

Teacher's Book

# WIN SKILLS



**JD Éditions**  
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## Forward

Dear colleagues,

**Win skills** is a new collection of student's books for ivorian schools. It is designed specifically for teenage students in the first cycle of secondary school. It has been prepared according to the Competency-Based Language Teaching (CBLT) syllabus.

**Win skills 3<sup>e</sup>** contains 8 units, divided into three lessons each. The lessons are also divided in 3 sessions. Students are directed by an arrow to the *Consolidation* session at the end of each unit. The *Consolidation* session covers one or two page (s) depending on editorial requirements.

The aim of this teacher's book is to give you suggestions for classroom management. They should not be taken for granted. This is the reason why time limits have been removed from the instructions. In fact, timing of exercises or activities within a lesson varies according to the difficulty of the task and the abilities of the students. Pictures have been selected to best fit your students' learning needs. The activities are designed for this sake. Be prepared to bring realias to improve your teaching.

Good preparation for the lessons is most important. You should read through and thoroughly understand the aims and suggestions before going to class. We have offered you a brief and concise comment for each section in the presentation note which appears in the very beginning of the student's book. Consult it if necessary for a better understanding of the teaching approach.

As you can see, various quotes, sayings and popular proverbs have been added to the 3<sup>e</sup> student's book. They have been designed to act as lead-ins. The aim is to sharpen the learner's curiosity for the subject under study. Although optional, you can whet students' appetite by using them. Knowing that some of those quotes come from famous personalities like Bob Marley, Martin Luther King, Bill Gate, etc. you can never imagine what source of motivation they can be for the kids.

For each lesson, what to put on the board for students to copy is up to you. The *Let's keep in mind* heading may help. But, it should not be systematic. Please, feel free to improve or put them differently. You are the only master of your class.

In this teacher's book, some proposals have been made to assist you in the feedback sessions, as far as *Communication activities* are concerned. They should not be taken for granted. Students are expected to use their abilities

to create original exchanges based on some models. They should feel free in their writing activities. Don't hurry to reveal our proposals as time saving tools. Give as much prompts as you can to guide students for genuine productions.

One of the particularities of **Win Skills 3e**, and not the least, is the 8 tests it contains. They are normative and summative assessments in the format of BEPC exam. Please, make your students optimize their chances of success by assigning them those tests as homework.

In **Win skills** student's books, the four skills (*Speaking, Writing, Listening and Reading*) are equally treated according to the official syllabus. Therefore, it's our pleasure to inform you that *Listening* podcasts are available on the official Internet site of the publisher. You should download and use them in order to enhance your teaching. You may need the help of your PU chairman or the regional Adviser to collect the Internet site address of the publisher. Moreover, feel free to get in touch with some of the authors you may know for extra recommendations or suggestions.

May the use of our book be an enriching experience for you.

The authors

# UNIT 1 : LIFE AT SCHOOL (Speaking)

## LESSON 1 : MY FIRST HOLIDAYS IN MY VILLAGE

**Lead-in :** Ask students to turn to page 9. Then ask them if they agree with what Giada De Laurentis has said. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
On what occasion is the scene taking place ?	The scene is taking place at the English club meeting.
Where is the scene taking place ?	It is taking place in my school.
What are the students of 3 <sup>e</sup> doing ? / Why ?	They are talking about how they spent their holidays / in order to share their experiences.
What is the lesson about ?	The lesson is about holiday activities.
What main skill are we going to perform ?	The skill to perform is <b>Speaking</b> .

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

Ask students to turn to page 10.

- Allow a couple of minutes for students to read silently the dialogue between Oriane and Ezechiel to bring out what their conversation is about.
- Ask a volunteer to answer.

**Expected answer :** The 2 characters are talking about their past holiday activities.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to holiday activities.
- Write them on the board.

**Vocabulary related to holiday activities** : *tap palm wine / hunting / digging up yams / fishing / swim in (river) / planting tomatoes*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*talking about past actions with the past simple*) : *Did... go / Did... enjoy / went / arrived*

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to match the pictures to the corresponding descriptions.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers** : 1-to rest / 2-to set a trap / 3-to tap palm wine / 4-to swim / 5-to dig up yams / 6-to go fishing

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

**Expected answers** : 1-spent / 2-set / 3-planted / 4-finished / 5-went / 6-caught

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1-did you go / 2-I was / 3- I had / 4-were you / 5- I wasn't / 6- We were / 7- Did you meet / 8- I didn't

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 12.
- Allow a couple of minutes for students to read silently the text to bring out what it is about.

