  I'd rather live in the city
- paragraph writing
- intonation about questions and answers

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Expressing preference
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What do you think it's about?

I OBSERVE **Study the pictures below with your teacher.**



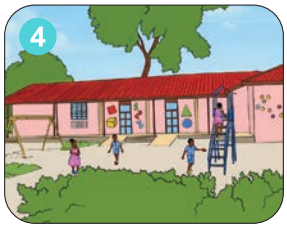
Businesses



Medical facilities



Transportation facilities



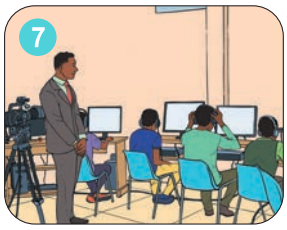
Education facilities



a fashion show



Entertainment



Technology



a busy/crowded street

Manuel MOVE FORWARD 3ème 07042025.indd 72 07/04/2025 15:39

Grammar Focus

Expressing preference, input : *would ('d) rather*.

A: Where do you prefer living?
B: I prefer living in the city.
A: Where would you like to spend your vacations, in the city or in the village?
B: I'd rather stay in the city.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. life in a big city
b. life in the village
c. the bad side of life in a big city

B **Listen to the audio again and answer the following questions.**

1. What are Silue and Amina mainly talking about?
2. How does Amina find life in the city? Why?
3. What advantages and disadvantages are discussed by the two speakers?
4. Where does Silue prefer living?
5. Where would Amina rather live?
6. Where do you prefer living? Why?

I SPEAK

A **Listen and repeat**

- **A:** Where would you prefer living?
- **A:** How about you?
- **A:** Why?

B: I'd rather live in the city.
B: I prefer living in the village.
B: It's more peaceful and healthier.

B **You and your partner, ask and answer questions about how you find city life.**

Session 2

Session focus

1. Grammar Focus: Expressing feelings
2. I say it well: Reading a dialogue with the right intonation
3. Reading: Reading for the main idea and details
4. Writing: Dialogue completion

Manuel MOVE FORWARD 3ème 07042025.indd 73 07/04/2025 15:39

Grammar Focus

Expressing preference, practice exercise

Rewrite the following sentences using "would('d) rather".

1. I prefer going to school in my home town.
2. Alex prefers working in new technologies.
3. Brother Koffi prefers traveling by car.
4. I prefer wearing traditional clothes.
5. Anna prefers going to the movies.

I say it well

With your partner, say the following aloud using the right intonation.

- A: Where would you rather stay for your holidays, in the city or in the village?
  B: I'd rather stay in the village.
- A: Why would you rather stay in the village?
  B: Because it's more peaceful

I READ

1. Read the text quickly, and circle the right answer to the question.
The text is mainly about

A. the advantages in living in a city;
B. the disadvantages in living in a city;
C. the advantages and disadvantages in living in a city.

Living in a Big City

Do you live in a big city? It is said that living in big cities is expensive because of the high living cost. There are also pollution and traffic problems that make living in big cities unpleasant. However, many people enjoy living in big cities because they offer convenience and countless options for entertainment.

Many big cities already have good public transportation systems, which make it easy for the citizens to go anywhere around the city. This also reduces and helps overcome the problem of traffic jams that often occur at peak times. With the convenience of public transportation, the citizens do not have to drive everywhere and can save money as they do not have to pay for parking charges. [...]

Living in big cities is more convenient because of the complete facilities provided. The advanced transportation system enables the citizens to access public facilities easier, cheaper and faster. Big cities also provide better education and health service. In addition, city life is more fun and exciting because there is a wide range of entertainment to enjoy and a lot of social events to attend.

Adapted from https://www.excellentesl4u.com/esl-cities-reading.

Manuel MOVE FORWARD 3ème 07042025.indd 74 07/04/2025 15:39

2. Match the words from the text in Column A with their meanings in Column B. One word in Column B is extra.

Column A	Column B	Answers
1. expensive (L.1) 2. convenience (L.3) 3. overcome (L.6) 4. peak (L.7) 5. facilities (L10) 6. enables(L.11)	a. permits b. highest point c. comfort d. equipment e. opposite of cheap f. solve g. easy	1. e 2.... 3.... 4.... 5.... 6....

I WRITE

Write a paragraph to describe the city where you live. Help yourself with the questions below.

1. In which city do you live?
2. Where is it located in your country?
3. What infrastructures and services can we find in your city?
4. What are the major problems people face in your cty?

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

In a post made on Facebook, your Nigerian penpal defends the position that living in a city is more convenient than living in the village. Reply to his/her post to give your own position.

1. Start with greetings
2. State your position saying if you agree or disagree with his/her position.
3. Give reasons to support your position..

Manuel MOVE FORWARD 3ème 07042025.indd 75 07/04/2025 15:39

UNIT 5

CITY and VILLAGE

Lesson 2

My wonderful village life

Learning Context: *In order to write a paragraph about the advantages of village life, you listen to a conversation and read a text about the topic.*

Key to this lesson

- Vocabulary related to rural life
- Language function: Expressing feelings / wishes / reasons / goals
- Writing about the advantages of rural life
- Paragraph writing
- Pronunciation : word stress

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Expressing feelings
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it inspire you?

I OBSERVE

A **Look at the pictures. Listen to the audio and identify each picture.**

1. Family life
2. Friend group



Take family picture





Dance traditional rhythms



Promote developing projects for the village

Manuel MOVE FORWARD 3ème 07042025.indd 76 07/04/2025 15:39



Play clapping game



Discuss village problems



Live in community



Drink fresh water from the well



Fish in the river



Swim with friends



Go to school

B **Describe each picture to your partner.**

1. Where are the persons in pictures 1 and 2?
2. Are they sad or happy?
3. How do you know?
4. What can make you happy in your village?

Grammar Focus

Expressing feelings, input: To express your feelings, you can say:

- **Positive:** I feel good / I am proud / I am excited.
- **Negative:** I am anxious / I feel sad / I am angry.

Examples:

A: How do you feel today?

B: I am good; I got a very good mark at English. **Or** I am sad; I missed the Maths lesson.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. life in the city
b. life in the village
c. Armande and Hervé's future projects

Manuel MOVE FORWARD 3ème 07042025.indd 77 07/04/2025 15:39

B **Listen to the audio again and choose the correct option for each of the statements below. Write down your answer choices in your copy-book.**

1. Hervé spent his holidays in
a. his village b. a religious community c. a cooperative

2. Hervé was very much
a. uncomfortable about his holidays b. sad about his holidays c. happy about his holidays

3. In the village people live as
a. one single community b. different communities c. a religious community

4. In the village people
a. have no leisure activities b. have different leisure activities c. play only games

5. The big project of the village cooperative is to build
a. only a hospital b. only new classrooms c. water supply, a hospital and new classrooms

I SPEAK

A **Practice the dialogue on page 161 (UNIT 5, Lesson 2) with your partner.**

B **What makes life wonderful in your village? What activities do you have in your village? Tell your partner.**

Session 2

Session focus

1. Grammar Focus: Expressing feelings
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Dialogue completion

Grammar Focus

Expressing feelings, practice exercise

Exercise: Write the feelings in the box in the correct column.

Jealous - Glad - Content - Depressed - Lonely - Tranquil - Hopeful - Hurt - Confident - Guilty

Positive	Negative

Manuel MOVE FORWARD 3ème 07042025.indd 78 07/04/2025 15:39

I say it well

Say the following words using the right stress.

- Rhythms → /ˈrɪðəm/ /ˈrɪðəms/
- Promote → /prəˈməʊt /
- Chores → /tʃɔːz/
- Hope → /həʊp/

Entertainment /ˌentəˈteɪnmənt /

I READ

Read the text and say what it is mainly about.

Village Life

Most villagers are agriculturers. Some of them are artisans and make various kinds of beautiful handicraft items. They stay away from the busy life of the city. They lead a simple life. A day in the life of a villager starts early morning. People usually wake up around 5 am and start with their daily chores. Most of the people in the villages sleep in their huts and they wake up when the day light breaks. They may even be woken up by the crowing of rooster.

In most of the villages, it is the male members who go out to work while the females sit at home and complete the household tasks such as cleaning and cooking. Children get ready and go to school. Agriculturers go to their own farms or work for the landlords who employ them.

During the holidays, the youth going to school in towns come to spend time in the village. This is always a great moment. There is a lot of entertainment. It is also an occasion for the youth to plan developing projects for the village.

I wish all young people could go to their village; life is so wonderful there!

Adapted from https://infinitylearn.com/surge/study-materials/english/essay/village-life-essay/

Vocabulary check

For each word from the text in the list below, find in the box the corresponding meaning. One meaning in the box is not concerned. Write your answers like in the example.

Example: 1. live

sadness - employers - personal - activities - appears - pleasure - cocks - live - do - young people

1. lead (Line 2)
2. chores (Line 4)
3. breaks (Line 5)
4. rooster (Line 6)
5. complete (Line 8)
6. own (Line 9)
7. landlords (Line 9)
8. youth (Line 11)
9. entertainment (Line 12)

Manuel MOVE FORWARD 3ème 07042025.indd 79 07/04/2025 15:39

Comprehension questions

1. What does the major part of the population in villages do?
2. When do villagers start their activities?
3. Do women go to the farm too? Justify your answer.
4. How do the youth spend their time in the village?

I WRITE

How can you develop your village? Write five projects you can submit to the youth to develop your village.

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

The English club of your school wants you to prepare a presentation about village life. You will present it in front of some students from Ghana who are visiting you. Prepare this presentation.

1. Say what entertainments there are in villages of your country.
2. Explain how the youth of your village contribute to its development.
3. Express your feelings about village life in your country.

Manuel MOVE FORWARD 3ème 07042025.indd 80 07/04/2025 15:39

UNIT 5

CITY and VILLAGE

Lesson 3 Rural Exodus

Learning Context: *During the English class, the 3e 6 students of Lycée Moderne Doropo listen to a recording about rural exodus to discuss this phenomenon.*

Key to this lesson

- Vocabulary related to rural exodus
- Language function :
  Expressing causes and consequences
- argumentative paragraph
- Intonation in statements

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Expressing causes and consequences
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it inspire you?

I OBSERVE **Study the pictures below with your teacher.**



Rural exodus



Unemployment



a traffic jam

Manuel MOVE FORWARD 3ème 07042025.indd 81 07/04/2025 15:39



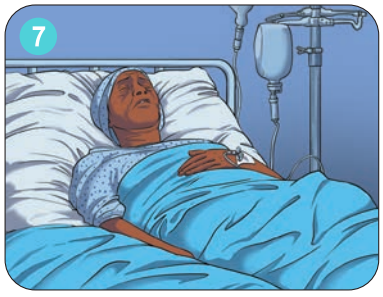
a risky sport



Expensive shoes



Cheap shoes



a sick person



a healthy person

Grammar Focus

Expressing causes

because	Sopie is attracted to the city **because** she dreams of driving a car. Adingra refuses to return to the village **because** he has no farm there.

I LISTEN

A **Listen to the conversation and discuss its gist, first with your partner, then with the whole class.**

B **Listen to the audio again and choose the right option for each of the following words or expressions from the dialogue.**
(NB: The teacher may play the parts concerned, then play the whole audio for checking).

1. The word excited means
a. extremely surprised b. extremely anxious c. extremely happy

2. The word crops can best be replaced by
a. productions b. leaves c. grains

3. The word improve means
a. ameliorate b. develop c. show

4. The word tough means
a. dangerous b. difficult c. pleasant

5. The word willing can best be replaced by
a. favourable b. disinterested c. happy

Manuel MOVE FORWARD 3ème 07042025.indd 82 07/04/2025 15:39

C **Listen to the audio one more time and answer the questions below.**

1. Where does Adingra meet Sekongo?
2. Is Sekongo pleased to see Adingra or not? Justify your answer.
3. What is the reason for Sekongo's presence in the city?
4. Does Adingra have a good position in the city? Why?
5. Is Adingra going to continue living in the city? Justify your answer.

I SPEAK

A **Practice with your partner. Ask and answer questions following the example.**

- **A:** How are you doing? **B:** I'm good.
- **A:** What are you doing here? **B:** I'm selling my crops./ I'm here to sell my crops.
- **A:** What is your occupation in the city? **B:** I am jobless.
- **A:** Why don't you go back to the village? **B:** I am willing to go, but I have no farm in the village
- **A:** You could help me on my farms. **B:** Great idea

B **Build a short dialogue with your partner about rural exodus.**

Session 2

Session focus

1. I say it well: using the right intonation
2. Reading: Reading for the main idea and details
3. Writing: Dialogue completion

Grammar Focus

Expressing consequences

- **as a result**	Adingra has no occupation in the city; **as a result**, he does small jobs to survive.
- **therefore**	Adingra has no occupation in the city; **therefore**, he does small jobs to survive.

I say it well

Say the following aloud using the right intonation.

- There are **traffic jams** in many big cities.
- **Rural exodus** generates unemployment in big cities.
- Life is **expensive** in the city.
- Village life is **cheap.**
- A **ship** is a big boat.

Manuel MOVE FORWARD 3ème 07042025.indd 83 07/04/2025 15:39

I READ

Read the passage below, then do all the questions that follow it.

Advantages of Living in a Big City

Do you live in a big city? It is said that living in big cities is expensive because of the high living cost. There are also pollution and traffic problems that make living in big cities unpleasant. However, many people enjoy living in big cities because they offer convenience and countless options for entertainment.

Many big cities already have good public transportation systems, which makes it easy for the citizens to go anywhere around the city. This also reduces and helps overcome the problem of traffic jams that often occur at peak times. With the convenience of public transportation, the citizens do not have to drive everywhere and can save money as they do not have to pay for parking charges.

Staying healthy is everybody's concern and in big cities you can find the best possible medical care for any diseases, especially the severe ones. Moreover, compared to rural areas, access to medical treatment is easier because there are always clinics or medical centers that open 24 hours in many parts of the city.

City dwellers are usually more diverse and they have the opportunity to meet in many social events or parties that help to provide interesting interactions and networking.

All in all, living in big cities is more convenient to me.

Adapted from https://www.excellentesl4u.com/esl-cities-reading.html

Vocabulary check:

Match the words or expressions from the text in column **A** with their meanings in column **B.** One meaning is not concerned. Write your answers like in the example.

Example: 1. d

Column A	Column B
1. entertainment (L. 4) 2. overcome (L. 6) 3. peak times (L. 7) 4. concern (L. 10) 5. care (L. 11) 6. dwellers (L. 14)	a. residents b. preoccupation c. treatment d. distraction e. periods of high demand f. find a solution to g. working periods

Comprehension check:

Choose the right options according to the reading.

1. Why do many people like living in big cities?

a. It is more expensive.
b. It is more modern.
c. It is more crowded.
d. It offers more entertainment.

2. What is the advantage of a good public transportation system?

a. People do not need to buy bus tickets.
b.People do not need to drive their car everywhere.
c. People can use public transport for free.
d. People have to pay for parking charges

Manuel MOVE FORWARD 3ème 07042025.indd 84 07/04/2025 15:39

3. Why is it easier to get medical treatment in big cities?
a. Because the treatments are free of charge.
b. Because hospital facilities are more complete.
c. Because ambulances are provided.
d. Because medical centers open 24 hours.

4. What is the benefit of participating in social events in the city?
a. You can invite your friends.
b. You can become a social person
c. You can establish contacts.
d. You can avoid social diversity.

I WRITE

An argumentative paragraph

- Presentation of the problem,
- expression of your position about the problem,
- explain your position,
- support your position with examples showing its advantages,
- conclude insisting that your position is the best.

Topic

Your best friend who is living in the city invites you to join him/her there for a better life. You prefer village life. Write to convince your friend about your choice.
In your writing,
- express your feelings about the invitation sent to you,
- express your position about city life,
- convince your friend that you are not wrong in choosing to live in the village.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

Listen to this audio material about city and village and do all the activities that follow it.

Activity 1: Listen and choose the right option.

1. What are Helen and Chris mainly talking about?
A. They are talking about the increase of security.
B. They are talking about the prevention of insecurity.

2. Who is a house owner in the audio?
A. Chris
B. Helen

Activity 2: Listen again to the recording to find three security measures mentioned.

Manuel MOVE FORWARD 3ème 07042025.indd 85 07/04/2025 15:39

CHECK 5

Session 1

1 **Circle the odd-one from each list.**

1. ferry - bus - taxi - highway
2. duplex - villa - hut - bungalow
3. movies - games - schools - athletics
4. infirmary - gas station - clinic - maternity
5. university - primary school - cattle breeding - secondary school

2 **Listen to parts of the dialogue and answer the questions.**

1. Part One: Listen

What does Amina think of the city?

A. bad B. good C. good and bad

2. Part two: Listen

Which of the following is NOT listed by Amina as a good side of the city?

A. hospitals B. security facilities C. technologies

3. Part Three: Listen

Which of the following is NOT cited as a bad side of the city?

A. insecurity B. unemployment C. traffic-jams

4. Part four: Listen

How does Silue find life in the city?

A. enjoyable B. frightening C. busy

3 **Fill in each gap of the paragraph below with a word from the box. One word in the box is not concerned. Write your answers in your exercise book like in the example.**

Example : 1- peaceful

rhythms - play – projects - huts - peaceful - decisions - community - discussed - fresh

Village life is quite simple and **1-** (.....). There are no industries to contaminate the environment, so the air is **2-**(.....) enough to breathe. There are a lot of places where one can **3-**(.....) or walk. Villagers live in **4-**(.....) in their village. Sometimes, there are celebrations and people dance traditional **5-**(.....). During the holidays, there are meetings in which problems are **6-**(.....) and **7-**(.....) are taken to promote developing **8-**(.....) for the village.

Manuel MOVE FORWARD 3ème 07042025.indd 86 07/04/2025 15:39

Session 2

4 **Match each part of the sentences in column A with an ending in column B to write meaningful sentences about Aya's first stay in her village. One ending in column B is not concerned. Write your answers in your exercise book like in the example.**

Example: 1-d: When Aya heard she was going to her village for the first time, she felt excited

Column A	Column B
1. When Aya heard she was going to her village for the first time, 2. The trip to the village was long and 3. She was extremelly happy 4. She discovered 5. The first time she spent a night in the village, 6. Her stay in the village was so interesting that	a - how friendly the villagers were. b - she felt afraid of the darkness. c - she felt sad to go back to town. d - she felt excited. e - when she saw all her parents and relatives. f - she felt angry when she arrived there. g - she felt tired when they arrived there.

5 **Choose the correct option to complete each of the following statements about the village or the city. Write your answers like in the example.**

Example: 1. c

1. The movement of rural people to urban areas is called
a. population growth b. urban exodus c. rural exodus d. urban attraction

2. The expression "lack of job" can be replaced by
a. poverty b. employment c. wealth d. unemployment

3. We don't need much money to live in the village because village life is
a. expensive b. boring c. costly d. cheap

4. A person who is suffering from a disease is
a. sick b. angry c. hungry d. energetic

5. An attitude which can expose to danger is
a. safe b. exciting c. risky d. courageous

6. When a person is not suffering from any disease, he or she is
a. wealthy b. poor c. healthy d. popular

Communication activity

In a voicemail, your American friend Conor who is preparing a presentation on the opinion of young people from West Africa about city life and village life, wants to collect your opinion on this issue. In your reply,

- say where you would like to live;
- Give the main reasons for your choice.
- Mention why you refuse to live in the other area.

Manuel MOVE FORWARD 3ème 07042025.indd 87 07/04/2025 15:39

UNIT 6

HUMAN RIGHTS

Lesson 1

I know my rights

Learning Context: *During the English class, the students of 3e 7 of Lycée Moderne Sassandra are listening to a recording about Human Rights in order to collect information for a presentation on this issue at the next meeting of the English club.*

Key to this lesson

- Vocabulary: related to human rights
- **Language function:** Expressing opinion
- opinion paragraph
- Intonation in statements

Session 1

Session focus

1. picture interpretation and vocabulary related to fashion
2. Grammar Focus: Expressing opinion
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it tell you?

I OBSERVE **Study the pictures below with your teacher.**



Freedom of speech



Let's promote human rights

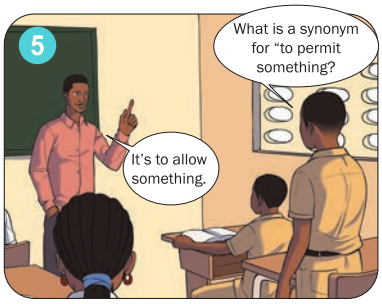


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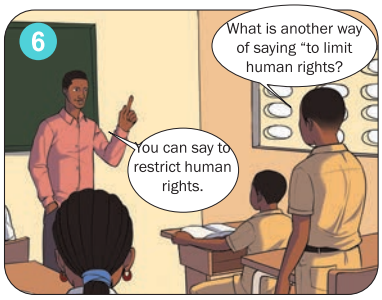
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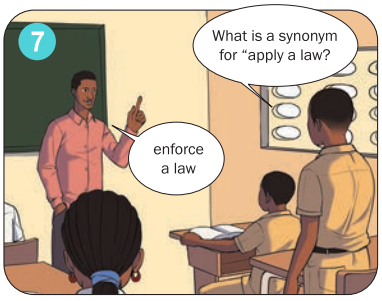
Ratify a treaty



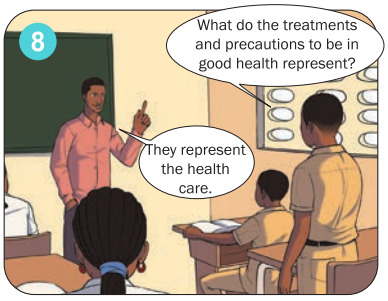
Allow



Restrict rights



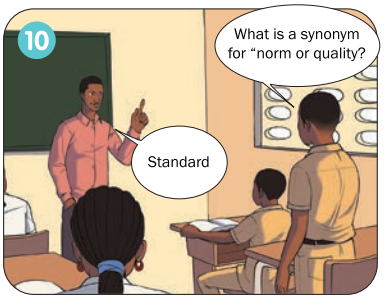
Enforce a law



Health care



Achieve



Standard

Grammar Focus

Expressing opinion, input

Expressing opinion	Example
To express opinion, we can use **- In my opinion** **- I believe that.....** **- To my mind, ...**	**In my opinion**, male and female children should be treated equally. **I believe** that male and female children should be treated equally. **To my mind**, male and female children should be treated equally.

