Manuel

MOVE FORWARD 4e

Auteurs

KODJAHON Aristide
Inspecteur Pédagogique

KOFFI Kouadio
Inspecteur Pédagogique

Sous la supervision de
INDAT Frédéric Emmanuel
Inspecteur de l'Enseignement Secondaire,
Directeur de collection

SPÉCIMEN

Vallesse

Avant-Propos

La Collection 'Move Forward with English' 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 4e** 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 with English, c'est faire le choix d'aller véritablement de l'avant.

Les auteurs

Tous nos efforts pour retrouver les ayants droit de certaines images utilisées dans cet ouvrage sont restés vains. Toutefois, nous poursuivons nos recherches afin de nous conformer à la réglementation en vigueur.

SPECIMEN

© Vallesse Éditions, Abidjan, 2024
ISBN : 978-2-38403-119-1
Toute reproduction interdite sous peine de poursuites judiciaires.

Summary



UNIT 1: LIFE AT SCHOOL

Lesson 1: Holiday memories 05
Lesson 2: School memories 10
Lesson 3: Work hard to go up 14
CHECK 1 18

UNIT 2: WOMEN AT WORK

Lesson 1: Rural women can do a lot 20
Lesson 2: Women's rights and duties 25
Lesson 3: Girls can succeed at school 30
CHECK 2 35





UNIT 3: TRAVELLING

Lesson 1: How do you go to school? 37
Lesson 2: At the airport 42
Lesson 3: Let's visit a wonderful historical city 47
CHECK 3 51

UNIT 4: FASHION

Lesson 1: Traditional and modern clothes 53
Lesson 2: At a fashion show 56
Lesson 3: Keep your natural skin colour! 62
CHECK 4 66



SPECIMEN

Summary



UNIT 5: CITY OR VILLAGE?

Lesson 1: Life in a city 68
Lesson 2: Village life 72
Lesson 3: Jane wants to live in the city 76
CHECK 5 81

UNIT 6: HUMAN RIGHTS

Lesson 1: Do you know your rights? 83
Lesson 2: I have duties too 86
Lesson 3: We should be tolerant 92
CHECK 6 97





UNIT 7: HYGIENE AND HEALTH

Lesson 1: Be aware of endemic diseases 100
Lesson 2: Let's observe hygiene rules at school 105
Lesson 3: Let's fight back HIV/AIDS 109
CHECK 7 113

UNIT 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

Lesson 1: The computer 115
Lesson 2: The telephone 120
Lesson 3: The Internet 124
CHECK 8 128



APPENDIX

Let's move forward to the BEPC exam 130
English-French dictionary 140
Irregular verbs 150
Audio scripts 156

SPECIMEN

UNIT 1

LIFE AT SCHOOL

Lesson 1

Holiday memories

Learning Context: *School is resuming at the end of the long vacations. At the first class, your teacher asks you to exchange on the activities you did during the holidays in order to introduce the use of the past simple tense.*

Key to this lesson

- Vocabulary related to holiday memories
- Language function: Describing past events and states

Session 1

Session focus

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



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

I OBSERVE

Study this advertising with your teacher.

Welcome to Cape Coast Summer Camp Recreational Center

We offer amazing, cheap, and quality programme for a wonderful holiday for teens from Monday through Sunday.

Go sight-seeing / Go fishing/ Have fun / Play electronic games/ Follow vacation courses/ Have an excursion/ Be on a summer camp

Discover the first three days' program.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Have English practice course	Go fishing	Play games Watch movies	Have English practice course	Dancing and Karaoke competitions	Sightseeing Go shopping Have fun	Resting day Revisions

SPECIMEN

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

Find in the text « My summer vacation P.8, the regular and irregular verbs and their infinitive forms. Write their past tense in their infinitive forms, and their infinitive forms in their past tense.

I LISTEN

A **Listen to the conversation and choose its main idea. Write down your answer choice in your copy-book.**

What's the conversation mainly about?

A. Holiday plans
B. Holiday memories
C. Holiday conversation

B **Listen to the conversation one more time and decide if each of the following statements is true (T) or false (F). Justify your answers.**

1. Alice is *pretty good* means that Alice is beautiful. F
2. James is *great* means that he feels very well.
3. James was in a Summer camp in Cape Coast.
4. Cape Coast is in Liberia.
5. James and his friends had English practice classes on Wednesdays.
6. James and his friends went sightseeing and shopping on Saturdays.
7. Alice went to a Summer camp too.

I SPEAK

A **Practice with your partner. Ask and answer questions.**

- A: How have you been? B: Good/ Bad
- A: Where were you last vacations? B: I was in my village.
- A: Were you excited? B: Yes, I was/ No, I wasn't.
- A: What did you do yesterday? B: I went to school.
- A: Did you like your stay? B: Yes, I did/ No, I didn't.

B **Build a short dialogue with your partner about your last holidays.**

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
5. Homework

SPECIMEN

Grammar Focus

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.*
- *ago: I went to my hometown two years ago.*
- *Yesterday: I called Grandma yesterday.*

Pair work: You and your partner, ask each other «YES» or «NO» questions about your last holiday.

Practise pronouncing the verbs below in the past tense.

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
Examples	allowed - arrived - changed - cleaned	asked – crashed - dropped - finished	accepted – ended - afforded - defended

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

I READ

Read the passage below, then answer the question.

What's the text mainly about?

A. A journey to Kerala

B. A stay with Grandma

C. An exciting holiday

SPECIMEN

My summer vacation

My summer vacation was a super experience. I reached my hometown, Kerala, after a three-day- long train journey on May 26. Even on the train, I made some new friends; but, at last, we had to bid them goodbye. On May 28, we decided to visit and stay at my grandma's house. I was so excited because my cousins, seven of them, were present there. As soon as we all had lunch, my cousins took me on a drive, which was mind-blowing. We all played till 10 o'clock at night. The next day, we went for shopping and had lunch. My cousins and I then went to explore the beauty of nature. After staying with them for three weeks, it was time for me to say goodbye to them. But those memories will remain in my heart.

Aishwarya Alex, X-B, St Francis De Sales School https://indianexpress.com

Vocabulary: Word families

A word family is a group of words that may share a common root word with different prefixes and suffixes.
eg. To vacate –vacation

The verbs in the table share a common point about the activities of the mind, but they can also be formed into nouns or adjectives.

Verb	noun	adjective
To remember	Remembrance(s)	rememberable
To remind	Reminder	remindful
To recollect	Recollection	recollective
To memorize	Memory/memories memorization	memorable

Comprehension questions

1. When did the narrator arrive at his hometown?
2. Was the narrator sad or happy?
3. Did the narrator and his cousins stay in town only?
4. Why does the writer say this: "But those memories will remain in my heart"?

Reading skill 1: Skimming

When you skim a text, you read it quickly to find the main idea. Question 1 asks for skimming the passage. When the text is a paragraph, the first sentence generally expresses the main idea. It is the topic sentence.

Exercise: Fill in the gap in each sentence with the correct word from the box. One word is not concerned. Example: 1. reminder

remind – memorable – remember – memorization – reminder – memorize

1. This is a ..... . Please, don't forget to bring your English textbooks next time.

SPECIMEN

2. It is good to understand the lesson. You can't ..... everything.
3. My last holiday was so fun and .....!
4. Do you ..... every detail of your stay at your Grandma?
5. Can you ..... me of how your Grandma cooks her delicious fried rice?

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.

How many sentences are there in the text "My summer vacation"?

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. It is indented. The text about summer vacation is a paragraph.

C **Write a 5 sentences paragraph about your last holiday.**

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

After the long vacations, you and your Nigerian pen-pal have a conversation about what you did. In your conversation,
1- specify when and where you spent your holidays;
2- describe some activities you did;
3- express your feelings about your holidays.

SPÉCIMEN

UNIT 1

LIFE AT SCHOOL

Lesson 2

School memories

Learning Context: *It's the first day of the new school year. In order to talk about your previous school year, you listen and read passages about the related topic.*

Key to this lesson

- Vocabulary related to school memories
- Language function: Asking and answering questions about past habits
- Listening for the main idea
- Finding meanings of words

Session 1

Session focus

1. Picture interpretation and vocabulary related to school memories.
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 does it make you think about?

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



" Now, I'm in form 3 "



Break time

OPEN



Group work



a quick chat at break

Grammar Focus

Describing past events and states.

Expressing past habits: Questions and answers.

A: Where **did** you **start** secondary school?	B : In Lycée Moderne Abengourou.
A: **Did** you **start** secondary school in Bouaké?	B : No, I **started** in Béoumi.
A: When **did** you **have** to sing the National Anthem?	B : On Mondays.
A: **Were** Moya's teachers kind?	B : Yes, they **were.**
A: How **did** you **use to** work?	B : We **used to** work in groups.
A: What **did** Moya **learn** in form 1?	B : To clean the environment.

I LISTEN

A **Listen to the conversation and discuss its gist with your partner. Write down your answer choice in your copy-book.**

B **Listen to the audio again and discuss what the students are talking about with the whole class.**

I SPEAK

A **Practice with your partner. Ask and answer questions.**

- A: How have you been so far? — B: Pretty good.
- A: Do you remember Kokou? — B: Yes; for us he was the teacher's pet.
- A: What did the other students think about us? — B: For them, we were a clique.
- A: What is your best memory about last year? — B: We were all at the top of the class.

B **Build a short dialogue with your partner about your last holidays.**

Session 2

Session focus

1. Grammar focus: The past simple (Irregular vs regular verbs)
2. Reading: Reading for the main idea and details
3. Writing: Sentence and paragraph

SPECIMEN

Grammar Focus

The past simple of verbs:

Complete the table below with the missing forms of the given verbs.

Infinitive	To be				To learn		To keep	To forget		To clean
Simple present	is / are					likes / like				
Simple past		had	went						grew	
Past participle				come						

I say it well

Mind the intonation.
Read the following sentences aloud.

1- We used to water the garden.
2- Where did you start secondary school?
3- What subject did you prefer?
4- When did you use to sing the National Anthem?
5- Was Moya in first form?

I READ

Read the text and do all activities that follow it.

My first day at secondary school

My name is Moya. I have good memories of my first year at secondary school in Lycée Moderne Abengourou.

There were sixty students in our class. We used to line up before entering the classroom. On Mondays, we had to sing the National Anthem before classes. At recess, we went out for fifteen minutes and came back to class.

We learned a lot of subjects. I especially liked English because it was new to me. The English teacher was very kind. But we had to learn our lesson every day to get good marks. For that, we used to work in groups. It was a good idea because we all went up to form 2.

We didn't only learn subjects. We learned to keep our environment safe too. We used to clean the school yard and the toilets. We also used to grow vegetables in the school garden.

I will never forget my first year at secondary school.

source: the authors

Vocabulary Check

Which words or expressions in the text mean the following?

Number 1 is done as an example.

1. recollections (L1) → memories
2. break (L4) → .....
3. good (L7) → .....
4. passed (L8) → .....
5. plant (L10) → .....
6. disremember (L11) → .....

SPECIMEN

Comprehension check

Are the following sentences 'True' or 'False'? Write T for True and F for False.

Number 2 is an example.

1. Moya was in form 2 in Lycée Moderne Abengourou.
2. Every day, the students sang the National Anthem before classes. **F**
3. Moya stayed in class all day.
4. Moya liked English lessons.
5. Moya learned only one subject at school.

Reading skill: Reading for details. Matching words.

Finding meanings 1: some details can help you:

1. the type of word (a verb matches with a verb, a noun with a noun, an adjective with an adjective, etc),
2. singular or plural? In the example, 'souvenirs' and 'memories' are in the plural form;
3. the context ('went up' to form 2 is to 'pass' to form 2)

I WRITE

Writing: Different parts of a written text.

When you have to write a text in the communication activity, you have three main parts: an introduction (one paragraph or line, a body (one or more paragraphs) and a conclusion, (one paragraph or line).

Look at the text '***My first day at secondary school.***'

1. How many paragraphs does it have?
2. What ideas are developed in paragraphs 2, 3 and 4?
3. '**In form 2, I liked the English classes**'. Add three sentences to this sentence to write a paragraph.

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

After the long vacations, you and your Nigerian pen-pal have a conversation about what you did.

In your conversation,

1- specify when and where you spent your holidays;
2- describe some activities you did;
3- express your feelings about your holidays.

SPECIMEN

UNIT 1

LIFE AT SCHOOL

Lesson 3 Work hard to go up

Learning Context: *After the first quiz with his/her 4e class, the English teacher is discussing the results with his/her students to help them improve.*

Key to this lesson

- Vocabulary related to schoolwork
- Language function: asking and answering questions about schoolwork

Session 1

Session focus

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



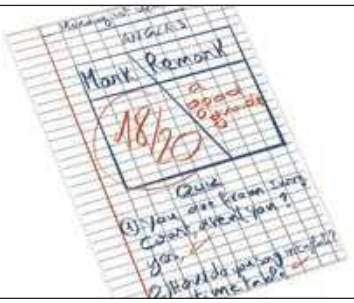
Look at the picture above. What does it make you think about?

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

1



2



3



4



SPECIMEN

5



6

END OF YEAR REVIEW	
10/20 - 20/20	Pass
08.50/20 -09.59/20	Stay down
00/20 - 08.49/20	Exclusion

Grammar Focus

Asking and answering questions about schoolwork.

- How well did you do in the last quiz? - How can I get good marks?	- I got 15 out of 20. - Be concentrated in class. - If you learn your lessons, you will get good marks.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

The conversation is mainly about

A. Dally's ambition to be the best student
B. Jeff's ambition to be the best student
C. the first quiz

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

1. Why is Jeff very happy?
2. What does Dally tell Jeff about his first quiz?

C **Listen to the conversation one more time and find out Jeff's secrets for getting good marks in class.**

I SPEAK

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

- A: Hi, why are you so happy?
- A: Really? How did you manage?
- A: Poor me, I got only seven.
- A: Sure, I will.

B: Because I got the best mark in our first quiz.
B: I studied hard and got seventeen out of twenty.
B: Be concentrated in class and do all your homework.

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

SPECIMEN

Session 2

Session focus

1. Grammar focus: Asking and answering questions in the past simple
2. I say it well: using the correct intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Asking and answering questions about schoolwork.

- What should I do to get good marks?	- You should be concentrated in class. - You should learn your lessons.

I say it well

Read aloud the sentences below. Mind intonation.

- It's important to have a ***daily schedule.***
- ***The price*** of food is rising on the local market.
- You will receive ***a prize*** if you work hard.

I READ

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

I don't want to praise myself, but I think, I am a good, hard-working student. You'll ask me "Why I think so?". Well, let me give you some proofs of my assessment.

Firstly, I plan my daily schedule very carefully. I study for 8 to 9 hours every day and a bit less at weekends. I have my studying rules and I always follow them.

Secondly, I am very serious about studying process. Before my class starts, I switch off my mobile phone in order to be more concentrated and I check my phone only after class.

To sum up, I believe our studying attitude will affect our future and our career; so we should be conscious students. However, you should not forget to have a rest and sometimes to hang out with your friends. Our lives are not just about studying.

By Kostantinus, 27 February, 2021 BRITISH COUNCIL, Learn English Teens

Questions

1. What type of student is the narrator?

a. a lazy student. **b.** a well-organized student. **c.** a student who praises people.

2. How long does the narrator work every day before the weekend?

a. less than 8 hours. **b.** more than 9 hours. **c.** between 8 hours and 9 hours.

3. What precaution does he take to be more concentrated in class?

a. switch off his mobile phone **b.** check his phone very often. **c.** get concentrated before class starts.

4. The expression "hang out" in line 8 can be replaced by

a. go out with friends **b.** be suspended out with friends. **c.** dance out with friends.

SPECIMEN

I WRITE

Introducing supporting details in a paragraph and writing the concluding ideas.
The supporting details follow the topic sentence (the sentence that contains the main idea of the paragraph.

To introduce the first supporting detail in a paragraph, we use words and expressions like

- First (of all), ...
- To start with, ...
- To begin, ...

Tips for introducing additional details

- Second(ly) for the second detail,
- Third, for the third detail,
- Then for other details,

To write the concluding ideas of a text, we can use words and expressions like

- To conclude /In conclusion, ...
- To sum up / In summary, ...
- Finally, ...
- In the end, ...

, ...

Topic: Write about your personal study program in a short paragraph to share your working strategy with your classmates. Your paragraph should include

- a topic sentence;
- three supporting details;
- a conclusion.

Your paragraph may start with this example of topic sentence:

To get good marks at school, I have a personal study program that I follow strictly.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

After the first quiz in his/her class, your Liberian friend sends you the following request by voicemail:

"Hi my friend! I'm anxious after the first quiz because I got a very bad mark.
- Am I right to be anxious?
- What are the solutions to get better marks in the future tests? Please, help me."

Record your answers to your friend's questions and send them to him or her.

SPECIMEN

CHECK 1

Session 1

1 **Put the verbs in bracket in the correct tense. Number 1 is an example: goes**

Every holiday, Guei (go) to his village. But last holiday, he (visit) his uncle in Man, in the West of Côte d'Ivoire. He (stay) there for a month. He (do) different activities: he (go) shopping with his cousins on Saturdays, or sight-seeing around the city. He (come) back two weeks ago. He (stay) with his auntie at the moment before resuming school.

2 **Complete with *'did', 'do', or 'does'*.**

1. Where .....you go yesterday?
2. .....you like going to the village?
3. .....your sister like icecream?
4. I ..... not go to my hometown last holidays
5. My brother .....not remember much about his last holidays.

3 **Complete with the correct form of the word in parenthesis.**

1. Can you (a.remember b. remembrance c. remembering) something great about your childhood?
2. This is a (a. recollect b. recollections c. recollecting): We have class this Monday afternoon.
3. I spent a (a. memory b. memorize c. memorable) holiday
4. What are your (a. recollect b. recollections c. recollecting) about your childhood?

4 **Rewrite the sentences below starting by 'Last year...'**

Example: 1- *Last year*, John *was* in form 4.

1- John is in form 4.

2- He has three friends: Fanta, Moya and Zié.

3- They are good students.

4- They work very hard and have good marks.

5- John lives near his school.

6- He walks to school every day.

7- After class, the students grow vegetables in the school garden.

8- They also clean the school yard.

9- John likes his school.

10- He always comes to school on time.

11- He goes back home with his friends after class.

5 **Choose a word or expression from the box to fill in each blank of the text below. One word or expression is not concerned. Write your answers in your exercise book like in the example.**

recess - remember – memories – grow – went up - forget

Example: 1- memories

Doumbia and his friends have good **1-**..... of last school year. They liked their kind teachers, especially the English ones. They cannot **2-**..... when they worked, singing in the school garden to **3-** ..... vegetables. All of them liked the **4-** ....., at quarter past ten, when they could go out to eat a piece of bread and go back to class at half past ten. They were good students; they worked well and they all **5-**.....

SPECIMEN

Session 2

6 **The words or expressions in column A are about schoolwork. Match each of them with its meaning in column B. Example: 2- f. One word has no meaning.**

COLUMN A	COLUMN B
1. price	a. task
2. grade	b. extremely bad
3. stay down	c. make a lot of effort
4. prize	d. succeed
5. poor	e. repeat a class
6. assignment	f. mark
7. work hard	g. something you receive as a recognition of your merits.
8. pass	

7 **The following answers are about schoolachievements. Ask the corresponding questions.**

1. I received two prizes.
2. You should work hard like me.
3. In the last test? I got 17/20.
4. If you get poor grades, you will stay down.

Communication activity

At a meeting of the English club, the members are asked to talk about their working style to share experience. It is your turn.

- Introduce yourself.
- Talk about your grades in the recent assignments.
- Say how you proceed to get good grades.

SPECIMEN

UNIT 2

WOMEN AT WORK

Lesson 1

Rural women can do a lot

Learning Context: *On the World Rural Women's Day, you listen to a conversation and read a text in order to learn more about the topic.*

Key to this lesson

- Vocabulary related to rural women's activities
- Language Function.
  Expressing capacity / ability.

Session 1

Session focus

1. Picture interpretation and vocabulary related to rural women's activities
2. Grammar Focus: Expressing ability / capacity with 'can'
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above and say what it tells you.

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



To till the land



To fetch water



To cook



Poultry activity



Breastfeeding



To lead people





Participate in literacy programs

Grammar Focus

Expressing ability / capacity with 'can'

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.*order, suggest.*

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

What's the conversation mainly about?

A. Rural Women's Day
B. What rural women can do
C. Actions of NGOs in favor of rural women

B **Listen to the conversation again and decide if each of the following statements is true (T) or false(F). Justify your answers.**

1. Jacky and Tony don't agree on everything about rural women.
2. For Jacky, rural women's conditions are changing.
3. According to Tony, most rural women can't read and write.
4. Jacky sounds pessimistic about rural women's condition.

I SPEAK

A **Listen and repeat**

- A: Can rural women work on the farm — B: Yes, they can.
- A: Are rural women able to read and write? — B: No, they aren't.
- A: Can rural women read and write? — B: No, they can't.

B **You and your partner, ask an answer questions about what rural women can / can't do.**

Session 2

Session focus

1. Grammar focus: Expressing ability
2. I say it well: Using the correct intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Expressing ability / capacity with 'be able to'.

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 can do many things.

I say it well

Ask and answer the sentences below with your partner. Mind the 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

Read the text quickly and circle the right answer.

The text is mainly about:

A. The World Women's Day celebration

B. The reasons for celebrating rural women

C. Mother's Day celebration

Mother's Day in Malawi

World Rural Women's Day *was launched* by several international NGOs during the 4th UN World Conference on Women in Beijing 1995. Celebrations and events *take place* in more than 100 countries around the world, though Malawi is the only country *to align* the day to one of its public holidays. Mother's Day is a national holiday in Malawi observed on October 15th each year.

Rural women *comprise* more than 25% of the total world population, yet suffer *disproportionately* from poverty. While extreme poverty has *declined* globally, the world's 1 billion people who continue to live in unacceptable conditions of poverty are heavily concentrated in rural areas. Poverty rates in rural areas across most regions are higher than those in urban areas. Women farmers may be as productive and enterprising as their male counterparts but are less able to access land, credit, agricultural inputs, markets and high-value agrifood chains and obtain lower prices for their crop.

https://www.officeholidays.com/holidays/malawi/world-rural-womens-day

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: 1- e.

A	B	Answers
1. launched (L1) 2. take place (L.2) 3. align (L3) 4. disproportionately (L6) 5. declined (L7)	a. inequally b. associate c. diminished d. happened e. started f. ended	1.e 2.... 3.... 4.... 5....

Comprehension check

True / False statements

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

A. The World Rural Women's Day started on October 15, 1995. T – F
B. The World rural Women's Day coincides with the Mother's Day in Malawi. T – F
C. Rural women live in extreme poverty. T – F
D. Rural women are treated as equal to men. T – F

I WRITE

A On the occasion of the celebration of the World Rural Women's Day, Johnson, Thomas's Nigerian penpal, writes a letter to him to describe rural women's living conditions in his country.

Johnson Bola
Freedom Avenue, Lagos
Nigeria

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

March 3, 2023

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 the rural women's living conditions in my country.

Rural women live in hard conditions. They do all the house chores like cleaning, cooking and washing the dishes. In addition, they work on the farm and carry heavy foodstuff or firewood loads home. Unfortunately, they can't read and write, and they can't access land or bank credits. That's unfair!