**Expected answer :** The text is about what Kadniel did during his holidays.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to holiday activities.
- Write them on the board.

**Vocabulary related to holiday activities :** *traveled / to play marbles / have fun / went to the beach*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*using time markers with past actions*) : *Two months ago / Last week...*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Give a few minutes to students to complete the sentences.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1-marbles / 2-travel / 3-have fun / 4-miss / 5-go to the beach / 6-homesick

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :** 1- last / 2- previously / 3- ago / 4- 2023 / 5- yesterday / 6- in

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- Last year, I spent my holiday in Abuja city.
- 2- I traveled by car.
- 3- I played marbles with my best friend / I went to do shopping every Saturday, etc.
- 4- I returned 5 days ago.

**Note :** Any other correct answers can be accepted.

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 3**

- Tell the class to turn to page 14.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.

- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their dialogues by themselves.

**Example :**

**Bertine :** Hi, Sali !

**Sali :** Hello, Bertine !

**Bertine :** Tell me, my friend, where did you spend your holidays ?

**Sali :** I spend my holidays in my village.

**Bertine :** Nice. Were you with your parents or some friends ?

**Sali :** I was with my parents, naturally. And you ?

**Bertine :** I spent my holidays in Abidjan with my aunt Cathy. By the way, did you enjoy your holidays? What did you do ?

**Sali :** I spent all my time working on farm. I help my parents digging yams and planting tomatoes. What about you ?

**Bertine :** Cool. I spent much time having fun : I listened to music, I went to the beach every Saturday, etc. I met new friends there. And you, who did you meet ?

**Sali :** I met my cousins from nearby villages.

**Bertine :** I think that you had a good time.

**Sali :** You too !

**LESSON 2 : MY SCHOOL MEMORIES**

**Lead-in :** Ask students to turn to page 15. Then ask them what they understand about the quotation. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who did you receive ?	I received my Liberian pen friend.
When did you receive him ?	I received him during the long holidays.
What did you talk about / why	We talked about our past habit when we were in primary school / in order to exchange souvenirs.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

#### Listen and repeat 1 (*Vocabulary content*)

##### Step 1 :

- Tell the class to turn to page 16.
- Allow a couple of minutes for students to read silently the dialogue between Oria and Meh and bring out what their conversation is about.
- Ask a volunteer to answer.

**Expected answer :** The 2 characters are talking about their school memories.

##### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to school memories.
- Write them on the board.

**Vocabulary related to school memories :** *to attend / to sweep / to respect / to stay (at school) / to do homework / to clean the blackboard / to take part in (sport tournaments)*

#### Listen and repeat 2 (*Language function*)

- Name two « strong » pairs of students to roleplay the dialogue.
- Allow a couple of minutes for this.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function (expressing past habits) :** *Used to + verb*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Students are allowed a few minutes to match the pictures to the corresponding descriptions.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1 - sport tournaments / 2 - to sweep the schoolyard / 3 - to collect rubbish / 4 - to queue up / 5 - to do homework / 6 - to clean the board.

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- A- What did you use to do in primary school ?  
B- In primary school, I used to attend class regularly.
- 2- A- What did you use to do in 6eme ?  
B- In 6e I used to be on time in class.
- 3- A- What did you use to do in 4e ?  
B- In 4e I used to take part in sport tournaments.
- 4- A- What did you use to do in primary six ?  
B- In primary six I used to respect the school rules.
- 5- A- What did you use to do last year ?  
B- Last year I used to take part in the English club meeting.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- I used to bully school girls.
- 2- Apo used to go to school on foot.
- 3- She used to be very rude with teachers.
- 4- Girls used to fetch water from the well.

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 2**

#### **A - LET'S EXPLORE**

**Listen and repeat 1** (Vocabulary content)

Step 1 :

- Tell the class to turn to page 18.
- Allow a couple of minutes for students to read silently the dialogue between Jérôme and Denis and bring out what their conversation is about.
- Ask a volunteer to answer.

**Expected answer** : The 2 characters are talking about their friend' past habits.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to school memories.
- Write them on the board.