Manuel MOVE FORWARD 3ème 07042025.indd 89 07/04/2025 15:39

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. an English book

b. cocoa farmers

c. the low price of cocoa

B **Listen to the audio again and answer the following questions.**

1. What does Malan want from Darrell?
2. Do Malan's parents refuse to buy his books? Justify your answer.
3. Find in the dialogue, the details showing that Darrell disapproves the attitude of the cocoa companies.
4. Which solution does he propose to the cocoa farmers?
5. Does Malan receive the English book at the end of the conversation? How do you know?

I SPEAK

A **Practice with your partner. Ask and answer questions following the example.**

- **A:** Can you lend me your English book? **B:** Sure. But where is your own book?
- **A:** I have no book so far. **B:** Your father is a big cocoa farmer, isn't he?
- **A:** Yes, he is but he refuses to sell his cocoa. **B:** Why does he refuse?
- **A:** Because the cocoa companies want to buy it at a very low price. **B:** This is not acceptable; it is a violation of his right for a fair rewarding of his work.
- **A:** I totally agree with you. What should he do? **B:** I think he should inform the authorities of his area.

B **Build a short dialogue with your partner about human rights.**

Session 2

Session focus

1. I say it well: Using the right intonation
2. Reading: Reading for the main idea and details
3. Writing: Dialogue completion

Manuel MOVE FORWARD 3ème 07042025.indd 90 07/04/2025 15:39

Grammar Focus

Expressing opinion, practice exercise

Roleplay: You and your neighbour roleplay a conversation in which you give your opinions on an issue.

I say it well

Read the following aloud using the right intonation.

- It is important **to ratify** the peace agreement to put an end to the conflict.
- Winning the world cup is a great **achievement** in Messi's career.
- The school administrations have **to enforce** the official dressing code in secondary schools.
- It is not good to **allow** immoral behaviour at school.

I READ

Read the passage below. Then do all the activities that follow it.

Human rights are moral entitlements that every individual in the world possesses simply in virtue of the fact that he or she is a human being. In claiming our human rights, we are making a moral claim, normally on our own government, that you cannot do that, because it is a violation of my moral sphere and my personal dignity. No-one, no individual, no government should take away our human rights.

Human rights come from the fact that we are not only physical beings, but also moral and spiritual human beings. Human rights are needed to protect and preserve every individual's humanity, to ensure that every individual can live a life of dignity and a life that is worthy of a human being.

Fundamentally, because everyone is a human being and therefore a moral being, the majority of individuals, if shown that they are violating someone else's personal dignity, will try to refrain. In general, people do not want to hurt other people. However, in addition to the moral sanctions of one's own conscience or that of others, there is now legislation in most countries of the world which obliges governments to respect the basic human rights of citizens, even when they may be unwilling to do so.

Adapted from https://www.coe.int

Vocabulary check:

Find out in the text a word or expression whose definition is as follows. Write your answers like in the examples.

Example: 1. Entitlement.

1. prerogatives (L. 1) 2. demanding (L. 2) 3. make certain (L. 8) 4. have the merit (L. 9)

Manuel MOVE FORWARD 3ème 07042025.indd 91 07/04/2025 15:39

5. renounce (L. 12) 6. cause pain to (L. 12) 7. not motivated (L. 15)

Comprehension check:

Write short answers according to the reading.

1. What is human right according to the text?
2. Find in paragraph 2, the reason why human right is necessary.
3. How do the majority of the individuals usually react when they are shown that they are violating other people's rights?
4. Which instrument helps in the implementation of the basic human rights now?

I WRITE

Writing to express an opinion.

Write a sentence to express your opinion about each of the following issues.

1. Educating only male children.
2. Corporal punishment at school.
3. Refusing to give treatment to poor people at the hospital.

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

To collect information for a presentation on human rights in West African countries, your Nigerian friend sends you a voicemail to ask about the situation in your country.

In your reply,

- indicate where you are speaking from;
- list the human rights which are globally respected;
- give your opinion on the aspects which must be improved in the application of human rights in your country.

Manuel MOVE FORWARD 3ème 07042025.indd 92 07/04/2025 15:39

UNIT 6

HUMAN RIGHTS

Lesson 2

Are you aware of your duties?

Learning Context: *During the English class, the 3eme 8 students of Collège Moderne Tanguelan listen to a recording about young people's duties and responsibilities at home in order to discuss them.*

Key to this lesson

- Vocabulary : related to duties and obligations
- **Language function:** Expressing obligation
  Asking and answering questions about obligation
- article writing paragraph
- Intonation in statements

Session 1

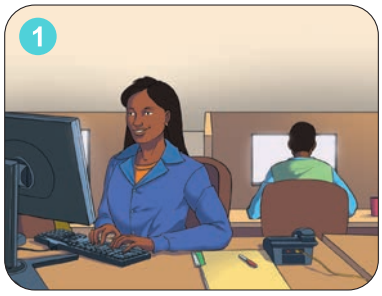
Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Asking and responding to questions about responsibilities
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it inspire you?

I OBSERVE **Study the pictures below with your teacher.**



They are on duty.



Atowla is in charge of washing the family car today.



Eliza is respectful of the law.

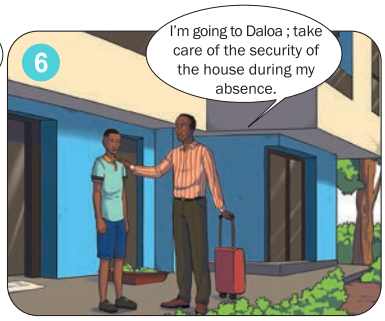
Manuel MOVE FORWARD 3ème 07042025.indd 93 07/04/2025 15:39



Anna accepts to have responsibility.



Bob refuses to have responsibility.



Cedric is accountable for the security of the house during his father's absence.

Grammar Focus

Asking and responding to questions about responsibilities, input

Questions and answers about duties and responsibilities

Questions	Answers
What are your duties and responsibilities?	**It's my duty** to work hard at school to procure joy to my parents. **I must** bring good grades back home. **I have to** work hard at school. **I don't have** to disappoint my parents with poor school results. **I need to** help in housework.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. the different work at home
b. cleaning the bathroom
c. the children's duties at home

B **Listen to the audio again and answer the questions below.**

1. Why didn't Anna take Cedric's call in the morning?
2. What is Cedric accountable for in his family?
3. Find Anna's responsibilities.
4. Who refuses responsibilities in the conversation?
5. Is there a relation between being dutiful at home and school results? Justify your answer with a detail from the dialogue.

Manuel MOVE FORWARD 3ème 07042025.indd 94 07/04/2025 15:39

I SPEAK

A **Give short answers to the following questions about duties. Like in the exemple.**

- **A:** Why didn't you take my call? **B:** (I didn't) because I was doing some housework.
- **A:** Do you know anyone who refuses to have responsibilities at home? **B:** One of my friends does.
- **A:** Why does he/she refuse? **B:** Because he/she thinks he only has to bring good grades back home.
- **A:** Is he/she a brilliant student? **B:** No, he/she often gets poor marks
- **A:** It's a pity. **B:** Sure.

B **Build a short dialogue with your partner about duties and responsibilities.**

Session 2

Session focus

1. Grammar focus: Questions about responsibilities
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Article writing

Grammar Focus

Asking and responding to questions about responsibilities, practice exercise

Roleplay: You and your classmates roleplay a conversation in which you share your responsibilities at home.

I say it well

Read the following aloud using the right intonation.

- A good child has to be **dutiful** at home.
- On weekends, children have the **responsibility** to keep the family house clean.
- The parents are **accountable** for putting their children in the best working conditions at school.
- **Siblings** need to maintain good relationships.

Manuel MOVE FORWARD 3ème 07042025.indd 95 07/04/2025 15:39

I READ

Read the passage below, then do all the activities that follow it.

Responsibility

Collin is new at Portland High School. He does not know anyone there.
He does not know his way around the building and gets lost easily. So, he is late for one of his classes. As he hurries, he drops his bag and some of his things fall out.
Some bullies see this happen and start to make fun of him. As he tries to pick up his books, one of the bullies kicks them out of the way so that Collin cannot reach them.
Another kid accidently runs into Collin and knocks him over. The bullies laugh.
Then Simon, a senior, interrupts them. "I think that is enough," he says.
The bullies stop and look at him. Simon is a popular student. He is good at football, so the bullies respect him.
"Do not pick on this kid. Go to class." The bullies turn and go away.
Collin sees all of this and does not believe his eyes. He says to Simon, "Wow, that is impressive. You really helped me out here."
Simon says, "Thanks. When we see stuff like this, we have to say something. We all have the responsibility to protect the rights and freedom of others."
Then Simon helps Collin pick up his things, and shows him to his classroom. Collin, in return, takes this lesson home and helps other new students.

Adapted from https://www.really-learn-english.com/

A. Match the words or phrases from the text in column A with their meanings in column B. One meaning in column B is not concerned. Write your answers like in the example.

Example: 1. g

Column A	Column B
1. hurries (L. 3) 2. drops (L. 3) 3. bullies (L. 4) 4. make fun (L. 4) 5. reach (L. 5) 6. knocks over (L. 6) 7. stuff (L. 13)	a. matter b. access c. lets down involuntarily d. find e. persecutors f. mock g. goes quickly h. hits

B. Find what or who each of the following words from the text refers to.

1. In the expression “some bullies see this happen” (L. 4), what does **this** refer to?
a. to he drops his bag and some of his things fall down; b. to his things; c. to his bag.

2. In the expression “to make fun of him” (L. 4), who does **him** refer to?
a. to Collins b. to the bullies c. to Collins’ bag

Manuel MOVE FORWARD 3ème 07042025.indd 96 07/04/2025 15:39

3. In the expression “one of the bullies kicks them out of the way” (L. 5), who does **them** refer to?
a. to the bullies b. to Collins’ bag c. to Collins’ books

4. In the sentence “Then Simon, a senior, interrupts them” (L. 7), who does **them** refer to?
a. to Collins’ books b. to the bullies c. to Collins and the bullies

5. In the sentence “The bullies stop and look at him” (L. 8), who does **him** refer to?
a. to Collins b. to Simon c. to Collins or Simon

6. In the expression “he says to Simon” (L. 11), who does **he** refer to?
a. to Collins b. to one of the bullies c. to Collins or one of the bullies

I WRITE

an article about responsibilities and duties.

Topic

Around you, many young people talk only about their rights in their families. Write an article for the English club magazine to attract their attention on their duties and responsibilities.
In your article,
- give a brief definition of duties and responsibilities;
- talk about the duties and responsibilities young people have in their families;
- show the main advantages when children accept specific responsibilities in their families.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

QUESTIONS

A. Listen and choose the right option in each of the following questions.

1. Which subject are Alice and Neil discussing?
a. domestic chores **b.** special occasions **c.** washing up

2. How often does Neil do the washing up at home?
a. twice a year **b.** once a year **c.** never

Manuel MOVE FORWARD 3ème 07042025.indd 97 07/04/2025 15:39

B. Now listen and match the definitions from column A with the correct meanings in column B.

Column A	Column B
1. it has to do with family or home 2. a boring job we have to do 3. the point at which you begin to feel something	a. threshold b. domestic c. chore

C. Listen again and choose the right option for the question below.

What percentage of men take responsibility for giving the house a clean according to a survey by Mumsnet, an organization from the U.K?

a. 1% **b.** 5% **c.** 10%

Manuel MOVE FORWARD 3ème 07042025.indd 98 07/04/2025 15:39

UNIT 6

HUMAN RIGHTS

Lesson 3 Let's be tolerant

Learning Context: *During the English class, the 3eme 1 students of Lycée Moderne Alépé listen to an audio about peace and tolerance to collect information for a presentation at the next meeting of the English club.*

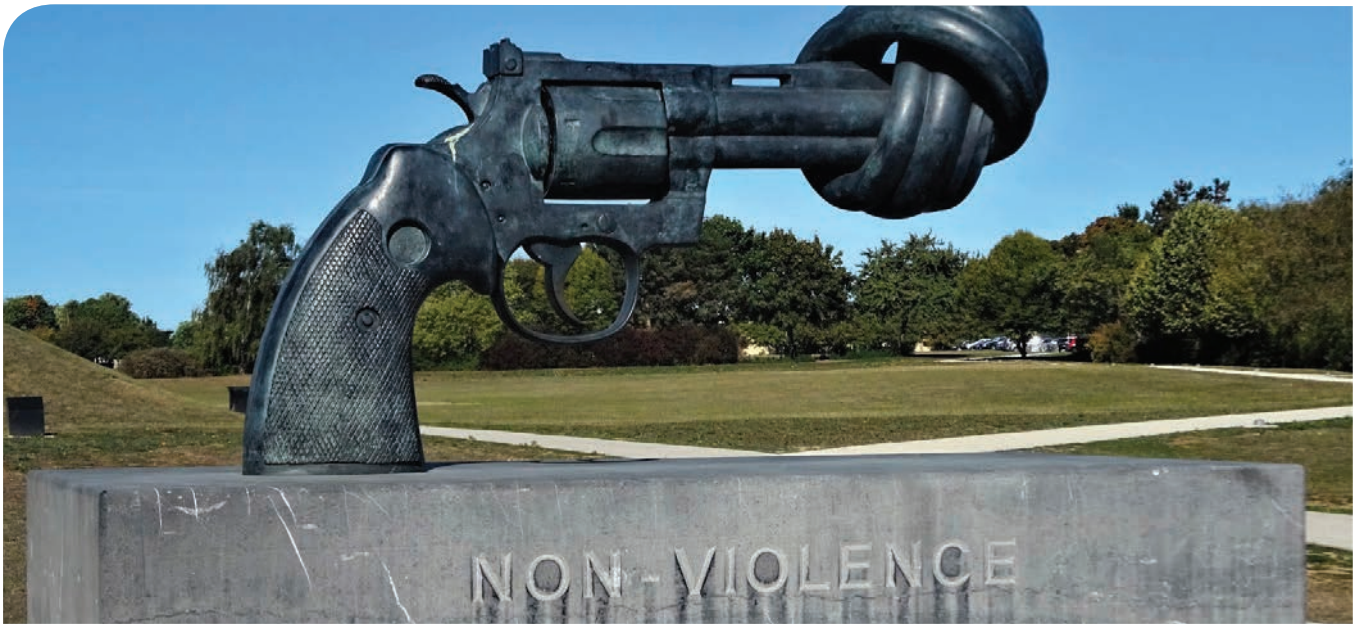
Key to this lesson

- Words and expressions related to peace and tolerance
- **Language function**: Accepting /refusing responsibilities
- Expressing tolerance
- Writing a friendly letter
- Intonation in statements

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Accepting/refusing responsibilities
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it tell you?

I OBSERVE **Study the following pictures with your teacher.**



Accept cultural diversity



Stop war!



International Day of Non-Violence

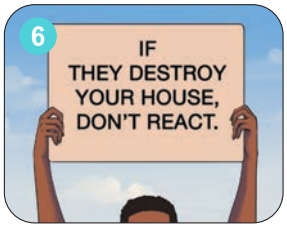


Social inclusion

Manuel MOVE FORWARD 3ème 07042025.indd 99 07/04/2025 15:40



Exhortation to revenge / Exhortation to vengeance



Exhortation to tolerance/ Exhortation to non-violence



Exhortation to patience



You must avoid defiance

Grammar Focus

Structures for promoting tolerance, input

Structures for promoting tolerance

- Let's + action of tolerance	**- Let's live in harmony** with our neighbours.
- Subject + must + action of tolerance	**- We must live in harmony** with our neighbours.
- Subject + mustn't + action of intolerance	**- We mustn't reject** our neighbours.
- Don't + action of intolerance	**- Don't reject** the people who are different from you.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. life in prison
b. killing a cow
c. making your own justice

B **Read each of the following statements about the conversation between Dally and Christina and say if it is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.**

1. Sekongo is in prison.
2. Sekongo's friend is a farmer.
3. The friend was at the police station.
4. Sekongo's friend stole a cow.
5. The cow he killed was destroying his agricultural products.
6. He was right to take the law in his own hands.

I SPEAK

A **Practice with your partner. Ask and answer questions following the example.**

- A: Where are you going? B: I'm going to the central prison to visit a friend.
- A: Is he working there? B: No, he isn't, he is in prison.
- A: Oh my God! Why? B: Because he killed a cow which was eating his crops.
- A: What's wrong in doing so? B: You must never take the law in your own hands.
- A: What must I do? B: You must complain to the police.

Manuel MOVE FORWARD 3ème 07042025.indd 100 07/04/2025 15:40

B Build a short dialogue with your partner about tolerance.

Session 2

Session focus

1. Grammar focus: structures for promoting tolerance
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Article writing

Grammar Focus

Structures for promoting tolerance, practice exercise

Select the statements that promote tolerance and social cohesion from the list below.

Don't retaliate - Let's share a cup of tea - I can never accept this offense – Always view the others as friends – Go away if you cannot adapt to my culture – They should be punished – Let's prepare our revenge – I'm going to show them my skills of warrior

I say it well

Say the following aloud using the correct intonation.

- **Diversity** is a strength, not a weakness.
- You must teach **non-violence**; don't encourage violence.
- **Defiance** to the law can lead to prison.

I READ

Read the passage below, then do all the questions that follow it.

Tolerance, non-violence and peaceful public discussion of various issues are among the principal traits of a democratic set-up. But, of late, violence has been increasing sharply, tainting the politics to a disconcerting degree.

Democracy, the rule of the people, is undeniably the only way to govern a country such as India with its immense diversity, many religions and languages. But the spectacle of Parliamentarians indulging in violence is a sad reflection on the Indian politics.

If intolerance of others' opinions, non-secular actions, and similar other factors are not kept away from politics, there would be a grave danger to democracy. There is little doubt that violence, whatever shape it takes, indicates a breakdown of the State. It also manifests fragility and indefensible weakness of the social order. It points to a lack of sound character, a flaw in the mental makeup of people, and a lack of mental balance. It is a ticket to nowhere.

In fact, it spells relation of the worst type. It solves no problem and mends no situation.

Adapted from https://brainly.in/question/18857483

Manuel MOVE FORWARD 3ème 07042025.indd 101 07/04/2025 15:40

Vocabulary check:

Find in the text a word or expression whose meaning is the following. Write your answers like in the example.

Example: 1. issues

1. problems (L. 1)
2. organization (L. 2)
3. recently (L. 2)
4. affecting (L. 3)
5. members of parliament (L. 6)
6. being involved (L. 6)
7. form (L. 9)
8. weakness (L. 11)
9. improves (L. 13)

Comprehension check:

Read the text again and write short answers to the questions below.

1. What principal traits of a democratic set-up are mentioned in the text?
2. Which phenomenon is affecting politics to a disconcerting degree according to the writer?
3. Why is democracy the most suitable way to govern India?
4. Is the writer for violence or against violence? Justify your answer with details from the text.
5. Write a suitable title for this text.

I WRITE

A friendly letter

Topic:

In a letter you recently received from your Liberian friend, you read:

"Dear friend,
I am very sad today because the cows and the sheep have destroyed the biggest part of my maize farm. In reaction, I decided to kill those animals with my gun if I find them again on my farm. Am I right or not? Please, let me know."
In your reply,

- tell your friend that his solution is not appropriate;
- exhort him to resort to peaceful ways to solve the conflict;
- show your friend the advantages of tolerance and social cohesion.

Practice

Task: Choose from the list below the statements which promote tolerance and write them down in your notebook.

1. Let's fight back if they attack us.
2. Don't accept any compromise.
3. You must be patient with the newcomers, give them time to adapt.
4. Let's teach social cohesion around us.
5. We must accept our differences instead of rejecting people who are different from us.
6. They burnt our car; let's burn their car too.

Manuel MOVE FORWARD 3ème 07042025.indd 102 07/04/2025 15:40

Communication

I put it all together

Listen to this audio material about tolerance and do all the activities that follow it.

Activity 1: Listen and select the two forms of violence which are mentioned.

a. verbal violence b. criminal violence
c. physical violence

Activity 2: Listen again and choose the correct option(s) for each of the questions.

1. Depending on the different states, the age of sexual consent in Australia is,
a. 15 or 20 b. 16 or 18 c. 16 or 17

2. In Australia, a 20 year old man cannot have sexual relations with

a. a 19 year old girl b. a 16 year old girl
c. a 15 year old girl.

3. What do the Australians commit to do according to the audio?

a. supporting the police b. following the law
c. requesting the law.

4. Which aspect of mutual respect and tolerance is not mentioned in the audio?
a. respecting your own views
b. respecting the views of others c. listening to others.

Manuel MOVE FORWARD 3ème 07042025.indd 103 07/04/2025 15:40

CHECK 6

Session 1

1 **The words or expressions from column A are about human rights. Match each of them with its meaning in column B. One meaning is not concerned. Write your answers like in the example.**

Example: 1. e

Column A	Column B
1. interdiction 2. possibility to express your opinion without any limit 3. give permission 4. encourage 5. sign an agreement 6. put a limit on something 7. apply a law	a. promote b. enforce c. restrict d. freedom of speech e. prohibition f. allow g. condemn h. ratify

2 **Express your opinion about each of the following situations starting with the word in brackets like in the example.**

Example: 1. In my opinion, adults don't always give good orders (the child should choose the orders which are good for him/her. Etc.)