Fortunately, things have been changing recently. The Government and some NGOs are implementing literacy and money-generating activity programs to empower rural women. So, I'm hopeful that in the coming years, their conditions will get much better.

What are rural women's conditions like in your country?
Looking forward to your quick reply.
Bye-bye!
Johnson

B **Match the parts of the letter in Column A with their label in column B. Example:** 1- f

A	B
1. Closing formula	a. March 3, 2022
2. Salutation	b. Hi Johnson
3. Body paragraph1	c. 'Rural women...That's unfair"
4. Body paragraph 2	d. "Well, let me share with you...in my country
5. Objective of the letter	e. "Fortunately.... much better"
6. Sender's name and address	f. "Looking forward ...Bye- Bye"
7. Date	g. "Thomas Guei, Yopougon,...Cote d'Ivoire"

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

Supposing you are Thomas, write a reply to Johnson's letter in " I WRITE".

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 are learning how to express women's right and duties.*

Key to this lesson

- Vocabulary related to **women's rights and duties.**
- Language function: **Expressing rights and duties.**

Session 1

Session focus

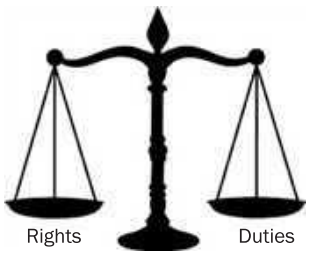
1. Picture interpretation and vocabulary related to women's rights.
2. Grammar Focus: Expressing rights.
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



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

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

What are people's duties and rights?



A- Generally, **a duty is an obligation, and a right is an entitlement.** They can be moral or legal. For example, morally, a person may have a duty not to hurt another's feelings.

B- Rights and duties are closely **related and cannot be separated from one another.** For every right, there is a corresponding duty. For example, you have the right to be respected, but your duty is to respect others too!



The right to be a politician



The right to be a soldier



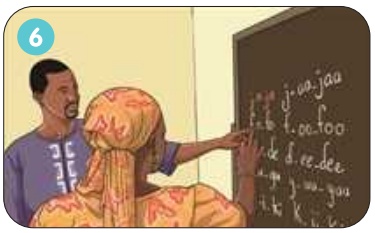
The right to be protected from violence



The right to get married



The right to choose their attire



The right to learn to read and write



The right to go to school



The right to vote



The right to own a property



The right to choose their husband



The right to claim their rights



The right to choose a religion

Grammar Focus

Expressing rights

To express rights, you can use the verb 'to have'.

Affirmative sentence	I have the right to practice the sport I like.
Interrogative sentence	Do I have the right to inherit from my parents ?
Negative sentence	I don't have the right to fight my friend.

I LISTEN

A **Listen to the passage and decide which of the options below best describes what it is about.**

The passage is about
1. elections,
2. women's rights,
3. women's duties.

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) I can see that your mum is not happy today, what's (the matter – the latter – the mattress)?
b) To him, a woman doesn't have the (night – light – right) to vote.
c) Women have the (same – name – seem) rights as men!
d) As a woman, you have the right to be a politician or a (seller – soldier – saviour).
e) You have the right to choose your husband, your religion, or to (own – grow – blow) a house.
f) Yes, (for sure – of course – indeed)! As you have the right to go to school.
g) But don't tell me that they have the right to choose their (attire – tyre – attacker) too!

I SPEAK

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

- A: Do women have rights? B: Yes, they do.
- A: Does a woman have the right to vote? B: Yes, she does.
- A: What rights do women have? B: They have the right to be politicians.
- A: Are women's rights different from men's? B: No, they have the same rights.
- A: What rights do rural women have? B: The right to learn to read and write.

B **Build a short dialogue with your partner about women's rights.**

Session 2

Session focus

1. Grammar focus: Expressing duties.
2. I say it well: using the right intonation in questions
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

To express duties, you can use 'must' or 'have to'.

I **must** obey my parents.
I **have** to obey my parents.

I say it well

Using the right intonation in questions

- Do you have the right to cheat?
- Do girls have the right to education?
- Must workers pay taxes?

I READ

Read the passage below, then answer the question.

What's the passage mainly about?

In many countries today women have the same rights as men. For example, they have the right to own a property, to get an education, to work at any job they choose. They have the right to vote and to be elected president or prime minister of their country.

Women have rights, like men, but they have some duties too. These duties depend on the role they play in society. Women have a great responsibility in the welfare of their family. They must help in the laundry, the cleaning and the cooking. As a wife, a woman must respect her husband. She has to help him take care of their children. She has to pay taxes if they hold a business. They must respect the law of the country they live in.

Vocabulary check

Complete each of the sentences with a word from the text. The lines will help you find them. Number 1 is an example.

1. **To possess** is to own something. (L.2)
2. Obligations are ..... (L.4)
3. Wellbeing is ..... (L.5)
4. Washing clothes is making the ..... (L.6)
5. An affair is a ..... (L.8)

Comprehension check

Are the following sentences true or false? Justify your answer from the text.

1- Women and men have the same rights in all countries.
2- Men and women can own a property in all countries.
3- Men and women must contribute to the welfare of their families.
4- Only women must pay taxes.

Reading skill: When you substitute a word or an expression to another in a text, it can be put at the same place.

Example: (L.2)-You can say:
"Women have the right to **own** a property" or "Women have the right to **possess** a property".

I WRITE

Match each item in column A with one in column B to write correct and meaningful sentences.

Example: 1- b: A woman has the right to claim her rights.

Column A	Column B
1. A woman	a. duty to pay taxes.
2. Women	b. has the right to claim her rights.
3. Do we	c. all respect our parents.
4. It's our	d. have the responsibility to take care of their children.
5. A woman	e. your responsibility to clean your room.
6. We must	f. have the right to insult our teachers?
7. It's	g. has the right to practice the sport she wants.

Session 3

Session focus

Writing Skill Evaluation

Communication

I put it all together

On the occasion of the celebration of the *International Women's Day*, you have to take part in a debate at an international meeting. To get ready for that, write down the ideas you are going to develop.

- Say what women's rights are.
- Give some duties women have.
- Invite people to respect human rights in general.

UNIT 2

WOMEN AT WORK

Lesson 3

Girls can succeed at school

Learning Context: *For the celebration of the next Women's Day, the students of 4ème 1 of Collège Moderne Affiénou are discussing the importance of girls' education during their English class to prepare a presentation on this topic for a sensitization campaign.*

Key to this lesson

- Vocabulary related to girls at school
- Language function:
  - Expressing opinion
  - Expressing wishes
  - Recognizing word referents in a text

Session 1

Session focus

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

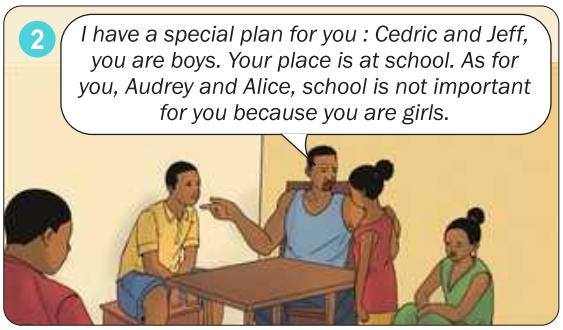


Look at the picture above. What does it inspire you?

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



Boys and girls' conditions



a gender issue



Equal education



a female child



a male child



a successful woman



Equal treatment/ Equal chance

Grammar Focus

A. Expressing opinion

To express opinion, we can use expressions like

- I think

Example: **I think** girls must go to school like boys.

- In my opinion

Example: **In my opinion**, it is not right to keep girls at home for domestic work.

- To my mind

Example: **To my mind**, the condition of girls must change.

B. Expressing wishes

Example: She wishes she could go to school.

She wishes she could read and write like her brothers.

I LISTEN

A **Listen to the conversation and decide which of the options below best describes what it is about.**

The gist of this conversation is:

1. Boys' education. 2. Alima's marriage. 3. Girls' education.

B **Listen to the conversation again and choose the best option to answer the questions.**

1. How many boys are there in Patrick's family?
   a. Five b. One c. Three
2. What can we infer from this question: "What's wrong with getting married ?"
   a. Patrick is not happy. b. Patrick agrees with his parents c. Patrick likes his sister.
3. How old is Patrick's sister?
   a. Three b. Fifty c. Fifteen
4. One example of brilliant female student in the text is
   a. Alima b. Alice c. Sophia

I SPEAK

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

- A: How many boys are there in your family? B: There are two.
- A: Do your parents send girls to school? B: No, they don't / Yes, they do.
- A: What's wrong with not doing your homework? B: You can get bad marks. / You can repeat your class.
- A: I think girls can do well at school. B: I agree with you / I disagree.

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

Session 2

Session focus

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

Grammar Focus

Recognizing word referents

To avoid repetition in speaking or writing, we use pronouns to refer to words previously used. Here are some examples.

Sentence 1: **Girls** are as intelligent as boys. **They** sometimes get better results than boys at school.

The referent of the pronoun "They" in this sentence 1, is "Girls".

Sentence 2: **Christiane** paid a visit to **her parents** last week. **She** gave **them** many presents.

In sentence 2, the referent of Christiane is "She" and the referent of "them" is "her parents".

I say it well

Say the following minding stress and intonation.

- gender issue
- success; successful
- literacy; illiteracy
- huge
- support

I READ

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

(1) Educating girls offers many benefits to current and future generations. However, in many developing countries, girls' illiteracy is still a serious problem because **it** obstructs social and economic development. A huge number of children don't go to school, and the majority are girls. Tina is one of **them**.

(2) Tina can barely read and write. She is eleven-years old, and she is the youngest child in a poor family living in rural India. She dropped out of school two years ago. **Her** family believes that there is no need for her to study because in the end she will get married. So, she stays at home and spends most of the time doing housework like cleaning, cooking, etc.

(3) Tina's former teacher tried to convince the child's family and the village elders to send girls to school, but in vain. Tina's father said: "I didn't study myself; we are poor people." In fact, the government tried to support such families by providing free books, scholarships, uniforms, and even meals. However, this made no difference because of their ignorance.

(4) The boys in the village attend school every day. When Tina passes by them, she feels so sad and **she** wishes she could study like them because she dreams of becoming a teacher. Tina really knows the value of education and always says to herself: "I will let my children study". If all the children think in the same way, there will be less illiteracy among the future generations.

Adapted from https://myteflsolutions.com/school-dropping-text/amp/

Questions

A. Choose the best title for this text according to the reading.

a. Tina goes to school. **b.** Tina wants to get married.

c. Tina's problems with school. **d.** Tina's scholarship.

B. Write the number of the paragraph where you can find the following information.

Information	Paragraph number
a. Tina desires to go to school like the boys she meets.	
b. The advantages of girls' education.	
c. The opinion of Tina's parents on girls' education.	
d. A teacher's efforts to promote girls' education.	

C. Finding referents. What do the underlined words in the text refer to?
Number 1 has been done for you as an example. Example: 1- b. girls' illiteracy

1. The word **it** in paragraph 1 refers to
   a. serious problem **b.** girls' illiteracy **c.** developing countries
2. The pronoun **them** in paragraph 1 refers to
   a. children **b.** boys **c.** girls
3. The word **Her** in paragraph 1 refers to
   a. Tina **b.** youngest **c.** poor family
4. The pronoun **she** in paragraph 4 refers to
   a. Tina **b.** teacher **c.** education

I WRITE

A The following sentences about Tina's story are in disorder. Reorder them in their chronological order.

S1. Tina felt unhappy every time she saw young boys of the same age on their way to school.
S2. An educator working in Tina's area tried to encourage girls' education, but he failed.
S3. After a short time at school, her family forced her to quit to prepare her normal life as a housewife.
S4. Tina is among the numerous female children who don't go to school.

B In each of the sentences below, replace the underlined part with the appropriate word to avoid repetition.

1. Tina likes school, but **Tina's** parents refuse to pay **Tina's** school fees.
2. On my way back home, I saw two girls and I greeted **the two girls**.
3. Our neighbour has four daughters; **the four daughters** have good results at school.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

Many parents of a Liberian refugee camp at the border of your country don't send their female children to school. For the celebration of the next Women's Day, prepare a presentation to sensitize the refugee camp parents about the necessity to send their girls to school like the boys.

In your presentation,
- briefly give the place of girls in modern education,
- list three advantages related to girls' education,
- mention three dangers of girls' illiteracy.

CHECK 2

Session 1

1 **Complete the table with things rural women can do and what they can't do using the phrases from the box.**

read and write – do simple math – cook – work on the farm – breed animals – lead people – do business

Can	Can't

2 **Replace "can" and "can't" by "be able to" and "not be able to".**

1. Rural women can't read: *Rural women **are not able** to read.*
2. Rural women can't write.
3. Rural women can lead people.
4. Rural women can't do politics.
5. Rural women can run petty businesses.

3 **Put the sentences into reported speech. Number 1 is an example.**

Example: 1- the NGO leader says that rural women need to know how to read and write.

1. "Rural women need to know how to read and write", the NGO leader says.
2. "Rural women are able to run their own businesses", Aunt Anoh tells the village women.
3. "Rural women can lead other women", the ministers says.
4. "The government must empower rural women", the women's leader suggests.
5. "Rural women don't like politics", my father claims.

4 **Write the items in the box in the appropriate column. An example is given.**

Pay taxes - Claim health care – Vote - Respect the law – Keep our environment clean – Promote tolerance - Be protected - Practice sport - Learn our lessons - Get married – Possess a house - Help other people - Wear the clothes I want - Respect other people - Take care of their children - Be Member of the Parliament

Duties	Rights
	- Be Member of the Parliament

5 **For each sentence, select the best option in brackets to express a right or a duty. Number 1 is done for you.**

1- You **mustn't use** your mobile phone in class (have to – must - mustn't).
2- We .....come late to school (have the right to - mustn't – must).
3- You .....come to school (don't have the right to - have the right to mustn't).
4- Your parents ..... feed you (have the right – must - don't have the right to).
5- You .....do your exercises at home (mustn't- must- don't have the right to).
6- You ..... cheat in class (must- mustn't - have the right).

CHECK 2

7- Students .....respect their teachers (mustn't- have the right to - must).
8- Parents ..... take care of their children (have the right to - have the responsibility to - don't have to).
9- Students .....wear the school uniform (have to - mustn't - don't have to).
10- We .....clean the school yard (mustn't - have the responsibility to - don't have to).
11- We .....make any noise when our parents are sleeping (mustn't - must - have the responsibility to).

Session 2

6 **The following text is about girls' education. Choose the correct words or expressions from the box to complete it. One word is not concerned.**
Example: 1- a waste of money

male – gender issue – successful - equal treatment – degrees – waste of money – pregnant – female – fail

In many African families, girls don't benefit from the same advantages as boys about education. Parents in rural areas think that sending girls to school is a (**1**) because they easily get (**2**) and stop their studies. This may be true for a recent past. Today, (**3**) students don't always (**4**) at school. Most of them are as (**5**) as the boys. An illustration of this new reality is the big number of girls with important (**6**) like the Bac and the Master. After all these proofs of success, we can say that girls should benefit from(**7**) in their families. If we accept this message, (**8**) will disappear in society.

7 **Express your opinion in the following situations using the words in brackets.**
Number 1 is an example.

1. Aunt Akouba: "Sarah will not go to school; she will help me in the housework."
You : I think it is not a good idea. (I think)
2. Judith: "This is an excellency school; I have no place there."
You: ..... (In my opinion)
3. A father to his female child: "I have found a husband for you; stop going to school."
You: ..... (to my mind)
4. School principal: "I have books for male students only."
You: ..... (In my opinion)

Communication activity

To help your American pen friend prepare a presentation on girls' education in African countries, send him/her a voicemail about the situation in your country.
In your voicemail,
- introduce your country briefly,
- talk about the place of girls in the educational system of your country,
- give your opinion on girls' education.

UNIT 3

TRAVELLING

Lesson 1

How do you go to school?

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 Functions:

- Comparing
- Expressing likes and dislikes

Session 1

Session focus

1. Picture interpretation and vocabulary related to means of transport
2. Grammar Focus: Expressing likes and dislikes.
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



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

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

Categories of means of transport and prepositions.



Travel on animal back: on camel's back



Travel on water: by boat



Travel on earth: by bicycle



Travel in the air: by helicopter



Get on/off



Get in/out of

Verbs



To ride a horse



To drive a lorry



To pilot a plane



To pilot a boat

Grammar Focus

Expressing likes and dislikes

A. Which means of transport do you like ?
B. I like/love travelling by bus, but I dislike travelling by plane
Exercise: Write four sentences about what you like doing and what you don't like doing.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

What's the conversation mainly about?
A. Problems with transportation in Abidjan
B. The reason why Amina was late
C. Traffic-jams in Abidjan

B **Listen to the conversation again and decide if each of the following statements is true (T) or false (F). Justify your answers.**

1. Amina came by ferry and taxi.
2. Amina was 20 min late.
3. Amina prefers the bus because it's more comfotable.
4. According to Silue, the drivers need to be more disciplined.

I SPEAK

A **Listen and repeat**

- A: How did you come this morning? B: I came by bus.
- A: Do you prefer the *gbaka* or the bus? B: I prefer the bus because it's more secure than the *gbaka*.
- A: I think the drivers must be disciplined. B: You're right!

B **2. You and your partner, ask and answer questions about how you get to school in your city.**

Session 2

Session focus

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

Grammar Focus

Comparing
Superiority

A. With short adjectives

Use this rule: A is adjective-er than B.
Example: Yao is shorter than Guei.
Note: When the adjective ends in-y, we add –ier.
Abidjan is busier than my village.
One or two syllable adjectives are considered short.
Example: 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.
Example: A car is more expensive than a bike.
Adjectives with more than two syllables are considered long.
Example: efficient – beautiful – expensive – luxurious - enormous.

Exercise: Make sentences to compare each pair of elements using the adjective provided as in the example. Write your answers in your copy-book.

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 say it well

Read aloud the conversations bellow with you partner. Mind the intonation.

- A: How do you usually go to school?
  B: I usually go to school by bus.
- A: Do you like travelling by plane?
  B: No, I don't. I like travelling by bus.

I READ

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

The text is mainly about

A. reasons for using air travel,
B. benefits of air travel,
C. consequences of air travel.

Air Travel

Air-travel is the most modern form of public transport and it was developed in the 20th century. Millions of people use airplanes for a variety of reasons. It is also extremely expensive to set up air-travel facilities. Some travel for business, others go on holiday by air and others use cargo planes to move their products from country to country very quickly. Some courier companies now have their own fleet of planes ready to carry parcels and post more efficiently. There are different types of passenger services – some are cheap and provide a 'no-frills' service which is good for short journeys. Other airlines provide passengers with a luxurious flying experience. Airports are getting busier and it is evident that more passengers and businesses than ever are using airplanes to get to their destinations.

https://www.trinitycollege.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. Do it in your copybook.

A	B	Answers
1. developed (L1) 2. set up (L.3) 3. facilities (L3) 4. efficiently (L7) 5. provide (L7)	a. give b. equipments c. created d. install e. fast f. successfully	1.c 2.... 3.... 4.... 5....

Comprehension Check

True / False statements

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

A. Air travel was developed in the 18th century.
B. It is costly to install air travel infrastructures.
C. There is a variety of passenger services.
D. There are less and less passengers using air travel.

I WRITE

Develop the following topic sentence into a paragraph. The following ideas can help you.
There are a lot of transportation problems in my city.

- The population has doubled / there are not enough cars to transport them.
- The streets are occupied by street sellers and market women / this creates a lot of traffic jams.
- Drivers do not respect the basic driving rules/ This increases the risks of accidents.
- The government must take measures to solve transportation problems in my city.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

In a conversation with your Nigerian penpal on Facebook, you discuss the means of transportation in your city.

In your discussion, describe

1. the importance of public transportation;
2. different vehicles used for public transportation;
3. which one(s) you prefer and why.

UNIT 3

TRAVELLING (WRITING)

Lesson 2

At the airport

Learning Context: *The student of 4ème 5 of Collège Moderne du Plateau are collecting information about air travel in order to write a text about their coming journey by plane.*

Key to this lesson

- Vocabulary related to air flight
- Language functions:

- Asking and answering questions about air flight
- Expressing preferences with 'would rather'
- Making comparisons
- Writing a paragraph about air flight

Session 1

Session focus

1. Picture interpretation and vocabulary related to related to air flight.
2. Grammar Focus: Expressing preference.
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.**



an airport



a plane



a runway



To take off



To land



a waiting room



7 *a departure board*


8 *Check-in desks*


9 *Luggage*



10 *Boarding pass*


11 *a boarding gate*


12 *a cabin crew*


13 *an overhead locker*


14 *a seat*


15 *a seat belt*


16 *a stewardess*

Grammar Focus

Expressing preference with 'would rather'

You can use '**would rather**' to express your **choice** between two or **more good options.**
Example: Affoué likes the bus; she likes the taxi too, but she would rather take the taxi.
Affoué: I like the car and the bus, but I would rather take the car.

I LISTEN

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

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

1- Why is Elia at the airport?
2- Where did Ornella see the leaving time?
3- What seat does Ornella prefer on board?
4- What documents did Ornella show before boarding?
5- Will Elia take the bus or a taxi to go home? Why or why not?

I SPEAK

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

- A: Where are you going with this luggage? B: To the airport.
- A: What time does your plane take off? B: At 08:30 PM.
- A: Where are you flying to? B: To London.
- A: Is your seat at a window? B: Yes, but I would rather sit in the middle.
- A: Where do you check-in? B: At the checking desk.
- A: Do you like your seat? B: No, I would rather have another one.
- A: Why do you want to take a taxi? B: Because it's faster than the bus.

B **Build a short dialogue with your partner about travelling by air.**

Session 2

Session focus

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

Grammar Focus

Making comparisons

1- Expressing superiority

- **Short adjectives (One syllable):**

Noun (subject) + verb + comparative adjective + 'er' +than + noun (object)
⟶ The taxi is faster than the bus.

- **Long adjectives (more than 2 syllables)**

Noun (subject) + verb + more + comparative adjective +than + noun (object)
⟶ The plane is more comfortable than the bus.

2- Inferiority (All adjectives)

- Noun (subject) + verb + **less** + comparative adjective +than + noun (object)

⟶ The bus is **less** fast than the taxi.
⟶ The bus is **less** beautiful than the plane.

3- Irregular adjectives: Some adjectives are irregular and change form when you make comparisons.

Example: • **Good ⟶ Better** **Bad ⟶ Worse** **Far ⟶ Further.**

Exercise:

A- Look at the board below and write correct sentences about the persons.

Example: Elia **would rather** sit at a window to see outside.

Persons	Seat	Reason
Elia	At a window	Likes to see outside
Melvine	In the middle	Doesn't want to see outside
Sita	First class	comfortable
Kouamé	First class	Big seats

1- Melvine.....
2- Sita.....
3- Kouamé.....

B- Use the information to make comparisons in the conversation.

a- Hi, how are we going to the airport, by bus or by taxi?
b- I would rather go by taxi.
a- Why?
b- Because the taxi is ..... the bus (fast).
a- But the taxi is ..... the bus (expensive).
b- I know; but the bus is ..... the taxi (comfortable).
a- OK. Let's call a taxi then.