1. Your friend to you: "A child must accept every order from adults" (In my opinion)
2. Uncle Boliga to you: " Girls don't need to go to school." (To my mind)
3. Teacher to students: "Everything I teach you is right; note it down." (I believe that)
4. Mother to daughter: " Do all the housework, you're a girl." (In my opinion)

3 **The text below is about duties and responsibilities. Complete it with the appropriate words or expressions from the box to make it meaningful. Write your answers like in the example.**

Example: 1. dutiful

accept – on duty –dutiful – in charge – refuse – accountable - pleased

In my family, all the members are fully engaged in housework. Shortly speaking, we are all ***(1)*** "....." . For example, I am ***(2)***"....." of cleaning the bathroom and the living room. My sister is fond of vehicles. Therefore, she is ***(3)*** "....." for washing the family car every morning. As for our parents, they take turn in cooking delicious meals for us. We are always excited when our father is ***(4)*** "....." because he is a real cordon bleu. Thanks to this internal division of work, there is peace and harmony in our family and our parents are very ***(5)*** "....." with us. In families where children ***(6)*** "....." responsibility, there are always conflicts.

So, if you want to live in a peaceful atmosphere in your families, (7) "....." responsibility.

Manuel MOVE FORWARD 3ème 07042025.indd 104 07/04/2025 15:40

Session 2

4 **Use the ideas between parentheses to suggest peaceful and tolerant solutions to the people requesting your advice. Follow the example.**

Example: 1. You should help him for a peaceful cohabitation. / (Help him).

1. Zabra: "My neighbour refused to help me when I had financial problems. Today, he is asking money from me." (help him / for a peaceful cohabitation)
2. Darrel: " My sister never comes to my birthday and she invites me to her birthday." (accept / go)
3. Anna: " Christina refuses to share food with me and she wants to share my bread." (mustn't refuse / share)
4. Dally: "Brad did not lend me his Mathematics book yesterday; today he wants my English book for a homework." (should accept / lend him your English book)
5. Essiba: "My junior brother doesn't want me to sit on his chair but he wants to sit on my chair." (give him the chair / make him change)

Communication activity

Listen to the audio and do the activities that follow.

Task: Listen and put the correct information under each name.

Phrases

Studies History and Maths – Studies History and French – Studies History and German – Mother is from Scotland – From Glasgow – From London – From Manchester

People

Clara	Selim	Robert

Manuel MOVE FORWARD 3ème 07042025.indd 105 07/04/2025 15:40

UNIT 7

HYGIENE AND HEALTH

Lesson 1

From endemic to pandemic diseases

Learning Context: *In order to raise your awareness, your teacher of English gives you a number of texts about endemic, epidemic, and pandemic diseases to read, listen to, and write about.*

Key to this lesson

- Vocabulary related to endemic diseases
- Language Functions: Expressing passive actions and states
  Malaria is caused by mosquito bites
- Language function: Asking and answering questions about someone's health
- Dialogue completion
- Intonation in statements & questions

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Asking and answering questions about someone's health
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What are the people doing?

Manuel MOVE FORWARD 3ème 07042025.indd 106 07/04/2025 15:40

I OBSERVE

Endemic diseases

Endemic refers to something that exists in a specific region or area. Endemic diseases are found in specific areas, or regions, not everywhere.

Endemic	Epidemic	Pandemic
The amount of a particular disease usually present in a community or area.	An increase -often sudden- in the number of cases of a disease above what is normally expected in that population in that particular area.	An epidemic that has spread over several countries and continents and affects many people.
Eg. Malaria in Africa	Eg. Covid 19 started spreading rapidly within China	Eg. When Covid-19 Virus started spreading to other countries and continents.

Grammar Focus

Asking and answering questions about someone's health

A: What's wrong/the matter with you? B: I feel sick.

A: What's the matter with you? B: I'm not feeling good.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. malaria as an endemic disease

b. malaria as an epidemic disease

c. malaria as an endemic and epidemic disease

B **Listen to the audio again and answer the questions below.**

1. What are the symptoms of Andrew's sickness?
2. What is he suffering from, according to the doctor?
3. According to the doctor, what category of diseases does malaria belong?

Manuel MOVE FORWARD 3ème 07042025.indd 107 07/04/2025 15:40

I SPEAK

A **Listen and repeat**

- **A:** What's wrong with you? **B:** I feel very ill. I have a temperature.
- **A:** Do you have mosquitoes around your house? **B:** Yes, that's right.
- **A:** That must be endemic disease. **B:** Really, that's scary!

B **You and your partner, roleplay the conversation.**

Session 2

Session focus

1. Grammar Focus: Expressing passive actions and states
2. I say it well: using the right intonation
3. Reading: Reading for the main idea and details
4. Writing: Dialogue completion

Grammar Focus

Expressing passive actions and states.

Active	Passive
1. The anopheles bite **causes** malaria.	1. Malaria **is caused by** the anopheles bite.
2. Deficiency of vitamin B **provokes** Beriberi.	2. Beriberi **is provoked by** the deficiency of vitamin B.
3. Mosquitoes **are spreading** malaria in my neighbourhood.	3. Malaria **is being spread** in our neighbourhood by mosquitoes.
4. The ambulance **took** the patient to the hospital.	4. The patient **was taken** to the hospital by the ambulance.
5. People **must use** mosquito nets.	5. Mosquito nets **must be used by** people.
6. People **say** malaria is endemic to Africa.	6. Malaria **is said to be** endemic to Africa.

Rule:

Active: Subject + Verb + Object ⟶ Passive: Object + be (Tense of verb in the active) + Past Participle + by + Subject

Practice exercise

Put the following sentences in the passive voice.

1. An infection causes conjunctivitis.
2. Covid 19 killed many people last year.
3. Doctors are vaccinating all the students now.

Manuel MOVE FORWARD 3ème 07042025.indd 108 07/04/2025 15:40

4. The government must protect citizens from diseases.
5. Bad sanitation conditions can cause Hepatitis B.
6. People believe HIV is a pandemic.

I say it well

Say the following aloud using the right intonation.

- A: What's the matter with you?
- B: I feel sick.
- A: People say malasia is spreading in this city. Right?
- B: Yeah, it's said to be endemic to this area.

I READ

Read the text quickly, and circle the right answer to the question.
The text is mainly about

A. The Covid-19 pandemic possibly becoming epidemic
B. The Covid-19 epidemic possibly becoming endemic
C. The Covid-19 endemic possibly becoming pandemic

Covid-19: From a Pandemic to an Epidemic

Two years after the COVID-19 pandemic began, the rates of infection, hospitalization and deaths continue to drop, raising the question of whether the pandemic is ending. A Mayo Clinic infectious diseases specialist says that while stats are headed in the right direction. It's too early to call the pandemic over. Over the past two years, COVID-19 has been classified as a pandemic due to its widespread effects. So what would moving to a stage where COVID-19 is endemic mean? Dr. O'Horo says that when COVID-19 becomes endemic, it will be present at a certain level in a population at certain times of the year or year-round.

"You expect a certain level of background activity. One of the best examples I can give of an endemic ... is our seasonal flu activity, where, as the activity increases during the winter, there's a certain expected level of increase that we see — that we accept as just part of normal variation."

Dr. O'Horo explains that it's possible to move back and forth from pandemic to endemic phases. "This isn't a one-way door. Continued vigilance and vaccination will be required at some point in the future to prevent another pandemic from disrupting our lives the way that we've seen in the past two years."

Adapted from mayoclinichealthsystem.org/

Manuel MOVE FORWARD 3ème 07042025.indd 109 07/04/2025 15:40

Vocabulary Check:

Which words or phrases highlighted in the text mean the following? Letter a is an example.

a. fall (L.2): drop
b. soon (L.3)
c. because of (L.4)
d. expanded (L.5)
e.hope for (L.8)
f. growth (L.10)
g. needed (L.13)
h. interrupting (L.14)

I WRITE

You went to see a doctor because you were not feeling good. Complete your part of conversation with the doctor. The doctor thinks you have malaria, so you will need to describe its symptoms.

Doctor: What's wrong with you today?

You: .....

Doctor: OK, let me take your temperature. How long have you had these symptoms?

You: .....

Doctor: Wow, you're nearly 40 degrees! This must be malaria....

You: .....

Doctor: You're going to have a quick blood test. Then I'm going to prescribe an antimalarial medicine and some paracetamol to you to reduce the fever. But, make sure you sleep under a mosquito net to avoid the anopheles' bites in the future. Come back for a checkup next week.

You: .....

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

Your English Club invited a doctor from the American Embassy to give a presentation on categories of diseases. After the presentation, you write an article to be published in your school English Club magazine. In your article,

1. define the three categories of diseases you talked about;
2. specify the one(s) that affect (s) your country;
3. suggest how best to prevent these diseases.

Manuel MOVE FORWARD 3ème 07042025.indd 110 07/04/2025 15:40

UNIT 7

HYGIENE AND HEALTH

Lesson 2

Be aware of hygiene at school

Learning Context: *In order to prepare for a Hygiene Day in your school, you listen to a conversation and read a conversation about hygiene at school.*

Key to this lesson

- Vocabulary related to hygiene at school
- Language Functions: Giving advice
  We should be tidy at school
- Article writing
- Intonation in statements & questions

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Giving advice
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it tell you?

I OBSERVE

Study the captions in the box, then match each caption with the right picture.

A. The pupils are weeding *B. The students are wearing their face masks and cleaning their hands with a gel* *C. The students are cleaning the toilets* *D. The pupils are sweeping their classes* *E. Cleaning tools* *F. The student is putting the paper in the rubbish dump* *G. The pupils are picking up the garbage* *H. Let's keep our environment clean to avoid diseases!*









Manuel MOVE FORWARD 3ème 07042025.indd 111 07/04/2025 15:40



Grammar Focus

Giving advice, input

To give advice to someone, use "should".

Example: I advise you to keep clean ⟶ You should keep clean.

You can also use "ought to"

Example: I advise you to keep clean You ought to keep clean

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

What's the conversation mainly about?

a. A campaign to keep the school environment clean

b. The responsibility of the school administration in keeping the school clean

c. The need for cleaning tools during the school environment campaign

B **Listen to sentence from the audio choose the words or phrases you hear that best fit in the conversation. Write them down in your copy-book.**

Example: 1. awareness

1. awareness	wariness
2. bright	light
3. messy	many
4. camping	campaign

5. enrollment	Environment
6. tools	school
7. doubty	duty
8. clumsiness	Cleanliness

C **Listen to the audio once more and answer the questions below.**

1. What is the awareness-raising campaign about?
2. When is the campaign due?
3. What should the school administration buy?
4. What's the students' duty?

Manuel MOVE FORWARD 3ème 07042025.indd 112 07/04/2025 15:40

I SPEAK

A **Listen and repeat**

- **A:** Have you heard of the awareness-raising campaign coming up?
- **A:** You know what they say, "Cleanliness is next to Godliness"

B: Sure, it's a bright idea!

B: Exactly!

B **You and your partner, roleplay the conversation.**

Session 2

Session focus

1. Grammar focus: Giving advice
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Article writing

Grammar Focus

Giving advice, practice exercise

Give advice by rewriting each sentence using "*should*" or "*ought to*".

1. I advise you to wash your hands after going to toilet.
2. I advise people to weed their environment to keep mosquitoes away.
3. I advise people to wear their face masks in public place.
4. I advise you to stay tidy.
5. I advise you to see a doctor when your temperature rises.

I say it well

Say the following aloud using the right intonation.

- A: Wow, it's so messy here!
  B: Yeah, we need to do something about it.
- A: How about tidying things up?
  B: Yes, we should clean the place.

Manuel MOVE FORWARD 3ème 07042025.indd 113 07/04/2025 15:40

I READ

Read the text "Cleanliness at school" and answer the question.

The text is mainly about

A. the best method to keep your school clean
B. the best method to clean a classroom
C. the best method to increase productivity at school

Cleanliness at school

The way to a clean school is one clean classroom at a time. Start by talking to the teachers and learn the tasks they can do to keep their classrooms and the teacher's lounge clean. Every little bit does help.

For example, the kids and teachers can set aside an hour each week to tidy up and declutter the classroom. Teachers and other staff can wash their coffee cups and glasses after use and wipe up any spillage or mess they make.

These basic rules will help you and everyone at the school maintain a good level of hygiene daily. A clean working environment will increase productivity, improve the students' and teachers' moods, instill pride, and reduce the number of absences.

Also, be sure to keep classrooms stocked with disinfectant wipes. Although they do not replace a professional cleaning that should be done nightly, they help mitigate viruses and germs.

The most effective method to maintain cleanliness in school is to divide and conquer. Section off the building and make a cleaning plan for each section or by room type.

For example, you'll need one plan for all the hallways, entryways, and areas with high foot traffic. Bathrooms, classrooms, and teachers' lounges will need a thorough daily cleaning plan, while activity rooms that kids use only a few times a week will need deep cleaning after each use.

Adapted from https://www.openworksweb.com/

Vocabulary Check: Matching

Match the words or phrases from Column A with their meanings or synonyms in Column B. One element in Column B is extra. Number 1 is an example.
Example: 1-b.

Column A	Column B
1. set aside (L.4) 2. tidy up (L.4) 3. mess (L.6) 4. increase (L.8) 5. instill (L.9) 6. mitigate (L.11) 7. effective (L.13) 8. thorough (L.16)	a. complete b. choose c. give d. reduce e. efficient f. go up g. disorder/dirt h. clean i. disinfect

Manuel MOVE FORWARD 3ème 07042025.indd 114 07/04/2025 15:40

I WRITE

The English Club of your school has launched an article-writing competition about the best way to keep your school environment clean. The best article will be published in the English Club magazine. Use "must" or "should".

1. Give a title to your article.
2. Write a topic sentence to your paragraph.
3. Write three supporting sentences and a concluding sentence.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

In order to raise pupils' awareness about the importance of hygiene at school, your school English Club magazine asks you to write an article. In your article,

1. give the reasons why keeping a good hygiene at school is important to students;
2. give some examples of good hygienic behavior;
3. call pupils to observe the basic hygienic rules.

Manuel MOVE FORWARD 3ème 07042025.indd 115 07/04/2025 15:40

UNIT 7

HYGIENE AND HEALTH

Lesson 3

Let us not lower our guards with HIV/AIDS

Learning Context: *In order to prepare for a Hygiene Day in your school, you listen to a conversation and read a text about hygiene at school.*

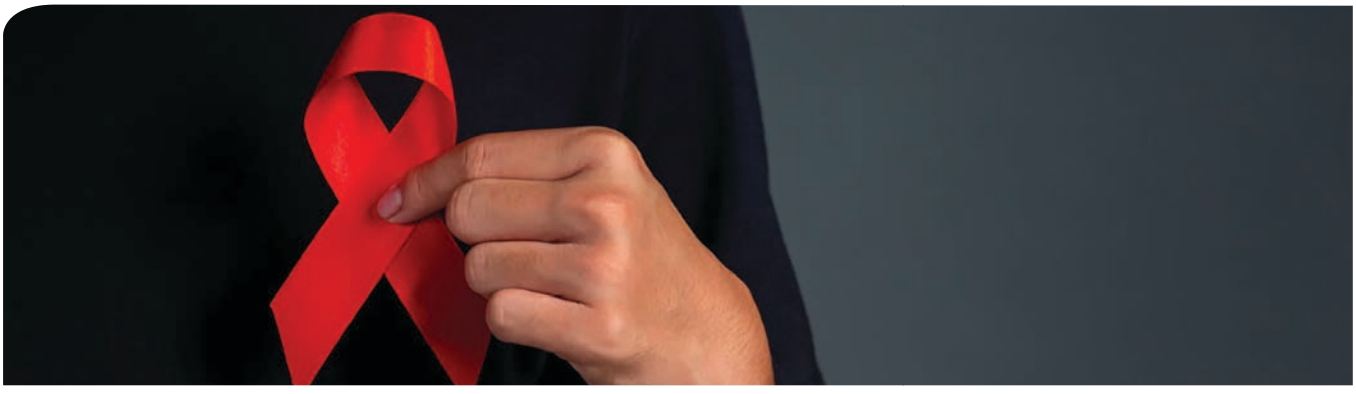
Key to this lesson

- Vocabulary related to HIV/AIDS
- Language Functions: Giving instructions / Giving advice
- Writing preventive measures
- Intonation in statements & questions

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Giving instructions
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What does it tell you?

I OBSERVE

Read the columns, then match the titles in the box with each column.

Example : A : Definition

Prevention - symptoms – Definition – Treatment – Mode of transmission

A	B	C	D	E
Human immunodeficiency virus (HIV) is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).	- infected blood transfusion - unprotected sex - use of non sterilized needles	• Fever • Fatigue • Sore throat • Muscle aches • Night sweats • Rash • Swollen lymph nodes • Mouth sores • Mental disorders	HIV is treated with a combination of medicines (pills) taken by mouth every day. This combination of pills is called antiretroviral therapy (ART).	- Use condoms when having sex - Never share needles to take drugs - Get tested and treated for other Sexually Transmitted diseases (STDs) - Avoid getting drunk or high

Manuel MOVE FORWARD 3ème 07042025.indd 116 07/04/2025 15:40

Grammar Focus

Giving instructions

To give instructions, you can use the imperative form, the verb without "to".

Example: ***Go to the clinic/ Do your HIV test.***

NB: You can use time sequencing adverbs like first(ly); second(ly), and thirdly to clarify the instructions.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

What's the conversation mainly about?

a. Keeping vigilant about HIV/AIDS.
b. Anny's high temperature.
c. The eradication of HIV/AIDS.

B **Read each of the following statements about the conversation between Dally and Christina and say if it is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.**

1. Sita doesn't feel well because she's sick.
2. According to Guei, Sita's friend is probably suffering from HIV/AIDS.
3. "Let us not lower our guard means we have to be vigilant.

I SPEAK

A **Listen and repeat**

- A: Hey Sita, how are you today?
- A: Oh, what's wrong with her?
- A: Oh, sorry to hear that. Let's not lower our guard!

B: Not very well. It's about my best friend Anny.
B: She's been having a high temperature, and diarrhea these last few weeks.
B: You're absolutely right, we need to be vigilant about HIV-AIDS.

B **You and your partner, roleplay the conversation.**

Manuel MOVE FORWARD 3ème 07042025.indd 117 07/04/2025 15:40

Grammar Focus

Giving advice

You can use "should" or "ought to"
Example: ***You should see a doctor/ You ought to see a doctor.***

Practice exercise

Give advice by rewriting each sentence using "ought to" or "should". Number 1 is done as example

1. Wash your hands after going to toilet ⟶ You should /ought to wash your hands after going to toilet.
2. Weed your environment to keep mosquitoes away.
3. Wear your face masks in public place.
4. Stay tidy.
5. See a doctor when your temperature rises

I say it well

Say the dialogue aloud with your partner.
Mind intonation.

- A: Hmm, that sounds strange !
- B: Yeah, i feel really down.
- A: Weird, don't look sick though.
- B: Yes, but i should see a doctor for checking.

I READ

Read the text quickly and match the lines in Column A with the subtitles in B. One subtitle in Column B is not concerned. Number 1 is an example.

HIV/AIDS

Human Immunodeficiency Virus (HIV) is an infection that attacks the body's immune system. Acquired Immunodeficiency Syndrome (AIDS) is the most advanced stage of the disease.
HIV targets the body's white blood cells, weakening the immune system. This makes it easier to get sick with diseases like tuberculosis, infections and some cancers.
HIV is spread from the body fluids of an infected person, including blood, breast milk, semen and vaginal fluids. It is not spread by kisses, hugs or sharing food. It can also spread from a mother to her baby.
HIV can be treated and prevented with antiretroviral therapy (ART). Untreated HIV can progress to AIDS, often after many years.
The World Health Organization (WHO) now defines Advanced HIV Disease (AHD) as CD4 cell counting less than 200 cells/mm3 or WHO stage 3 or 4 in adults and adolescents. All children with HIV younger than 5 years of age are considered to have advanced HIV disease.

https://www.who.int/news-room

Manuel MOVE FORWARD 3ème 07042025.indd 118 07/04/2025 15:40

A	B
1. L1-2 2. L3-4 3. L5-7 4. L8-9 5. L10-13	A. Advanced HIV Disease B. HIV/AIDS definition C. HIV mode of contamination D. HIV actions on the human body E. HIV treatment F. HIV prevention

I WRITE

Write 5 preventive measures to avoid catching HIV/AIDS. Compare your answers with your partner's.

Example: We must avoid having sex without condoms.

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

In order to raise pupils' awareness about staying vigilant about HIV/AIDS, your school English Club magazine asks you to write an article. In your article,

1. give the reasons why students shouldn't lower their guards regarding AIDS;
2. remind them of some of the preventive measures;
3. call pupils to observe the basic preventive measures to avoid the disease.

Manuel MOVE FORWARD 3ème 07042025.indd 119 07/04/2025 15:40

CHECK 7

Session 1

1 **Classify the following diseases in the box under the endemic, epidemic or pandemic.**

Covid19	cancer	malaria	diabetes	chicken pox	beriberi	mumps	heart attack

Endemic	Epidemic	Pandemic

2 **Listen to parts of the conversation between Andrew and a doctor in Unit 7 Lesson 1 page 105, and write down the right answer in your copy book.**

1. **Part one**: Listen and answer the question below.
Which of the following is NOT part of the symptoms of Andrew's disease?
A. fatigue B. insomnia C. high temperature

2. **Part Two**: Listen and answer the question below.
What type of disease is malaria, according to the doctor?
A. Pandemic B. Epidemic C. Endemic

3. **Part Three**: Listen and answer the question below.
Why is malaria called an endemic disease?
A. Because it is found in a specific area.
B. Because it suddenly contaminates other people.
C. Because it spreads quickly to other countries and continents.

4. **Part four**: Listen and answer the question below.
When will the doctor see the patient again?
A. In 3 days B. In a week C. In 5 days

3 **Read the text "Covid 19: from pandemic to endemic" again, and choose T (True) or F (False) for each statement. Write your answers in your copy-book.**

1. According to the Mayo clinic specialist, Covid 19 hospitalizations and deaths numbers are decreasing.
2. According to the specialist, we can't say for sure that Covid 19 is over.
3. According to specialist, the Covid 19 infections have been seen only in some specific areas.
4. The seasonal flu is given as an example of epidemic disease.
5. The specialist advises people to continue being vigilant about the Covid 19 disease.