I say it well

Pronunciation: say the following aloud minding the stress

- seat /si:t/ sit /sɪt/
- Luggage /ˈlʌgɪdʒ/ → A lot of luggage (there is no plural for this word)
- Steward /ˈstju:əd / (man / singular) → stewards / ˈstju:ədz /
- Stewardess /ˈstju:ədɪs/ (woman) → stewardesses / ˈstju:ədɪsiz/

Irregular verb:

- **Verb:** To fly /flaɪ/ → **flew** /flu:/(preterit) → **flown** / fləʊn/ (past participle)
- **Noun:** A flight → /flaɪt/

I READ

Read the text and select the best title.

A- Ornella visits an airport.
B- Ornella's first flight.
C- Ornella and her friend Elia.
D- Ornella in London.

Last year, as a reward for her very good result at school, Ornella's aunt offered her a trip to London. She booked a flight two weeks before August 3rd, the D-Day. That day, Ornella arrived at the airport two hours before departure time. She was very excited. She went to the checking desk. She had only one small bag to put in the overhead locker on the plane. Before boarding, she showed the agent her passport, her boarding pass and went through security. On board, a stewardess took her to her seat. She also showed all the passengers how to fasten their seat belts and informed them about security rules. Ornella was a bit afraid, but her neighbour supported her. She was more relaxed when the crew started serving meals. She chose chips and chicken and a soft drink. Six hours after her plane took off, they landed on the runway of Heathrow airport in London. She was amazed by London and its beautiful sites. Her aunt promises her another trip to London next year if she has good results. She liked London, but she would rather go Edinburgh the capital of Scotland because people say that it is more attractive than England.

Vocabulary:

Which words in the text mean:

1- travel (L. 1)
2- arranged (L. 2)
3- travel by plane (L. 2)
4- control (L. 4)
5- to tie (L. 7)
6- people working on a plane (L. 8)
7- surprised (L. 10)

Comprehension:

Answer the questions below.

1- Who offered Ornella a trip to London? Why?
2- What did Ornella's aunt do before August 3rd?
3- Was Ornella happy? Justify your answer.
4- Where did Ornella put her bag?
5- What did the stewardess do on the plane?
6- What happened at Heathrow airport?
7- Will Ornella go back to London again next year? Justify your answer.

I WRITE

This is the topic sentence of a paragraph about what passengers do when they arrive at the airport before taking off. Write supporting sentences it to build a meaningful paragraph.

When passengers arrive at the airport, there are many things they do before they take off.

.....
.....
.....

Session 3

Session focus
Writing 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,

1- say how you got to the airport,
2- describe what you did at the airport,
3- mention what happened during your flight.
(10 lines maximum)

UNIT 3

TRAVELLING (WRITING)

Lesson 3

Let's visit a wonderful historical city

Learning Context: *During the English class, the students of 4è2 from Collège Moderne Krindjabo are writing a paragraph about the tourist attractions of their area in order to prepare their participation in a promotion campaign organized by the ministry of tourism.*

Key to this lesson

- Vocabulary related to tourism
- Making suggestions

Session 1

Session focus

1. Picture interpretation and vocabulary related to tourism
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 does it inspire you?

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



a craftsman



a museum



Dishes



a zoo



a weaver



a 5 star hotel

Grammar Focus

- Making suggestionsT.

A: How about playing football this Sunday afternoon?
A: What about going swimming on Saturday afternoon?
B: No, why not doing our homework?
B: Great! That's a good idea.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

What are Grace and Essy talking about?
a. Grace's holiday project.
b. Grace's sightseeing project
c. Essy's holiday project.

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

a. It's a wonderful area with numerous mountains ideal for (sightseeing – sliding – cycling).
b. There are other (members – winners – wonders) in the area.
c. Wonders like the (flames – famous– fame) liana (bride – bridge– bread).
d. There are exciting (waterfalls – watercocks – rainfalls).
e. Tourist guides (girls – guys – guides) will easily take you there.
f. Why don't you live in a (homestay – stay – home) family?
g. People are very (hospital – hospitality – hospitable) in Man.

C **Listen to the conversation again and choose the best option to answer the questions.**

1. What is NOT mentioned as a tourist attraction of the Man area in the dialogue?
a. waterfalls b. lakes c. liana bridge

2. The word accommodation in the dialogue means
a. peaceful place b. living place c. interesting place

I SPEAK

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

- A: Hi, what are you doing?
- A: Great! Can you help me choose a destination for my holidays?
- A: What can I discover in Man?
- A: Is it easy to find accommodation facilities in Man?
- A: This sounds interesting, but I want to be autonomous.

B: I'm reading a magazine about tourist destinations.
B: You could go to Man; it's a wonderful place.
B: There are attractions like the liana bridge and exciting waterfalls.
B: Yeah; there are many hotels. But why don't you choose a homestay family? People are very hospitable in Man.

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

Session 2

Session focus

Grammar focus: Asking and answering questions about tourism
1. I say it well: Pronunciation / Using the correct intonation
2. Reading: Reading for the main idea and details
3. Writing: Sentence and paragraph

Grammar Focus

- Asking and answering questions about tourism.

Example:

A: What's tourism? B: It's...
A: What famous tourist sites in Côte d'Ivoire do you know? B: I know....
A: Are there any tourist sites in our region? B: Yes, .../ No, ...

- Pronunciation / Using the correct intonation.

I say it well

Read the following aloud. Mind the 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.

Day 1

Our representative will meet you at the airport and a bus will transfer you to your hotel in the capital, Reykjavik. After checking in, your guide will give you an orientation tour and you will have an opportunity to visit some of the city's highlights, such as the splendid cathedral. After dinner, you can spend the evening relaxing in the warm waters of the Blue Lagoon.

Day 2

We tour Iceland's Golden Circle, taking in Thingvellir National Park, Gulfoss Waterfall, and the geothermal sites in Geysir. Here you'll see *Strokkur*, or the *Butter Churn*, which spouts a 100-foot jet of water into the air every 3-5 minutes.

Day 3

Day 3 is left free so that you can try out our optional tours. You can choose to explore the glacial Thorsmork Valley on a jeep ride. Another option is to drive out onto the glaciers and take a snowmobile tour. Whale-watching and puffin-spotting boat trips are also available from Reykyavik harbour.

Day 4
The tour ends at the city airport.

Adapted from https://www.examenglish.com/

Questions

Say if each of the following statements is true (T) or false (F) according to the reading. Justify your answers with details from the text.

1. The narrator is giving information about a tour.
2. The first day, the visitors can visit a mosque in the city of Reykjavík.
3. The Blue Lagoon in Reykjavik contains hot water.
4. The tour in this text takes place in North Africa.
5. The participants can have personal programs on Day 3.
6. The fourth day, the tour becomes very exciting.

I WRITE

Paragraph writing

A Definition

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

Grammar Focus

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.

CHECK 3

Session 1

1 **Complete with the right preposition from the box. Example: 1- on**

by – on – in – out of – off

1. Mefou's house is not far from her school, so she goes to school ..... foot.
2. As for Amina, she goes to school ..... taxi.
3. You get on a bus but you get ..... a car.
4. You get .... a bus, but you get out of a car.
5. Armel goes to school.....ferry everyday.

2 **Write the odd-one out from each list.**

1. *a* ship – a canoe – a boat – a truck
2. *a* car – a boat – a ticket – a plane
3. drive – fly – camel – ride
4. ride – off – on – in

3 **Compare each element using the adjective in parenthesis.**
Number one is an example.

1. Plane/car (expensive)
→ A plane is more expensive than a car.
2. a tricycle/ a truck (cheap)
3. a boat/ a plane (fast)
4. a gbaka/ a bus (secure)
5. a plane/ a bus (luxurious)

4 **Complete each sentence with a word or group of words related to air travel.**
Number one is an example.

1- If you want to go from Abidjan to London, you must take a *plane*.

2- To take a plane, you must go to the.....

3- Before..... , you must check in at the check-in desk.

4- When you sit on your.....on the plane, you must fasten your.....

5- The plane..... and lands on a.....

6- On long distances, stewards serve you..... on board to eat.

7- Planes ..... from an airport to another.

5 **Look at the chart and select the best options in brackets to complete the sentences about the persons' preferences.**

Example: 1- Armel ***likes*** travelling by plane, but Vanessa and Eloi ***would rather*** travel by car.

Persons	Means of transport	Meal	Drink
Armel	Plane	Sandwich	Coke
Dominique	Boat	Salad	Coke
Vanessa	Car	Egg	Lemonade
Eloi	Car	Rice	Coke

1. Armel ..... travelling by plane, but Vanessa and Eloi ..... travel by car (likes - would rather).

CHECK 3

2. Vanessa an Eloi ..... to travel by car (prefer - would rather).
3. Dominique ..... travel by boat (would rather - prefers).
4. Eloi ..... rice but Vanessa ..... sandwich (likes - would rather- prefers).
5. Dominique ..... eggs; she ..... have some salad (doesn't like - would rather - likes).
6. Does Armel ..... sandwich to eggs (prefer - would rather)?
7. Armel, Dominique and Eloi ..... coke but Vanessa ..... Lemonade (would rather - like - prefers).

Session 2

6 **The words or expressions in column A are about tourism. Match each of them with its meaning in column B. One meaning is not concerned.**

COLUMN A	COLUMN B
a. animal park b. resting place c. house for historical objects d. activity of visiting the famous or interesting places of an area e. prepared types of food f. artisan g. artisan who fabricates clothes	1. souvenir 2. weaver 3. zoo 4. craftsman 5. accommodation 6. sightseeing 7. dishes 8. museum

7 **Make a suggestion to each of the people with the following cases. Use the ideas between parentheses.**

1. Akpo: "I don't know where to go during the next holidays.
You: ..... (why/ to visit Bondoukou)?

2. Your best friend to you: "How are we spending the weekend?"
You: ..... (let's/ to go to the museum)

3. Your sister to you: "What souvenir can we buy from the visited area?"
You: ..... (we could/ to buy traditional costumes)

4. Awa to you: " I don't have enough money to stay in a five-star hotel."
You: ..... (why/to stay in an ordinary hotel)?

Communication activity

As the chairman of the English club of your school, you receive a letter from a partner school from Nigeria planning to come to your country for a tourist tour. Write a reply to their letter.

In your reply,
- introduce your country briefly;
- list the main places tourists can visit;
- suggest three tourist sites to the future visitors, specifying the qualities of each of those sites.

UNIT 4

FASHION

Lesson 1

Traditional and modern clothes

Learning Context: *In order to prepare for the Clothing Fair of your school, you listen to a conversation and read a text about traditional and modern clothes.*

Key to this lesson

- Vocabulary related to traditional and modern clothes
- Language Functions:

- Giving reasons with because
- Making compliments

A: I love your shirt B: Thank you.

Session 1

Session focus

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

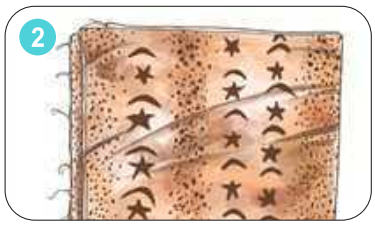


Look at the picture above. What does it make you think about?

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



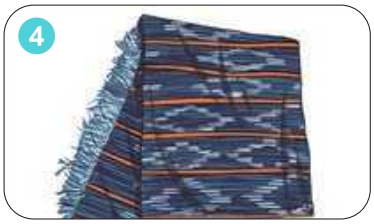
Traditional cloth weavers



a senoufo traditional cloth



a suit



a baoule hand-made cloth



a yacouba traditional bubu



a fashion model



a king wearing a tradional Kente cloth with a crown



Dida traditional clothing



The school girl is wearing a blue skirt and a white blouse



a headscarf



a cap



a necktie



Socks



Formal attire



Casual attire

Grammar Focus

Making and responding to compliments

A: I love / like your shirt, it's nice.
B: Thank you.

A: Your shirt's so nice!
B: Thank you, yours too.

A: What a nice shirt?
B: Oh, thank you!

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

Silué and Amina are talking about
a. compression shirt,
b. what they like wearing,
c. traditional clothing.

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

a. How does Silue dress?
b. Why does Amina like wearing traditional clothes?
c. Do you like traditional clothes or not? Why?

I SPEAK

A **Listen and repeat**

- A: I love your dress. B: Thank, you!
- A: I like wearing traditional clothes? B: Really? Why?
- A: Why do you like wearing traditional clothes? B: Because I love my culture.

B **You and your partner, ask and answer questions about the type of clothes you like wearing.**

Session 2

Session focus

1. Grammar focus: Giving reasons with 'because'
2. I say it well: Pronunciation with the correct intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Giving reasons with 'because'

A: Why are you wearing these nice modern clothes today?
B: Because I want to be fashionable.
A: Why are you so quiet today?
B: Because I don't have any traditional clothes for the festival.

I say it well

Read the conversation below with your partner. Mind the intonation.

- A: Wow!
- B: I usually go to school by bus.
- A: Why do you like casual attire?
- B: Because I don't want to be formal.

I READ

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

The text is mainly about

1. reasons why clothing was not needed in old Africa,
2. the way men and women dressed in old Africa,
3. the use of raffia and tree leaves for clothing.

HISTORY OF CLOTHING IN AFRICA

Clothing was not generally needed for warmth or protection in most areas of the African continent. The reason for this is that Africa naturally has a warm and hospitable climate and many tribes did not wear much clothing at all. The men wore just a loin cloth or apron and the women wore wraps around their waist or breasts, often adorning the rest of their bodies with scarification and paint ochres.

5

Bark cloth, furs, skins and hides were mainly used for these first forms of clothing. Males simply wrapped the bark cloth over a belt and passed between the legs; women draped the cloth over the belt to hide the front of their bodies. Raffia was used to sew together separate pieces of bark cloth as well as being used for grass skirts.

Stone age man onward made bark cloth by peeling bark from trees and then pounding it with a rock until it becomes thin and malleable. Small pieces were sewn together with hide or raffia to make larger pieces to cover the body.

https://quatr.us/category/african-history

True / False statements

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

A. According to the text men and women needed clothing in ancient Africa.
B. There was no necessity to wear clothing because the African climate is hot and good.
C. Clothing was made from animal and tree products.
D. Old Africans made their clothes by themselves.

I WRITE

Write a paragraph to describe how you usually dress.

I wear different types of clothes on different occasions.
On school days, I usually wear.....
At weekends, I always wear.....
In formal events like weddings, birthdays, or church/mosque services, ...
In short, I adapt my way of dressing.....

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

For the coming clothing fair of your school, your School English Club is organizing an article writing competition about the importance of wearing both traditional and modern cothes. In your article,
- start by a topic sentence about the importance of wearing both traditional and modern clothes,
- give one reason why it is important to wear traditional clothes,
- give one reason why it is also important to wear modern clothes,
- give a concluding sentence about the reason it is important to wear both traditional and modern clothes.

UNIT 4

FASHION

Lesson 2 At a fashion show

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

Key to this lesson

- Vocabulary related to fashion
- Language function:

- Writing sentences and paragraphs about fashion shows
- Describing a fashion show

Session 1

Session focus

1. Picture interpretation and vocabulary related to fashion shows
2. Grammar Focus: Expressing likes and dislikes
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 below and discuss the questions with your neighbour.**

1- Are the women in pictures A and B dressed the same way?
2- Do the men in pictures C and D wear the same types of clothes?
3- What about the women in pictures E and F?
4- Do the men in pictures G and H have the same haircut?
5- Which pictures do you like? Why?



A (Long dress)



B (Mini dress)



C (Afros)



D (Dreadlocks)



E(Butch cut)



F (Cornrows)

B **Study the pictures below with your teacher.**



a young fashion designer



Top models walking on catwalks



a fashion show



Designing clothes



Top models in a fitting room at a fashion show



a designer's workshop

Grammar Focus

Expressing likes and dislikes.

A. Which designer **do you like**?
B. Pathe'O.
A. Why?
B. I find his collections original. What about you?
A. **I adore** Rebecca Zoro; she is Beyoncé's designer.

To express likes, you can say	To express dislikes, you can say
• **I like** fashion show. • **I adore** Rebecca Zoro. • **I'm mad about** afros.	• **I don't like** fashion shows. • **I dislike** ties.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

Soro and Amina are talking about
a. Hotel Ivoire Intercontinental,
b. Rebecca Zoro and Pathe'O,
c. Fashion show.

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

a. There is a (famous show – fashion show – champion show) next week at Hotel Ivoire Intercontinental. (fashion show)
b. Something that is (popular – circular – muscular) because people think it's good at a certain time.
c. Fashion can be about food, (hairstyle – a style – the style), clothes, music...
d. Oh no! Fashion show is only about (cloths – prose – clothes).
e. Top models wear them and walk on a (catbox – catwalk– footwalk) in front of a crowd to appreciate. will easily take you there.

I SPEAK

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

- A: What is fashion? B: Something popular for people at a certain time.
- A: Is fashion only about clothes? B: No, it can be about hair style, food and music too.
- A: What are Rebecca Zoro and Pathe'O? B: Brand designers.
- A: Where do they present their collections? B: At fashion shows.
- A: How do they present them? B: Top models wear their designs.
- A: Is that all? B: They walk on catwalks during fashion shows.
- A: Where do top models get ready? B: In fitting rooms.
- A: What designer do you prefer? B: Pathe'O.
- A: Why? B: I find his collections original.

B **Build a short dialogue with your partner about fashion shows.**

Session 2

Session focus

1. Grammar focus: Asking and answering Yes/ No questions
2. I say it well: Word stress
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Asking and answering questions about likes and dislikes.

To ask questions about likes, you can say	To answer questions about likes, you can say
A: **Do you like** fashion show?	B: Yes, I do. / No, I don't.
A: **Do you adore** Rebecca Zoro?	B: Yes, I do. / No, I don't.
A: **Are you mad about** afros?	B: Ye, I am. / No, I am not.

Look at the pictures in 'I observe': With your partner, practice dialogues like this:

You: Which designer do you like?
Your partner: I like Pathe'O. What about you?
You: I adore Rebecca Zoro.
Your partner: Are you mad about Cornrows?
You: Yes, I am.

I say it well

Say the following aloud minding the stress.

designer /dɪˈzaɪnər/ **fashion** /ˈfæʃən/
catwalk /ˈkætwɔːk/ **cornrows** /ˈkɔːnrəʊz/
dislike /dɪsˈlaɪk/

I READ

Read the passage below and say what it is mainly about.

Last Saturday, my friend Elysée and I attended a fashion show. It took place in the hall of a big hotel of the city that was decorated with pictures of the different brands of the designer who had organized the event.

A lot of people were present: spectators, journalists, make-up artists, Masters of Ceremonies (MCs) and the designer himself. There were a lot of top models, men, women and young boys and girls.

At the start, the MCs presented the designer. Then they called the top models, one after the other. They came out of the fitting rooms and walked on the catwalk. Sometimes they paused, turned left and right, and at times, they speeded up, with nice smiles. The MCs described the different attires they were wearing: long-sleeved shirts, demis, hats and headscarves, traditional clothes and their origins. All this was done with some appropriate music.

At the end of the show, all the models stopped on the catwalk and the audience stood up to applaud them. The designer took a microphone and thanked everybody. Then the light turned white, and the public went out.

Elysée and I did not appreciate the same attires, but we agreed to attend the next fashion show.

Textbook Authors

Vocabulary Check

Which words or expressions in the text mean the following? Number 1 is done as an example.

1. were present at (L.1) → attended
2. collections (L.2) → .....
3. stopped (L.8) → .....
4. walked more quickly (L.9) → .....
5. public (L.12) → .....

Comprehension Check

Answer these questions about the text.

1- What event took place in the hall of a big hotel?
2- Were there only journalists at the event?
3- Were the brands presented only for women? Justify your answer.
4- Where were the top models before coming out?
5- Did the top models walk in the whole hall?
6- List three attires the top models wore.

I WRITE

A **Which of the sentences below don't match with the following topic sentence "Fashion models have a lot of qualities"?**

1- They must be able to maintain an elegant and graceful appearance through long hours.
2- Only girls can do this job.
3- They represent brands and their designers.
4- They wear their clothes and accessories in photo shoots, commercials, and catwalk shows.
5- They must be from the same region as the designer they represent.
6- They must be beautiful and physically attractive.

B **Use the relevant sentences to write a meaningful paragraph about Top models' qualities.**

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

Last Saturday, you went to a fashion show. To inform your friends about what it was like, you decide to write an article about it. Write this article for your English club magazine. In your article,
- say when and where the fashion show took place;
- give the name(s) of the designer(s) who presented their collection(s);
- describe what happened during the fashion show.

UNIT 4

FASHION

Lesson 3

Keep your natural skin colour!

Learning Context: *Last week, the students of 4e 3 from College Moderne Gadouan attended a conference delivered by an American expert on cosmetics. During their English class today, they are writing an article for the English club magazine to sensitize the readers about the dangers related to the use of beauty products.*

Key to this lesson

- Vocabulary related to fashion
- Language function: giving advice

Session 1

Session focus

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



Look at the three girls in the picture above. What can you say about them?

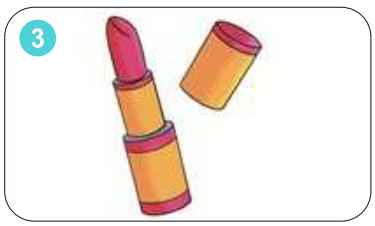
I OBSERVE **Study the pictures below with your teacher.**



1 *a dark complexion girl*



2 *a fair complexion boy*



3 *a lipstick*



4 *a hair gel*



5 *a nail varnish*



6 *a perfume*



a bleaching cream (turn dark complexion into fair complexion)



Skin dots

Grammar Focus

Giving advice with 'should'.

A: What should I do to avoid skin problems? B: You **should** keep your natural skin colour.
A: I'm losing all my natural hair? B: You **should** avoid wearing wigs all the time.

I LISTEN

A **Listen to the audio and choose the best title for the dialogue. Write your answer in your copy-book.**

a. Anna's picture.

b. Bleaching creams and health.

c. Christina's new picture.

B **Listen to the conversation again and complete the information in the table below. Write your answers down in your copy-book.**

Information to be found	Answers
a. Christina's skin colour now.	
b. Christina's skin colour in the past.	
c. A product for changing skin colour.	
d. Two problems related to the use of beauty products.	

I SPEAK

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

- A: Who is this girl in the picture?
- A: Are you kidding me? You are a fair complexion person.
- A: No way! I'm very proud of my black skin colour.

B: It was me two years ago.
B: I see. If you want to have a light complexion like me, use this bleaching cream.

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

Session 2

Session focus

1- Grammar Focus: Giving advice with 'shouldn't'
2- I say it well: Pronunciation with the right intonation
3- Reading: Reading for the main idea and details
4- Writing: Sentence and paragraph

Grammar Focus

Giving advice with 'shouldn't'.

A: What shouldn't I do to keep my skin safe? B: You shouldn't use bleaching cream.
A: What should I do to keep my natural hair? B: You shouldn't wear wigs all the time.

I say it well

Read the following minding the intonation.

- **Bleaching** creams can damage your skin.
- **Skin-lightening** has many side effects.
- **Scarring** can be **scary.**
- Christina bought **a nail varnish** yesterday.

I READ

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

An association in the UK, called the LGA, has warned consumers about the use of some skin-lightening creams. The LGA discovered that some of the whitening cosmetics they tested contained banned ingredients and were thus illegal. However, they were sold in UK stores. An LGA spokesperson said these ingredients could pose a serious threat to consumers' health. He said there has been an increase in the number of users suffering from health problems after using the creams. These problems include convulsions, rashes, and scarring.

The spokesperson said the creams could increase the risk of skin cancer, and liver and kidney damage.

The global skin-lightening industry is booming. In 2017, it was estimated to several billion dollars, and it will generate more money in the next decade. Many people use skin-lightening products to reduce the darkness of their skin colour. The LGA warned that some small traders were selling illegal skin-lightening lotions on which the label listed the allowed ingredients and omitted the illegal substances. The LGA said some illegal ingredients acted like paint stripper* and could burn off the top layer of the skin. The association also said: "Skin creams containing banned ingredients are very dangerous and could seriously damage your health, scar you for life and even kill you. So, they should be avoided at all costs."

Adapted from www.jetsacademy.org

*Note: paint stripper = solvant

Questions

1. What is the LGA fighting against?
2. In which area is this fight taking place?
3. The word **banned** (**line 3**) means
   a. interdicted **b.** encouraged **c.** authorized.
4. Among the following problems, choose the one which is not mentioned in the text.
   a. headache **b.** kidney damage **c.** rashes.
5. The word **scarring** (**line 6**) means
   a. causing fear **b.** leading to mental trouble **c.** leaving indelible marks
6. Find in paragraph 2, two reasons why it is not easy to stop the activities of the skin-lightening industry.
7. What are the techniques used by some traders to continue their illegal activities?

I WRITE

Writing an article (recall)

Layout of an article
- an attractive headline (title),
- a lead paragraph ,
- an explanation,
- any additional information.

Topic

Write for the English club magazine, a sensitizing article about the dangers of using cosmetic products.

In your article,
- write a brief definition of cosmetic products;
- list three consequences of using cosmetic products wrongly;
- give some advice to your readers about how to use cosmetic products without damage.

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

As a reporter of the English club magazine of your school, you attended a conference delivered by an American expert on cosmetics. Write an article to sensitize the readers about the dangers related to the excessive use of cosmetic products.

In your article,
- say where the conference took place,
- list three (3) dangers related to the use of cosmetic products,
- give advice to your readers about the right attitudes in front of cosmetic products.

CHECK 4

Session 1

1 **Read each list of words and write the odd-one out.**

1. Jacket – wear – trousers – tie – blouse → wear
2. Dress up – dress down – casual – formal – friendly
3. Cute – gorgeous – disagreeable – attractive – nice
4. Cap – cup – tie – belt – headscarf

2 **Put the words in order to build correct sentences.**

1. like/I/clothes/represent/my/they/because/culture/traditional.
2. not/not/because/to/in/wear/warm/necessary/Africa/it's/It's/clothes/hot.
3. fashionable/clothes/modern/I/because/more/wear/they/are.
4. We/makes/wash/because/it/our/must/healthy/clothes/us.
5. because/my/wear/clothes/traditional/I/I'm/of/culture/proud.

3 **Reorder the letters to find words related to fashion.**

Example: 1- NAFHIOS → FASHION

1- NAFHIOS ..... 2- FASOR ..... 3- WORCRONS .....
4- SDCKAEDROL ..... 5- ENISDEGR ..... 6- TCSAKWAL .....
7- HSAFINO WSOH ..... 8- DABRN ..... 9- DMEOSL .....
10- IEGDNS .....

4 **Reorder the sentences in the box below to write a description of a fashion show. The first sentence is given to you.**

Topic sentence (1): A fashion show is an event where a designer presents his collection to the public.

These models are beautiful men or women who fit in the selected clothes.
When they walk, the public admires them.
Top models wear the designer's brands and walk on a catwalk.
A lot of famous people go to fashion shows to select the clothes they can buy.

Session 2

5 **Choose the appropriate words or expressions from the box to complete this text about fashion show.**

Example: 1- nail varnish

hair gel – complexion – nail varnish – bleaching cream – lipstick – skin dots - fair

CHECK 4

Every day, Clara spends a lot of money and time to follow all the fashion trends. In the morning, she polishes her nails and paints them with a ....(**1**).....Then she uses a ...(**2**)...to give a bright colour to her lips. Clara likes soft hair too. This is the reason why there is always a big bottle of....(**3**)....in her bathroom. She is an authentic African who was very proud of her dark...(**4**).... Unfortunately after a recent visit in the city, she has decided to use some.....(**5**)....to change the colour of her skin. Her objective was to get a ...(**6**)...complexion skin. Today, Clara is very sad because her body is covered with several...(**7**)...and she smells very bad. "Why didn't I keep my natural skin colour?", she lamented crying.

6 **Match each problem from column A with the appropriate advice in column B.**
Example: 1- b

COLUMN A	COLUMN B
1. To participate in a beauty competition, I want to use bleaching creams to have a shining skin.	a. You shouldn't force to impress people.
2. I always have my natural hair.	b. You should keep your natural skin colour.
3. There are dots on my skin after using a body cream I bought at the market.	c. You should stop using it.
4. My sister prefers to remain natural.	d. You should do like her.
5. I don't feel comfortable when I wear cheap clothes.	e. You shouldn't change your hairstyle.

Communication activity

In observing a recent photograph of your Ghanaian pen friend, you notice that his /her skin has become lighter. Write to give him/her advice about the necessity to remain natural. In your letter,

- state the reason why you are writing,
- give three dangers related to skin bleaching,
- give three advantages of remaining natural.

UNIT 5

CITY OR 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 prefer living in the city.

Session 1

Session focus

1. Picture interpretation and vocabulary related to city life
2. Grammar Focus: Expressing preference
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.**



Plateau is a business center with tall buildings



a police station



a traffic-jam at traffic-lights



a busy street



a supermarket



Leisure center

Grammar Focus

Expressing preference input.

A: Where do you prefer living?

B: I prefer living in the city.

A: Where would Amina rather live?

B: She'd rather live in the city.

I LISTEN

A **Listen to the conversation and what are Silue and Amina mainly talking about? Discuss your answer with your partner, then with the whole class.**

B **Listen to the conversation again and answer the questions below. Write your answers down in your copy-book.**

1. How does Amina find life in the city? Why?
2. What advantages and disadvantages are discussed by the two speakers?
3. Where does Silue prefer living?
4. Where would Amina rather live?
5. Decide where you would prefer living, and why.

I SPEAK

A **Listen and repeat**

- A: How do you find life in the city? B: Great!
- A: It's good to live in the city. Right? B: Sure
- A: But we shouldn't forget this polluted air... B: Well, that's what it is...

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

Session 2

Session focus

1. Grammar focus: Expressing preference
2. Saying sentences with the right intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Make more sentences using " I prefer + v-ing" or " would('d) rather + verb without "to".

1. Write (a pen/ a pencil)
2. Work (in the city/ in the village)
3. Travel (by car/ by boat)
4. Sleep (in a village/ in a hut)

I say it well

Read the following aloud minding the intonation.

- A: How do you find life in the city? B: Great!
- A: It's good to live in the city. Right? B: Sure

I READ

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

The text is mainly about

1. Happy life of city dwellers
2. Problems faced by city dwellers
3. Housing problems in big cities

Stress of City Life

Many studies have shown that people living the city life are more *likely* to be anxious, *stressed*, and depressed. Consequently, *the rates* of mental illness tend to be higher in big cities than they are in small towns or the *countryside*. It is very likely that the stress of daily city life contributes to the *prevalence* of various mental illnesses. In order to avoid mental illnesses, city dwellers should recognize what is typically causing them stress; this will help them deal *with* it.

First of all, living in a city means you have to share a small amount of space with a lot of other people. You might live in the same housing complex or tower block with hundreds of other people; this makes housing very expensive, particularly in the city center. Many people also use the same transport system that you use for work, and this causes traffic jams in *peak hours*. Then, when you go to the supermarket after work, it is often very *crowded* and you have to wait in a long line to reach the cashier.

2. Match the words from the text in Column A with their meanings in Column B. One word in Column B is extra. Example: 1- e

A	B
1. likely (L.1) 2. countryside (L.3) 3. prevalence (L.3) 4. deal with (L.5) 5. peak hours (L.9) 6. crowded (L.10)	a. solve b. busy times c. existence d. full with people e. possibly f. lovely g. traffic

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. Is it easy or hard to move around in your city? Why?

Session 3

Session focus

Speaking Skill Evaluation

Communication

I put it all together

In a conversation with your Liberian penpal on *Whatsapp*, you describe the city you live in and the problems you face.

- Start with greetings.
- Ask about where your penpal live and the infrastructures and services we can find there.
- Share some problems the city dwellers face in your city.

UNIT 5

CITY OR VILLAGE?

Lesson 2 Village life

Learning Context: *In order to write a description of village life, you are going to 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 rural life

Session 1

Session focus

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



Look at the picture above. Describe what you can see, and say where we are.

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



a village



Fetching water



Poultry



Playing football



Fishing



Pure nature



Swimming in a river



Education



Breeding cattle



Hunting



Farming



Health care

Grammar Focus

Expressing reasons with 'to', 'because' or 'since'.

Villagers want to build schools; for this reason, they sell cattle.
→ Villagers sell cattle ***to build*** schools. (Infinitive)
→ Villagers sell cattle ***because*** they want to build schools.
→ ***Since*** they want to build school, villagers sell cattle.

Exercises

From the situation below, build at least 2 sentences to express the reason.
It's raining / farmers can't go to farm.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

Armande and Hervé are talking about
a. passing holidays in the town,
b. passing holidays in the village,
c. stay more days in town.

B **Listen to the conversation again and answer the questions. Write your answers down in your copy-book.**

1- Where is Hervé going for his holidays?
2- Note down one or two things that Hervé likes in Kongonou.

C **Listen to the conversation one more time and answer the questions below. Write your answers down in your copy-book.**

3- How do the people in Kongonou want to develop their village?
4- Do the villagers in Kongonou buy food to eat? Justify your answer.

I SPEAK

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

- A: Where are you going? B: To my village.
- A: Why don't you stay in town? B: Because I'm fond of my village.
- A: Why do you breed cattle? B: To have money.
- A: For what reason do you need money? B: To develop health care and education.
- A: What activities do you have in your village? B: We breed cattle and raise poultry.

B **Build a short dialogue with your partner about life in your village.**

Session 2

Session focus

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

Grammar Focus

Expressing wishes

- I **wish** we all **spent** holidays in our villages.

Exercises

A- From the situation below, build 3 sentences to express the reason.

It's raining / farmers can't go to farm.

B- From each of the situations below, build a sentence to express your wish.

- It doesn't rain, the crops will be bad.
- It is raining; we cannot have our picnic.

I say it well

Say the following aloud minding stress and intonation.

- To feed /fi:d/ (Irregular verb) →fed →fed /fed/
- To build /bɪld/ (Irregular verb) → built →built /bɪlt/
- Because /bɪˈkɒz/
- I'm fond of my village.

I READ

Read the text and say which of the following sentences shows what it is about.

1- The difficulties people have when they live in a village.
2- The beauty of village life.
3- The organization of village life.
4- The cooperatives in village life.

Wonderful Villages

Village life is wonderful. It is peaceful, calm and safe. Villagers do not suffer from tension. In a village, there is pure nature, free from pollution. People breathe fresh air, eat vegetables, fruits, and fish. They can go out any time and walk without fear of accidents.

There is community life in villages. In order to make money and develop their community, some villagers have cooperatives. People team up to farm, fish, hunt, breed cattle and practise poultry. So they have food to feed themselves and sell parts of their products. With the money they get, they can build schools to educate children. Since health care is important, they build hospitals too.

Entertainment is also part of village life. There are neither cinemas nor theatres, but villagers can enjoy themselves in different ways. They play different games, swim in rivers, organise tournaments and parties. At night, in the moon light, elders tell children interesting stories...

I wish we could all take part in the life of our villages; our contribution is very important for the development of our regions.

Textbook Authors

Vocabulary check

Complete the blanks of each sentence below with a word or expression from the text. The lines will help you.

Example: 1- *safe*

1. A place where there is no danger is a ..... place. (L1)
2. Something which is not mixed with anything is ..... (L2)
3. When you join with someone in order to work on something you ..... (L5)
4. To give food to a person is ..... him. (L6)
5. Anything we do to amuse or interest people is ..... (L9)
6. When you ..... yourself, you get pleasure from something. (L10)

Comprehension questions

1. Can villagers go out at night? Justify your answer.
2. Why do villagers team up?
3. What activities do villagers do to develop their village?
4. How do villagers enjoy themselves?
5. Do all people take part in the development of their village? How do you know?

Reading skill

In which line(s) did you find the answers to questions 1, 2, 3, 4 and 5?
Note: The answers to the given questions are found as you read the text, in the same order.

I WRITE

A paragraph deals with only one idea.

A **Read the text again and say what idea is developed in.**
1- Paragraph 1.
2- Paragraph 2.
3- Paragraph 3.

B **How did you find the answers?**

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

Your Ghanaian friend is coming to your village to spend the long holidays. He/She wants to know what life is like in your village. Write him/her a letter to describe your village. In your letter,
- tell him/her where your village is in your country;
- list the activities people do in the village;
- encourage him/her to come to your village.

UNIT 5

CITY OR VILLAGE?

Lesson 3

Jane wants to live in the city

Learning Context: *The students of 4e 1 from Lycée Moderne Azaguié have a presentation on rural exodus at the next meeting of the English club. During the English class, they are listening to a recording on this topic in order to collect the information they need*

Key to this lesson

- Words related to village life and city life
- Language function: Expressing results

Session 1

Session focus

1. Picture interpretation and vocabulary related to city life
2. Grammar Focus: Expressing results with 'so' and 'therefore'
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at this girl. What do you think she's doing? What's she carrying with her? Why?

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



Rural exodus



Tiring job



a youngster



an adult



Drug addiction



Juvenile delinquency



Poverty



Wealth

Grammar Focus

Expressing results

- **So:** Yapo works hard in his farm, **so** he always has food for his family.
- **Therefore:** Peter is a lazy farmer; **therefore**, he always has problems to feed his family.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

The conversation is about

a) travelling to the city,

b) rural exodus,

c) life in the city,

d) farm work.

B **Listen to the conversation again and answer the question below.**

Which words did you hear in the audio that mean the following? Choose among the given words and write them down in your copy-book.

Example: 1-early

1. In the first hours of the day (late, early, hurry).
2. Soil-enrichment products (insecticides, fertilizers, composts).
3. Job (employment, work, labor).
4. Movement of people from rural areas to urban areas (migration, immigration, exodus).
5. Conscious (awake, away, aware).
6. Augmenting (arising, increasing, uprising).

C **Listen to the conversation one more time and decide if each of the following statements is true (T) or false (F). Justify your answers. Example: 1- F**

1. Sekongo meets Adingra in the evening. **F**
→ Because Sekongo said, "where are you going so early?"
2. Adingra is going to his farm.
3. Adingra doesn't like farm work.
4. Sekongo encourages Adingra to go to the city for a better life.
5. Adingra is motivated by the example of a family member.
6. Adingra finally changes his initial decision at the end of the conversation.

I SPEAK

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

- A: Where are you going?
- A: Can you buy some fertilizers for me?
- A: You're a courageous farmer; you can succeed in the village.
- A: Be careful; it is not easy to find a job in the city.
- A: Okay; good luck!

B **Build a short dialogue with your partner about village life and city life.**

Session 2

Session focus

1. Grammar Focus: Expressing results with 'for this reason' and 'consequently'.
2. I say it well: Saying sentences using the right intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Expressing results with 'for this reason' and 'consequently'.

-For this reason: Yapo is a hard worker; **for this reason**, he always has food for his family.

-Consequently: Peter is a very lazy person; **consequently**, he has a lot of problems to provide food to his family.

I say it well

Say the following aloud using the right intonation.

- Sekongo met Adingra **early** in the morning.
- Sekongo needs some **fertilizers** for his plants.
- **Rural exodus** is a serious problem in big cities.

A. Listen and say if each of the following statements is true(T) or false (F). Correct the false statements.

1. Many young people are accused of leaving the cities for their villages.
2. According to the speaker, farm work is not difficult.
3. The young people who arrive in the city have bad surprises.
4. The phenomenon of rural exodus has no solution.

B. Listen again and choose the right options.

1. How many reasons are given to justify the movement from the village to the city?
a. Two **b.** One **c.** Three

2. Which problem of rural exodus is not mentioned in the audio?
a. Lack of job **b.** Lack of housing **c.** Lack of education

3. What do some of the new city inhabitants do to survive?
a. They return to the village. **b.** They combat thieves. **c.** They become thieves.

4. The last solution suggested by the speaker to the phenomenon of rural exodus is
a. the creation of recreational places. **b.** the modernization of agriculture.
c. the creation of medical centers in the village.

I READ

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

Once upon a time there were two mice cousins. One lived in the city and the other in the country. The city mouse felt very superior, and he thought that living in the city was far better than living in the country.

One day the country mouse invited his city cousin to stay with him in his country house and experience the lifestyle of the country. They sat down to a meal, which appeared to the city mouse as a feast. "Goodness me" he said: if I was in the city, I'd be having only simple bread and cheese". Suddenly, there was a loud noise at the door. "Don't worry, "said the country mouse, that's just my neighbour, the dog, he wants to join us for dinner. After a while, another noise was heard outside. "Oh dear", said the country mouse "the cat who lives facing my house wants to join us too". Eventually, the city mouse said "thank you but I think I'll return to my own house. Then he ran back home as fast as his legs could carry him.

Adapted from John Russel, The Indian Express, March 11, 2010

Vocabulary check

Choose the right meaning for each of the following words or expressions from the text.
Example: 1- a

1. The word country (**line 2**) means
a. rural area **b.** rich area **c.** urban area

2. The word experience (**line 5**) can be replaced by
a. choose **b.** practice **c.** examine

3. The word feast (**line 6**) means
a. abundant meal **b.** big festival **c.** warm reception

4. The word worry (**line 7**) can be replaced by
a. be excited **b.** be afraid **c.** be unhappy

5. The word eventually (**line 10**) means
a. finally **b.** currently **c.** possibly

Comprehension check

Read the text again and write a short answer to each of the following questions (3 lines maximum).

1. Did the two mice live in the same area? Justify your answer.
2. Why did the country mouse invite his cousin one day?
3. Find out in paragraph 2, a detail showing that the cousin was satisfied with the invitation.
4. Why did the city mouse run back home as fast as his legs could carry him?

I WRITE

Writing a narrative story

Layout of a narrative story

- an introductory paragraph including the context and the place of the story;
- paragraph(s) giving the detail(s) of the story;
- a concluding paragraph stating how the story ended.

Topic:

- You had an exciting project which finally failed. Write about this story to share your experience.

In your writing,
- indicate where the scene took place and the project you had;
- give the reasons why it did not work;
- describe your feeling after the failure of your project.

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

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

CHECK 5

Session 1

1 **Fill in the blanks with the correct words from the box. Example: 1- hard**

get on – get off – polluted – rubbish – hard – infrastructures

Life in a city is never easy. It is ...**1**... to get a bus early in the morning because the population has increased a lot these last few years. And if you ...**2**... the bus, you will be surprised that it is so overcrowded that it is not easy to...**3**... at the next bus stop. The air is ...**4**... because there is a lot of ...**5**... along the streets. However, the city has more...**6**... than the village.

2 **Rewrite the following sentences using "would rather".**

1. I prefer travelling by bus.
2. I prefer learning my English lessons.
3. I prefer spending some time in my village.
4. I prefer listening to English.
5. I prefer watching detective films.

3 **Complete each sentence with the most appropriate word in the brackets. Number one is an example.**

1. You can go out any time in the village ***because*** it is safe (because - in order to).
2- She had a big farm ..... make a lot of money (in order to - since).
3- The villagers were sad ..... the students went back to town (because - in order to).
4- ..... they want to make money; they have a lot of activities (in order to - Since).
5- We cannot go to the farm today ..... it's raining (because - in order to).
6- ..... you are there, ask him how we can breed cattle (in order to - Since).

4 **Write each word in the box in front of the opposite (contrary) of its meaning. Number one is done for you.**

feed – safe – enjoy – pure – team up

1- In danger of being harmed, lost. **Safe**
2- Mixed with something
3- Be alone
4- Dislike something
5- Not to give food to a person or animal

Session 2

5 **Match each definition from column A with the correct word or phrase in column B. One meaning is not concerned. Example: 1- c**

CHECK 5

COLUMN A	COLUMN B
1. a young person	a. intriguing
2. prosperity, riches	b. addiction
3. migration from villages to cities	c. youngster
4. fatiguing	d. wealth
5. extreme lack of money, indigence	e. rural exodus
6. dependence	f. tiring
	g. poverty

6 The following sentences are about city life or village life. Complete each of them with ***therefore*** or ***so that***.

1. When Abel saw the pictures of the city, he was.....fascinated.....he decided to go there.
2. After a week in the city, Abel was.....disappointed.....he returned to his village.
3. Zana loves his village, ...he goes there every weekend.
4. You cannot live well in the city if you don't have a good job, ...stay in the village.
5. Cities are.....polluted.....they are risky places for good health.

Communication activity

In a voice mail, your Nigerian pen friend, who used to be a prosperous farmer, informs you that he or she is going to the capital city for a better life. Reply to him or her by the same channel.
In your reply,

- tell your pen friend that you don't agree with his or her decision to go to the city;
- show your friend the advantages of village life;
- encourage him or her to continue his or her farming activities.

UNIT 6

HUMAN RIGHTS

Lesson 1

Do you know your rights?

Learning Context: *Today is the International Human Rights Day. During the English class, the students of 4e 3 of Lycée Moderne Sakassou listen to an audio about Human Rights violation in the world in order to discuss this issue.*

Key to this lesson

- Words related to human rights
- Language function
  - Expressing rights
  - Expressing conditions

Session 1

Session focus

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



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

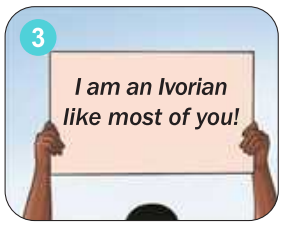
I OBSERVE **Study the pictures below with your teacher.**



The right to education



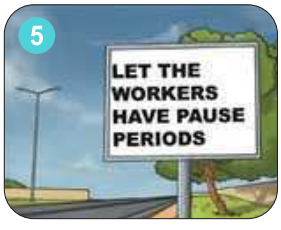
The right to vote



The right to citizenship



Good health



The right to rest



Farm work



Office work



Food

Grammar Focus

Expressing rights	Example
To express rights, we use **Subject + have the right to + object**	All the children **have the right to** education.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

What are Alice and Dally mainly talking about? Discuss your answer with your partner, then with the whole class.

B **Listen to the conversation again and choose the right option to complete the following statements.**

1. Alice invites Dally to:
   a. school. b. the restaurant. c. the swimming pool. d. the beach.
2. Dally is hesitant to go to Asssouindé because
   a. he is sick. b. he has exercises to do. c. he dislikes the place. d. he is not happy.
3. Where does Dally want to work in the future?
   a. In an office. b. In a health center. c. In Assouindé. d. In leisure business.
4. Who doesn't know the importance of leisure in the dialogue?
   a. Alice b. Dally's mom c. Alice's mom d. Dally
5. How many qualities of Assouindé are mentioned by Alice to convince Dally?
   a. Three b. Two c. Five. d. Four
6. The voting card in Alice's bag is for:
   a. her father. b. Dally. c. Dally's mother. d. Alice's mother.