Manuel MOVE FORWARD 3ème 07042025.indd 120 07/04/2025 15:40

CHECK 7

4 **Listen to parts of the conversation between Jean and Christy in Unit 7 Lesson 2 on page 110, and write down the right answer in your copy book.**

1. What does Christy think of the awareness-raising campaign?
   A. Nothing B. It's a good thing C. He's indifferent
2. According to Jean, what's the administration's duty?
   A. Buy the cleaning tools B. do the cleaning C. Do the awareness-raising
3. What does Christy mean when he says this "Cleanliness is next to Godliness"?
   A. Being clean is being like God. B. Being clean is being healthy. C. Being clean is beingGod.

5 **Read the text cleaning at school on page 111 again and say if the following statements are true or false.**

1. According to the text, people should clean all the areas at the same time.
2. Each group of people in the school should tidy up their own environment.
3. According to the text, a clean school has a bad effect on students' results.
4. Stocking disinfectants in the classroom can also help fight viruses.
5. The effective way to cleanliness at school is to clean each place separately.

Session 2

6 **Rewrite the following sentences using "ought to" or "should"**

1. I advise you to see a doctor.
2. I advise you to pay attention to the symptoms of Covid 19.
3. I advise you to use a gel or hand sanitizer when you shake people's hands
4. I advise you to wear your face mask.
5. I advise you to have your Covid vaccine shot.

7 **Listen to part of the conversation between Guei and Sita in Unit 7 Lesson 3 on page 115, and write down your answers in your copy-book.**

1. Listen and answer the question below.
Why does Guei say "That sounds strange"?

A. Because Sita doesn't look sick

B. Because Sita looks sick

C. Because Sita looks happy

Manuel MOVE FORWARD 3ème 07042025.indd 121 07/04/2025 15:40

CHECK 7

2. Listen to another part of the conversation again and answer the question.
What disease does Sita's friend probably have?

A. Malaria
B. Covid 19
C. HIV-AIDS

8 **Turn these instructions into advice using "ought to" or "should".**

1. See a doctor if you feel feverish.
2. Use hand sanitizers any time.
3. Avoid shaking people's hands.
4. Don't lower your guard!
5. Wear your face mask as much as you can.

Communication activity

People often say that "Prevention is better than cure". On the World Health celebration Day, your English club magazine editor has made a call to the club members to write a paragraph to develop this topic. In your paragraph,

1. Explain what "Prevention is better than cure" means.
2. Give an example to illustrate it.
3. Write a concluding sentence that supports the saying.

Manuel MOVE FORWARD 3ème 07042025.indd 122 07/04/2025 15:40

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES – ICTs

Lesson 1

Technology in my classroom

Learning Context: *In order to write a paragraph about the importance of the computer at school, you listen to some facts and read some texts about this tool.*

Key to this lesson

- Vocabulary related to the computer
- Language function: Asking and answering questions about computer
- Writing a paragraph about the importance of the computer at school
- Expressing purpose-
- Word stress

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Asking and answering questions about computer
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What do you think it's about?

I OBSERVE



1. Where are the persons in this picture?
2. What are the students working with?
3. What's the difference between this classroom and yours?
4. Is there any advantage in using computers in a classroom? Tell your partner.

Manuel MOVE FORWARD 3ème 07042025.indd 123 07/04/2025 15:40



a control board



an interactive white board / A Smart Board



a screen



a remote control



a pointer



an eraser

Grammar Focus

Asking and answering questions about computer

A: What are the key elements of a computer?
B: We have the keyboard, the screen, the software and the hardware

A: What is a computer used for?
B: to type text and store data

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. computers.
b. the use of smartphones.
c. technology in Education.

B **Listen to the conversation once more. Then choose the most appropriate option among the following statements. Write your answer choice in your copy-book.**

1. What great change is there in Mobio's classroom?
   a. The teachers use computers to give lessons.
   b. The teachers use permanent markers to write on the whiteboard.
   c. The teachers use non-permanent markers to write on the blackboard.

2. How does the system work?
   a. It works with a control board with a desktop.
   b. It works with a control board with a desktop and a keyboard.
   c. It works with a control board with a desktop, a keyboard and tablets.

Manuel MOVE FORWARD 3ème 07042025.indd 124 07/04/2025 15:40

3. What does the teacher do with them?
   a. He displays images or texts on a screen.
   b. He explains the lesson at the same time.
   c. He watches soap opera on the screen.

4. How does the teacher underline important points?
   a. He underlines them with whiteboard marker.
   b. He uses a pointer.
   c. He uses a non-permanent marker.

5. Does he use chalk on the screen too?
   a. Oh no! There is a whiteboard on which he writes with whiteboard markers.
   b. Oh no! There is a whiteboard on which he writes with permanent markers.
   c. Oh no! There is a blackboard on which he writes with whiteboard markers.

I SPEAK

A **Practise the dialogue on page 165 (UNIT 8, Lesson 1) with your partner.**

B **Ask and answer questions with your partner about technology in the classroom. Use some items from the box below.**

eraser – white board – screen – pointer – remote control

A. What do we do with an eraser? B. We clean the white board with it.
A. .....? B. .....

Session 2

Session focus

1. Grammar Focus: Expressing purpose
2. I say it well: Word stress and intonation
3. Reading: Reading for the main idea and details
4. Writing: Reordering sentences to build a paragraph

Grammar Focus

To express the purpose, you can use 'so as to', 'so as not to' or 'so that'.

Examples:

1. He needs a computer **so as to** make research. (Affirmative)
2. He needs a computer **so that** he can do research. (Affirmative)
3. He needs a computer **so as not to** miss research. (Negative)**Exercise: Look at the situation and complete each sentence expressing the purpose.**

The students need to be present in class to follow the session with the computer.
1. The students need to be present in class .....
2. The students need to be present in class .....
3. The students need to be present in class .....

Manuel MOVE FORWARD 3ème 07042025.indd 125 07/04/2025 15:40

I say it well

Say the following aloud using the right intonation.

- so as to so that so as not to
- Eraser /ɪˈreɪzə/
- screen /skriːn/

Pronunciation

- With most verbs of two syllables, the stress is on the second syllable.

Example: Present /prɪˈzent/

- **Exercise:**

Pronounce the following verbs:
increase begin arrange impress decide record.

I READ

Read the text and say what it is about.

Today, more and more schools use tecnology in their classrooms. This seems beneficial to both the teachers and the students.

When teachers prepare their lessons, they can give them with the display to use technology. Most of the time, it is composed of materials such as a computer, a control desk, a screen, a pointer, a white board and so on. Teachers can design various activities, from games to videos and this is highly motivating for students.

The youth today are very familiar with technology. Students are eager to learn from computers, whether they are used as a projector, robotics, or anything else. Computers and other technological materials will always enhance classroom instruction and bring new teaching strategies. The use of technology provides students with immediate access to solutions outside those found in their textbooks.

When teachers give instructions and appropriate resources, computers enable students to study any subject more thoroughly by themselves.

Adapted from https://www.eurokidsindia.com/

Vocabulary Check

Select the meaning of each word from the text in the given options. Write your answers like in the example.

Example: 1-helpful

1. beneficial (Line 1)	→	harmful	helpful	hurtful
2. various (Line 5)	→	different	similar	same
3. highly (Line 6)	→	little	greatly	unremarkably
4. youth (Line 7)	→	teenager	old	aged
5. eager (Line 7)	→	impatient	uneager	reluctant
6. enhance (Line 9)	→	diminish	augment	lower
7. provides (Line 10)	→	gives	ignores	refuses
8. enable (Line 12)	→	refuse	permit	prevent
9. thoroughly (Line 13)	→	partly	carefully	inadequately

Manuel MOVE FORWARD 3ème 07042025.indd 126 07/04/2025 15:40

Comprehension questions

1. Who is technology important for?
2. What is the display for technology in the classroom composed of?
3. Are students enthusiastic at using the computer in their studies? Justify your answer.
4. How can students learn without the presence of their teachers?

I WRITE

The sentences below are about the use of the computer in education.
Re-order them to write a meaningful paragraph.

1. This research can be done alone or in groups.
2. Students have the opportunity to use their creativity effectively in computer lessons at schools.
3. Learning computer skills in school, additionally, decreases the amount of time needed to learn something new.
4. For instance, if a class is required to research how to draw an object, students can look up several techniques online.

How did you decide on the correct order?

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

Your school has been equipped so as to use computers in the different classrooms. Most of your friends don't know how it is going to function. To inform them about this issue, prepare an exposé that you will present at the next meeting. In your presentation,

1- say what materials are going to be installed in the classrooms;
2- describe how the teachers are going to use these materials for their lessons;
3- explain the advantages of using computers at school.

Manuel MOVE FORWARD 3ème 07042025.indd 127 07/04/2025 15:40

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES – ICTs

Lesson 2

The telephone at school

Learning Context: *In order to write a paragraph about the importance of the smartphone at school, you listen to some facts and read some texts about this tool.*

Key to this lesson

- Vocabulary related to the telephone
- Language function: Asking and answering questions about the telephone
- Writing a paragraph about the importance of the telephone at school
- Expressing reason with 'because'-
- Word stress and intonation

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion
2. Grammar Focus: Expressing reason with 'because'
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



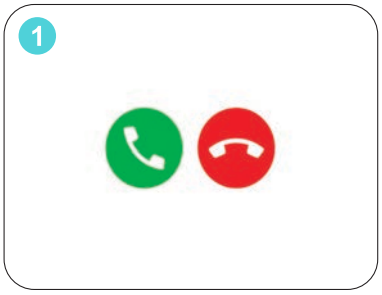
Look at the picture above. What do you think it's about?

I OBSERVE

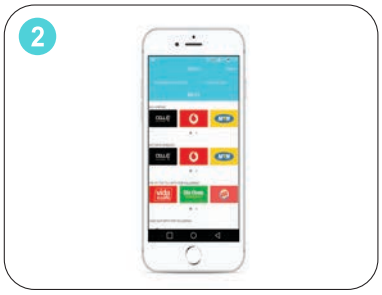


1. What is this picture?
2. Do you have one?
3. What can you do with it?
4. Can it be useful to you in your studies?
5. How? Tell your partner.

Manuel MOVE FORWARD 3ème 07042025.indd 128 07/04/2025 15:40



Sending / Ending a call



Cell phone operators



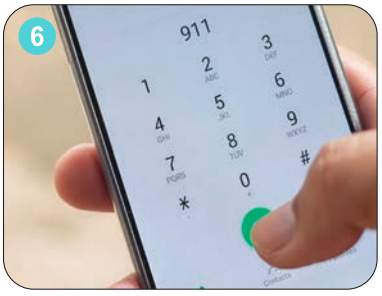
Phone directory



Phoning



Air time



Dialing

Grammar Focus

Asking and answering questions about the telephone

A: What do you use a phone for? B: To communicate with people.

A: What are the key parts of a phone? B: The keyboard, the receiver, the apps ,etc.

I LISTEN

A **Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. how to use a smartphone during a lesson
b. how teachers use smartphones to teach
c. the different uses of a smartphone.

B **Listen to the audio again and decide if each of the following statements is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.**

Example: 1. T

1. Mobio's teacher wanted him to own a smartphone.
2. Mobio knows exactly why his teacher wanted him to own a smartphone.
3. Mobio shows Moctar how to use a smartphone.

Manuel MOVE FORWARD 3ème 07042025.indd 129 07/04/2025 15:40

4. When the phone is on silent mode it rings or vibrates.
5. Mobio uses his smartphone for chats on Facebook and WhatsApp only.
6. Mobio's biggest problem is that he needs money to buy data and airtime.

I SPEAK

A **Practise the dialogue on page 166 (UNIT 8, Lesson 1) with your partner.**

B **Ask and answer questions with your partner about how you use your smart phone. You can use the ideas in the box below like this:**

calls	chats	SMS	conversations	pictures...

Example:

A. What can you use your phone for?

B. I can use it for calls.

Session 2

Session focus

1. Grammar Focus: Expressing reason with 'because'
2. I say it well: Word stress and intonation
3. Reading: Reading for the main idea and details
4. Writing: Paragraph writing

Grammar Focus

Expressing reason with "because".

We use **because** before a clause (subject + verb). It can be used at the beginning or at the end of a sentence (at the end is more common). A comma is used when the clause of reason is at the beginning of the sentence.

Examples :

Why did Mobio's parents buy him a smartphone ?

1. Mobio's parents bought him a smartphone **because** the teacher asked for one.
2. **Because** the teacher asked for a telephone, Mobio's parents bought him one.

Exercise :

Answer the question below. Give four reasons.

- Why do students need smartphones at school ?

Manuel MOVE FORWARD 3ème 07042025.indd 130 07/04/2025 15:40

I say it well

Say the following aloud using the right stress and intonation.

- Because /bɪˈkɒz, / directory /daɪˈrektəri / dial /daɪəl/
- Mobio's parents bought him a smartphone because the teacher asked for one.
- Because the teacher asked for a telephone, Mobio's parents bought him one.

I READ

Read the text and say what it is about.

Mobile phones for students have become an indispensable part of their education because of many reasons.

With a smartphone, students can access the internet and this is certainly the greatest advantage of all. Explanations and lessons for every subject are available online, with a few clicks on the phone.

Parents don't need to be physically present to contact their children and vice versa.

A student having a mobile phone makes it easier for him to contact his teachers and even the other way round. This enhances coordination between students and teachers.

Students themselves can do group work online through conference calls, zoom, WhatsApp and so on to prepare their homework.

Mobile phones can also be beneficial for students in the sense that they can relieve stress using their phones moderately in the form of music and games.

We can add to the list of advantages, that the mobile phone, with the net, is a great way for students to develop their creativity.

Adapted from https://pragyanam.school/

Vocabulary Check

Find in the text, the word for each meaning below. Write your answers like in the example.

Example: 1-indispensable

1. someone or something that is essential to do something. (Line 1)
2. permission to find some information in a given place. (Line 3)
3. something or someone that we can easily find. (Line 4)
4. that can ameliorate the value of something. (Line 8)
5. a formal meeting where people discuss important problems. (Line 9)
6. that has a good effect on someone. (Line 11)
7. that can reduce someone's pain or unpleasant feelings. (Line 11)
8. in a reasonable way. (Line 12)
9. the ability to use your imagination to produce new ideas, make things etc. (Line 14)

Manuel MOVE FORWARD 3ème 07042025.indd 131 07/04/2025 15:40

Comprehension check

Answer the questions about the text.

1. Can the students today work without the telephone? Justify your answer.
2. What does the telephone permit to do in a few clicks?
3. How does the telephone ameliorate relations between students and teachers?
4. How can students work in group with the telephone?
5. Can the telephone ameliorate students' health? Justify your answer.

I WRITE

The telephone can be beneficial to students in their studies, but it can also become an obstacle. Write three to five sentences to form a paragraph about the bad aspects of the use of the telephone by students.

The telephone can be harmful for students in their studies.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

The teachers of your school have asked you to get a smartphone. For the moment, the majority of your friends don't know how to use it. To inform them about this issue, prepare an exposé that you will present at the next meeting of your English club. In your presentation,

1- say what a smartphone is;
2- list the things you can do with a smartphone;
3- explain to your friends how you can use smartphones in your studies.

Manuel MOVE FORWARD 3ème 07042025.indd 132 07/04/2025 15:40

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES – ICTs

Lesson 3

The wonderful Internet!

Learning Context: *In order to write an article about the importance of the Internet at school, you read and listen to some related texts and audios.*

Key to this lesson

- Vocabulary related to the internet
- Language function: Asking and answering questions about the internet
- Writing a paragraph about the importance of the internet at school
- Language Function:
  - Expressing passive actions
  - Paragraph writing about the bad side of the Internet
  - Word stress and intonation

Session 1

Session focus

1. Picture interpretation and vocabulary related to holiday memories
2. Grammar Focus: Asking and answering questions about the internet
3. Listening : Listening for main idea and details
4. Speaking : student-student interaction
5. Homework



Look at the picture above. What does it inspire you?

I OBSERVE **Study the pictures below with your teacher.**



1. What does this picture make you think about?
2. What do you know about it?
3. What can you do with it?
4. Can it be useful to you in your studies? How? Tell your partner.

Manuel MOVE FORWARD 3ème 07042025.indd 133 07/04/2025 15:40









Grammar Focus

Asking and answering questions about the Internet

A: What do you use the Internet for?

B: To communicate with people

A: What does the Internet enable you to do?

B: To socialize and network with people across the world.

I LISTEN

Listen to a conversation between two students. Then answer the questions.

A **Listen to the conversation and choose its gist between the options below.**

The conversation's mainly about
a. computer parts
b. software
c. hardware

B **Listen to the conversation again. Choose between the words in brackets the ones that you heard which correspond to the given definitions. Write them down in your copy-book.**

a. Parts of the computer that can be seen or touched (software – output devices – input devices – hardware). **hardware**
b. Parts of the computer that can be seen or touched (software – input devices – output devices – hardware).
c. The mouse and the key board are (software – output devices – input devices – hardware).
d. A printer or a projector are (software – input devices – output devices – hardware).

C **Listen to the conversation once more. Then answer te questions below.**

1. What is a computer hardware?
2. What is the hardware composed of?
3. What are the mouse and the key board used for?
4. What are two examples of output devices?
5. What are a collection of data, the programs that tell a computer what to do called?

Manuel MOVE FORWARD 3ème 07042025.indd 134 07/04/2025 15:40

I SPEAK

A **Practise the dialogue on page 167 (UNIT8, Lesson 3) with your partner.**

B **Ask and answer questions with your partner about how the internet works. You can use the items in "I observe".**

A. What is a software? **B.** It's a collection of data that tells the computer what to do.
A. Is the key board part of the software? **B.** No, it's part ot the hardware.
A. ..... **B.** .....

Session 2

Session focus

1. Grammar Focus: Expressing passive actions
2. I say it well: Word stress and intonation
3. Reading: Reading for the main idea and details
4. Writing: Paragraph writing

Grammar Focus

The passive voice

1- We use the passive voice **to change the focus of the sentence.**
We make the passive using the verb ***be*** + **past participle**. We start the sentence with the object.
Example:
- Programs tell the computer what to do.
→ The computer **is** told what to do (by the programs) It is not always necessary to add who or what did the action.
2- Some changes are made when we use the passive voice.
Examples:
- We **can see** and touch hardware devices.
→ Hardware devices **can be seen** and touched (by us).
- He **bought** a computer and offered it to her.
→ A computer **was bought** and offered to her (by him).

Exercise:
Turn into the passive:
1- Software execute specific tasks.
2- Yesterday, our English teacher downloaded a video.
3- This is what our teacher told us.
4- How did he use the computer in the classroom?

I say it well

Say the following aloud using the right stress and intonation.

- Software
- Hardware
- Hardware can be seen and touched
- Software can't be seen nor touched.

Manuel MOVE FORWARD 3ème 07042025.indd 135 07/04/2025 15:40

I READ

Importance of the internet in Education

The internet can help a lot in education. It is a great tool for students and educators, at home or in the classroom, to find considerable amounts of information online to be used either individually or in groups.

The internet provides the opportunity for students to communicate with their teachers and fellow students, to share ideas, experiences, and resources that can enhance their learning using email, SMS, video calls, Whatsapp and all available social media. Relevant materials can be shared online by teachers too, to guide students.

Many people find that books are difficult to read because they take a long time. The internet provides information in an easy and quick way, and reading time is thus reduced.

The internet can be used for self-study. It gives students the opportunity to study in their own time, at their own pace and place. They just have to get appropriate harware and software to learn by themselves.

Overall, the students' motivation can be increased with the internet. Students have to be responsible for their own learning, and they will have better control over their learning process.

Adapted from https://topadvantagesof.com/

Vocabulary Check

Match each word from the text in column A with its meaning in comumn B. One meaning in column B is not concerned. Write your answers like in the example.

Example: 1.e

Column A	Column B
1. educators (Line 1) 2. online (Line 2) 3. provides (Line 4) 4. enhance (Line 5) 5. Relevant (Line 6) 6. thus (Line 9) 7. pace (Line 11) 8. Overall (Line 13) 9. increased (Line 13)	a) That is appropriate b) that has become bigger in amount, number c) considering everything d) rythm e) teachers f) reduces g) make something become better than before. h) gives i) available through the Internet j) as a result of something

Comprehension questions

1. How can teachers and students communicate through the net?
2. What impact does the net have on students' reading?
3. Does the net provide students with some freedom? Justify your answer.
4. What global advantage do students get from the use of the internet?

Manuel MOVE FORWARD 3ème 07042025.indd 136 07/04/2025 15:40

I WRITE

The internet is known to be beneficial to students in their studies, but it can also become an obstacle. Write three to five sentences to form a paragraph about the bad aspect of the use of the internet by students.

The internet can be harmful for students in their studies.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

An NGO is planning to provide your school with the internet. Some of your friends don't see its importance for them. To inform them about this issue, prepare an exposé that you will present at the next meeting of your English club. In your presentation,

1- say what the internet is;
2- list three things that can be done with the net;
3- explain to your friends how the internet can help students in their studies.

Manuel MOVE FORWARD 3ème 07042025.indd 137 07/04/2025 15:40

CHECK 8

Session 1

1 **Say if the sentences below are True or False. Write your answers in your exercise book like in the example. Correct the sentences which are false.**

Example: 1- True

1. To manage all the devices connected to your computer, you need a control board. .....
2. To clean a white board in the computer room, you need a remote control. .....
3. You can display texts and images on a screen during a presentation with a computer. .....
4. An eraser is a material used to clean what appears on the screen. .....
5. The remote control helps you make a device work without touching it. .....
6. Computers can be used to send messages. .....

2 **Complete each of the sentences below with 'so that', 'so as to' or 'so as not to' to build meaningful sentences. Write your answers in your exercise books like in the example.**

Example: 1-so that

1. Make sure your computer is marked ..... you can identify it later.
2. Students must study hard ..... pass their exams.
3. She took extra courses ..... she can improve her computer skills.
4. Doctors recommend that we protect ourselves from screen lights ..... avoid eye problems.
5. Concentrate on your exercise ..... make any mistakes.
6-. You have to register in advance ..... you can take part in the training.