I SPEAK

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

- A: Let's go to Assouindé beach.
- A: I have some homework too, but we have the right to rest.
- A: It's located on an exciting site.
- A: Sure! All the restaurants in Assouindé cook delicious dishes.
- A: It's my mom's voting card.
- A: Of course; women have the right to vote like men.

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

Session 2

Session focus

1. Grammar Focus: Expressing conditions.
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

Expressing conditions	Example
To express condition, we use If + subject + verb in the simple present ➢ **Subject + verb in the future**	If more people **know** their rights, there **will be** more social justice.

I say it well

Say the following aloud using the right intonation.

- Children have the right to **h**ealth.
- The Universal **D**eclaration **of H**uman **R**ights
- Workers have the right to **leisure** time.

I READ

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

Our Human Rights

The United Nations is an international organization that was established in 1945 to help keep world peace. It was established shortly after the end of World War II.

In 1948, a special United Nations commission, headed by Mrs. Eleanor Roosevelt, the wife of US President Franklin D. Roosevelt, wrote a special document which stated the rights that all people should have. This document is called the "**Universal Declaration of Human Rights**."

"**Universal**" means "of all the people in the world." A "**declaration**" is a formal announcement. "**Human rights**" are the rights that each person has, simply because he or she is a human. The human rights are there to protect us and help us live in peace. For example, "**the right to life**" is a human right. Each one of us has the right to life, simply because we are human being. Another example is "**the right to freedom of thought.**" We all have the right to believe in what we want to believe in, to have a religion, or to change it if we want.

Studying and knowing our human rights is as important today as it was after World War II. If more people are aware of the United Nations Universal Declaration of Human Rights, we'll get closer to a peaceful, free, and fair world.

Adapted from https://www.humanrights.com

A. For each of the following statements about the text, write (T) if it is true, and (F) if it is false. Correct the false statements.

1. The United Nations is the name of a country.
2. The Universal Declaration of Human Rights was written by the US former president Franklin D. Roosevelt.
3. The term Universal means the people in the entire world.
4. The human rights represent a conflictual instrument.
5. Three examples of human rights are given in the text.

B. Write short answers to the following questions.

1. What was the main objective of the United Nations expressed in paragraph 1?

2. Find in the text the only condition to benefit from human rights?
3. What is the phrase that means “the right to believe in a religion”?
4. What will happen if more people are aware of the United Nations Universal Declaration of Human Rights?

I WRITE

A Writing an opinion paragraph

Tips for writing an opinion paragraph

- a topic sentence containing your position or opinion;
- reason(s)/details supporting your position;
- a concluding sentence insisting on your position to show why it is the best.

Topic:
Write an opinion paragraph about one of the following situations:

Situation 1:
The police to you: “In this police station, we protect only women, not men”.

Situation 2:
Your uncle to his daughter Anna: “Only Darrel will go to school; you are a girl”.

B Match each phrase in column A with the appropriate one in column B to make sentences expressing condition.

Column A	Column B
1. If many people know their rights, 2. If there is equal access to education, 3. If a father has more money, 4. If the workers are well paid,	a. they will be more motivated. b. he will provide more comfort to his children. c. there will be less social abuse. d. girls will succeed as well as boys.

Session 3

Session focus
Speaking Skill Evaluation

Communication

I put it all together

In a voice mail, your Gambian pen friend, Musa sends you the following request to help him prepare a presentation about human rights in West African countries.

- Give me your definition of human rights.
- What are the main human rights which are respected in your country?
- List three advantages if most of the people know their rights; support your position with examples.

Answer Musa’s questions. Then, record all your reply and send it to your English teacher for editing before you post it to your pen friend, Musa.

UNIT 6

HUMAN RIGHTS

Lesson 2 I have duties too

Learning Context: *During the English class, the 4eme 5 students of Collège Moderne Tabagne are listening to a recording about children's duties in order to discuss their own duties in their respective families.*

Key to this lesson

- Words related to duties
- Language function: Expressing duties
- Asking and answering questions about duties

Session 1

Session focus

1. Picture interpretation and vocabulary related to duties
2. Grammar Focus: Expressing duties
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.**



an M.P.
(a Member of Parliament)



*Atowla **obeys** his parents*



*Atowla **is doing the laundry***



*a **tidy** room*



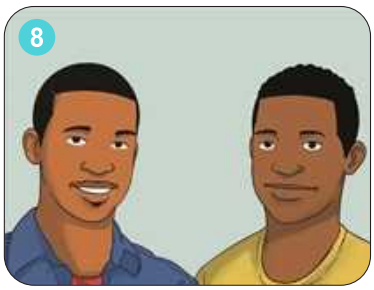
*a **messy** room*



Housework



Pay taxes



*Atowla is a Cote d'Ivoire **citizen***
*Zongo is a Burkina Faso **citizen***

Grammar Focus

Expressing duties at school .

- What are your duties? **- It's my duty to...** **- I have to...** **- I don't have to...**	**It's my duty to work** hard at school to procure joy to my parents. **I have to work** hard at school. **I don't have to** disappoint my parents with poor school results.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

The conversation is about
a) a messy room,
b) dirty clothes,
c) children's duties,
d) parents' duties.

B **Listen to the conversation again and answer the question below.**

Which words did you hear in the audio that mean the following? Choose among the given words and write them down in your copy-book.

Example: 1-housework

1. Group of activities for taking care of the house (*housework, laundry, furniture*).
2. Chairs, tables, and beds are (*housework, laundry, furniture*).
3. Well organized, agreeable arrangement (*tiny, tiring, tidy*).
4. Washing of dirty clothes is (*housework, laundry, furniture*).
5. A moral obligation is a (*duty, dirty, dusty*).
6. A classroom in disorder is (*dirty, messy, tidy*).

C **Listen to the conversation one more time and give short answers to the following questions about duties.**

1. What is Zongo inviting Atowla to do?
2. Does Atowla accept the invitation? Why or why not?
3. Find in the dialogue one duty for parents.
4. What is the children's duty mentioned by Atowla?

I SPEAK

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

- A: Let's go to play football.
- A: Really?
- A: Can we go after?
- A: Do you do your own laundry?
- A: Can't your mother or sisters wash your dirty clothes for you?

B: I'm sorry. I have a lot of housework.
B: Yeah. It's my duty to clean all the furniture.
B: No, I must do the laundry too.
B: Absolutely! In my family, the children have to do their own laundry.
B: I obey my parents; so, I respect the family regulation.

B **Build a short dialogue with your partner about village life and city life.**

Session 2

Session focus

1. Grammar focus : Expressing duties at home
2. say it well: Pronunciation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Expressing duties at home.

What are your duties at home? - **It's my duty to...** - **I have to...** - **I don't have to...**	**It's my duty** to clean my bedroom. **I have to** set the table. **I have to** clear the table, but I don't have to wash the dishes.

I say it well

Read the following aloud using the right intonation.

- The **parliament** votes **laws.**
- At home I do my **own laundry.**
- Children have **to obey** their parents.

I READ

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

Duties of a Student

A student has several duties at school as well as in society.

There is no doubt that the first duty of a student is to study and bring good results to his family. It is also his/her duty to obey his/her parents and to help them in the housework.

At school, the student has to respect the prevailing regulation in cultivating the virtues of discipline, honesty, punctuality, and cooperation.

In addition to all these duties, a student has some social and national responsibilities. For example, he/she must contribute to fight against ignorance, superstition, and other social maladies. He must also be ready to serve his country in periods of joy as well as in times of social and national calamities like floods, famine, and epidemics in performing some voluntary activities.

In conclusion, we notice that although the principal and immediate duty of a student is to study, his/her ultimate and long-term objective is to serve his community, country, and humanity at large. In other words, the studies prepare the student to reach his/her long-term objectives in society.

Adapted from GyanShalaTips

Vocabulary check

Match the words from the text in column A with their meanings in column B. One word in column B is not concerned.

Column A	Column B
1. several (L. 1) 2. prevailing (L. 4) 3. virtues (L. 4) 4. floods (L. 9) 5. performing (L. 9) 6. reach (L. 13)	a. inundations b. many c. admiring d. existing e. values f. come to g. executing

Comprehension check

Write short answers.

1. What is the first duty of a student?

2. List two duties of the student in his/her family.
3. Does the student have any duties at school? Justify your answer.
4. What are the student's social and national duties listed in paragraph 3?

I WRITE

Writing an article about duties

Topic

The International Day of Families is on July 15. Before the celebration of that day, write an article for the English club magazine to sensitize the readers about children's duties in their families.

In your article,

- give a brief definition of duty;
- mention three examples of children's duties in the family;
- indicate the main reasons why it is important for children to accomplish their duties in the family.

Session 3

Session focus

Listening Skill Evaluation

Communication

I put it all together

Listen to this audio material about duties and responsibilities and do all the activities that follow it.

QUESTIONS

Listen and choose the right option in each of the following questions.

1. The audio is mainly about
a. mothers' responsibilities
b. parents' responsibilities
c. children's responsibilities

2. The first responsibility mentioned by the speaker is related to
a. protection from danger
b. providing food
c. financial support

3. Which duty is not mentioned in the second point?
a. providing a living place
b. providing medical care
c. providing food

4. What is the last point about?
a. education
b. financial support
c. clothing

UNIT 6

HUMAN RIGHTS

Lesson 3

We should be tolerant

Learning Context: *During the English class, the 4e 3 students of Lycée Moderne Toulepleu are listening to a recording about tolerance to collect information for a campaign to promote peace and tolerance in a Liberian refugee camp.*

Key to this lesson

- Words related to tolerance
- Language function: Promoting tolerance

Session 1

Session focus

1. Picture interpretation and vocabulary related to tolerance
2. Grammar Focus: Expressing tolerance: What you should do
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction



Look at the picture above. What are these men doing?

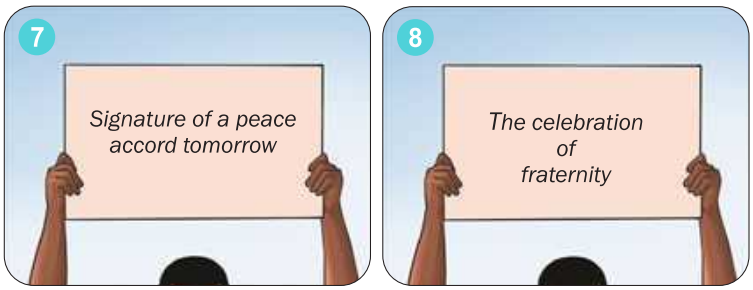
I OBSERVE **Study the pictures below with your teacher.**



Education to ***tolerance*** ***Brotherhood*** ***a dogmatic*** *prescription*



*Constance is **open-minded.*** *John is **narrow-minded.*** *a message of **forgiveness***



*Signature of **a peace agreement** tomorrow* *The celebration of **brotherhood***

Grammar Focus

Expressing duties at school

-You've got to... -You should... -Be....	You've got to forgive your friend. You should tolerate / You should be tolerant. Be tolerant.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

The conversation is about
a) reconciliation,
b) disrespect,
c) violence,
d) solidarity.

B **Listen to the conversation again and complete the table below with the right information from the dialogue. Do this in your copy-book.**

Information request	Right information from the audio
1. The person who is not happy	.....
2. Reason for the anger	.....
3. Name of the person trying to solve the conflict	.....
4. Words used to solve the problem.	.....
5. Details related to a happy ending	.....

I SPEAK

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

- **A:** Why are you so angry?
- **A:** Really?
- **A:** Cool down. Violence can lead you to prison.
- **A:** Sure! Williams is your best friend; forgive him.
- **A:** Great! I'm very happy for this peace agreement.

B: I'm angry because Williams is mocking me.
B: Absolutely; he's mocking my failure in the last quiz. I want to break his teeth.
B: Can I go to prison if I am offended?
B: Thank you for your wise words. We'll continue living in solidarity and brotherhood.
B: I'm very happy too.

B **Build a short dialogue with your partner about village life and city life.**

Session 2

Session focus

1. Grammar Focus: Expressing tolerance: What you shouldn't do
2. I say it well: Saying sentences with the right intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

-You don't have to... -You musn't... -You shouldn't....	You don't have to retaliate. You musn't apply a violent attitude / You mustn't be aggressive. You shouldn't answer back to provocations.

I say it well

Say the following aloud using the right intonation.

- An open-minded person
- A narrow-minded person
- A message of forgiveness
- A message of brotherhood

I READ

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

Tolerance today is synonymous with multiculturalism. It means to accept and embrace other races, religions, and ideas without prejudice or judgment. Tolerance also means respecting others for their differences whether they are race differences, religious differences, or even socioeconomic differences.

Children are brought into the world without biases or prejudices. Yet along the path to adulthood many children adopt values and beliefs from their peers and the adults in their life. Teaching tolerance, diversity, and multiculturalism helps children broaden their awareness and acceptance. It helps create a more harmonious world for everyone.

Teaching tolerance can take many directions. Tolerance can be part of lesson plans on various cultures or holidays. It can also be part of a unit on friendship, diversity, local history, and racism. For example, a discussion of the civil rights movement might easily lead into a conversation about multiculturalism.

Teacher Planet offers lessons on friendship, racism, diversity, and other main topics related to tolerance. You can find coloring pages, word search activities and other teaching resources dedicated to the subject of tolerance and diversity.

Adapted from TeacherPlanet.com, 2001 – 2016

Vocabulary check

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

Example: 1. h

Column A	Column B
1. multiculturalism (L. 1) 2. whether (L. 3) 3. biases (L. 5) 4. prejudices (L. 5) 5. peers (L. 6) 6. broaden (L. 7) 7. awareness (L. 8) 8. search (L. 14) 9. dedicated (L. 15)	a. devoted b. exploration c. if d. plans e. favouritism f. comprehension g. colleagues h. cultural diversity i. preconceived opinions j. augment

Comprehension check

Read the text again and write a short answer to each of the following questions (3 lines maximum).

1. What is the meaning of tolerance according to the text?
2. Find out in paragraph 2, the importance of teaching tolerance.
3. List two topics on which Teacher planet gives lessons.
4. Do you remember one situation in which you were tolerant? Share you experience in one paragraph.

I WRITE

A friendly letter about tolerance

Layout of the friendly letter

- opening greeting (Dear + name);
- body of the letter (it develops the message of the letter, the reasons why you write the letter);
- closing greeting;
- signature.

Topic:

You read the following details in a letter from your Liberian pen friend, Sam.
"...My parents beat me every day for my bad marks at school. I want to leave the family house. What do you think of this solution?"
Sam.
In your reply,

- tell your friend Sam that you don't agree with his solution;
- tell him to work harder, so he can get better marks;
- encourage him to be tolerant with the attitude of his parents.

Session 3

Session focus
Listening Skill Evaluation

Communication

I put it all together

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

Activity 1: What is the speaker mainly talking about?
a. The lack of tolerance **b.** The importance of tolerance
c. The place of intolerance

Activity 2: Select two (2) points raised by the narrator as consequences of intolerance.
a. Homicide **b.** Lack of impartial judgement **c.** Suicide

Activity 3: Listen to the audio to find one benefit of tolerance in democratic countries.
a. Good views are accepted **b.** All views are accepted
c. Better views are preferred

Activity 4: Choose what the narrator did not say in the following
a. Tolerance can combat jealousy. **b.** Tolerance can procure peace.
c. Tolerance can guide elders.

CHECK 6

Session 1

1 **Read each of the following statements and say if it is a right or a duty by putting a tick in the correct column. Do this in your copy-book.**

Statements	A right	A duty
1. I must participate in keeping the family house clean and neat. 2. We should work hard at school to bring good grades at home. 3. We should benefit from the protection of the national security forces. 4. All the guests at this ceremony will receive food and drinks. 5. Before you leave the room, put off the lights. 6. Any patient needs to be well received in public medical centers.		

2 **Under each of the following pictures use the words in brackets to write a correct sentence for expressing a right.**

(children / nutrition / have)



.....

(a woman / rest / have)



.....

(girls / education / have)



.....

(Old people / protection / have)



.....

3 **The following text is about duties. Fill in each gap with the correct word from the box. One word is not concerned. Example: 1- duty**

speak - vote - taxes - duty - obey - law - housework - tidy - citizens

The parliament plays a very important role in a country. It has the ... (**1**) ... to contribute to social peace. The first function of the parliament is to ... (**2**) ... and ensure the implementation of the...(**3**)... Apart from this key function, its members also contribute to the education of the...(**4**)...in sharing with them the updated news and decisions in the country. They also teach them the importance of paying ...(**5**)....The positive lessons they give to the populations can positively impact family life. In harmonious families, the ...(**6**)...is often shared. In such families, the children easily accept to participate in keeping the house...(**7**)....They ...(**8**)... their parents.

CHECK 6

4 **For each of the situations below, use the words between parentheses to write a correct sentence for expressing a duty. Number 1 is done as an example.**

Situation 1: The teacher is missing, and the students are making a lot of noise in the classroom.

You: (teacher/ keep order)
→ It's the teacher's duty to keep order.

Situation 2: Your junior brother to you: "I don't learn my lessons, and I have poor marks. Can you help me to improve my marks?"

You: (your/ improve marks)

Situation 3: Your best friend is wearing dirty clothes.

You: (You/ have/ wash your clothes)

Situation 4: Your uncle has many children, but he refuses to pay for their education.

You: (a father/have/ give/ his children/ education)

Session 2

5 **The definitions from column A are related to tolerance and peace. Match each of them with its meaning in column B. One meaning in column B is not concerned. Example: 1- c**

Column A	Column B
1. the action of tolerating 2. accord after a war 3. flexible to other people's ideas 4. fraternity 5. hostile to other people's ideas 6. harmony	a. cohesion b. narrow-minded c. forgiveness d. peace agreement e. open-minded f. politeness g. brotherhood

6 **The following messages are related to intolerance and violence. Turn each of them into a message of peace and tolerance. Number 1 is an example.**

1. Our neighbor insulted us yesterday; let's go to beat him.
→ Let's show him/her love and tolerance.
2. What a stupid idea! I can't accept it.
3. These people are not from our region; don't play with them.
4. They have started the conflict; we'll continue fighting until we defeat them.

Communication activity

Listen to the recording and do all the activities that follow it.

Activity 1: Listen to the audio and choose the right option to complete each of the statements below.

1. The narrator is mainly talking about
a. age differences b. adults' freedom c. age and responsibility

2. What is the narrator's opinion about the age of responsibility?
a. It must be higher. b. It must be younger. c. It must be lower.

Activity 2: Listen again and choose the right options.

1. What is the legal age of responsibility?
a. 18 years old b. 20 years old c. 21 years old

2. It isn't easy to find an age that fits all the people because
a. people are finishing school b. people are different c. people like taking risks

3. What will be the benefit of changing the age of responsibility to twenty-one?
a. A world with more adults b. A world of peace c. A safer world

4. What does 'eighteen years old' represent?
a. The start of the right to drink alcohol.
b. The start of the right to vote.
c. The start of the majority of the rights.

5. *What can we infer when the narrator says this about eighteen-year-old people? "If they're still confused about what they want to become, then why should we let them choose the leaders of our country if they can't make choices for themselves?"*
a. He disagrees with voting right at 18 years old.
b. He agrees with voting age at 18 years old.
c. He neither agrees nor disagrees with voting age at 18 years old.

POST-LISTENING ACTIVITY

In order to participate in a video debate organized by an American NGO on age of responsibility in West African countries, prepare what you plan to say. Then post your ideas to your English teacher for editing before the day of the debate.

- Introduce yourself briefly.
- Indicate the official age of responsibility in your country.
- Say if you agree or disagree with this official age of responsibility, supporting your position with arguments and examples.

UNIT 7

HYGIENE AND HEALTH

Lesson 1

Be aware of endemic diseases

Learning Context: *In order to prepare for vaccination in your school, you listen to a conversation about endemic diseases.*

Key to this lesson

- Vocabulary related to endemic diseases
- Language Function: Expressing passive actions and states
- Malaria is caused by mosquito bites

Session 1

Session focus

1. Picture interpretation and vocabulary related to endemic diseases
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. Who do you think this man is? What's he doing?

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

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.

Disease	Caused by	Symptoms	Treatment	Areas
Malaria	Anopheles bite	- Fever - Headache - Vomiting	- Antimalarial drugs - Using mosquito net - Spraying insecticides	Tropical areas, mostly Africa
Chicken pox	A virus	Itchy skin, blister-like rash on the skin	Antiviral medication vaccine	Tropical areas

Conjunctivitis	Infection	Pink or red color in the white of the eye(s); Increased tear production; Itching, irritation, and/or burning	Anti-allergic eye drops Antibiotic eye drops	- Warm areas - Tropical areas
Mumps	Viral infection	Swollen, painful salivary glands, fever headache, fatigue and appetite loss	- Vaccine - Antiviral medication	Tropical areas
Measles	A virus	Cough, runny nose, inflamed eyes, sore throat, fever and a red, blotchy skin rash.	- Vaccine - Antiviral medication	Tropical areas
Beriberi	Deficiency of Vitamin B1	Shortness of breath during physical activity; waking up short of breath; rapid heart rate; swollen lower legs	Beriberi is easily treated with thiamine supplements (Vitamin B1)	Areas where there's famine
Hepatitis B	Bad sanitation conditions	Muscle and joint pain; a high temperature; feeling tired; yellow eyes (jaundice)	- Preventive measures - Antiviral medication	West Africa
Meningitis	Viral or bacterial infection	Headache, fever and stiff neck, swelling of brain	- Vaccine - Antibiotics	Africa, Asia, Latin America

Grammar Focus

Asking and answering questions about someone's health

A: What's wrong/the matter with you? **B:** I feel sick

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

The conversation is about

a) Andrew coughing and sneezing;

b) Andrew's symptoms;

c) Andrew's illness.

B **Listen to the conversation one more time and give short answers to the following questions.**

1. What are the symptoms of Andrew's sickness?
2. What is he suffering from, according to the doctor?
3. According to the doctor, how can Andrew recover from his illness?
4. Have you ever contracted a sickness? If yes, what was it? Describe its symptoms.

I SPEAK

A **Listen and repeat.**

- A: What's wrong with you?
- A: How long have you had the symptoms?
- A: Can I have some medicine, please, Doctor?

B: I feel very ill.
B: I've had them for about a week now.
B: Sure, let me write you a prescription.

B **You and your partner, roleplay the conversation.**

Session 2

Session focus

1. Grammar focus: Describing past events and states (past simple)
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 passive actions and states

Active	Passive
1. The anopheles bite causes malaria. 2. Deficiency of vitamin B provokes Beriberi. 3. Mosquitoes are spreading malaria in my neighbourhood. 4. The ambulance took the patient to hospital. 5. People must use mosquito nets.	1. Malaria is caused by the anopheles' bite. 2. Beriberi is provoked by the deficiency of vitamin B. 3. Malaria is being spread in our neighbourhood by mosquitoes. 4. The patient was taken to the hospital by the ambulance. 5. Mosquito nets must be used by people.
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. Numbrer 1 is done as example.

1. An infection causes conjunctivitis.
→ Conjunctivitis is caused by an infection.
2. Covid 19 killed many people last year.
3. Doctors are vaccinating all the students now.
4. The government must protect citizens from diseases.
5. Bad sanitation conditions can cause Hepatitis B.

I say it well

Read aloud the dialogues below with you partner. Mind the intonation.

- A: What's wrong with you? B: I feel sick.
- A: It's good to live in the city. Right? B: Sure.

I READ

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

The text is mainly about

a) the role of the General practitioner;
b) where the GP works;
c) the recommendations of the GP.

General Practitioners

When most people are ill with a non-life threatening condition, they will most often see a General Practitioner, a GP, also called a Family Doctor. These doctors generally work in the local community in surgeries hospital, and visit the accident and emergency department. GPs also make house-calls. These are when the GP comes to your house to treat you or see a patient. Most often, a GP has to make house-calls to see elderly people who cannot get to the surgery easily. They might be ill and need a doctor to give them medicine or it could be that the GPs just want to check on them and make sure that they are ok.

If you are ill, the doctor will normally prescribe you some medicine and tell you to go away for a few days before you go back and visit them again if you have not started to get better. The GP will also explain how you can have a better lifestyle that could prevent you from becoming ill in the first place. They will normally recommend that you stop smoking cigarettes (if you do), not to drink too much alcohol and to get exercise. Once you have your prescription, you will need to visit a pharmacy to get the medicine the doctor prescribed you.

https://www.excellentesl4u.com/esl-doctors-reading-comprehension.html

Which words or phrases in the text mean the following? Letter *a* is an example.

Example: a. non-life threatening

a. Not a serious sickness (L.1)
b. Urgency (L.3)
c. Consult and give medication (L.4)
d. Have certainty (L.7)
e. Way of living (L.10)
f. Avoid (L.10)
g. Advise (L.11)

I WRITE

You went to see a doctor because you were not feeling good. Complete your part of the 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 you an antimalarial medicine and some paracetamol 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

Writing Skill Evaluation

Communication

I put it all together

After a vaccination campaign in your school, you write an article to be published in your school English Club magazine. In your article,

1. indicate when and where the event took place;
2. specify the vaccine shots that pupils got;
3. share how you feel about being vaccinated against these diseases.

UNIT 7

HYGIENE AND HEALTH

Lesson 2

Let's observe hygiene rules at school

Learning Context: *In order to prepare for a Hygiene Day in your school, you listen to a conversation about hygiene at school.*

Key to this lesson

- Vocabulary related to hygiene at school
- Language Function: Giving advice: We *should* be tidy at school.

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 does it inspire you?

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



The pupils are weeding.



The students are cleaning the toilets.



The students are wearing their face masks and cleaning their hands with a gel.



The pupils are sweeping their classes.



The student is putting the paper into the rubbish dump.



The pupils are picking up the garbage.



Let's keep our environment clean to avoid diseases!



Cleaning tools

Grammar Focus

Giving advice input

To give advice to someone, use "should".

Example: I advise you to keep clean ⟶ You should keep clean.

I LISTEN

A **Listen to the conversation and choose its gist. Write down your answer choice in your copy-book.**

What's the conversation mainly about?

A. How to keep the classroom clean

B. Cleaning tools for the classroom

C. Reporting bad students to the administration

B **Listen to the conversation again. Which words did you hear in the audio that mean the following? Choose among the words in brackets and write them down in your copy-book.**

1. A room in disorder is a (*messy, petty, many*) *room*.
2. To clean up is to (*tiny, vary, tidy*).
3. To be in charge of doing a task is to be on (*duty, beauty, dirty*).
4. When you collect money you (*raise, rise, praise*) *fund*.
5. To put in place is to (*pirate, create, relate*).
6. When you pay money for not respecting rules you are (*fine, fined, found*).

I SPEAK

A **Listen and repeat**

- A: Wow, it's so messy here!
- A: How about tidying things up?
- A: What if they refuse to pay the fine?

B: Yeah, we need to do something about it.
B: Yes, we should clean the place.
B: We should report them to the administration.

B **You and your partner, roleplay the conversation.**

Session 2

Session focus

1. Grammar focus : giving advice with «should»
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

Give advice by rewriting each sentence using "should".

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 places.
4. I advise you to stay tidy.
5. I advise you to see a doctor when your temperature rises.ily.

I say it well

With your partner, say the dialogs aloud.
Mind the 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.

I READ

1. Read the text "Tips for good school hygiene" and answer the question.

Why is handwashing so important hygiene at school?

Tips for good school hygiene

Keep your hands clean!

Thorough hand washing is the single most effective way to help prevent the spread of infections in schools. Teach your children how and when to wash their hands (rubbing the hands together for at least 20 seconds using soap and clean running water). Always wash hands:

- After using the toilet
- Before eating
- After playing outside
- After touching something dirty
- After coughing, sneezing or blowing your nose
- After touching a dirty tissue

- After petting/stroking animals
- Whenever hands look dirty

https://www.dettol.co.in/expert-advice/your-family/healthy-hygiene-habits-at-school/

2. Choose 3 tips that you think are the most important for hygiene at school, then compare your choices with your partner's.

I WRITE

You and your partner, write in your copybook the 5 commandments of hygiene at school.

Use "must" or "should". Use the phrases in "I READ" as the beginnings of your commandment.

Example: After touching something dirty, **I must use** a hydro alcoholic gel to clean my hands.

Session 3

Session focus

Writing 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,

- give the reasons why keeping good hygiene at school is important to students;
- give some examples of good hygienic behavior;
- call pupils to observe the basic hygienic rules.

UNIT 7

HYGIENE AND HEALTH

Lesson 3

Let's fight back HIV/AIDS

Learning Context: *In order to prepare for a **Hygiene Day** in your school, you listen to a conversation about hygiene at school.*

Key to this lesson

- Vocabulary related to HIV/AIDS
- Language Functions: Giving instructions

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 does it inspire you?

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

HIV/AIDS in short

What is it?	causes	symptoms	Treatment	Prevention
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

Grammar Focus

Giving instructions/
Answering questions about someone's health.

eg. 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. Write down your answer choice in your copy-book.**

The conversation is mainly about:
a. Sita's sickness;
b. Sita's friend Anny's sickness;
c. Sita's friend Anny's high temperature.

B **Listen to the conversation one more time and decide if each of the following statements is true (T) or false (F). Justify your answers.**

1. Sita doesn't feel well because she's sick.
2. According to Guei, Sita's friend is probably suffering from HIV/AIDS.
3. Sita is going to advise her friend to go to hospital.

I SPEAK

A **Listen and repeat.**

- A: Hey Sita, how are you today?
- A: Hmm, that sounds strange, you don't look sick though.
- A: Oh, sorry to hear that. What's wrong with her?

B: Not very well.
B: You're right, it's about my best friend, Anny.
B: She's been having a high temperature, and diarrhea these last few weeks.

B **You and your partner, roleplay the conversation.**

Session 2

Session focus

1. Grammar focus: Giving instructions, practice exercise
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

Practice exercise

Give instructions by rewriting each sentence. Number 1 is done as an example.

1. I advise you to wash your hands after going to toilet ⟶ *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 aloud the following conversation.
Mind the 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.

I READ

Read the text quickly and match the topics in Column A with the subtitles in B. Each subtitle in B matches with at least 2 options in A.

HIV/AIDS

What is HIV?
HIV stands for human immunodeficiency virus. HIV infects and destroys cells of your immune system, making it hard to fight off other diseases. When HIV has severely weakened your immune system, it can lead to acquired immunodeficiency syndrome (AIDS). Because HIV works backward to insert its instructions into your DNA, it is called a retrovirus.

What is AIDS?
AIDS is the final and most serious stage of an HIV infection. People with AIDS have very low counts of certain white blood cells and severely damaged immune systems. They may have additional illnesses that indicate that they have progressed to AIDS. Without treatment, HIV infections progress to AIDS in about 10 years.

Who does HIV affect?
It's a myth that HIV only infects certain people. Anyone can get HIV if they're exposed to the virus. Having sex without a condom or sharing needles to inject drugs are the most common ways that HIV spreads. Some populations are statistically more affected by HIV than others. Groups disproportionately affected by HIV include:

- People who identify as gay, bisexual and men who have sex with men (MSM).
- Certain races such as people who are Black or Hispanic.
- Those who exchange sex for money or other items are also at high risk for HIV infection.

Can you get HIV from kissing?
Since HIV is not spread through spit, kissing is not a common way to get infected. In certain situations where other body fluids are shared, such as if both people have open sores in their mouths or bleeding gums, there is a chance you could get HIV from deep, open-mouthed kissing.
You also don't get HIV from:
- Touching or hugging someone who has HIV/AIDS.
- Public bathrooms or swimming pools.

- Sharing cups, utensils or telephones with someone who has HIV/AIDS.
- Bug bites.
- Donating blood.

Source: Word Health Organisation (WHO) https://www.who.int<Newsroom>Fact sheets

A	B
1. People who are exposed to AIDS 2. Definition of AIDS 3. Definition of HIV 4. What HIV does in the body 5. What AIDS does to the body 6. People who are more affected by AIDs 7. How you can contract HIV 8. Actions that are not dangerous	A. What is AIDS? B. Who does HIV affect? C. What is HIV? D. Can you get HIV from kissing?

Read the text again and answer the questions below.

1. Why can't the body of HIV infected people fight off other diseases?
2. What does HIV do to infected people's immune system?
3. How can people know that their HIV infection has progressed to AIDS?
4. How long does it take HIV infections to progress to AIDS?
5. What are the most common ways that HIV spreads?
6. Can you get HIV from kissing? Why or why not?

I WRITE

Write 5 preventive measures to avoid catching HIV/AIDS. Compare your answers with your partner's. eg. We must avoid having sex without condoms.

Session 3

Session focus

Writing 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.

CHECK 7

Session 1

1 **What causes the following diseases? Answer by using the passive.**

eg. Malaria is caused by the anopheles' bite.

1. Malaria
2. Conjunctivitis
3. Mumps
4. Chicken pox
5. Beriberi

2 **Complete the gaps with the right word from the box. Example: 1- wrong**

wrong - sick - takes - recover - high - prescribe - pharmacy

The following are the actions that a doctor usually does when he/she consults with a patient. First, he/she asks what is ...**1**... with the patient. Second, he/she ...**2**... the temperature. If it is very ...**3**... he may diagnose malaria or a bacterial infection. The last thing that he/she does is to ...**4**... a medication to the ...**5**... person. The medicines are bought in a ...**6**... or drugstore. If the patient correctly follows the prescription, he can ...**7**... quickly.

3 **Put the following sentences in the passive.**

1. HIV causes AIDS.
2. The doctor diagnoses the patient's sickness.
3. The doctor took the patient's temperature yesterday.
4. The patient must follow the prescription correctly.
5. The patient buys the medicines in a pharmacy.

4 **Complete the text with the right word or phrase from the box.**

messy - tidy - put in place - raise - be fined - on duty

We need to observe basic hygiene rule in order to prevent diseases.
First, we should not be ...**1**..., but we must be ...**2**... Second, we must ...**3**... a plan for cleaning our classroom regularly. Groups will take turns to clean the classroom every morning before class starts. Third, we can ...**4**... a fund to buy the basic cleaning tools. If you are ...**5**... you do correctly your job, if not, you are going to ...**6**...

CHECK 7

Session 2

5 **Rewrite the following sentences using "should".**

1. I advise you to keep your environment clean.
2. I advise you to be tidy.
3. I advise pupils to follow basic hygiene rules.
4. I advise you to use hand-sanitizers.
5. I advise you to wash your school uniform every week.

6 **Match the stages of AIDS in Column A with their manifestations in Column B.**

A: Stages of AIDS	B: Manifestations
1. Cause	a. Antiretroviral therapy
2. Symptom	b. Use condoms when having sex
3. Treatment	c. Unprotected sex
4. Prevention	d. Fever

7 **Turn the sentences into instructions. Number 1 is done as an example.**

1. I advise you to wear your face mask.
2. I advise you to use a hand-sanitizer.
3. I advise you to take your medication regularly.
4. I advise you to go to hospital.
5. I advise you to be tidy.

Communication activity

After reading the passage about HIV/AIDS (P.116-117) you decide to write an article to raise your club members' awareness about this deadly disease. Your article must have

1. a catchy title;
1. a topic sentence;
1. supporting sentences;
1. a concluding sentence.

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES

Lesson 1

The computer

Learning Context: *In order to write a description of a computer, you are going to read some texts and listen to some facts 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 computer

Session 1

Session focus

1. Picture interpretation and vocabulary related to the computer
2. Grammar Focus: Expressing purpose
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.**



a desktop computer



a laptop computer



a monitor



a CPU



a keyboard



a mouse

Grammar Focus

Expressing purpose

To express purpose you can use:

1- In order to / to

- The mouse is used **to** select an action.
- You use the mouse **in order to** select an action.

2- For + '...ing'

- The mouse is used **for** select**ing** an action.

I LISTEN

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

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

The conversation is mainly about
A. the advantages of owning a desktop computer;
B. the advantages of owning a laptop computer;
C. parts of a computer.

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

a. A computer you can carry everywhere (desktop – CPU – laptop – mouse)

b. A computer you cannot carry around (desktop – CPU – laptop – mouse)

c. Part of a computer you can use to see what you are doing (monitor – CPU – keyboard – mouse)

d. Part of a computer you can use to type in information (monitor – CPU – keyboard – mouse)

e. Part of a computer you can use to select the action to take (monitor – CPU – keyboard – mouse)

I SPEAK

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

- A: What do you have in your bag?
- A: Can we carry a desktop in a bag?
- A: What are the different parts of a desktop?
- A: Does the laptop have these parts too?
- A: What is the computer for?
- A: Is that all we can do with a computer?

B: A laptop computer.
B: No, it has many different parts.
B: A mouse, a keyboard, a case and a monitor.
B: Yes, but they are all in one device.
B: For downloading books.
B: No; we can also use a computer to communicate.

B **Build a short dialogue with your partner about the computer.**

Session 2

Session focus

1. Grammar focus: Expressing purpose, practice exercise
2. I say it well: Saying words and sentences minding stress and intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Exercise: Join the sentences to express purpose with'

- to / in order to
- for

Example:

1. **I need a computer / download documents from the net.**
   - **I need a computer to download documents from the net.**
   - **I need a computer for downloading documents from the net.**
2. He bought some airtime / connect to the internet.
3. We must click on a mouse button / scroll up or down.
4. She wants some money / buy a computer.
5. They save money / buy airtime.

I say it well

Say the following aloud minding stress and intonation.

- desktop /ˈdesktɒp/
- laptop /ˈlæptɒp /
- mouse /maʊs/ (singular) → mice /maɪs/ (plural)
- We can also use a computer to communicate.
- We can use a computer in order to communicate.
- They use laptops for doing research on the net.

I READ

Read the interview below and say what it is about.
(A journalist is interviewing a computer engineer)

Journalist: What is a computer?

Computer engineer: It's an electronic device that manipulates information.

Journalist: What are the different types of computers?

Computer engineer: We have smartphones, tablets, desktops, laptops etc.

Journalist: What's the difference between a desktop and a laptop?

Computer engineer: The main difference is that the laptop is portable, and the desktop is not. You use the desktop in a fixed place like home, at the office...

Journalist: What are the main parts of a desktop?

Computer engineer: There are four visible parts; the computer case, the monitor, the mouse and the keyboard.

Journalist: What's the use of these different parts?

Computer engineer: Well, the monitor displays information on a screen; the keyboard is used for typing texts; we use the mouse to select the action to take and the case is used to safeguard all the internal parts of the computer.

Journalist: Now, tell me Sir: what are computers used for?

Computer engineer: We can use them to communicate and download documents from the net. We can also use them for storing information, for doing research on the net, for watching films, etc. The computer is a wonderful device!

Vocabulary check

Match each word from the text in column A with it's meaning in column B. One meaning in column B is not concerned.

Example: 1-d → a machine that does a special job.

COLUMN A	COLUMN B
1- device (L 2) 2- portable (L 6) 3- main (L 8) 4- visible (L 9) 5- displays (L 12) 6- safeguard (L 14) 7- download (L 16) 8- store (L 17)	a- that we can see b- guides c- protect d- machine that does a special job e- shows f- most important g- put things away and keep them until you need them again h- that we can carry or move easily i- move information from the net to a computer

Comprehension check

Decide if the following statements about the text are True (T) or False (F).
Number 1 is an example.

1- There are two types of computers. **F**
2- We can take a laptop wherever we go.
3- We can see all the different parts of a desktop.

4- The monitor is used for saving information on the computer.
5- With a computer, we can collect information from the net.
6- The engineer likes the computer.

Reading skill: Reading for details. **Matching**

- Which options in column B can match with 'displays' in column A (L.12)? Justify your answer.
- How did you select the right option for 'displays' in column B?

I WRITE

A **Write the different ideas that are given in 'I Read'.**
Example: 1- The definition of a computer.

B **For each idea, write at least one piece of information that is given.**
Example: 1- The definition of a computer.
- The computer is an electronic device.

C **Reorder the following sentences to write a meaningful paragraph about a computer mouse. Explain your choice.**

1- The mouse is an external part of a computer.

2- It can also be used to move the page up and down or vice–versa, by rolling the scroll wheel.

3- A left and right buttons, a scroll wheel, a motion detection and a connection point.

4- It is composed of four main parts.

5- It can be used for selecting an item or to access available options, by clicking the appropriate button.

Session 3

Session focus
Writing Skill Evaluation

Communication

I put it all together

The English club of your school has been equipped with computers. Most of your friends don't know what use they can do with them. Prepare a presentation that you will read at the next meeting. In your presentation,

1- say what a computer is;
2- list its different parts and their roles;
3- explain how it can help you in your studies.

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES

Lesson 2 **The telephone**

Learning Context: *In order to write a description of a telephone, you are going to read some texts and listen to some facts 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 telephone

Session 1

Session focus

1. Picture interpretation and vocabulary related to the telephone.
2. Grammar Focus: Expressing purpose with 'for+noun'
3. Listening: Listening for main idea and details
4. Speaking: student-student interaction

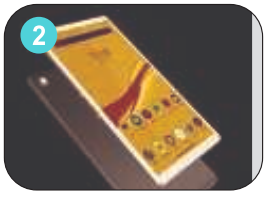


Look at the picture above. What does it make you think about?

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



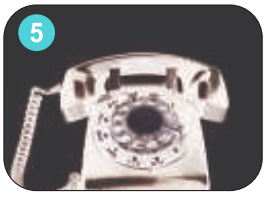
Smartphone



Tablet



Smartwatch



Land line Phone



Grammar Focus

Expressing purpose with 'for+noun', input.
To express purpose, we can use 'for +noun'.
Example: 1. We use the telephone to make calls. → The telephone is used **for calls.**

I LISTEN

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

A **Listen to the conversation and choose its gist. Write your answer in your copy-book.**

a. watches
b. CPU
c. a smartwatch

B **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.**

1. Luc's wearing a small watch. **F** ——→ **a smartwatch**
2. The smartwatch has less functions than the normal watch.
3. The smartwatch can connect with the Internet.
4. The WI-FI is not necessary to connect with the net.
5. The abbreviation 'OS' means Orientation system.

I SPEAK

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

- A: What are you wearing on your wrist? B: It's a smartwatch.
- A: What can you do with your smartwatch? B: I can make calls and connect to the internet.
- A: What are the different parts of your smartwatch? B: The display, the battery...
- A: Is that all? B: No, we also have the screen, the C.P.U.
- A: What does CPU stand for? B: It's the Central Processing Unit.
- A: What is the CPU used for? B: For the transmission of instructions.

B **Build a short dialogue with your partner about the telephone.**

Session 2

Session focus

1. Grammar Focus: Expressing purpose with 'for+noun', practice exercise
I say it well: Saying words and sentences using the right stress and intonation
2. Reading: Reading for the main idea and details
3. Writing: Sentence and paragraph

Grammar Focus

Exercise:
Complete the sentences with the correct noun from the given verbs.

1- The touch screen is for the ..... you want (To operate).
2- The CPU is used for ..... of instructions (To transmit).
3- I will use my laptop for ..... on the net (To research).
4- We use our smartphones for ..... (To communicate).
5- The smartphone can be used for ..... to the Internet (To connect).

I say it well

Say the following aloud using the right stress and intonation.

- smartphone /ˈsmɑːtfəʊn /
- random /ˈrændəm/ access /ˈækses/ memory /ˈmeməri/
- central /ˈsentrəl/ processing /ˈprəʊsesɪŋˈ/ unit /juːnɪt/
- battery /ˈbætəri/
- data /ˈdeɪtə / Data has no plural form.
- screen /skriːn/
- download /ˌdaʊnˈləʊd /
- The smartphone can be used for connection to the Internet.
- What is the CPU used for? →The CPU is used for the transmission of instructions.

I READ

Read the text and say what it is about.

The smartphone is a wonderful device. It is a cell phone that permits you do more than make phone calls and send text messages.

Each smartphone has a touch screen to operate any action you want. You can take, show and store pictures, audio and music, record and play videos. You can send or receive e-mails too. The smartphone can display the time and the date on its screen. It also has other functions such as alarm clock, stopwatch, and timer. More important, you can download documents too.

Any smartphone has some important parts. A battery which is its source of energy, an antenna to transmit or receive signals, a display on which we can see all the applications. There is also an Operating System (OS), a Random Access Memory (RAM). The RAM is the part of the phone that is used to store the operating system (OS) and where applications and data you are using are kept. There is also the Central Processing Unit (CPU), the processor. It is an electronic circuit that can execute computer programs. When the CPU is damaged, your mobile phone gets completely 'dead'; the keyboard stops working and there is no display on the screen.

Adapted from https://www.computerhope.com/jargon/s/smartphone.htm

Vocabulary Check

Which words or expressions in the text have the following meanings?

Example: 1-permits

1. makes it possible. (L.1)
2. part where the picture or information appears. (L.3)
3. put things away and keep them until you need them again. (L.4)
4. show something to people, or put it in a place where people can see it easily. (L.5)
5. move information or programs from a computer network to a small computer. (L.5)
6. pieces of computer software which do a particular job. (L.8)
7. information or facts (L.10)
8. complete circle that an electric current travels. (L.12)

Comprehension questions

Answer the following questions about the text.

1. Can a smartphone and a cell phone permit to make calls and send text messages?
2. List four things you can make with a smartphone.
3. Where does the smartphone get its energy from?
4. Which part of the smartphone permits the transmission of signals?
5. Where is the operating system of the smartphone stored?
6. Can the smartphone screen work when the CPU is damaged? Justify your answer.

I WRITE

Write five things you usually do with your smartphone.

Session 3

Session focus

Writing Skill Evaluation

Communication

I put it all together

An NGO wants to offer some phones to the members of your English club. In order to convince your friends to choose smartphones, write an article for the club magazine about this device. In your article,

1- say what a smartphone is;
2- list the different parts of the smartphone;
3- explain why you want the members to choose smartphones. (12 lines maximum)

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES

Lesson 3 **The Internet**

Learning Context: *In order to write an article about the importance of the Internet, you are going to 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 Internet

Session 1

Session focus

1. Picture interpretation and vocabulary related to the internet
2. Grammar Focus: The passive form
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

Look at the picture below.

1- What does it refer to?
2- What do you know about it?
3- Is it important for you? Why-why not? Tell your partner.