3 **The paragraph below is about how to make a phone call. Complete each gap with an item from the box. One item in the box is not concerned. Write your answers in your exercise book like in the example.**

Exemple : 1- make a call

operator - directory - end call - screen - dial – write - icon - air time

There are some steps to go through for phoning. To 1-(.....), you need to have some 2-(.....). For this reason, you must buy some with a cell phone 3-(.....). Then you must 4-(.....) the number of the person you want to call. If you don't have it in mind, you can check your phone 5-(.....). When you find it, you press the sending 6-(.....) to contact your correspondent and talk with him. When your chat is over, you press the 7-(.....) icon and it's OK.

Manuel MOVE FORWARD 3ème 07042025.indd 138 07/04/2025 15:40

Session 2

4 **Look at the clues below and make meaningful sentences with 'because' to say why people use the telephone. Write your answers in your exercise books like in the example.**

Example:

1. a)- People use the phone because it is faster than sending letters.
   b)- Because it is faster than sending letters, people use the phone.

1. Phone calls are often faster than sending letters.
2. You can send SMS with a phone when you don't have air time to call.
3. Everybody knows how to use a phone; it is easy.
4. A lot of people use the phone to save time in their affairs.
5. You can use a phone to make video calls and see your correspondent.
6. For a discussion, you can make a group call to talk with many persons at the same time.

5 **Write each of the following items in the box in the correct column. One item is given as an example.**

Excel - Monitor - keyboard - Word - Printer - Monitor - Mother board -Twitter - Mouse - Gmail - Google - Facebook

Computer Hardware	Software
Monitor	

Communication activity

An NGO wants to give your English club a computer room. For that, it wants you, as the chairman of the club, to give some details about what you actually need. With your staff, make a list of what you would like to have. Mention:

1. the devices you need;
2. what each of these devices will be used for;
3. how the computer will help you in your studies.

Manuel MOVE FORWARD 3ème 07042025.indd 139 07/04/2025 15:40

LET'S MOVE FORWARD TO THE BEPC EXAM

THE SPEAKING OR ORAL EVALUATION

ENGLISH VERSION	Column B
I. ASSASSMENT MATERIALS - Pictures related to the topics covered in 3ème. - 5 to 10 lines texts related to the topics covered in 3ème.	**I. MATERIEL DE TRAVAIL** - Des images en rapport avec les thèmes au programme en 3ème. - Des textes de 5 à 10 lignes en rapport avec les thèmes au programme en 3ème.
II. EVALUATION ACTORS - Examiner (1) - Candidate (1) - Harmoniser (1)	**II. PERSONNES IMPLIQUEES** - l'interrogateur (1) - le candidat (1) - l'harmonisateur (1)
III. ASSESSMENT METHODOLOGY - Check the candidate's ID - Have the candidate sign the form - Have the candidate sort out a text or a picture - Give the candidate 10 to 15 minutes to get prepared - Quiz the candidate for 10 minutes - Wait until the candidate gets out of the examination room before writing the mark s/he deserves down on grade sheet. - Follow the attached Oral Evaluation Grid to give a mark to the candidate.	**III. METHODE DE TRAVAIL** - Contrôler l'identité du candidat - Faire émarger le candidat - Le candidat tire au sort un sujet - Accoder 10 à 15 minutes de préparation - Procéder à l'interrogation du candidat pendant 10 minutes - Attendre que le candidat se retire avant de porter la note qu'il mérite sur la vacation. - S'appuyer sur la grille de notation dans l'attribution des notes.
IV. HOW SHOULD THE EXAMINER BEHAVE DURING THE QUIZZING - Welcome the candidates with smile so they can feel relaxed. - Show patience to the candidate sitting in front of you. - Be impartial in your grading. - Conclude your talk with the candidate in a positive way, even though s/he didn't do much (in order not to make him/her feel down before tackling the written part of the exam)	**IV. ATTITUDES AADOPTER AU COURS DE L'INTERROGATION** - Mettre les candidats en confiance en les accueillant chaleureusement. - Se montrer patient avec le candidat qu'on a en face de soi. - Faire preuve d'impartialité dans sa notation. - Conclure l'interrogation sur des notes positives même si la prestation n'a pas été satisfaisante (pour ne pas abattre moralement le candidat pour la suite des épreuves).
V. WHAT SHOULD THE EXAMINER AVOID Avoid - to be agressive or nervous vis-à-vis the candidates - having more than two (02) candidates in the exam room - illegible and confused marks - telling around the grades you gave to the candidates - bargaining grades with your candidates.	V. **ATTITUDES A EVITER** - Se montrer agressif vis-à-vis des candidats. - Avoir plus de deux (02) candidats dans la salle d'interrogation. - La surcharge des notes. - La divulgation des notes attribuées aux candidats. - Le marchandage des notes.

Manuel MOVE FORWARD 3ème 07042025.indd 140 07/04/2025 15:40

Sample tests for the BEPC Oral evaluation in Cote d'Ivoire

SPEAKING/ ORAL EVALUATION: READING PASSAGE

TEXT 1

Life in the village was not limited to working. There were feasts and festivals too. One of them was the feast of the new yam. Next, came the masquerades which were enjoyed by everybody, except Okonkwo the one-eyed man. He was excluded by the masqueraders for looking too closely at the masquerades, something strictly forbidden by tradition. But Unoma enjoyed the masquerades. She was a village girl and she liked village life.

TEXT 2

In the afternoon, Lucy was called into the sitting- room. She found her father sitting there. They sat for about ten minutes without saying anything. The silence terrified her. At last, without looking at her, her father asked:

"Why have you been sent away from school? "

Lucy found it difficult to answer. Instead, she looked at her belly as if to tell him to read the answer there.

"You seem to be ashamed of it, you are pregnant. After all the money I spent to pay your school fees so that you can help us in our old age, you have set a bad example to your younger brothers and sisters."

TEXT 3

She was a black woman but her hair was very long and fell on her shoulders like that of a white woman. I didn't touch it but I saw it was very soft. Her lips with that red paint looked like a fresh wound. There was no space between her skin and her dress. I danced with her. When the music ended, I went back to where I was sitting. I didn't hear what she told her companions about me, but I heard them laugh. It was that time I discovered they were all bad women of the city.

TEXT 4

The mobile phone appeared in our country more than ten years ago. But today, these portable phones have become ordinary things. People of modest conditions like women traders in the market, motorbike mechanics, and even students have their mobile phones. Unfortunately, these little phones are causing troubles everywhere. For example, many accidents are caused by careless drivers who were calling while driving. Church or mosque services are sometimes disturbed by these small things. Many other examples exist, showing that any invention, if badly used, can cause troubles in society.

Manuel MOVE FORWARD 3ème 07042025.indd 141 07/04/2025 15:40

TEXT 5

Zoos in many countries of the world are helping to protect animals in danger. The golden lion tamarin comes from Brazil's forest near the sea. The forest there is disappearing fast but people catch hundreds of these tamarins and sell them. There are only a few left in the rainforest. But many golden lion tamarins were born in zoos and scientists have taken some of them back to Forest Park near Rio de Janeiro.

TEXT 6

Little Fatou, thirteen years, was forced to marry the eighty-four years old Bamoussa. That marriage ended tragically because she refused to share bed with him. So, the old man always beat her. One day, she decided to put an end to his life because she wanted to be freed from that old man for ever. So, with a matchet, she broke his head while he was sleeping. Poor Fatou was sent to prison.

TEXT 7

"Christopher ", Annick said," the time we have been waiting has come. We'll have our baby."
"But who gave it to you? I mean, who is responsible for your pregnancy?" Christopher asked hesitantly.
"Please, don't make me suffer. You know very well I have only one boyfriend. It is you."
Christopher started trembling. He was not prepared to become a father. He loved so many girls!

TEXT 8

"What is Unoma going to do at school?" Udego asked, "she is a girl."
"What has that got to do with going to school?" his wife replied. "Whether she is a boy or a girl, my daughter Unoma will go to school and so will all my children. I don't want them to be blind like you and me. I don't want them to have eyes and not to be able to read markings on a book. I don't want them either to have clever hands but not to be able to write."













Manuel MOVE FORWARD 3ème 07042025.indd 142 07/04/2025 15:40

SPEAKING / ORAL EVALUATION GRID

Candidate's name:				
Comprehension	4	3	2	1
Fluency	4	3	2	1
Pronunciation	4	3	2	1
Vocabulary	4	3	2	1
Grammar	4	3	2	1
Mark				/20

WRITTEN TEST FORMAT AND SKILLS TO ASSESS
STRUCTURE DE L'EPREUVE ECRITE ET COMPETENCES A EVALUER (BEPC)

Durée: 2 heures

INTRODUCTION

La conception et l'élaboration de l'épreuve en vigueur au BEPC en Côte d'Ivoire requiert une compréhension des spécifications dudit format qui comprend trois (3) parties principales :

I- READING
II- LANGUAGE IN USE
III- WRITING

Pour la conception et l'élaboration des deux dernières parties de l'épreuve écrite d'Anglais au BEPC, c'est-à-dire WRITING et LANGUAGE USE, il faudra :

- définir un contexte (WRITING), ou une introduction (LANGUAGE USE) ;
- créer une motivation/circonstance ;
- donner des consignes précises.

PART ONE: READING (8 points)

TEXT

Le texte utilisé doit avoir les caractéristiques suivantes :

Type:	descriptif, narratif, argumentatif, explicatif,dialogue ou portrait, etc.
Longueur:	12 à 15 lignes maximum (texte accompagné ou non d'image (s)
Niveau de difficulté:	adapté au niveau 3ème.
Contenu:	- en congruence avec les thèmes et leçons de la 6ème à la 3ème. - non orienté du point de vue politique, culturel, religieux ou du genre.
Source :	à préciser (auteur, ouvrage, magazine, internet, etc.)
NB:	- le texte doit être **inédit**, c'est-à-dire n'avoir jamais été utilisé pour une évaluation à l'examen ou en classe ; - le texte ne doit pas être tiré d'annales ou des ouvrages au programme.

Manuel MOVE FORWARD 3ème 07042025.indd 143 07/04/2025 15:40

A- Vocabulary Check (4 points.)

Cette partie est l'évaluation de la compréhension des mots de vocabulaire du texte par le candidat. Elle peut prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Matching** (Exercices d'appariement des mots à leurs définitions/synonymes/antonymes)
- **Odd one out** (Exercices à intrusion).
- **etc.**

NB : Proposer 9 items dont un exemple.

B- Comprehension Check (4 points)

Il s'agit ici d'évaluer la compréhension du texte par le candidat. Cette partie peut également prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Open-ended questions** (Questions de compréhension du texte)
- **True/False statements** + evidence from the text (Des assertions vraies/fausses suivies de justifications à partir du texte)
- **Information transfer through** (Transfert d'informations par) :
  - Table completion (Remplissage d'un tableau/diagramme avec les informations du texte)
  - Note-taking (Prise de note sous forme de diagramme/tableau à partir du texte)
  - Text summary (le Résumé d'un texte)
- **Choice of the best titles** (Choix du meilleur titre du texte), etc.

PART TWO: LANGUAGE USE (6 points)

Proposer deux exercices portant sur les structures grammaticales du texte à l'étude.
Ces exercices doivent avoir :

- une introduction (pour préciser le contexte du texte d'évaluation) ;
- un exemple en guise de mode d'exécution de la tâche ;
- quatre (04) items dont un (1) exemple.

Chaque exercice peut prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Matching :**(Exercices d'appariement des mots à leurs définitions/synonymes/antonymes)
- **Odd one out** (Exercices à intrusion) etc.
- **Sentence construction**
- **Sentence completion**
- **Sentence transformation**
- **Word formation**
- **Cloze test**
- **etc.**

Manuel MOVE FORWARD 3ème 07042025.indd 144 07/04/2025 15:40

PART THREE: WRITING : (6 points)

Pour cette troisième partie, il faudra proposer un seul sujet portant sur le thème du texte à l'étude. Ce sujet doit avoir les caractéristiques ci-dessous :

A. Le sujet de l'Expression écrite doit comporter :

- **un contexte :**
  - le thème (le sujet à traiter)
  - le public-cible/destinataire/lecteur imaginaire du texte à produire
- **une motivation/circonstance : l'objet de l'expression écrite (ce pour quoi le candidat doit écrire)**

B. Le texte à produire par les candidats doit être de **10-12 lignes**, et avoir les caractéristiques suivantes :

- **Nature:**
  - Lettre amicale
  - Dialogue à compléter
  - Récit
  - Article de magazine/journal
- **Type:**
  - Texte descriptif/Portrait
  - Texte narratif
  - Texte argumentatif
  - Texte explicatif
- **Consignes:**
  - Donner 3 consignes précises au maximum en partant de la plus simple à la plus complexe ;
  - Tenir compte du type de texte à produire.

NB : INDIQUER CLAIREMENT LES CRITERES D'EVALUATION DE LA PRODUCTION DES CANDIDATS :

Critères d'évaluation

1. La compréhension de la tâche
2. L'accomplissement de la tâche
3. La cohésion des phrases
4. La cohérence des idées et des paragraphes
5. La présentation (de la lettre)
6. La ponctuation
7. La justesse des structures grammaticales
8. La richesse du vocabulaire

Manuel MOVE FORWARD 3ème 07042025.indd 145 07/04/2025 15:40



WRITTEN TEST FORMAT AND SKILLS TO ASSESS
(STRUCTURE DE L'EPREUVE ECRITE ET COMPETENCES A EVALUER (BEPC)

Durée: 2 heures

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Type:	descriptif, narratif, argumentatif, explicatif,dialogue ou portrait, etc.
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Manuel MOVE FORWARD 3ème 07042025.indd 146 07/04/2025 15:40

A- Vocabulary Check (4 points.)

Cette partie est l'évaluation de la compréhension des mots de vocabulaire du texte par le candidat. Elle peut prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Matching** (Exercices d'appariement des mots à leurs définitions/synonymes/antonymes)
- **Odd one out** (Exercices à intrusion).
- **etc.**

NB : Proposer 9 items dont un exemple.

B- Comprehension Check (4 points)

Il s'agit ici d'évaluer la compréhension du texte par le candidat. Cette partie peut également prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Open-ended questions** (Questions de compréhension du texte)
- **True/False statements** + evidence from the text (Des assertions vraies/fausses suivies de justifications à partir du texte)
- **Information transfer through** (Transfert d'informations par) :
  - Table completion (Remplissage d'un tableau/diagramme avec les informations du texte)
  - Note-taking (Prise de note sous forme de diagramme/tableau à partir du texte)
  - Text summary (le Résumé d'un texte)
- **Choice of the best titles** (Choix du meilleur titre du texte), etc.

PART TWO: LANGUAGE USE (6 points)

Proposer deux exercices portant sur les structures grammaticales du texte à l'étude.
Ces exercices doivent avoir :

- une introduction (pour préciser le contexte du texte d'évaluation) ;
- un exemple en guise de mode d'exécution de la tâche ;
- quatre (04) items dont un (1) exemple.

Chaque exercice peut prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Matching :**(Exercices d'appariement des mots à leurs définitions/synonymes/antonymes)
- **Odd one out** (Exercices à intrusion) etc.
- **Sentence construction**
- **Sentence completion**
- **Sentence transformation**
- **Word formation**
- **Cloze test**
- **etc.**

Manuel MOVE FORWARD 3ème 07042025.indd 147 07/04/2025 15:40

PART THREE: WRITING : (6 points)

Pour cette troisième partie, il faudra proposer un seul sujet portant sur le thème du texte à l'étude. Ce sujet doit avoir les caractéristiques ci-dessous :

A. Le sujet de l'Expression écrite doit comporter :

- **un contexte :**
  - le thème (le sujet à traiter)
  - le public-cible/destinataire/lecteur imaginaire du texte à produire
- **une motivation/circonstance : l'objet de l'expression écrite (ce pour quoi le candidat doit écrire)**

B. Le texte à produire par les candidats doit être de **10-12 lignes**, et avoir les caractéristiques suivantes :

- **Nature:**
  - Lettre amicale
  - Dialogue à compléter
  - Récit
  - Article de magazine/journal
- **Type:**
  - Texte descriptif/Portrait
  - Texte narratif
  - Texte argumentatif
  - Texte explicatif
- **Consignes:**
  - Donner 3 consignes précises au maximum en partant de la plus simple à la plus complexe ;
  - Tenir compte du type de texte à produire.

NB : INDIQUER CLAIREMENT LES CRITERES D'EVALUATION DE LA PRODUCTION DES CANDIDATS :

Critères d'évaluation

1. La compréhension de la tâche
2. L'accomplissement de la tâche
3. La cohésion des phrases
4. La cohérence des idées et des paragraphes
5. La présentation (de la lettre)
6. La ponctuation
7. La justesse des structures grammaticales
8. La richesse du vocabulaire

Manuel MOVE FORWARD 3ème 07042025.indd 148 07/04/2025 15:40

Sample tests for the BEPC Written evaluation in Cote d'Ivoire

BEPC
SESSION:

EXAM PAPER TEMPLATE 1

Coefficient: 2
Durée: 2H

LANGUE VIVANTE I: ANGLAIS

Cette épreuve comporte trois (2) pages numérotées 1 et 2.
Le candidat est libre de commencer par la composante de son choix.
Cependant il devra numéroter ses réponses conformément à la numérotation du sujet.

PART ONE READING COMPREHENSION (8 points)

Read the text below and do all the activities that follow it.

The war against drugs

The world is facing a drug crisis. There are more young addicts today than ever before. But if the crisis is serious and international, so is the war against drugs. This report examines two of the possible solutions to it. Advertising campaigns play an important role in the war against drugs. In America, there have been several campaigns in recent years. Each one has a message. For example, "just say no", "stop the madness", or "don't use drugs". Each one has also featured a lot of famous TV, movie or pop stars.

In Britain, some anti-drug campaigns have tried to shock young people. They showed how heroin, for example, can completely destroy addicts' lives. Also, how dirty needles spread AIDS. Others have been less dramatic. The slogan for one in Scotland was "choose life, not drug. Be all you can be". This focused on pictures of healthy, independent young people, not the problem of addicts.

As well as advertising, education is also vital in the fight again drugs. Many schools have drugs education programmes for children as young as 8 or 9. Programmes like these include books, videos and cassettes. Some school even arrange visits from ex-addicts. One of these is Phil Cooper who travels around Britain giving teenagers two-hour drug-education.

Extracted from DOSSIER PHOENIX, YOUNG CULTURE, pp24-25

A- Vocabulary check: The words or expressions in column A are from the text. Match each of them with its synonym or definition in column B. One synonym or definition in column B is not concerned. Write your answers like in the example.

Example: 1- d

COLUMN A	COLUMN B
1. addicts	a. many
2. advertising	b. take into account
3. several	c. promoted
4. featured	d. fanatics
5. showed	e. propagate
6. spread	f. youngsters
7. focused	g. interested
8. include	h. publicity
9. teenagers	i. demonstrated
	j. centered

Manuel MOVE FORWARD 3ème 07042025.indd 149 07/04/2025 15:40

B-COMPREHENSION CHECK

Read the text again and decide if these statements are **TRUE** or **FALSE**. Write (**T**) for **TRUE** and (**F**) for **FALSE** then justify your choice by indicating the line number(s). Number one is an example.

Example: 1- F (L. 1)

1- There are few teenagers interested in drugs today.
2- The war against drugs is not important.
3- In America, nothing is done to fight against drugs.
4- Campaigners discourage young people from taking drugs in the United Kingdom.
5- School can also help to fight against drugs.

PART TWO LANGUAGE IN USE (6 points)

Task 1: The following passage is about the preparation of a police action against drug smugglers. Read it carefully then fill in gaps with the appropriate words from the box below to make it meaningful. There are more words than gaps. Number one is an example. Write only the answers on your answer sheets.

Example: 1- sound

to – sound – of – am – on

Tonight, when we hear the (1) ..... of the engine, we switch on the lights. I (2).....sure that is what the sailors would have done. We need someone stationed at each light ready to switch it (3) ..... and off. Then a group of us will run up (4) ..... the areophane and capture the pilot.

TASK 2: the short text below is about how manufacturers attract young people. Read it carefully, and choose the right word from the brackets. Do like in the example given.

Example: 1- and

In the developing world, manufacturers of cigarettes, beer (1. and/or) soft drinks have (2. became/become) the major sponsors. They seek to (3. attract/help) young people to their product by associating it with (4. an/a) attractive singing star in concert, or with a successful football team in action.

Adapted from Internet

PART THREE WRITING (6 points)

In order to contribute to the promotion of women's rights, write an article to be published in your school's English club magazine. In your article,

- Describe briefly the place of women in your community.
- Give your own position about the place of women in society.

Support your position with explanations or examples.

Manuel MOVE FORWARD 3ème 07042025.indd 150 07/04/2025 15:40

BEPC
SESSION:

EXAM PAPER TEMPLATE 2

Coefficient: 2
Durée: 2H

LANGUE VIVANTE I: ANGLAIS

Cette épreuve comporte trois (2) pages numérotées 1 et 2.
Le candidat est libre de commencer par la composante de son choix.
Cependant il devra numéroter ses réponses conformément à la numérotation du sujet.

PART ONE READING COMPREHENSION (8 points)

Read the text below and do all the activities that follow it.

TOURISM IN IVORY COAST

Ivory Coast's tourism industry has developed significantly since the early 1970s. The country had 11,374 beds in 7,786 hotel rooms and a 70% occupancy rate in 1997. In 1998, there were 301,039 arriving tourists, including more than 73,000 from Germany, France and the United Kingdom.

Beaches, tourist villages, and photo safaris through wildlife preserves are some of the main attractions. From the high green mountains of Mount Nimba in the West to the lagoons and roaring Atlantic waves of the South, the mist-topped rainforests where chimps live in the west to the sweeping plantations of cocoa and plantains in the East, the Ivory Coast represents one seriously huge destination of West Africa.