Grammar Focus

The passive voice

The passive voice is used when we want to insist on the action rather than on the doer of the action. **Study these sentences:**

1. Sentence in the active form: **We** find information on the net.
2. Sentence in the passive form: **Information** is found on the net.

What changes do you notice?

I LISTEN

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

A **Listen to the conversation and choose its gist.**

The conversation's mainly about

A. International Communication;
B. Connection to a Service Provider;
C. International Network.

B **Listen to the conversation again. Choose among the words in brackets the ones that you heard that correspond to the given definitions. Write them down in your copy-book.**

a. A worldwide system of computer networks (connect – Internet – WI-FI – ISP) Internet
b. Analogue telephone system (modem – Internet – browser – account)
c. A computer program used to navigate (modem – Internet – browser – account)
d. Internet Service Provider (connect – Internet – WI-FI – ISP)

C **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. Eloi asks Affoué to
   a. help him prepare food;
   b. help him prepare a presentation;
   c. help him prepare the next English club magazine.

2. The work is related to
   a. the Internet ;
   b. the computer;
   c. the telephone line.

3. The Internet is used for
   a. telephone line;
   b. web browser software;
   c. communication.

4. How many elements are needed to connect to the Internet?
   a. 4 items

b. 6 items
c. 8 items

5. ISP stands for
a. International Service Provider;
b. Internet Security Provider;
c. Internet Service Provider.

I SPEAK

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

- A: What is the Internet'? B: It's an International Network'. It can also be called 'the Net'.
- A: What is it used for? B: It is mainly used for communication between people all over the world.
- A: What elements are needed to connect to the internet? B: A computer and a telephone line **are needed.**
- A: What does ISP stand for? B: It stands for Internet Service Provider.
- A: What does ISP do? B: It provides subscribers with access to the internet.

B **Build a short dialogue with your partner about the Internet.**

You can use the following words: browser - web server - request.

Session 2

Session focus

1. Grammar focus: The passive voice, practice exercise
2. I say it well: Saying words and sentences minding stress and intonation
3. Reading: Reading for the main idea and details
4. Writing: Sentence and paragraph

Grammar Focus

Exercise:

A- Which of the following sentences are in the active form? Which ones are in the passive?
B- Rewrite the sentences in the passive form in the active form.
C- Rewrite the sentences in the active form in the passive form.

1. In the past, students read many books to get information. (Active)
→ Many books were read by students to get information.
2. Students use the internet for many reasons.
3. Modems are needed to connect to the net.
4. People make transfer of information quickly.
5. Important information is / are provided by websites.

I say it well

Say the following aloud using the correct intonation.

- What is the Internet **used** for?
- **It is** mainly **used** for communication.
- Several /ˈsevərəl/
- browser /ˈbraʊzə /

Session 3

Session focus

Writing and speaking Skills Evaluation

Communication

I put it all together

An NGO has offered an internet connection to your English club. To convince the members to go regularly to the internet room, you decide to give a presentation about the net.

Prepare this presentation in which you:

1. say what the net is;
2. how the net works;
3. explain how the net can help the students in their studies. (12 lines maximum)

CHECK 8

Session 1

1 **Complete each of the sentences below about the computer with the appropriate word from the box. One word in the box is not concerned. Write your answers like in the example.**

monitor – processor - cursor - laptop - mouse – keyboard – case

Example:

1- The **cursor** indicates the action to do on the computer screen.
2- A computer ..... is the device that controls a cursor on a computer.
3- A computer ..... is the part of the computer you use to type texts or numbers.
4- A computer ..... is the part of the computer that contains most of the hardware.
5- A computer ..... is the device that displays texts or pictures.
6- A ..... computer is a small, portable personal computer.

2 **Write meaningful sentences about the functions of the different parts of a computer.**
Example: 1- The laptop is used for doing different work.

1- A laptop computer / do different work.
2- The mouse / control a cursor on a computer.
3- The keyboard / type texts or numbers.
4- The monitor / display texts or pictures.
5- The pen drive / save documents.

3 **Match each item in column A with one in column B to make meaningful sentences. One item in column B is not concerned.**
Example: 1- f → I forgot my mobile phone in the taxi.

COLUMN A	COLMUN B
1. I forgot 2. I am receiving a call, 3. We have to call Kouadio 4. I must recharge 5. You cannot carry 6. Most people like watching video clips 7. We have a Wi-Fi in the building,	a) let me take it. b) so you can use your smartphone anywhere you like. c) on their smartphones when they are on a bus. d) your landline phone everywhere you go. e) my battery to make calls. f) my mobile phone in the taxi. g) a smartphone anywhere you want. h) to give him this important information.

4 **Reorder the sentences below to form a coherent paragraph about cell phones. The 1st sentence is given.**

1- **Cell phones are like radios. (1)**
2- The basic technology, however, including transmitters and receivers, remains the same.
3- Walkie-talkies use a single radio signal on one channel to talk over a short distance.
4- They have expansion technology that permits them to be used at very long distances.
5- They operate in ways very similar to walkie-talkies, with several key differences.
6- Cell phones use multiple frequencies so that two users can talk at the same time.

Session 2

5 **Reorder the letters to find words related to the internet.**

Example: 1- TRNITENE → INTERNET

2- WREBROS 3- MDOME 4- EQTRSUE 5- WODDAONL 6- LIKCC

6 **Complete each sentence below with the appropriate word from the box. One word from the box is not concerned. Write your answer like in the example.**

Example: 1- Internet

click – Internet – browser – download – computer – modem – requests

1. The worldwide system of computer networks is called the **Internet.**
2. A ..... is a computer program which allows you to look at pages on the net.
3. The ..... is the equipment that is used to send information from a computer through a telephone system.
4. The web server receives ..... and checks for the desired page.
5. To copy computer programs or information electronically is to ..... them.
6. To press the button on a computer mouse is to make a .....

7 **Rewrite each of the following sentence starting by the given words.**

Example: 1- Information is sent by a modem.

1. The modem sends information. → Information .....
2. The web server received requests. → Requests .....
3. What elements do we need to connect to the net? → What element.....
4. We need an account with an ISP. → An account with an ISP .....
5. The ISP provides subscribers with connections. → Subscribers .....

Communication activity

An NGO promoting technology want to equip your English club with a multimedia room. They want you to define clearly what you wish. Prepare a presentation to be given in front of the promoters to convince them. In your presentation,

1- list the device you need for your multimedia room;
2- say what each of the device you need can be used for;
3- explain how the multimedia room can help the members of your club improve their school results.

LET'S MOVE FORWARD TO THE BEPC EXAM

THE SPEAKING OR ORAL EVALUATION

ENGLISH VERSION	VERSION FRANÇAISE
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 IMPLIQUÉES** - 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. MÉTHODE 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 À ADOPTER AU COURS DE L'ÉVALUATION** - 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 À ÉVITER** - 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.

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

Sample tests for the BEPC Oral evaluation in Cote d'Ivoire

SPEAKING/ ORAL EVALUATION: READING PASSAGE

TEXT 1

After the people from Mbaino killed a woman from the neighbouring village Umuofia, they had a choice of two things. They could choose to go to war with Umuofia or they could give a young man and a young woman to the clan as compensation.
All the other clans were afraid of going to war with Umuofia, because Umuofia was very powerful and strong. If ever there was a quarrel between another clan and the clan of Umuofia, the other clan would first try to come to a peaceful agreement.

TEXT 2

AIDS has been killing hundreds of people every day. Go to the infectious diseases wards of the CHU of Treichville and you will discover how serious and alarming the AIDS situation is in Cote d'Ivoire. You may even find friends of yours you have lost traces of, lying there, abandoned by their parents. However, in spite of this reality, many people still believe the AIDS business is just nonsense. They just don't care and behave as they like until the deadly virus catches them. What a pity! Now, you are warned. Isn't prevention better than cure?

TEXT 3

The world is changing very fast. Today, computer science is developing speedily. Thanks to the latest discoveries in Computer Science, the world has become like a big village where you can communicate with whoever you want. A piece of news can travel around the world within a matter of seconds thanks to Internet. In the same way, if you want your letter to reach a friend living for example in Japan, the best way is the use of an E-mail (electronic mail)

TEXT 4

The women are going to perform the Adowa dance. They used decorated calabashes to make rhythm. The women run a few steps, move slowly sideway, and away their shoulders. One of them looks particularly attractive in her green, blue and red Kente, moving with the charming grace of an antelope. From time to time, Nana Adaku II, the king throws some coins into the crowd of dancers.

Sample tests for the BEPC Oral evaluation in Cote d'Ivoire

SPEAKING/ ORAL EVALUATION: PICTURE INTERPRETATION





WRITTEN TEST FORMAT AND SKILLS TO ASSESS (STRUCTURE DE L'ÉPREUVE ÉCRITE ET COMPÉTENCES À ÉVALUER (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.

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.**

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 CRITÈRES D'ÉVALUATION DE LA PRODUCTION DES CANDIDATS (ES):

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

Sample tests for the BEPC Written evaluation in Cote d'Ivoire

EXAM PAPER TEMPLATE 1

BEPC
SESSION:

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.

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

COMPREHENSION CHECK

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- 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

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.
A- Mr. Oppong to Serewaa: "I have found a good husband for you". (Mr. Oppong informed Serewaa.....)
B- Serewaa to her father: "I'm not ready, Dad". (Serewaa replied.....)
C- Mr. Oppong to Serewaa: "I want to see my grandchildren before my death". (Mr. Oppong told Serewaa...)
D- Serewaa to her father: "Give me two additional years to finish my studies first." (Serewaa asked her father....)

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.

EXAM PAPER TEMPLATE 2

BEPC
SESSION:

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 HIGHWAY OF CHEAP LOVE

On Saturday nights, many young women line the pavements of E55, a Czech highway near the German border. Their costumes vary: short skirts and dresses, and very tight jeans. They speak various languages: Czech, Romanian, Bulgarian, Hungarian and German. But they have only one thing to sell: sex. The travellers can stop to have a rest and for just three dollars pick up a girl of 15 years old or less for half an hour in the bushes or in a truck cabin or in a shabby hotel. Sometimes, those visitors can buy more than one girl and go with them at the same time in very humiliating conditions. For the young women, the story is different. Many have been compelled into sexual servitude. Some hardly accept these practices, but their poor living conditions and bad friendships drive them to that highway. As the girls are having sex in those uncomfortable places, their pimps sit in luxurious cars in the shadows, calculating the dark money they earn.

But not all the pimps are gangsters. Often it is the father sitting in a car parked a few meters away who negotiates the deal for the daughter. But the effect of this activity is devastating. Poor women and children are traded on the streets as goods against hunger. This is a quick route to profits.

Adapted from Time, Wednesday 12th 2006.

COMPREHENSION CHECK

A- Vocabulary check: Match the words from the text in column A with their synonyms or definitions in column B. One word or expression in column B is not concerned. Write your answers like in the example. Example: 1-f

COLUMN A
1- pavements (L.1)
2- border (L.2)
3- shabby (L.6)
4- compelled (L.8)
5- Servitude (L.9)
6- dark money (L.11)
7- pimps (L.12)
8- devastating (L.14)
9- goods (L.15)

COLUMN B
a- forced
b- slavery
c-commercial products
d- people who find clients for prostitutes
e- frontier
f- sidewalks
g- get
h- destructive
i- dirty
j- money got illegally

B- Comprehension check: Read the text again and decide whether the following statements are true (**T**) or false (**F**);then indicate the lines to justify your answers. Write your answers like in this example. Example: 1-T (L.4)

1- The girls on the Czech highway are prostitutes.

2- The young girls from the Czech highway do not speak European languages.

3- All the girls have decided deliberately to become prostitutes.

4- The young prostitutes sell many things such as sex, dresses and jeans.

5- The girls are more than 15 years old.

6- The young girls all have the same story of prostitution.

7- Some visitors have sex with many girls at the same time.

8- Some girls feel obliged to prostitute because they are poor.

9- Fathers themselves often sell their daughters to prostitution.

PART TWO LANGUAGE IN USE (6 points)

Task 1: The following sentences are about prostitution. Fill in the gaps with the appropriate preposition from the box below. One preposition from the box is not concerned. Write your answers like in the example.

Example: 1-to

to-with-of-from-on

1-The government needs (.....) create centres in order to sensitise and help sex workers.

2-Many prostitutes come (.....) underprivileged families.

3-The majority of girls who prostitute are not satisfied (.....) what they do.

4-Prostitution is a temptation that results from the increase (.....) poverty.

Task 2: The text below is about the dangers linked to prostitution. Complete it with the correct form of the verbs between brackets to make it meaningful. Write your answers like in the example.

Example: 1-are compelled

Prostitution is a serious problem in today's society. For instance, many young girls 1- (to compel) by some adults to become prostitutes. But prostitution is a dangerous practice for young girls. Their health can 2-(to affect) by many sexually-transmitted diseases. In addition, they have very little chance 3-(to marry) by people who already know them as being involved in prostitution. Therefore, prostitution and drug addiction are temptations that should 4-(to avoid) by both boys and girls for a better future.

PART THREE WRITING (6 points)

TOPIC: The English club of your school is organizing a local campaign against prostitution. Write an article of 10 to 12 lines that will be published in the English club magazine of your school to sensitize your friends about the dangers linked to prostitution.

In your article,

- give the definition of prostitution;
- give the causes and the consequences of prostitution;
- suggest some solutions that can help girls avoid prostitution.



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

ENGLISH	FRENCH
bank	banque
basket	panier
bathroom	sale de bains
be	être
beach	plage
beautiful	beau, belle
because	parce que
bed	lit
bedroom	chambre
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



English-French dictionary

ENGLISH	FRENCH
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

ENGLISH	FRENCH
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
coffee	café
colour	couleur
comb	peigne
come	venir



English-French dictionary

ENGLISH	FRENCH
computer	ordinateur
cook	préparer
count	compter
country	pays
course(of)	bien sûr
cow	vache
crossword	mots croisés
cup	tasse
cut	couper
D	
dad	papa
daily	quotidien(ne)
dance	danser /danse
dancing	dansant
dark	noir, sombre
daughter	fille
day	jour
dear	cher(ère)
December	décembre
delicious	délicieux
describe	décrire
desk	bureau
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

ENGLISH	FRENCH
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



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

ENGLISH	FRENCH
forty	quarante
four	quatre
fourteen	quatorze
French	français
Friday	vendredi
friend	ami
from	de
front	devant
fun	amusant
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



English-French dictionary

ENGLISH	FRENCH
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
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

ENGLISH	FRENCH
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
meat	viande
mechanic	mécanicien
meet	rencontrer
meeting	réunion
member	membre



English-French dictionary

ENGLISH	FRENCH
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

ENGLISH	FRENCH
nine	neuf
nineteen	dix-neuf
ninety	quatre-vingt-dix
noun	nom
November	novembre
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
P	
pain	douleur
paint	peindre
painter	peintre
pan	poêle
papaya	papaye
paper	papier



English-French dictionary

ENGLISH	FRENCH
partner	partenaire
party	fête
pen	stylo à bille
pencil	crayon
people	les gens
perhaps	peut-être
physical	physique
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
potato	pomme de terre
pound	piler
practise	pratiquer
prefer	préférer
present	cadeau
pretty	joli(e)
price	prix
pupil	élève
purple	violet(te)
put	mettre

ENGLISH	FRENCH
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
S	
salt	sel
sand	sable
Saturday	samedi
saucepan	casserole
say	dire



English-French dictionary

ENGLISH	FRENCH
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

ENGLISH	FRENCH
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



English-French dictionary

ENGLISH	FRENCH
sun	soleil
Sunday	dimanche
sure	sûr(e)
sweep	balayer
swim	nager
T	
tailor	tailleur
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

ENGLISH	FRENCH
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)
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



English-French dictionary

ENGLISH	FRENCH
usually	d'habitude
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

ENGLISH	FRENCH
way	chemin
we	nous
wear	porter (habits)
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



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

Irregular Verbs

Infinitive	Preterit	Past participle	French
come	came	come	venir
cost	cost	cost	coûter
creep	cut	crept	ramper
cut	dealt	cut	couper
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
eat	ate	eaten	manger
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
get	got	got	obtenir



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

Infinitive	Preterit	Past participle	French
light	lit	lit	allumer
lose	lost	lost	perdre
make	made	made	faire - fabriquer
mean	meant	meant	signifier
meet	met	met	rencontrer
overcome	overcame	overcome	surmonter
pay	paid	paid	payer
put	put	put	mettre
quit	quit	quit	quitter - abandonner
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
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)



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

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

Audio Scripts

UNIT 1 LESSON 1: Holiday memories

LISTENING

A Page 06: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What's the conversation mainly about?

a. Holiday plans
b. Holiday memories
c. Holiday conversation

Alice: Hey, Alice. How have you been?
James: Pretty good. How about you?
Alice: Great. How did you spend your long vacations?
James: I was in a Summer camp in Cape Coast Ghana. We did many activities throughout the week.
Alice: Like what?
James: On Mondays, we had English practice classes; on Tuesdays, we went fishing at a nearby lake. On Wednesdays, we played games and watched movies, ... On Saturdays, we went sightseeing and shopping.
Alice: Wow, you were lucky to have such exciting holidays!
James: Yeah, I was indeed! How about you, what did you do?
Alice: Well, I spent some time at the village, with Gradma and Grandpa.
James: Really? How long did you stay there? Did you like it?
Alice: Yeah, it was just amazing. I remember going to the yam farm with Grandma. I stayed there for almost two weeks, then I came back to Abidjan. I also took some vacation courses.
James: Great! Anyway, good to see you again, Alice.
Alice: Good to see you too, James.

B Page 06: Listen to the conversation one more time and decide if each of the following statements is true (T) or false (F). Justify your answers.

UNIT 1 LESSON 2: School memories

LISTENING

A Page 11: Listen to the conversation and discuss its gist with your partner. Write down your answer choice in your copy-book.

Alice: Hi, Guys! Good to see you.
James: Yeah!
Moya: How have you been so far?
Theo: Pretty good. We're in the same class again this year.
Alice: Well, we had a good time last year.
James: Yes; I have good memories of last year school days, in form 2.
Moya: Sure, do you remember that boy, Kokou?
Theo: Yes, we thought he was the English teacher's pet.
Moya: What did the other students think about us?
James: I can't forget. For them, we were a clique.
Alice: You're right, but we respected school rules, and all our teachers too.
Moya: What is your best memory about last year?
Alice: When all of us were at the top of the class.
Theo: For me, it was recess; uhh-uhh-uhh!
Alice: Quite good memories, indeed!
James: Right. Let's work hard to pass to form 4.

B Page 11: Listen to the audio again and discuss what the students are talking about with the whole class.

UNIT 1 LESSON 3: Work hard to go up

LISTENING

A Page 15: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

The conversation is mainly about

a. Dally's ambition to be the best student
b. Jeff's ambition to be the best student
c. the first quiz

Audio Scripts

Dally: Hi Jeff, why are you so happy?
Jeff: Because I got the best mark in our first quiz.
Dally: Really? How did you manage? I got seven out of twenty.
Jeff: Be concentrated in class and do your homework. Otherwise, you will fail all the future quizzes too.
Dally: Ok, I'll work hard because I want to win prizes at the end of the school year.
Jeff: Great! You're a good friend; I don't want you to stay down.
Dally: Sure! I want to go up. Can the teacher give me additional assignments?
Jeff: Absolutely! If you work as promised, you can rapidly become top of the class.
Dally: That will be fantastic. It is shameful to be bottom of the class like Peter.

B Page 15: Listen to the audio again and answer the questions.

C Page 15: Listen to the conversation one more time and find out Jeff's secrets for getting good marks in class.

UNIT 2 LESSON 1 Rural women can do a lot

LISTENING

A Page 21: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What's the conversation mainly about?

a. Rural women's day
b. What rural women can do
c. Actions of NGOs in favor of rural women

Jacky: Have you heard the news? Today's rural women's Day.
Tony: Oh, yes, that's right. But does it make any difference? Rural women are still exploited by men, and they still can't do a number of things.
Jacky: I strongly disagree with you on that. I grew up in my village and I can tell you that rural women's conditions have changed a lot in the last few years. They can till the land and make their own farms. Some grow crops like cashew nuts and vegetables. They can even breed animals and create their own farms.
Tony: You're probably right,but the majority of them are still illiterate, and this is a great handicap to their emancipation. For example, Aunt Anoh says she can't manage her petty trade because she doesn't know how to read and write.
Jacky: You may be right, but more and more NGOs are providing them with literacy courses to empower them with basic skills in running their own businesses.
Tony: I see, but most of them are still not able to write their names and do simple math.
Jacky: Don't be so pessimistic! I'm hopeful that things are changing for good in rural women's condition.
Tony: Humm.....let's wait and see, Jacky!

B Page 21: Listen to the conversation again and decide if each of the following statements is true (T) or false (F). Justify your answers.

UNIT 2 LESSON 2: Women's rights and duties

LISTENING

A Page 26: Listen to the conversation and decide which of the options below best describes what it is about.

The passage is about

1. elections.
2. women's rights.
3. women's duties.

(A day of elections, John is visiting his friend, Paula).

John: Hi, Paula!
Paula: Hello John, how are you?
John: Good! I can see that your mum is not happy today, what's the matter?

Audio Scripts

Paula: She wants to go to vote, but my father refuses.
John: But why?
Paula: To him, a woman doesn't have the right to vote.
John: Oh, that's not true! Women have the right to vote, like men.
Paula: So, you mean he must let her go?
John: Yes, and that's not all. Women have the same rights as men!
Paula: What are these rights?
John: For example, as a woman, you have the right to be a politician or a soldier; you have the right to do the job you want.
Paula: Is that all?
John: Not at all! You have the right to get married, to choose your husband, and your religion, or to own a house.
Paula: What if men refuse?
John: Why should they? Women also have the right to protection, and more, the right to claim their rights.
Paula: Good to know all this. But do rural women have these rights too?
John: Yes, indeed! As you have the right to go to school, they have the right to learn to read and write!
Paula: Great! But don't tell me that they have the right to choose their attire too!
John: They do!
Paula: Your visit today is great to me. Thanks! I' m going to talk to my father.
John: That's a good idea. See you.

B Page 26: 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 2 LESSON 3: Girls can succeed at school

LISTENING

A Page 31: Listen to the conversation and decide which of the options below best describes what it is about.

The gist of this conversation is

a. Boys' education
b. Alima's marriage
c. Girls' education

Alima: Hi Patrick, how many girls are there in your family?
Patrick: Three. I am the only boy.
Alima: Do your sisters go to school?
Patrick: My senior sister got married last month.
Alima: How old is she?
Patrick: She's 15.Alima: 15! Are you joking?
Patrick: Not at all. She is married to a fifty-year-old rich trader.
Alima: Really! This is not acceptable; I think her place is at school.
Patrick: What's wrong with getting married?
Alima: Your sister is too young; in my opinion, she needs to be educated first.
Patrick: You may be right, but for my parents, the place of a girl is in the kitchen.
Alima: I don't agree with them. Today, many girls have high degrees.
Patrick: To my mind, my parents are not wrong because my cousin Sophia failed the BEPC exams last year because she got pregnant. So why should parents waste their money in girls' education?
Alima: Boys can fail too. For example, our friend Eddy stayed down last year for poor results whereas Alice was top of the class.

B Page 31: Listen to the conversation again and choose the best option to answer the questions.