Yes, the nation has certainly had its fair share of crises, with coups, military juntas and social troubles to name just three, but travelers still come. They come to hike the empty paths of Taï and Comoé, to eat spicy cassava and cashew cakes between the muddy streets of Korhogo. They also witness curious primates swinging in the trees of Tai, and experience the energy of Abidjan – the country's greatest metropolis of more than four million inhabitants.

In conclusion, Ivory Coast is an exciting place to visit.

Adapted from WIKIPEDIA

COMPREHENSION CHECK

A- Vocabulary check: The words in column A are from the text. Match each of them with its synonym or definition in column B.

One word or expression in column B is not concerned. Write your answers like in the example.
Example: 1. g

COLUMN A	COLUMN B
1. rate (L.2)	a. enormous
2. safaris (L. 5)	b. ways
3. waves (L.7)	c. military putsches
4. huge (L.9)	d. large city
5. share (L10)	e. chimpanzees
6. coups (L.10)	f. full of
7. paths (L.11)	g. percentage
8. primates (L13)	h. part
9. metropolis (L.14)	i. expedition to observe animals
	j. movements of the sea

Manuel MOVE FORWARD 3ème 07042025.indd 151 07/04/2025 15:40

B- Comprehension questions: Read the text and write short answers to the following questions. (3 lines maximum)

1- Where do Ivory Coast's tourists generally come from?
2- List two (2) tourist sites mentioned in the text.
3- Are military coups and social troubles obstacles to the arrival of tourists in Ivory Coast? Justify your answer
4- How many people live in Abidjan according to the text?

PART TWO LANGUAGE IN USE (6 points)

Task 1: The paragraph below is about tourism in the world. Fill in each blank with a word from the box to make it meaningful. One word in the box is not concerned.
Write your answers like in the example.

Example: 1- every

of – on - by – for – every

Tourists visit several places in the world every year. There are about 70 million tourist arrivals in the world (1)..... month. This number will increase to 60 percent (2)..... 2025. Tourism often has a negative impact (3)..... the environment. An average golf course in a tropical country, (4)..... example, uses as much water as 60,000 rural villagers. It also uses 1500 kilos of chemical fertilizers, pesticides and herbicides per year.

TASK 2: The sentences below are about tourism in Ivory Coast. Rewrite each of them starting by the underlined words or phrases. Write your answers like in the example.

Example: 1. Souvenirs are bought by tourists in Grand Bassam.

1. Tourists buy souvenirs in Grand Bassam.
2. The government has built roads to facilitate the trips.
3. I met a tourist at the beach last week.

PART THREE WRITING (6 points)

TOPIC: Your Liberian pen-friend Johnson wants to visit your country during the Easter holidays. Write him a letter to encourage him to come.
In your letter of 10 to 12 lines,

- List some famous tourist sites he can visit;
- Say what makes these sites attractive;
- Name some objects he or she can buy and take back home.

Manuel MOVE FORWARD 3ème 07042025.indd 152 07/04/2025 15:40

BEPC BLANC REGIONAL
SESSION: 2019

EXAM PAPER TEMPLATE 3

Coefficient: 1
Durée: 2H

LANGUE VIVANTE I: ANGLAIS

Cette épreuve comporte trois (2) pages numérotées 1 et 2.
Le candidat est libre de commencer par la composante de son choix.
Cependant il devra numéroter ses réponses conformément à la numérotation du sujet.

PART ONE READING COMPREHENSION (8 points)

Read the text below and do all the activities that follow it.

African Women's Rights

It's unfortunate that women's rights are violated in this world especially in Africa, which is not a good sign. As a result, women are facing many problems. So, to give women proper rights, many human rights organizations are working in Africa. That's why they are sensitizing people about women's rights and their performances are somehow satisfactory. However, their efforts must be supported to keep their work productive. Otherwise women's rights will be neglected.

The main reason why women's rights are violated in Africa is an inadequate education policy. Most of the people there are illiterate. In addition, they do not understand their basic needs. As a result, women suffer too much. The good news is that many NGOs are taking many actions for avoiding this problem. For example, they are building many schools in Africa so that children could be educated. Besides, these NGOs are focused on women's health, education and other things. But, unfortunately, these kinds of arrangements are available in the town but most of the poor people cannot go to towns because of lack of money. Transportation facilities are not very good in Africa. So, many human rights organizations or NGOs should come to the villages so that women's rights could be privileged.

Adapted from http://www.rainbo.org/women-rights-in-africa/

A- Vocabulary check: The words or expressions in column A are from the text. Match each of them with its synonym or definition in column B. One synonym or definition in column B is not concerned. Write your answers like in the example.

Example: 1- d

COLUMN A	COLUMN B
1- unfortunate (L1)	a- results
2- facing (L2)	b- can be found
3- organizations (L3)	c- encountering
4- performances (L4)	d- not educated
5- inadequate (L6)	e- advertising
6- illiterate (L7)	f- means
7- focused (L10)	g- associations
8- are available (L11)	h- concentrated
9- facilities (L12)	i - regrettable
	j- inappropriate

Manuel MOVE FORWARD 3ème 07042025.indd 153 07/04/2025 15:40

B-COMPREHENSION CHECK

Read the text again and decide if the following statements are true or false. Write "T" for true and "F" for false. Indicate the lines(s) to justify your answers. Write your answers like in the example.

Example: 1- F (L. 1)

1- Women's rights are totally respected.
2- Human rights' organizations have not succeeded in fighting for women's rights.
3- Many African women do not know how to read and write.
4- The NGOs are only interested in building schools for children.
5- The NGOs built many schools in the villages to make women's rights respected.

PART TWO LANGUAGE IN USE (6 points)

Task 1: The paragraph below is about women's rights and duties. Fill in each gap with the appropriate word from the box to make a meaningful text. One word in the box is not concerned. Write your answers like in the example.

Example: 1- have

for - to – increasingly – have – in

Women are responsible for a large share of agricultural work, including weeding and harvesting for such common crops as rice. In recent decades, economic change and urbanization (1)..... led to the migration of many young men to the cities, such as Dakar. Rural women have become (2)..... involved in managing village forestry resources and operating millet and rice mills. However, in traditional societies located (3)..... what is now Senegal, women of the nobility used (4)..... be in the political scenes.

TASK B: The paragraph below is about rural women's life conditions. Complete it using the correct form of the words in brackets. Write your answers like in the example.

Example: 1- more courageous

The life of rural women is very hard. They are **1-(courageous)** than women from the cities. Some are **2- (rich)** than their husbands. Their working conditions are **3-(easy)** than what it was decades ago.They need to be **4-(respected)** than how they are today.

PART THREE WRITING (6 points)

TOPIC (Not more than 12 lines.)

The English club of your school asked you to write an article for its magazine about women's working conditions in your country.
In your article,
- List some women activities in your country.
- Say if the people there, respect women's rights or not.

Tell your readers what should be done to promote women's rights.

Manuel MOVE FORWARD 3ème 07042025.indd 154 07/04/2025 15:40

BEPC BLANC REGIONAL
SESSION: 2019

EXAM PAPER TEMPLATE 4

Coefficient: 1
Durée: 2H

LANGUE VIVANTE I: ANGLAIS

Cette épreuve comporte trois (2) pages numérotées 1 et 2.
Le candidat est libre de commencer par la composante de son choix.
Cependant il devra numéroter ses réponses conformément à la numérotation du sujet.

PART ONE READING COMPREHENSION (8 points)

Read the text below and do all the activities that follow it.

GIRLS AT SCHOOL

'I say Serwaa should stop going to school' Mr Oppong said trying to be more emphatic. 'Why?' Kyerewaa, his wife asked feebly. The question posed by the woman paved the way for him to pour out his reasons.

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

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

Kyerewaa kept quiet for the man to bring out all his points against their daughter's schooling. He named other women who had not given birth and attributed that to their long years of study. One other point that he emphasized was a situation where girls get pregnant in school thereby making the expenses on them fruitless.

Adapted from The Beautiful Cry, by Appiahene Gyamfi, 2004

A- Vocabulary check: The words or expressions in column A are from the text. Match each of them with its synonym or definition in column B. One synonym or definition in column B is not concerned. Write your answers like in the example.

COLUMN A	COLUMN B
1. emphatic (L. 2)	a. danger
2. feebly (L. 2)	b. arrogant
3. paved (L. 2)	c. sterile
4. pour out (L. 3)	d. convincing
5. threat (L. 5)	e. express
6. countless (L. 8)	f. calmly
7. proud (L. 9)	g. incalculable
8. witch (L. 11)	h. badly
9. fruitless (L. 15)	i. female sorcerer
	j. prepared

Manuel MOVE FORWARD 3ème 07042025.indd 155 07/04/2025 15:40

B- Comprehension questions

Read the text again and decide if the following statements are true or false. Write " T " for true and " F " for false. Write your answers like in the example.

Example: 1- F (L. 1)

1. Mr. Oppong was in favour of Serewaa's schooling.
2. Kyerewaa firmly rejected her husband's position.
3. Serewaa's father thinks that she sometimes gives lessons to the men.
4. Serewaa was the only educated female of her region.
5. Mr. Oppong was for the equality between men and women.
6. Kyerewaa did not interrupt her husband when he was speaking.
7. For Mr. Oppong, women who spend long years at school don't get children.
8. Mr. Oppong thinks that it is not respectful for a woman to sit when talking to a man.
9. Girls' pregnancies make parents lose their investments.

PART TWO LANGUAGE IN USE (6 points)

Task 1: The text below is about two former friends who meet again after a long time. Read it and write the verbs in brackets in the correct tenses or forms to make it meaningful. Write your answers like in the example.

Example: 1- met

During the Easter holidays, I paid a visit to my uncle who is living in Bouake. One day, I 1- (met – meet – meeting) Dally at the market. We 2- (use to be – used to be – were using to be) good friends when we were younger. I asked him: Where 3- (are you living – did you live – have you lived) now? He proudly 4- (said – told – spoke) me that he was a great farmer in his village.

Task 2: Here are some statements from a conversation between Mr. Oppong and his daughter Serewaa. Rewrite each of them starting with the words between brackets. Write your answers like in the example.

Example: 1- Mr. Oppong informed Serewaa that he had found a good husband for her.

1. Mr. Oppong to Serewaa: "I have found a good husband for you". (Mr. Oppong informed Serewaa…..)
2. Serewaa to her father: "I'm not ready, Dad". (Serewaa replied……..)
3. Mr. Oppong to Serewaa: "I want to see my grandchildren before my death". (Mr. Oppong told Serewaa…)
4. Serewaa to her father: "Give me two additional years to finish my studies first." (Serewaa asked her father….)

PART THREE WRITING (6 points)

TOPIC (Not more than 12 lines.)

In order to contribute to the promotion of women's rights, write an article to be published in your school's English club magazine. In your article,

- Describe briefly the place of women in your community.
- Give your own position about the place of women in society.
- Support your position with explanations or examples.

Manuel MOVE FORWARD 3ème 07042025.indd 156 07/04/2025 15:40



English-French dictionary

Some words which are like the French ones are not in this dictionary.

ENGLISH	FRENCH
A	
a(n)	un, une
about	à propos de
above	au-dessus
address	adresse
afraid	effrayé(e)
Africa	Afrique
after	après
afternoon	après-midi
airport	aéroport
all	tout(e)
alone	seul(e)
aloud	à haute voix
also	aussi
always	toujours
american	américain
and	et
answer	répondre
apple	pomme
arm	bras
around	autour (de)
ask	demander
at	à
August	août
aunt	tante
auntie	tantine
B	
baby	bébé
back	dos
bad	mauvais
bag	sac
banana	banane douce
bank	banque
basket	panier
bathroom	sale de bains
be	être
beach	plage
beautiful	beau, belle
because	parce que
bed	lit
bedroom	chambre

ENGLISH	FRENCH
before	avant
begin	commencer
behind	derrière
bell	cloche
below	ci-dessous
between	entre
bicycle	bicyclette
big	gros(se)
biology	biologie
bird	oiseau
birthday	anniversaire
bird	oiseau
black	noir(e)
blackboard	tableau noir
blouse	corsage
blue	bleu
board	tableau
boat	bateau
body	corps
book	livre
bookshop	librairie
bottle	bouteille
bowl	bol
box	boîte
boy	garçon
bracket	parenthèse
bread	pain
break	récréation
breakfast	petit déjeuner
bring	apporter
Britain	Grande-Bretagne
british	britannique
broom	balai
brother	frère
brown	marron
brush	brosse
bucket	seau
building	bâtiment
busy	occupé(e)
but	mais
buy	acheter

ENGLISH	FRENCH
by	par
bye	au revoir
C	
cake	gâteau
calendar	calendrier
Cameroon	Cameroun
Cameroonian	camerounais
can	pouvoir
car	voiture
card	carte
careful	prudent
carrot	carotte
carry	porter
cassava	manioc
cat	chat
catch	attraper
certificate	certificat
chair	chaise
charcoal	charbon
cheap	moins cher
chemist's	pharmacie
chicken	poulet
child(ren)	enfant(s)
chili	piment
China	Chine
Chinese	chinois(e)
chocolate	chocolat
choose	choisir
Christmas	Noël
church	église
city	ville
clap	applaudir
classroom	salle de classe
clean	propre ; nettoyer
climb	monter
clock	horloge
close	fermer
clothes	vêtements
coat	blouse
cocoa	cacao
coconut	noix de coco

Manuel MOVE FORWARD 3ème 07042025.indd 157 07/04/2025 15:40



English-French dictionary

ENGLISH	FRENCH
coffee	café
colour	couleur
comb	peigne
come	venir
bowl	bol
box	boîte
boy	garçon
bracket	parenthèse
bread	pain
break	récréation
breakfast	petit déjeuner
bring	apporter
Britain	Grande-Bretagne
british	britannique
broom	balai
brother	frère
brown	marron
brush	brosse
bucket	seau
building	bâtiment
busy	occupé(e)
but	mais
buy	acheter
by	par
bye	au revoir
C	
cake	gâteau
calendar	calendrier
Cameroon	Cameroun
Cameroonian	camerounais
can	pouvoir
car	voiture
card	carte
careful	prudent
carrot	carotte
carry	porter
cassava	manioc
cat	chat
catch	attraper
certificate	certificat
chair	chaise
charcoal	charbon

ENGLISH	FRENCH
cheap	moins cher
chemist's	pharmacie
chicken	poulet
child(ren)	enfant(s)
chili	piment
China	Chine
Chinese	chinois(e)
chocolate	chocolat
choose	choisir
Christmas	Noël
church	église
city	ville
clap	applaudir
classroom	salle de classe
clean	propre ; nettoyer
climb	monter
clock	horloge
close	fermer
clothes	vêtements
coat	blouse
cocoa	cacao
coconut	noix de coco
coffee	café
colour	couleur
comb	peigne
come	venir
computer	ordinateur
cook	préparer
count	compter
country	pays
course(of)	bien sûr
cow	vache
crossword	mots croisés
cup	tasse
cut	couper
daughter	fille
day	jour
dear	cher(ère)
December	décembre
delicious	délicieux
describe	décrire
desk	bureau

ENGLISH	FRENCH
dig	creuser
dining-room	salle à manger
dinner	repas du soir
dirty	sale
dishes	vaisselle
divided	divisé
do	faire
doctor	docteur
dog	chien
door	porte
draw	dessiner
drawing	dessin
dress	robe
drink	boire
drive	conduire
driver	chauffeur
drum	tambour
dry	sécher
dustbin	poubelle
duster	chiffon
E	
ear	oreille
early	tôt
eat	manger
egg	œuf
eight	huit
eighteen	dix-huit
eighty	quatre-vingt
eleven	onze
else	autre
empty	vide
English	Anglais
envelope	enveloppe
evening	soir
event	événement
every	chaque
everybody	tout le monde
everything	tout
everywhere	partout
example	exemple
exercise	exercice
expensive	chère

Manuel MOVE FORWARD 3ème 07042025.indd 158 07/04/2025 15:40



English-French dictionary

ENGLISH	FRENCH
eye	œil
F	
face	visage
fairyland	pays de fées
fall	tomber
false	faux
family	famille
farm	ferme, champs
farmer	fermier/agriculteur
fast	rapide
fat	gros
father	père
favourite	favori
February	février
feel	sentir
fifteen	quinze
fifty	cinquante
fight	se battre
fill	remplir
find	trouver
fine	bien
finger	doigt
finish	finir
first	premier
fish	poisson
five	cinq
floor	plancher
flower	fleur
follow	suivre
food	nourriture
foot	pied
for	pour
forty	quarante
four	quatre
fourteen	quatorze
French	français
Friday	vendredi
friend	ami
from	de
front	devant
fun	amusant

ENGLISH	FRENCH
G	
game	jeu
garden	jardin
gas	gaz
giraffe	girafe
girl	fille
gift	cadeau
glass	verre
go	aller
good	bon(ne)
goodbye	au revoir
grammar	grammaire
grandfather	grand-père
grandmother	grand-mère
green	vert
greet	saluer
greeting	salutation
grey	gris(e)
ground	terrain
groundnut	arachide
Guinea	Guinée
H	
habit	habitude
hair	cheveux
haircut	coupe de cheveux
hairdresser	coiffeur(euse)
half	moitié, demi
hand	main
handsome	beau
happen	se passer
happy	heureux
hare	lièvre
hat	chapeau
have	avoir
he	il
head	tête
headache	mal de tête
headmaster	proviseur, directeur
headscarf	foulard
heavy	lourd(e)
hello	salut

ENGLISH	FRENCH
help	aider
her	son, sa, ses
here	ici
hi	salut
high	haut(e)
him	lui, le
his	son, sa, ses
history	histoire
hobby	passe-temps
hole	trou
home	à la maison
homework	devoirs de maison
horse	cheval
hospital	hôpital
hot	chaud(e)
hour	heure
house	maison
how	comment
hundred	cent
hungry (be)	avoir faim
hurry	se depecher
I	
i	je
idea	idée
ill	malade
in	dans
interesting	intéressant(e)
into	dans
it	il, elle ; le, la
Ivorian	ivoirien(ne)
Ivory Coast	Côte d'Ivoire
J	
January	janvier
job	travail
juice	jus
M	
market	marché
math	mathématiques
May	mai
me	moi, me
meal	repas

Manuel MOVE FORWARD 3ème 07042025.indd 159 07/04/2025 15:40



English-French dictionary

ENGLISH	FRENCH
meat	viande
mechanic	mécanicien
meet	rencontrer
meeting	réunion
member	membre
midday	midi
milk	lait
mine	mien(ne)
Monday	lundi
money	argent
month	mois
moon	lune
morning	matin
mosque	mosquée
mother	mère
motorbike	moto
mountain	montagne
mouse	souris
mouth	bouche
move	bouger
mr.	monsieur
mrs.	madame
much	beaucoup
mum	maman
music	musique
must	devoir
my	mon, ma, mes
N	
name	nom
near	près
neck	cou
neighbour	voisin(e)
never	jamais
new	nouveau
next	prochain
nice	bon, agréable
night	nuit
nine	neuf
nineteen	dix-neuf
ninety	quatre-vingt-dix
noun	nom
November	novembre

ENGLISH	FRENCH
now	maintenant
number	numéro, chiffre
nurse	infirmier(ère)
O	
object	objet
October	octobre
of	de
office	bureau
often	souvent
oil	huile
old	vieux, âgé(e)
on	sur
one	un, une
onion	oignon
only	seulement
open	ouvrir
or	ou
other	autre
our	notre, nos
over (there)	là-bas
physics	la physique
picture	image, photo
pig	cochon, porc
pineapple	ananas
pink	rose
place	lieu
plane	avion
plate	assiette
play	jouer
plantain	banane plantain
please	s'il vous plait
plural	pluriel
point	montrer du doigt
policeman	policier
physics	la physique
picture	image, photo
pig	cochon, porc
pineapple	ananas
pink	rose
place	lieu
plane	avion
plate	assiette

ENGLISH	FRENCH
play	jouer
plantain	banane plantain
please	s'il vous plait
plural	pluriel
point	montrer du doigt
policeman	policier
potato	pomme de terre
pound	piler
practise	pratiquer
prefer	préférer
present	cadeau
pretty	joli(e)
price	prix
pupil	élève
purple	violet(te)
put	mettre
Q	
quarter	quart
quick	vite
quiet (keep)	se taire
R	
raise	lever
read	lire
ready	prêt(e)
really	vraiment
reason	raison
red	rouge
repair	réparer
repeat	répéter
rest	repos
rice	riz
ride	monter (vélo)
right	bien, droite
ring	sonner
river	rivière, fleuve
roof	toit
room	pièce, salle
rubber	gomme
rule	règlement
ruler	règle
run	courir

Manuel MOVE FORWARD 3ème 07042025.indd 160 07/04/2025 15:40



English-French dictionary

ENGLISH	FRENCH
S	
salt	sel
sand	sable
Saturday	samedi
saucepan	casserole
say	dire
school	école
scissors	ciseaux
sea	mer
see	voir
sell	vendre
Senegalese	sénégalais(e)
sentence	phrase
September	septembre
seven	sept
seventeen	dix-sept
seventy	soixante-dix
she	elle
sheep	mouton
shine	briller
ship	navire, bateau
shirt	chemise
shoe	chaussure
shop	boutique
shopping	achats
short	court(e)
shoulder	épaule
shout	crier
show	montrer
shut	fermer
sing	chanter
sir	monsieur
sister	sœur
sit (down)	s'asseoir
sitting-room	salon
sixteen	seize
sixth	sixième
sixty	soixante
skirt	jupe
sleep	dormir
sixteen	seize

ENGLISH	FRENCH
sixth	sixième
sixty	soixante
skirt	jupe
sleep	dormir
slow	lent(e)
small	petit(e)
snake	serpent
so	donc ; si
soap	savon
sock	chaussette
someone	quelqu'un
something	quelque chose
sometimes	quelquefois
son	fils
song	chanson
soon	bientôt
sorry	pardon, désolé(e)
Spanish	espagnol(e)
speak	parler
spell	épeler
spoon	cuillère
stand (up)	se lever
star	étoile
start	commencer
station	gare
still	encore, toujours
stop	arrêter
story	histoire
stove	cuisinière
street	rue
strong	fort(e)
subject	matière
suddenly	soudain
sugar	sucre
sun	soleil
Sunday	dimanche
sure	sûr(e)
sweep	balayer
swim	nager
T	
tailor	tailleur

ENGLISH	FRENCH
take	prendre
talk	parler
tall	grand(e)
teacher	professeur
team	équipe
teeth (e.g. tooth)	dents (dent)
tell	dire
ten	dix
tenth	dixième
thank you	merci
that	cela
the	le, la, les
their	leur(s)
them	les, eux, elles
then	ensuite
there (is)	il y a
these	ceux-ci, celles-ci
they	ils, elles
thin	mince
thing	chose
third	troisième
thirsty (to be)	avoir soif
thirteen	treize
thirty	trente
this	ceci
those	ceux-là, celles-là
thousand	mille
three	trois
throw	lancer, jeter
Thursday	jeudi
time	fois ; heure
times	fois
timetable	emploi du temps
tired	fatigué(e)
title	titre
to	à
today	aujourd'hui
together	ensemble
Togolese	togolais(e)
toilet	toilettes
tomato	tomate
trader	commerçant(e)

Manuel MOVE FORWARD 3ème 07042025.indd 161 07/04/2025 15:40



English-French dictionary

ENGLISH	FRENCH
tree	arbre
trousers	pantalon
true	vrai(e)
Tuesday	mardi
turn	tourner
twelve	douze
twenty	vingt
two	deux
U	
uncle	oncle
under	sous
unit	unité
us	nous
USA	Etats-Unis
use	utiliser
usually	d'habitude

ENGLISH	FRENCH
V	
vegetable	légume
very	très
violin	violon
W	
wait	attendre
wake up	se réveiller
walk	marcher
wall	mur
want	vouloir
wash	(se) laver
watch	regarder ; montre
watchman	gardien
water	eau
way	chemin
we	nous
wear	porter (habits)

ENGLISH	FRENCH
Wednesday	mercredi
week	semaine
welcome	bienvenue
well	bien
what	qu'est-ce que, quoi
when	quand
where	où
which	quel(le), lequel
while	pendant (que)
white	blanc(he)
who	qui
whole	tout, entier
where	où
which	quel(le), lequel
while	pendant (que)
white	blanc(he)
who	qui
whole	tout, entier

Manuel MOVE FORWARD 3ème 07042025.indd 162 07/04/2025 15:40



Irregular Verbs

	Infinitive	Preterit	Past participle	French
A	**arise**	arose	arisen	survenir - s'élever
	awake	awoke	awoken	se réveiller
B	**be**	was/were	been	être
	bear	bore	borne	supporter
	beat	beat	beaten	battre
	become	became	become	devenir
	begin	began	begun	commencer
	bend	bent	bent	(se) courber
	bet	bet	bet	parier
	bid	bid	bid	enchérir
	bid	bade	bidden	ordonner - commander
	bind	bound	bound	lier
	bite	bit	bitten	mordre
	bleed	bled	bled	saigner
	blow	blew	blown	souffler
	break	broke	broken	casser
	breed	bred	bred	élever (animaux)
	bring	brought	brought	apporter
	build	built	built	construire
	burn	burnt	burnt	brûler
	burst	burst	burst	éclater
	buy	bought	bought	acheter
C	**cast**	cast	cast	lancer - jeter (sort, dés..)
	catch	caught	caught	attraper
	choose	chose	chosen	choisir
	cling	clung	clung	s'accrocher

Manuel MOVE FORWARD 3ème 07042025.indd 163 07/04/2025 15:40



Irregular Verbs

	Infinitive	Preterit	Past participle	French
	come	came	come	venir
	cost	cost	cost	coûter
	creep	cut	crept	ramper
	cut	dealt	cut	couper
D	**deal**	dug	dealt	distribuer, donner
	dig	did	dug	creuser
	do	drew	done	faire
	draw	drawn	drawn	dessiner - tirer (rideaux)
	dream	dreamt	dreamt	rêver
	drink	drank	drunk	boire
	drive	drove	driven	conduire
	dwell	dwelt	dwelt	résider - demeurer
E	**eat**	ate	eaten	manger
F	**fall**	fell	fallen	tomber
	feed	fed	fed	nourrir
	feel	felt	felt	se sentir - toucher
	fight	fought	fought	se battre
	find	found	found	trouver
	flee	fled	fled	s'enfuir
	fling	flung	flung	jeter (violemment)
	fly	flew	flown	voler (oiseau, avion….)
	forbid	forbade	forbidden	interdire
	forget	forgot	forgotten	oublier
	forgive	forgave	forgiven	pardonner
	freeze	froze	frozen	geler
G	**get**	got	got	obtenir

Manuel MOVE FORWARD 3ème 07042025.indd 164 07/04/2025 15:40

Irregular Verbs

Infinitive	Preterit	Past participle	French
give	gave	given	donner
go	went	gone	aller
grind	ground	ground	moudre - polir
grow	grew	grown	croître - faire pousser
hang	hung	hung	pendre
have	had	had	avoir
hear	heard	heard	entendre
hide	hid	hidden	cacher
hit	hit	hit	frapper
hold	held	held	tenir
hurt	hurt	hurt	blesser
keep	kept	kept	garder
kneel	knelt	knelt	s'agenouiller
knit	knit	knit	tricoter
know	knew	known	connaître - savoir
lay	laid	laid	coucher - poser- pondre
lead	led	led	mener
lean	leant	leant	s'appuyer
leap	leapt	leapt	sauter
learn	learnt	learnt	apprendre
leave	left	left	quitter - partir
lend	lent	lent	prêter
let	let	let	laisser - louer
lie	lay	lain	être couché

Manuel MOVE FORWARD 3ème 07042025.indd 165 07/04/2025 15:40



Irregular Verbs

	Infinitive	Preterit	Past participle	French
	light	lit	lit	allumer
	lose	lost	lost	perdre
M	**make**	made	made	faire - fabriquer
	mean	meant	meant	signifier
	meet	met	met	rencontrer
O	**overcome**	overcame	overcome	surmonter
P	**pay**	paid	paid	payer
	put	put	put	mettre
Q	**quit**	quit	quit	quitter - abandonner
R	**read**	read	read	lire
	ride	rode	ridden	se promener à cheval/ à bicyclette
	ring	rang	rung	sonner
	rise	rose	risen	s'élever - se lever
	run	ran	run	courir
S	**say**	said	said	dire
	see	saw	seen	voir
	seek	sought	sought	chercher
	sell	sold	sold	vendre
	send	sent	sent	envoyer
	set	set	set	poser - se situer - fixer (date) - coucher (soleil)
	shake	shook	shaken	secouer - trembler
	shine	shone	shone	briller
	shoot	shot	shot	tirer (arme)

Manuel MOVE FORWARD 3ème 07042025.indd 166 07/04/2025 15:40

Irregular Verbs

Infinitive	Preterit	Past participle	French
show	showed	shown	montrer
shut	shut	shut	fermer
sing	sang	sung	chanter
sink	sank	sunk	couler
sit	sat	sat	être assis
sleep	slept	slept	dormir
slide	slid	slid	glisser
slink	slunk	slunk	s'éclipser
smell	smelt	smelt	sentir
speak	spoke	spoken	parler
speed	sped	sped	aller vite
spell	spelt	spelt	épeler
spend	spent	spent	dépenser
spill	spilt	spilt	renverser
spit	spat	spat	cracher
split	split	split	(se) séparer
spoil	spoilt	spoilt	gâcher - gâter
spread	spread	spread	étaler - étendre - répandre
stand	stood	stood	se tenir debout
steal	stole	stolen	voler (dérober)
stick	stuck	stuck	coller
sting	stung	stung	piquer
stink	stank	stunk	puer

Manuel MOVE FORWARD 3ème 07042025.indd 167 07/04/2025 15:40



Irregular Verbs

Infinitive	Preterit	Past participle	French
strike	struck	struck	frapper
strive	strove	striven	s'efforcer
swear	swore	sworn	jurer
sweep	swept	swept	balayer
swell	swelled	swollen	enfler
swim	swam	swum	nager
swing	swung	swung	(se) balancer
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire, raconter
think	thought	thought	penser
throw	threw	thrown	jeter
undergo	underwent	undergone	subir
understand	understood	understood	comprendre
upset	upset	upset	bouleverser - renverser
wake	woke	woken	réveiller
wear	wore	worn	porter (vêtement)
weep	wept	wept	pleurer
win	won	won	gagner
write	wrote	written	écrire

Manuel MOVE FORWARD 3ème 07042025.indd 168 07/04/2025 15:40

Audio Scripts

UNIT 1 LESSON 1: I remember our school cooperative

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 06: Listen to the conversation and choose its gist between the options below.

The conversation's mainly about

a. School cooperatives today
b. An example of school cooperative in primary school
c. The advantages of school cooperatives

Alice: Hey, Alice. Have you heard the news about the school co-op?
James: No. What's that?
Alice: School cooperative. Like the one we had at EPP Konankro a few years ago?
James: Oh, sure! We created a school garden where we grew vegetables like carrots, tomatoes, lettuce, cucumber, etc.
Alice: We worked at the garden on Wednesday afternoons. We fetched water from the near-by river and watered the garden.
James: That's it. We weeded the garden to keep insects away from the vegetables.
Alice: And we opened a savings account at the local bank. We made a deposit on the account after the sales.
James: Yeah, that was a good experience. It taught us how to run our own affairs.
Alice: Absolutely! We had an executive board to run the business.
James: Yes. A president, a treasurer, a secretary and an auditor.
Alice: But this time, we may do a different business.
James: Right. I've heard about creating a poultry business.
Alice: Really? It sounds good. Chickens sell well during celebrations.
James: That's it. Business is business!

B Page 06: Listen to the conversation again. Choose between the words in brackets the ones that you heard that best complete the sentences. Write them down in your copy-book.

UNIT 1 LESSON 2: I can remember my form 3 school year

LISTENING

A Page 12: Listen to the audio and discuss its gist with your partner, then with the whole class.

Alice: Hi, James! Hi Moya! Good to see you again.
James: Yeah!
Moya: Yes! Our past school years are full of memories.
Alice: Can you remind me of what happened with Sibata and our English teacher last year?
Moya: Well! She had not memorized her irregular verbs and the teacher got angry.
Alice: True! But I think the teacher was a bit severe with her. We can forget things...
James: Right! But better not forget your irregular verbs, Ah Ah Ah!
Alice: Something funny comes to my mind; when Yéboua came late at the canteen. He had no food to eat and he started to cry.
Moya: Yes! I remember how happy he was when I shared my meal with him.
James: That was great of you. There were a lot of kind people in the school.
Moya: And hardworking too. I remember when we started our school cooperative.
James: That was a great moment; we grew vegetables mainly.
Moya: Wow! You have a very good memory.

B Page 12: Listen to the audio again and discuss different important issues you heard with the whole class.

Manuel MOVE FORWARD 3ème 07042025.indd 169 07/04/2025 15:40

Audio Scripts

UNIT 1 LESSON 3: I'll pass my exam

LISTENING

A Page 17: Listen to the audio and discuss its gist with your partner, then with whole class.

Florence: Hey John, it's twelve thirty, let's go for lunch.
Johnson: I'm not hungry today.
Florence: Really? Are you sick?
Johnson: No, I'm not. I got zero in the last quiz because my answers were similar to my neighbour's.
Florence: How come?
Johnson: I admit that I copied my neighbour's answers.
Florence: This is plagiarism. Then you deserve the zero you obtained.
Johnson: You're right what should I do in the future to avoid plagiarism?
Florence: Rely on your own potential. You're a smart boy.
Johnson: Thank you so much, Florence. I am convinced I will excel if I work hard.

B Page 17: Listen again to the conversation and choose the right options to answer each of the following questions.

1. Why does Johnson refuse to go for lunch with Florence?
2. Who was responsible for the similar answers in the dialogue?
3. The word plagiarism in the dialogue means

UNIT 2 LESSON 1: Literacy programs for rural women

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 23: Listen to the conversation and choose its gist between the options below.

The conversation's mainly about

A. How to help rural women get emancipated
B. the NGOs and the rural women
C. men's fright of rural women's emancipation

Jacky: Have you heard the news? Today's rural women's Day.
Tony: Oh, yes, that's right. I heard the government and some NGOs are promoting literacy programs for rural women.
Jacky: Bright idea! I guess the government should go on with this policy.
Tony: Absolutely! With these programs, rural women can run their own businesses and be autonomous.
Jacky: That's right, and they can lead their peers in fighting for their rights.
Tony: What is more, they can become a real economic force for their homes and the country.
Jacky: I can't agree more!
Tony: But I heard some rural men are against the idea!
Jacky: Really? Nonsense! What are they afraid of?

B Page 23: Listen to the conversation again. Then decide whether the following statements are True or False. Write T for (True) and F(False) for each statement.

a. The government and some NGOs are conducting literacy programs:
b. Jacky agrees with the idea of literacy programs.
c. Tony doesn't agree with Jacky on the idea about literacy programs.
d. According to Tony, some rural men may be against the idea.

Manuel MOVE FORWARD 3ème 07042025.indd 170 07/04/2025 15:40

Audio Scripts

UNIT 2 LESSON 2: Women's rights and duties

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 29: Listen to the conversation and choose its gist between the options below.

The conversation's mainly about
a. Human right
b. Women's rights
c. The constitution

(Tele attended a conference on women rights. She is having a conversation with her friend Essi.)

Essi: Hi Tele! You were at a conference about women rights. Tell me, what are our rights?
Tele: Well, the first thing I can say is that there are six fundamental rights.
Essi: What do you call 'Fundamental Rights'?
Tele: We can say that they are the rights that are written in a country's constitution.
Essi: What are these fundamental rights?
Tele: The right to Equality, to freedom, to constitutional Remedies, to freedom of Religion, to Cultural and Educational Rights and the right against exploitation.
Essi: Waooh! Which of these rights are women's rights?
Tele: All human rights are women's rights; we have the same rights as men.
Essi: Good to know! I will take this into account now...
Tele: Ehh! Just a minute; we all have the same rights, but we also have some duties.
Essi: What are these duties?
Tele: We must respect each other, and the laws of our country too.
Essi: This sounds normal.
Tele: Yes; in fact, wherever we are, we have rights as well as duties and responsibilities.
Essi: That's wonderful! All humans should know and respect this! This is important for Peace in a country. Thank you Tele.
Tele: You're welcome. Bye.

B Page 29: Listen to the conversation again and complete the missing words. Write them down in your copy-book. (NB: The teacher plays the audio by chunks).

a. Tele: Well, the first thing I can say is that there are (1)... fundamental (2)....
b. Tele: We can say that they are the rights that are written in a country's (3)....
c. Tele: The right to Equality, to (4)..., to constitutional Remedies, to freedom of (5)..., to Cultural and (6)... Rights and the right against exploitation.
d. Tele: Ehh! Just a minute; we all have the same rights, but we also have some (7)....

UNIT 2 LESSON 3: Anna's prize

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 34: Listen to the conversation and choose its gist between the options below.

The conversation's mainly about
a. class documents
b. gender discrimination at school
c. the different roles of a class prefect

Dally: Christina, what are you doing in the classroom? I'm waiting for you to go home.
Christina: Sorry, I am collecting all the class documents for the administration.
Dally: This is the role of the class prefect, not yours.
Christina: I am the prefect of my class.
Dally: Are you joking?
Christina: Not at all. I have been playing this role since my first year in secondary school.

Manuel MOVE FORWARD 3ème 07042025.indd 171 07/04/2025 15:40

Audio Scripts

Dally: Great! Do the boys easily accept to take orders from you?
Christina: Sure. All my class mates are very respectful and they don't care about my gender.
Dally: Wow! I'm very admirative about the atmosphere in your class. In my class, the majority of the students are opposed to female leadership.
Christina: I think they need to change. In this new era, gender discrimination is no longer acceptable.
Dally: In my opinion, it should be condemned. So, I totally agree with you, Christina.

B Page 34: Listen to the audio again and decide if each of the following statements is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.
Example: 1. F. He's waiting for Christina to go home.

UNIT 3 LESSON 1: Booking a travel ticket

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 41: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about how
a. Amina travelled to Ghana
b. Silue travelled to his hometown
c. Amina and Silue spent their last holidays

Silue: Hi Amina. Where did you spend your last vacations?
Amina: Well, I went to Accra.
Silue: Really? How did you go? and why did you choose to go to Ghana?
Amina: Well, I went by plane, by Air Côte d'Ivoire. A week before the trip, Dad booked a flight on Air Côte d'Ivoire. It was a holiday package that included sightseeing tours, accommodation, and English courses.
Silue: Wow, good for you!
Amina: How about you, Silue? Tell me about your holidays.
Silue: Well, it was nothing like yours, but I liked it. I went to my home town, Kouto, in the North. I went by intercity bus, so I could enjoy watching different landscapes and cities as we moved from the South to the North of the country.
Amina: Wow, awesome! How about your stay?
Silue: There, we went to my dad's cotton or rice farms by motorbike. We stayed the whole day weeding the farms or scaring away birds from eating the rice or cotton seeds.
Amina: Super, you see that you have nothing to envy to those of us who travelled by plane!
Silue: Absolutely not! People choose the means of transport and destinations depending on their social class and what they can afford. But at the end of the day, be proud and happy of your choices!
Amina: Exactly, you're absolutely right.

B Page 41: Listen to the audio again and decide if each of the following statements is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.

UNIT 3 LESSON 2: Get ready for your flight!

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 46: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about
a. air travel documents
b. the transportation means to London
c. competition between 'Air Wiggar' and 'Wango Airways'

Manuel MOVE FORWARD 3ème 07042025.indd 172 07/04/2025 15:40

Audio Scripts

(Tele has won a prize. She is going to spend a month in London. Her friend Meless comes to visit her).
Meless: Hi Tele! You look worried; what's wrong?
Tele : I am thinking about my trip to London; I don't know how to prepare for it.
Meless: OK. That's not a problem. There are a few things you need.
Tele : Which ones?
Meless: A passport and a vaccination card. You can't travel without them.
Tele : OK, Thanks.
Meless: You must have your flight ticket ready too.
Tele : I already have it. I am travelling with 'Air Wiggar'.
Meless: Wow! That's great. It's a very good company.
Tele : Yes. But people say that it's very expensive.
Meless: That's true. 'Wango Airways' is cheaper than 'Air Wiggar'.
Tele : 'Air Wiggar'is more comfortable than the other companies, that's why it's so expensive.
Meless: Have you thought about your attire?
Tele : Yes. I have already selected my clothes; my luggage is ready.
Meless: Great, I am sure you'll enjoy this trip.
Tele : I hope so, thanks.

B Page 46: Listen to the audio again and choose the words or phrases you hear that best fit in the conversation. Write them down in your copy-book.
(NB: The teacher may play only the selected words or phrases, and then play the whole conversation one more time).
Example: 1. Look worried

UNIT 3 LESSON 3: My first trip to London

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 50: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. Yapo,s trip to London
b. Trafalgar Square
c. Emma's trip to London'

Yapo: Hi Emma, where are you going? I saw you at a travelling agency this morning.
Emma: You're right. I am preparing a trip to London.
Yapo: London! You're very lucky.
Emma: I got this opportunity after winning the first prize in English last year.
Yapo: Have you ever been in London?
Emma: No, it's my first trip there. I plan to visit famous places like Trafalgar Square and Buckingham Palace.
Yapo: What is Buckingham Palace?
Emma: It's a royal house for queens and kings. By the way, do you have a plan for the holidays?
Yapo: I'm waiting for a South African friend. I'm going to show him the wonderful tourist attractions of the country.
Emma: Which places do you have in mind?
Yapo: I'll take him to Niezeko Beach, near Sassandra. He will have the opportunity to swim and to enjoy the local cuisine.
Emma: You could also take him to the Tonkpi region to show him natural waterfalls and the exotic liana bridge.
Yapo: Great idea!

B Page 50: Listen to the audio again and answer the following questions.

Manuel MOVE FORWARD 3ème 07042025.indd 173 07/04/2025 15:40

Audio Scripts

UNIT 4 LESSON 1: A day with a fashion designer

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 56: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about
a. the job of a fashion designer
b. a Haute-Couture dress
c. Pathé O

Silue: Hi Amina. Wow, you look cute and gorgeous, I love your dress!
Amina: Thank you! I also love your compression shirt.
Silue: Thanks. Tell me Amina, your outfit looks like a Haute- Couture design, doesn't it?
Amina: No, it isn't, it's rather a ready-to-wear dress made by Pathé O, a famous fashion designer.
Silue: Wow, super! Do you have an idea of what a fashion designer does exactly?
Amina: Well, kind of. A fashion designer creates trendy clothing items with accessories such as headscarf, ties, belts and shoes that match with the clothes they make.
Silue: I see, and they organize fashion shows as well....
Amina: Exactly! As they want get known and be popular, they organize fashion shows. This is one of the most important aspects of a fashion designer's job.
Silue: I guess you're right. Since a fashion show boosts their sales, it is absolutely important for a fashion designer to organize or take part in such events.

B Page 57: Listen to the audio again and answer the following questions.

UNIT 4 LESSON 2: Fashion is important for our community

LISTENING

A Page 61: Listen to the conversation and choose its gist between the options below.

What's the conversation mainly about?
a. The 'Popo Carnival' of Bonoua
b. The importance of culture for a society
c. Paté O and his fashion ways

(Soro and Amina have just attended a presentation by Rebecca Zoro).

Soro: I really don't understand why so many people go to fashion shows.
Amina: Sure? Fashion is very important for society.
Soro: How is it important?
Amina: It is part of our culture. It gives an idea of our personality at a moment.
Soro: Do you mean that we can identify a population through its culture?
Amina: Yes, indeed. Culture includes food, hairstyle, clothing, music...
Soro: But how does this benefit to the country?
Amina: Presentations by famous designers like Pathe'O, or carnivals like the "Popo Carnival' of Bonoua attract tourists.
Soro: I can see. They spend money that is useful for the country.
Amina: More than that, culture in general permits to create jobs for the youth in different domains.
Soro: If I catch you well, we can talk about African culture, as well as European culture etc.?
Amina: Yes, you've got it right. And they all involve fashion, dance, hairstyle and so on.
Soro: But some young people wear indecent clothes; they are half-naked!
Amina: This is a bad aspect of fashion; we must urge these young people to stop it.
Soro: That's right. We must persuade them to dress decently and respect our culture.