Audio Scripts

UNIT 3 LESSON 1: How do you go to school?

LISTENING

A Page 39: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What's the conversation mainly about?

a. Problems with transportation in Abidjan
b. The reason why Amina was late
c. Traffic-jams in Abidjan

Silue: Hi Amina. How did you come this morning? You were late for class.
Amina: Well, I usually come by bus, but this morning I travelled by ferry because there was no bus.at the bus station. So, when I à gotde quelqun, off the ferry, I hurriedly got in a taxi; I was then 30 minutes late already.
Silue: I see. As for me, I usually come by bus or by a minibus called Gbaka. But I prefer the Gbaka because it is faster than the bus.
Amina: You may be right, but I like the bus because it is more secure than Gbakas.
Silue: Yes, but the bus is more expensive than the Gbaka.
Amina: Yeah, but it is also more comfortable.
Silue: Anyway, it's not easy to move around in Abidjan because there are too many people and too many vehicles too.
Amina: Absolutely! And this causes a lot of traffic-jams and car accidents.
Silue: Humm, I think our drivers must be disciplined. They don't respect the driving rules.
Amina: You're right. The government must do something about this.
Silue: That's right.

B Page 39: Listen to the conversation again and decide if each of the following statements is true (T) or false(F). Justify your answers.

UNIT 3 LESSON 2: At the airport

LISTENING

A Page 45: Listen to the conversation and discuss its gist with your partner, Then with the whole class.

(Elia meets her friend Ornella waiting for a taxi at the side of the road.)

Elia: Hi; Ornella! Where are you going with all this luggage?
Ornella: To the airport.
Elia: Where are you flying to?
Ornella: To London; I'm going to spend the holidays with my uncle.
Elia: Can I accompany you? I have never been to the airport.
Ornella: Sure! You will help me carry my luggage, ah ah ah!*(Elia and Ornella are now at the airport.)*
Elia: Wow! There are a lot of planes waiting. What time does yours take off?
Ornella: Well... Let's look at the departure board; 08:30!
Elia: Where are the check-in desks?
Ornella: There! I must take my luggage there for check-in. Wait for me in the waiting room there!
(A few minutes later)
Elia: Already back; what about this gag?
Ornella: I'll put it in the overhead locker when I get on the plane.
Elia: Do you like your seat on board?
Ornella: Well, I am at a window; but I would rather sit in the middle. I am always afraid when I look down.
Elia: Can you ask a stewardess to let you change your seat?
Ornella: Yes; the crew is generally very kind with passengers.
Elia: Well! There's the final call! Ornella, you must go to the boarding gate now.
Ornella: You're right. Let me see; here is my passport, my boarding pass, my flight ticket... Everything is OK. You should go now; don't miss your bus. Goodbye.
Elia: OK, but I would rather take a taxi. It's faster than the bus. Don't forget to fasten your seat belt when you sit on your seat; and call me when you land in London. Bye!

B Page 45: Listen to the audio again and answer the questions.

Audio Scripts

UNIT 3 LESSON 3: Let's visit a wonderful historical city

LISTENING

A Page 50: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What are Grace and Essy talking about?

a. Grace's holiday project.
b. Grace's sightseeing project
c. Essy's holiday project.

Essy: Hi Grace, what are you doing?
Grace: I'm reading a magazine about the best tourist destinations in the country.
Essy: Great! I plan to visit some tourist attractions during the next holidays; can you help me make a choice?
Grace: You could go to Man, in the West. It's a wonderful area with numerous mountains ideal for sightseeing.
Essy: Really? I'm fond of sightseeing. So, Man looks interesting.
Grace: There are other wonders in the area like the famous liana bridge and exciting waterfalls.
Essy: I am curious to discover that special bridge. Is it far from the city?
Grace: Not very far. Tourist guides will easily take you there.
Essy: Is it easy to find accommodation facilities in Man?
Grace: Yeah; there are five-star hotels as well as low standing hotels. Why don't you live in a homestay family? People are very hospitable in Man.
Essy: I want to be autonomous; so, I'm going to make my reservation.
Grace: Don't forget to buy some souvenirs for me when you come back.
Essy: Sure, I will.

B Page 50: Listen to the conversation again. Choose between the words in brackets the ones that you heard that best complete the sentences below. Write them down in your copy-book.

C Page 51: Listen to the conversation again and choose the best option to answer the questions.

UNIT 4 LESSON 1: Traditional and modern clothes

LISTENING

A Page 57: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

Silué and Amina are talking about

a. compression shirt
b. what they like wearing
c. traditional clothing

Silue: Hi Amina. Wow, you look cute and gorgeous, I love your dress!
Amina: Thank you! I also love your compression shirt.
Silue: Thanks. I usually dress down. I like casual dress.
Amina: I see, but you can't wear casual dress all the time.
Silue: I know, but I put on formal attire on very few occasions.
Amina: Oh, I see. As for me, I love traditional clothing.
Silue: Really? Why?
Amina: Because, that's what we are. I wear traditional clothes because I'm proud of my culture.
Silue: I guess you're right here. Our culture is what we need to value.

B Page 57: Listen to the audio again and answer the questions.

Audio Scripts

UNIT 4 LESSON 2: At a fashion show

LISTENING

A Page 62: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

Soro and Amina are talking about
a. Hotel Ivoire Intercontinental
b. Rebecca Zoro and Pathe'O
c. fashion show

Soro: There is a fashion show next week at Hotel Ivoire Intercontinental.
Amina: Fashion? What is it?
Soro: Something that is popular because people think it's good at a certain time.
Amina: What do you mean?
Soro: Fashion can be about food, hairstyle, clothes, music...
Amina: Is the fashion show about all these?
Soro: Oh no! Fashion show is only about clothes.
Amina: What happens at the show?
Soro: Famous designers like Rebecca Zoro and Pathe'O present their new brands.
Amina: How do they do that?
Soro: Top models wear them and walk on a catwalk in front of a crowd to appreciate.
Amina: Where do they put on their clothes?
Soro: They dress, make their hair, and have their make up in a fitting room first.
Soro: Me too; Let's go to Hotel Ivoire next week! Pathe'O is presenting a collection.
Amina: I prefer a presentation by Rebecca Zoro! I'd like to see her Yebbe design.
Soro: Ok; let's find some info in a fashion show magazine.
Amina: Great!

B Page 62: Listen to the conversation again. Choose between the words in brackets the ones that you heard that best complete the sentences below. Write them down in your copy-book.

UNIT 4 LESSON 3: Keep your natural skin colour!

LISTENING

A Page 67: Listen to the audio and choose the best title for the dialogue. Write your answer in your copy-book.

a. Anna's picture.
b. Bleaching creams and health.
c. Christina's new picture.

Anna: Hey, Christina, who is this girl in the picture?
Christina: It was me, two years ago.
Anna: Are you kidding me? The girl in the picture is black complexion; you are a fair complexion person.
Christina: I see. If you want to have a light complexion like me, use this bleaching cream.
Anna: No way! I'm very proud of my black skin colour.
Christina: Don't you want to be on fashion?
Anna: You can be in fashion with your natural skin colour. It's risky to change the skin colour with bleaching creams.
Christina: Really!
Anna: Skin dots and skin cancer are some of the side effects of this practice. You should keep your natural colour.
Christina: It's so scary to hear about those negative effects. I think you're right; I'm going to return to my initial skin colour.

B Page 67: Listen to the conversation again and complete the information in the table below. Write your answers down in your copy-book.

Audio Scripts

UNIT 5 LESSON 1: Life in a city

LISTENING

A Page 73: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What are Silue and Amina mainly talking about? Discuss your answer with your partner, then with the whole class.

Silue: Hi Amina. How do you find life in a big city like Abidjan?
Amina: Hum.... Really hard.
Silue: I agree with you! It's so busy and crowded that it's hard to get a bus to get to your school.
Amina: You're absolutely right! There are so many traffic-jams and people around...
Silue: But it's good to live in the city, right?
Amina: Sure, with all these services and infrastructures, it's good to be here.
Silue: But we shouldn't forget this polluted air, with gutters full of rubbish.
Amina: Well, that's what it is. You can't get everything!
Silue: I know! That's why I prefer living in the village.
Amina: And that's why I'd rather live in the city.

B Page 73: Listen to the conversation again and answer the questions below. Write your answers down in your copy-book.

UNIT 5 LESSON 2: Village life

LISTENING

A Page 77: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

Armande and Hervé are talking about

a. passing holidays in the town
b. passing holidays in the village
c. stay more days in townArmande: Hi, Hervé! Where are you going like that?
Hervé: To my village, Kongonou for the holidays.
Armande: Why don't you stay more days in town here?
Hervé: I cannot; I am fond of my village. Life there is so wonderful.
Armande: Sure? What makes it wonderful?
Hervé: We have pure nature with fresh air, rivers to swim and fish. We can also play with Friends.
Armande: It sounds good, but what about food?
Hervé: That's not a problem; we grow our food in farms and hunt animals. We fetch clean and fresh water from wells. So nice!
Armande: Well! But do all the villagers think like you?
Hervé: Yes! We have a cooperative in order to develop our village. We breed cattle and practise poultry because we want to make money.
Armande: Money? What for?
Hervé: So as to build a new school and a hospital. We want to improve education and health care.
Armande: That's great! When you are back, you'll give me more information about all this.
Hervé: No problem. Believe me, you can enjoy a simple and wonderful life in your village.
Armande: You're right; have a nice journey.
Hervé: Thanks; goodbye.

B Page 77: Listen to the conversation again and answer the questions. Write your answers down in your copy-book.

C Page 77: Listen to the conversation one more time and answer the questions below. Write your answers down in your copy-book.

Audio Scripts

UNIT 5 LESSON 3: Jane wants to live in the city

LISTENING

A Page 82: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What is the conversation about?

a. Travelling to the city
b. Rural exodus
c. Life in the city

Sekongo: Hi, Adingra, where are you going so early?
Adingra: I'm going to the city.
Sekongo: I need some fertilizers. Can you buy them for me?
Adingra: I'm sorry I can't. I'm going to stay in the city to look for employment.
Sekongo: You're a courageous farmer. So, you can succeed in the village.
Adingra: I know, but farm work is too tiring for youngsters like me.
Sekongo: Be careful, Adingra! Today, rural exodus is a big problem; therefore, it is not easy to find a job in the city.
Adingra: I'm aware of this reality, but I'm sure I can have a better life like my cousin Ehui. He went to the city four months ago, and he has already bought a big motorbike.
Sekongo: This is an exception. There are so many jobless youngsters in the city that juvenile delinquency and drug addiction are constantly increasing there. Abandon your project.
Adingra: Thank you for your advice, Sekongo, but I can't change my mind.
Sekongo: Okay, Good luck!
Adingra: Thank you so much, Sekongo.

B Page 82: Which words did you hear in the audio that mean the following. Choose among the given words and write them down in your copy-book.

C Page 83: Listen to the conversation one more time and decide if each of the following statements is true (T) or false (F). Justify your answers.

UNIT 6 LESSON 1: Do you know your rights?

LISTENING

A Page 89: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What are Alice and Dally mainly talking about? Discuss your answer with your partner, then with the whole class.

Alice: Hi, Dally! Let's go to Assouindé beach next Saturday.
Dally: No, I can't. I have a lot of homework.
Alice: I have some homework too, but we have the right to rest and the right to leisure.
Dally: I know, but I plan to have a well-paid office job; so, I need to work hard.
Alice: You can't work hard if you are not in good health.
Dally: What is the link between leisure and good health?
Alice: Leisure helps to relax; it can combat diseases related to stress and fatigue.
Dally: I admit you're right, Alice. Ok for the trip to Assouindé.
Alice: Great! I'm very happy you accept to have fun.
Dally: What is special in Assouindé!
Alice: It is located on an exciting site. In addition, the food in all the restaurants is delicious.
Dally: Wow! That sounds attractive. Hey, you tossed a card!
Alice: Oh, it's my mom's voting card.
Dally: A voting card for a woman! Can a woman vote?
Alice: Of course! Women have the right to vote. My mom votes in every election.

B Page 89: Listen to the conversation again and choose the right option to answer each of the following questions.

Audio Scripts

UNIT 6 LESSON 2 I have duties too

LISTENING

A Page 94: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

The conversation is about

a. a messy room
b. dirty clothes
c. children's duties
d. parents' duties

Zongo: Hi, Atowla. Let's go to play football.
Atowla: I'm sorry. I have a lot of housework to do.
Zongo: Really?
Atowla: Yeah. On Saturdays, it's my duty to clean all the furniture and make the living-room tidy.
Zongo: I can help you. Can we go after?
Atowla: No, I must do the laundry too. I have many dirty clothes.
Zongo: Do you do your own laundry?
Atowla: Absolutely. In my family, the children have to do their own laundry.
Zongo: Can't your mother or sisters wash your dirty clothes for you?
Atowla: I obey my parents; so, I respect the family regulation.
Zongo: Parents have the duty to take care of their children.
Atowla: Yes, but children have duties too. If one of the parents' duties is to find a house for the family, the children have the duty to keep this house clean and neat. A messy house is source of diseases.
Zongo: Goodbye, Atowla. I'm going back home to set order in my messy bedroom. We'll play football later.
Atowla: Great! See you later, Zongo.

B Page 94: Listen to the conversation again. Which words did you hear in the audio that mean the following. Choose between the words in brackets and write them down in your copy-book.

C Page 94: Listen to the conversation one more time and give short answers to the following questions.

UNIT 6 LESSON 3: We should be tolerant

LISTENING

A Page 99: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

The conversation is about

a. reconciliation
b. disrespect
c. violence
d. solidarity

Sekongo: Hi, Adingra, why are you so angry?
Adingra: Williams is mocking me because I failed the last quiz. I want to break his teeth.
Sekongo: Really?
Adingra: Absolutely. He is disrespectful.
Sekongo: Cool down, Adingra. Don't forget Williams is your best friend.
Adingra: I know, but I can't accept rude words.
Sekongo: You're right but you 've got to be tolerant. Violence can lead you to prison.
Adingra: Even if I am offended?
Sekongo: Of course! Even if you are right, you've got to forgive your friend for social peace and cohesion
Adingra: This is difficult to accept.
Sekongo: I totally agree, but you mustn't forget that many people admire you for your open-mindedness. Pre-serve this positive image.
Adingra: Thank you for your wise words, Sekongo.
Sekongo: Look, William is coming. Let's celebrate your reconciliation.
Adingra: No problem. We'll continue living in solidarity and brotherhood.
Sekongo: Great! I'm very happy for this peace agreement.

B Page 99: Listen to the conversation again and complete the table below with the right information from the dialogue

I put it all together Page 102: Listen to this audio material about tolerance and do all the activities that follow it.

Audio Scripts

UNIT 7 LESSON 1: Be aware of endemic diseases / Communication activity

LISTENING

A Page 107: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

The conversation is about

a. Andrew coughing and sneezing
b. Andrew's symptoms
c. Andrew's illness

Doctor: Good morning Mr. Jones. What is wrong with you?
Andrew: Good morning, Doctor. I feel very ill. I am coughing and sneezing, I have felt hot and cold all the time and eating makes me feel sick.
Doctor: Let me take your temperature. How long have you had the symptoms?
Andrew: They started about a day ago.
Doctor: Yes, your temperature is very high. You have the flu. You'll have to go home and stay in bed until it gets better.
Drink lots of water. You will recover soon.
Andrew: Thank you, doctor. But can you give me some medicine?
Doctor: Sure, I can give you something to reduce your fever but you just need to get bed rest. I will write you a prescription and you can collect the medicine from the pharmacy.
Andrew: Ok, thank you, doctor.

B Page 107: Listen to the conversation one more time and give short answers to the following questions.

UNIT 7 LESSON 2: Let's observe hygiene rules at school

LISTENING

A Page 112: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

What's the conversation mainly about?

a. How to keep the classroom clean
b. Cleaning tools for the classroom
c. Reporting bad students to the administration

Jean: Wow, it's so messy in our classroom!
Christy: We need to tidy things up. Pupils on duty are not doing their tasks correctly.
Jean: Exactly, we need to do something about it.
Christy: I think we should raise some funds to buy some cleaning tools.
Jean: I agree. We need a broom, a trash basket and some disinfectants.
Christy: And how about putting in place an organization to take care of the cleaning?
Jean: Bright idea! We need to take turns cleaning the classroom.
Christy: Yes, and those who fail to do their jobs should be fined.
Jean: Hmm, and what if they refuse to pay the fine?
Christy: We'll report them to the administration.
Jean: It could be a solution. Anyway, thanks for sharing these ideas about our hygiene at school.
Christy: It's my pleasure, our health depends on our hygiene.

B Page 112: Listen to the conversation again. Which words did you hear in the audio that mean the following. Choose between the words in brackets and write them down in your copy-book.

UNIT 7 LESSON 3: Let's fight back HIV/AIDS

LISTENING

A Page 116: Listen to the conversation and tell its gist. Write down your answer choice in your copy-book.

The conversation is mainly about

a. Sita's sickness
b. Sita's friend Anny's sickness
c. Sita's friend Anny's high temperature

Audio Scripts

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. I guess she needs to see a doctor as soon as possible.
Sita: You're absolutely right. I'll discuss it with her.

A Page 116: Listen to the conversation one more time and decide if each of the following statements is true (T) or false (F). Justify your answers.

UNIT 8 LESSON 1: The computer

LISTENING

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

A Page 122: Listen to the conversation and say its gist.

The conversation is mainly about

A. The advantages of owning a desktop computer.
B. The advantages of owning a laptop computer.
C. Parts of a computer.

Armande : Hi, Vanessa! What do you have in your bag?
Hervé : A computer.
Armande : A computer? In a bag?
Hervé : Yes, it's a laptop computer; it's easy to carry.
Armande : My father has a computer too, but it is on a desk.
Hervé : I can see. It's a desktop computer, we cannot carry it around.
Armande : Can you work with the laptop everywhere?
Hervé : Yes, all the different parts of the computer are incorporated; all in one!
Armande : Do you mean that the monitor, the CPU and the keyboard are together?
Hervé : Yes.
Armande : What about the mouse?
Hervé : Incorporated too; all in one, as I said.
Armande : Do you know how to use it?
Hervé : Yes, I've read the instructions. I know that the mouse is used for selecting the action to take.
Armande : OK! But we can't take laptops to class. What are you going to do with yours?
Hervé : It will use it for doing research on the net.
Armande : Is that all you can use a computer for?
Hervé : Oh no! You can use computers to download books or films. We can use computers for communicating with other persons via emails, etc.
Armande : Great! I'll ask my father to buy one for me.
Hervé : Yes! We are in the time of technology now.

B Page 122: Listen to the conversation again. Choose between the words in brackets the ones that you heard that correspond to the given definitions. Write them down in your copy-book.

UNIT 8 LESSON 2: The telephone

LISTENING

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

A Page 127: Listen to the conversation and say its gist. Write your answer in your copy-book.

The conversation is mainly about
a. watches
b. CPU
c. a smartwatch

Audio Scripts

Dominique : Hi, Luc! You're wearing a special watch.
Luc : Yes, it's a smartwatch.
Dominique : A smartwatch?
Luc : It has more functions than the normal watches.
Dominique : Which ones?
Luc : I can make calls with it; I can connect to the internet too.
Dominique : Waooh! How does it work?
Luc : Well, look. Here is the display, the battery and this is the memory. Here is the Bluetooth connectivity and here the CPU. And there are more other functions.
Dominique : What is the CPU?
Luc : CPU stands for Central Processing Unit. It's used for the transmission of instructions from programs that allow the smartwatch to perform its tasks.
Dominique : Great! And how do you connect with the net?
Luc : I just have to turn it on and connect to the Wi-Fi.
Dominique : What does the abbreviation 'OS'mean?
Luc : OS? It's the Operating System. It performs basic tasks such as file, memory and process management.

B Page 127: 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.

UNIT 8 LESSON 3: The Internet

LISTENING

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

A Page 131: Listen to the conversation and say its gist.

The conversation's mainly about

a. International Communication
b. Connection to a Service Provider
c. International Network

Eloi : Hi Affoué! Can you help me prepare my presentation for the next English club meeting?
Affoué : Yes, of course; how can I help?
Eloi : Great! Here is a list of items related to the Internet. I must know all of them before the presentation. Just put me questions and I'll try to answer.
Affoué : OK, here we go. What is 'Internet'?
Eloi : It's 'International Network'. It can also be called 'the Net'. It is a worldwide system of computer net-works.
Affoué : What is it used for?
Eloi : It is mainly used for communication between people all over the world.
Affoué : What elements are needed to connect to the internet?
Eloi : A computer, a modem, a telephone line and a web browser software are needed.
Affoué : Well, you forgot two things; you mentioned 4 items, but there are six on my list here.
Eloi : Ehrr, let me see. You're right, we also need an account with an ISP.
Affoué : What is an ISP?
Eloi : It' s an Internet Service Provider.
Affoué : That's it. Good. But how does all this work?
Eloi : The web browser connects to the web server and sends an HTTP request (via the protocol stack) for the desired web page. Then, the web server receives the request and checks for the desired page. If the page exists, it is sent by the web server. If the page cannot be found, an error message is sent.
Affoué: Waooh! You've got it right. I think you are ready for a great presentation.
Eloi : Thanks; but there is a lot to more to be learned. Thanks for your help.
Affoué: Don't mention, see you at the meeting.

B Page 131: Listen to the conversation again. Choose between the words in brackets the ones that you heard that correspond to the given definitions. Write them down in your copy-book.

C Page 131: Listen to the conversation once more. Then choose the most appropriate option among the following statements. Write your answer choice in your copy-book.

Crédits
Photographiques



© Alamy
p.25.

© Freepik
p.5 ; p.44-7 ; p.66 ; p.76-4 ; p.81 ; p.93.

© Internet
p.10 ; p.14 ; p.43-4 ; p.43-5 ; p.44-8 ; p.44-9 ; p.44-12 ; p.44-13 ; p.44-14 ; p.44-15 ; p.44-16 ; p.60-B ; p.60-C ; p.61-D, p.61-E ; p.61-F ; p.61-G ; p.61-H ; p.61-3 ; p.72-1 ; p.76-1 ; p.76-2 ; p.76-3; p.76-5 ; p.77-10 ; p.77-12 ; p.88 ; p.98 ; p.106; p.111 ; p.115 ; p.121-1 ; p.121-2 ; p.121-3 ; p.121-4 ; p.121-5 ; p.121-6 ; p.126-1 ; p.126-2 ; p.126-3 ; p.126-4 ; p.126-5 ; p.126-6 ; p.130-a ; p.130-b ; p.139-a ; p.139-b.

© Pixabay
p.43-2 ; p.43-3.

© Pxhere
p.43-1 ; p.76.

© Shutterstock
p.20 ; p.30 ; p.37 ; p.43 ; p.44-6 ; p.44-10 ; p.44-11 ; p.49 ; p.55 ; p.60 ; p.60-A ; p.61-1 ; p.61-2 ; p.61-4 ; p.61-5 ; p.61-6 ; p.72 ; p.76-6 ; p.77-7 ; p.77-8 ; p.77-9 ; p.77-11 ; p.121 ; p.126.

Mise en page : Vallesse Éditions
info@vallesse.ci
Achevé d'imprimer en Côte d'Ivoire
1er trimestre 2025
Dépôt légal N° 22475 du 06 février 2025