B Page 61: Listen to the audio again and decide if each of the following statements is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.

Manuel MOVE FORWARD 3ème 07042025.indd 174 07/04/2025 15:40

Audio Scripts

UNIT 4 LESSON 3: I'm proud of my skin colour!

LISTENING

A Page 66: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. Sylvia's big nose
b. the dangers of plastic surgery
c. the advantages of plastic surgery

Sylvia: How are you doing, Phil, You're too silent today.
Phil: You're right. I'm a bit nervous for my future plastic surgery.
Sylvia: Plastic surgery! What do you need it for?
Phil: All my friends are laughing at my big nose. I want to reduce its size.
Sylvia: Pure nonsense. There is nothing wrong with your nose.
Phil: I need a smaller nose.
Sylvia: You are my best friend. Don't try this operation; it's too risky.
Phil: Many people do it successfully; I'm sure I'll succeed as well.
Sylvia: Aside from being risky, plastic surgery is costly too.
Phil: But I want to feel comfortable with my nose.
Sylvia: Forget about this project. My nose is bigger than yours but I don't care. You should feel proud to be natural.
Phil: I totally agree with you, Sylvia.

B Page 66: Listen to the audio again and answer the following questions.

1. Why is Phil silent today?
2. Find the main reason why Phil wants the plastic surgery.
3. Does Sylvia encourage Phil in his project?
4. How does Sylvia try to convince Phil to abandon his project?
5. What can we infer when Phil says, "I totally agree with you, Sylvia."

a. he is hesitating b. he will do the plastic surgery c. he will not do the plastic surgery

UNIT 5 LESSON 1: Life in a city

LISTENING

A Page 73: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. life in a big city
b. life in the village
c. the bad side of life in a big city

Silue: Hi Amina. What's life like in such a big city as Abidjan?
Amina: Hmm.... It's hard to say...., you have the good side, but also the bad side.
Silue: What do you mean exactly? I mean, what do you think is good and what is bad?
Amina: The good side is all these businesses, technologies, hospitals, and entertainment centers, and modern transportation facilities, you can find in Abidjan. You would think, you're in New York, not in an African city.
Silue: Absolutely!
Amina: Unfortunately. This good side is darkened by pollution, insecurity, overpopulation, and unemployment.
Silue: Yes, it's scary! I would say, the bad side is more important than the good side.
Amina: Well, you may be right, we don't always see the good side.
Silue: I know! That's why I'd rather live in the village.
Amina: Really? As for me, I guess I prefer living in the city in spite of its problems.

B Page 73: Listen to the audio again and answer the following questions.

Manuel MOVE FORWARD 3ème 07042025.indd 175 07/04/2025 15:40

Audio Scripts

UNIT 5 LESSON 2: My wonderful village life

LISTENING

A Page 77: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. life in the city
b. life in the village
c. Armande and Hervé's future projects

(Hervé is back from the holidays he spent in his village. He is talking about life there with his friend Armande).

Armande: Hi Hervé! Welcome back. What are your feelings after these holidays?
Hervé: Good! I am so proud of my village!
Armande: Wow! Can you tell me about it?
Hervé: We live in community there. And this makes life enjoyable.
Armande: How?
Hervé: With friends, we play any sorts of games, we swim in the river, we dance traditional rhythms...
Armande: Is life in the village only leisure?
Hervé: No, we have a cooperative. We go to the farm and grow food to finance developing projects for the village.
Armande: What projects do you have?
Hervé: We plan to have a water supply, build a hospital and new classrooms for our school.
Armande: How do you take these decisions?
Hervé: We discuss all the issues of our village under the palaver tree. It's fantastic; people have so many good ideas.
Armande: That's great! But I feel sad!
Hervé: Why?
Armande: I don't know my village; I hope I can spend my holidays in my village next year.
Hervé: I wish it for you; you will certainly enjoy life there.

B Page 78: Listen to the audio again and choose the correct option for each of the statements below. Write down your answer choices in your copy-book.

UNIT 5 LESSON 3: Rural Exodus

LISTENING

A Page 82: Listen to the conversation and discuss its gist, first with your partner, then with the whole class.

Adingra: Hey, Sekongo! How are you doing?
Sekongo: I'm good, Adingra. I'm very excited to meet you.
Adingra: Me too. What are you doing in the city?
Sekongo: I'm here to sell my cocoa and palm nuts crops.
Adingra: Wow! You're very lucky Sekongo.
Sekongo: I'm still trying to improve in my farming activities.
Adingra: I'm sorry I didn't follow your advice when you told me to stay in the village.
Sekongo: Really?
Adingra: Yeah. Life is very tough here in the city.
Sekongo: What is your job?
Adingra: I am jobless. Every day, I help some building companies to get money for food.
Sekongo: This is incredible. Why don't you go back to the village?
Adingra: I'm willing to return, but I am hesitant because I have no farm there.
Sekongo: You could help me on my farms instead of helping building companies in the city.
Adingra: Great idea!

Manuel MOVE FORWARD 3ème 07042025.indd 176 07/04/2025 15:40

Audio Scripts

B **Page 82: Listen to the audio again and choose the right option for each of the following words or expressions from the dialogue.**
(NB: The teacher may play the parts concerned, then play the whole audio for checking).

C **Page 83: Listen to the audio one more time and answer the questions below.**
Listen to the audio and do all the activities in I put it all together on page 84.

The conversation is mainly about

Chris: Turning to crime prevention in the city. Now there's been a wave of house break-ins in the city in the last month or so and we invited Helen Giddings from Sabre Security to speak with us today and find out what we as house owners can do to best protect our property. Welcome, Helen.
Helen: Thank you for having me on today, Chris.1
Chris: I suppose you have been following the recent crime wave in the newspapers, Helen? What do you think is happening?
Helen: Yes, it's terrible. I think a lot of people are forgetting some very basic security precautions that they should be taking. Companies like Sabre Security can help to make our homes safer, but you must remember all those things our parents and grandparents told us when we were growing up: "you must lock the back door", "you shouldn't leave any windows open", those types of things. Another thing to look out for is where thieves can get easy access to the back of your house. Thieves love nothing more than being able to hide themselves far from the street where they can get on with their activities without being disturbed.
Chris: A lot of people live on open land where it's very difficult to make the garden secure. What do you suggest for people who are in that situation?
Helen: Security companies like Sabre Security sell many high-tech tools such as cameras and motion detectors that can be used, but people have to use good old-fashioned technology too: fences, strong gates and of course the house owner's best friend, the dog.
Chris: Well, I have to say I agree 100% with you, Helen. We have a six-year-old Boxer and we don't look after him, he looks after us! If there's any noise around the house, our dog will bark a few times just to let everybody know who's boss.
Helen: Absolutely. I think a good guard dog is the best possible security precaution that any family can have. They can hear better than us, they can see better than us.

CHECK 5

EXERCICE 2: Listen to parts of the dialogue on page 160 and answer the questions.

The conversation is mainly about

1. Part One: Listen
Silue: Hi Amina. What's life like in a big city like Abidjan?
Amina: Hmm.... It's hard to say...., you have the good side, but also the bad side.

What does Amina think of the city?

2. Part two: Listen
Amina: The good side is all these businesses, technologies, hospitals, and entertainment centers, and modern transportation facilities, you can find in Abidjan.

Which of the following is NOT listed by Amina as a good side of the city?

3. Part three: Listen
Amina: Unfortunately. This good side is darkened by pollution, insecurity, overpopulation, and unemployment.

Which of the following is NOT cited as a bad side of the city?

4. Part four: Listen
Silue: Yes, it's scary! I would say, the bad side is more important than the good side.

How does Silué find life in the city?

Manuel MOVE FORWARD 3ème 07042025.indd 177 07/04/2025 15:40

Audio Scripts

UNIT 6 LESSON 1: I know my rights

LISTENING

A Page 90: isten to the conversation and choose its gist between the options below.

The conversation is mainly about

a. an English book
b. cocoa farmers
c. the low price of cocoa

Malan: Hi Darrell! Can you lend me your English book?
Darrell: Where is your own book?
Malan: I have no book so far. My parents want me to wait until next month.
Darrell: Why? Your father is a big cocoa farmer, isn't he?
Malan: Yes, he is; but he refuses to sell his production because the cocoa companies don't apply the official prices but, they impose their own prices on the farmers.
Darrell: This is not acceptable. It is a violation of their right for a fair rewarding of their work.
Malan: Absolutely. The attitude of the cocoa companies also goes against the farmers' right to provide good education to their children in the best schools.
Darrell: I totally agree with you because it negatively impacts their financial resources.
Malan: What should they do?
Darrell: In my opinion, they should inform the authorities of their areas.
Malan: You're right, Darrell. By the way, where is the English book I requested?
Darrell: Here you go!
Malan: Thank you so much!
Darrell: You're welcome.

B Page 90: Listen to the audio again and answer the following questions.

UNIT 6 LESSON 2: Are you aware of your duties?

LISTENING

A Page 94: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. the different work at home
b. cleaning the bathroom
c. the children's duties at home

Cedric: Hi Anna, I called you this morning but you didn't take the call.
Anna: I'm sorry. I was doing some housework.
Cedric: Great! I help in housework too. I am accountable for washing the family car.
Anna: As far as I'm concerned, I am in charge of keeping the living-room neat, and sometimes clean the bathroom.
Cedric: You're a dutiful girl. I guess your parents are very proud of you.
Anna: Absolutely. But I have a friend who refuses responsibilities at home.
Cedric: Why does he behave this way?
Anna: He says his only duty is to bring good grades back home.Cedric: Really? I suppose he's top of his class.
Anna: Unfortunately, such is not the case. He often has poor marks.
Cedric: This is not surprising. A child has to be dutiful and accept any family responsibility.
Anna: What is the link with school results?
Cedric: When the parents are pleased with their children, they put them in the best working conditions.
Anna: I agree with you, Cedric.

B Page 94: Listen to the audio again and answer the questions below.
Listen to the audio and do all the activities in I put it all together on page 96.

Manuel MOVE FORWARD 3ème 07042025.indd 178 07/04/2025 15:40

Audio Scripts

(Note: This is not a word-for-word transcript).

Alice: Hello and welcome to 6 Minute English. I'm Alice...
Neil: And I'm Neil.
Alice: Neil, how often do you do the washing up at home?
Neil: Oh, you know, on special occasions – like after a Christmas lunch!
Alice: That's terrible, Neil!
Neil: Well, domestic chores are the subject of today's show. And you know what? I'm not very good at them.
Alice: The word Domestic means to do with the family or home and a chore is a boring job that needs to be done. Not being good at chores sounds like a bad excuse for avoiding housework, Neil.
Neil: I suppose you're right. But I wasn't surprised to learn that on average women spend several more hours a day doing chores at home than men. Maybe men have a higher threshold for dirt and untidiness.
Alice: Do you have a high threshold, Neil?
Neil: Yes. And threshold means the point at which you begin to feel something. It takes a lot of dirt and untidiness to make me feel I need to start clearing up.
Alice: OK, so my question for you today, Neil, is: What percentage of men take responsibility for giving the house a weekly clean, according to a recent online survey by the UK organization, Mumsnet? Is it...
a) 1%?
b) 5%? Or
c) 10%?
Neil: Hmm. Those figures all sound low. But I'll assume that not all men are like me, and say c) 10%.
Alice: I'm afraid you're wrong, Neil! The answer is actually b) 5%. Mumsnet asked nearly 1,000 working mothers about the distribution of tasks in their homes. Now, can we hear the words we learned today, please?
Neil: Sure. They are:
domestic
chore
threshold

UNIT 6 LESSON 3: Let's be tolerant

LISTENING

A Page 100: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. life in prison
b. killing a cow
c. making your own justice

John: Hey, Sekongo, where are you going?
Sekongo: I'm going to visit a friend at the central prison.
John: Is he working there?
Sekongo: No, he isn't, he was condemned for killing a cow.
John: Oh My God! How did that happen?
Sekongo: He killed the cow after he surprised that animal destroying his crops.
John: So he was right. Why was he condemned?
Sekongo: What my friend did is called "taking the law in your own hands."
John: What's that?
Sekongo: This means you mustn't apply your own justice when you are offended.
John: What is the right attitude in similar cases?
Sekongo: You must keep your self-control and inform the police.
John: What about if the police does not find an immediate solution.
Sekongo: You need to be patient. Impatience and haste often lead to regretful situations.
John: I totally agree with you. Can I go with you for the visit to your friend?
Sekongo: Sure!

Manuel MOVE FORWARD 3ème 07042025.indd 179 07/04/2025 15:40

Audio Scripts

B **Page 100: Listen to the audio again and decide if each of the following statements is true (T) or false (F). Correct the false statements. Write your answers in your copy-book.**
Listen to the audio and do all the activities in I put it all together on page 101.

In Australia, individuals must respect the freedom and dignity of others, and their opinions and choices.
It is against the law to be violent towards another person. Violence of any kind, including verbal and physical abuse, is illegal.
In Australia there are very strict laws concerning the age of sexual consent, which is 16 or 17 depending on which state or territory you reside in. For example, a 20-year-old man cannot have sexual relations with a 15-year-old girl, because that is against the law in all Australian states and territories.
In Australia, the lawful actions of the police should be supported. You should obey a lawful request from the police because all Australians commit to following the law.
Mutual respect and tolerance means listening to others and respecting their views and opinions, even when they are different from your own.
People should be tolerant of each other where they find that they disagree.

UNIT 7 LESSON 1: From endemic to pandemic diseases

LISTENING

A **Page 107: Listen to the conversation and choose its gist between the options below.**

The conversation is mainly about

a. malaria as an endemic disease
b. malaria as an epidemic disease
c. malaria as an endemic and epidemic diseaseDoctor: Good morning Mr. Jones. What is wrong with you?

Andrew: Good morning, doctor. I feel very ill. I have a temperature and I vomit. I have insomnia too.
Doctor: Do you have mosquitoes around your house?
Andrew: Yeah, that's right.
Doctor: I see...that must be malaria, an endemic disease. We've had a lot of cases of malaria these days.
Andrew: An endemic disease?
Doctor: Yeah, it is so called because it is found in a specific area; an epidemic or a pandemic quickly spreads over other countries and continents.
Andrew: I see.
Doctor: [After taking the temperature] Your temperature is pretty high. You are going to go through a blood test, and then buy this medicine at the pharmacy. Come and see me after three days of treatment.
Andrew: Thank you, doctor.

B **Page 107: Listen to the audio again and answer the questions below.**

UNIT 7 LESSON 2: Be aware of hygiene at school

LISTENING

A **Page 112: Listen to the conversation and choose its gist between the options below.**

What's the conversation mainly about?

a. A campaign to keep the school environment clean
b. The responsibility of the school administration in keeping the school clean
c. The need for cleaning tools during the school environment campaign

Jean: Have you heard of the awareness-raising campaign coming up?
Christy: Sure, it's a bright idea. Our school environment is too messy. We need to tidy things up.
Jean: Absolutely, we need to do something about it.
Christy: When is the campaign due?
Jean: On the Environment Day. I guess.
Christy: I think the school administration should buy cleaning tools so we can clean the school on that day.
Jean: Bright idea! It's their duty to do that, and ours is to do the job.

Manuel MOVE FORWARD 3ème 07042025.indd 180 07/04/2025 15:40

Audio Scripts

Christy: And maybe we shouldn't wait for a special day to keep our environment clean!
Jean: You're definitely right! Cleanliness should be part of ourselves.
Christy: You know what they say "Cleanliness is next to Godliness!"
Jean: Exactly!

B Page 112: Listen to the audio again and choose the words or phrases you hear that best fit in the conversation. Write them down in your copy-book.
(NB: The teacher plays only the words concerned first, then s/he plays the complete audio for checking).
Example: 1. awareness

C Page 112: Listen to the audio once more and answer the questions below.

UNIT 7 LESSON 3: Let's us not lower our guard with HIV/AIDS

LISTENING

A Page 117: Listen to the conversation and choose its gist between the options below.

What's the conversation mainly about?

a. Keeping vigilant about HIV/AIDS.
b. Anny's high temperature.
c. The eradication of HIV/AIDS.

Guei: Hey Sita, how are you today?
Sita: Not very well.
Guei: Hmm, that sounds strange, you don't look sick though.
Sita: You're right, it's about my best friend, Anny.
Guei: Oh, sorry to hear that. What's wrong with her?
Sita: She's been having a high temperature, and diarrhea these last few weeks.
Guei: Hmm, too bad! Has she got skin rashes and depression too?
Sita: Exactly!
Guei: She'd better be careful, these symptoms match those of HIV/AIDS. Let us not lower our guards, the virus is still damaging lives!
Sita: You're absolutely right, we need to be vigilant. Prevention is better than cure!

B Page 117: Read each of the following statements about the conversation between Dally and Christina and say if they are true (T) or false (F). Correct the false statements. Write your answers in your copy-book.

1. Sita doesn't feel well because she's sick.
2. According to Guei, Sita's friend is probably suffering from HIV/AIDS
3. "Let us not lower our guard means we have to be vigilant.

UNIT 8 LESSON 1: Technology in my classroom

LISTENING

A Page 124: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. computers.
b. the use of smartphones.
c. technology in Education.

Mobio: Hi, Moctar! You won't believe me. There is a great change in my classroom this year.
Moctar: What change?
Mobio : The teachers use computers to give lessons...
Moctar: Wow! How does it work?
Mobio : There is a control board with a desktop, a keyboard and tablets on it.
Moctar: What does the teacher do with them?

Manuel MOVE FORWARD 3ème 07042025.indd 181 07/04/2025 15:40

Audio Scripts

Mobio: He displays images or texts on a screen, and he explains the lesson at the same time.
Moctar: How does he underline important points?
Mobio: He underlines nothing. He uses a pointer to show these important points.
Moctar: Does he use chalk on the screen too?
Mobio: Oh no! There is a whiteboard on which he writes with whiteboard markers.
Moctar: How do you clean the board then?
Mobio: We use an eraser.
Moctar: That's great! But I don't see any advantage of all this.
Mobio: Well, there are so many advantages. We save a lot of time. We can watch videos and see better pictures. All the students are motivated too.
Moctar: OK! It sounds right. You are lucky.
Mobio: But yet, I have a problem. The teachers want us to have a smartphone.
Moctar: What for?
Mobio: I don't know yet. They say they will tell us later.
Moctar: I think it's OK. Your parents will buy one for you.
Mobio: I hope so...

B Page 124: Listen to the conversation once more. Then choose the most appropriate option among the following statements. Write your answer choice in your copy-book.

UNIT 8 LESSON 2: The telephone at school

LISTENING

A Page 129: Listen to the conversation and choose its gist between the options below.

The conversation is mainly about

a. how to use a smartphone during a lesson
b. how teachers use smartphones to teach
c. the different uses of a smartphone.

Mobio: Hi, Moctar! Look here!
Moctar: Wow! You've got a smartphone.
Mobio : Yes. My parents bought it for me.
Moctar: Is it what your teacher wanted?
Mobio@: That's it. It will be used for our lessons. Moctar: How will it be used?
Mobio: I don't know yet. But I can presently use it for calls.
Moctar: Sure? How do you proceed to make a call?
Mobio: Simple! First, I turn the phone on. Then I select the person I want to call from the directory and I dial his number. When we finish talking, I press the end of call icon and that's all.
Moctar: But how does your contact know that you are calling him?
Mobio: If the phone is on and not on silent mode, it rings or vibrates. The owner then takes the call.
Moctar: Technology is really wonderful. But I wonder how the phone can help at school.
Mobio: The teacher will certainly tell us. For the moment, I use it in different ways.
Moctar: Which ones?
Mobio: I use it for SMS, chats on Facebook and WhatsApp with my friends to exchange information about our lessons. But I have a serious problem; money!
Moctar: Do you need money to use your phone?
Mobio: Yes, indeed! I need to buy data and airtime from a mobile phone operator!
Moctar: I hope you won't spend more when you start using it in class with your teacher.
Mobio: I hope so too!

B Page 129: Listen to the audio again and decide if each of the following statements is true(T) or false (F). Correct the false statements. Write your answers in your copy-book.

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Audio Scripts

UNIT 8 LESSON 3: Wonderful Internet!

LISTENING

Listen to a conversation between two students. Then answer the questions.

A Page 134: Listen to the conversation and choose its gist between the options below.

The conversation's mainly about

a. computer parts
b. software
c. hardware

Mobio: Hi, Moctar! It's done! We have the net in our classroom now!
Moctar: Wow! Tell me, are there new devices installed?
Mobio: Yes! Some computer hardware.
Moctar: What is a computer hardware?
Mobio: It is all the physical part of the computer system. It can be seen or touched.
Moctar: I don't understand very well...
Mobio: OK, let me explain. Hardware is composed of input devices such as the mouse and the key board. They are used to enter data into a computer.
Moctar: Well, does it mean that some devices are used to send data too?
Mobio: You've got it! They are called output devices, like a printer or a projector.
Moctar: OK! That's clear enough. But you talked about physical parts; it certainly means that there are parts that we can't see!
Mobio: True! These are parts of the software: they are a collection of data, programs that tell a computer what to do. Software executes specific tasks.
Moctar: Can you give me an example of how it is used in the classroom?
Mobio: Sure! Yesterday, our English teacher downloaded a video about how the internet can be used at school. With a projector an interview of an expert about the topic could be watched by the whole class.
Moctar: I imagine that social media like WhatsApp, Facebook, and so on, can be used by students and teachers to share information.
Mobio: You're right; this is what our teacher told us. And he said that data have to be bought if we want to get connected.
Moctar: That's normal! It's necessary to benefit from the net.

B Page 134: Listen to the conversation again. Choose between the words in brackets the ones that you heard which correspond to the given definitions. Write them down in your copy-book.

C Page 134: Listen to the conversation once more. Then answer te questions below.

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