**Vocabulary related to school memories** : *to cheat / to chat in class / to fight / to break all the rules / to bully / to quarrel ...*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing past habits*) : *Would + verb (would fight / would skip / would be / would punish ...)*

#### **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to match the words to their synonyms or definition.

- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- b / 2- d / 3- e / 4- a / 5- f / 6- g / 7- c

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- A : What would you do when you were at primary school ?  
B : I would attend school regularly.
- 2- A : Ok ! And what would you do when you were in the classroom ?  
B : I would follow attentively the teacher's explanations.
- 3- A : What would you eat at breaktime ?  
B : At breaktime I would eat bread and drink juice.
- 4- A : How would you behave with your friends ?  
B : I would not quarrel with my friends, we would study together.

**Note :** Answers may vary.

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

- 1- I would bully schoolgirls.
- 2- Apo would go to school on foot.
- 3- She would be very rude with teachers.
- 4- Girls would fetch water from the well.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

- Tell the class to turn to page 20.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.

- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their dialogues by themselves.

**Example :**

**Kimber :** Hi, John ! What did you use to do in primary school ?

**John :** Hello, Kimber ! In primary school I used to play a lot in the schoolyard. And you ?

**Kimber :** I would also play at school.

**John :** Ok ! But how would you behave with your classmates and teachers ?

**Kimber :** I would be very shy and respectful towards my teachers ! And you were you calm too ?

**John :** No, I would sometimes bully my friends and quarrel with them. But I would respect my teachers.

**LESSON 3 : MY SCHOOL SCORES**

**Lead-in :** Ask students to turn to page 21. Then ask them what they understand about the quotation of Benjamin Franklin. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What have the students of 3e from your school just received ?	They have just received the marks of their first English test.
What did they discuss about ? / why	They discuss about their results. /in order to improve them.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## **SESSION 1**

### **A - LET'S EXPLORE**

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Tell the class to turn to page 22.
- Allow a couple of minutes for students to read silently the dialogue between Junior and Romeo and bring out what their conversation is about.
- Ask a volunteer to answer.

**Expected answer :** The 2 characters are talking about their schoolwork.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to schoolwork.
- Write them on the board.

**Vocabulary related to schoolwork :** *school year / failing examination / failure / term / pass exam / move up to / mock exam / half term*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to role-play the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (Expressing conditions) : *If ... + verb / would + verb*

### **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to fill the gaps with appropriate words.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1-taking / 2-examination / 3-mock exam / 4-school year / 5-terms / 6-passed.

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :** 1- learnt / 2- would get / 3- will not fail / 4- start / 5- would be

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

- 1- If you revise well, you will have good results.
- 2- If you played all the time, you would fail your exam.
- 3- If I didn't study, I would stay down.
- 4- If you skip school, you will have problems with your parents.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 24.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to schoolwork.
- Write them on the board.

**Vocabulary related to schoolwork :** *a report card / an oral test / a grade / an average / a presentation / a rank*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing conditions*) : *Unless...+ verb / will + verb*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the paragraph.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1 - oral / 2 - quiz / 3 - grade / 4 - average / 5 - tests / 6 - ranked / 7 - report card

Exercise 2 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- Unless you have good grades, you will not have the average.
- 2- Unless you have a good rank, you will not be rewarded.
- 3- Unless you come on time, you will stay out of the classroom.
- 4- Unless you work hard, you will stay down.
- 5- Unless you prepare the presentation, you will have a bad grade.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- c / 2- d / 3- a / 4- e / 5- b

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

- Tell the class to turn to page 26.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their dialogues by themselves.

#### **Example :**

**Hereka :** Tell me Meh, what is your grade in this test ?

**Meh :** I've got a bad mark. I've got five out of twenty.

**Hereka :** Oh ! that's pretty bad. If you worked hard, you would get a good grade

**Meh :** Yes, you are right. I'll do better next time.

**Hereka :** Unless you study regularly your lessons, you will always have bad grades.

**Meh :** Yes, if I study my lessons, I will have a better grade.

### **LET'S CONSOLIDATE 1**

- Ask students to turn to page 27.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

**Expected answers :**

- I. 1-Travel / 2-holiday / 3-schoolyard/ 4-homework / 5- skip school / 6-failure
- II. 1- spend / 2- hunting / 3- shopping / 4- fun / 5- attend / 6- time / 7- rules / 8- bully
- III. 1- will / 2- ago / 3- used / 4- wouldn't / 5- unless /
- IV. a) Past habits at six years old
  - When I was six years I used to pee in bed.
  - When I was six years I used to play marbles with my friends.
  - When I was six years I steal meat in my mum's sauce.
- V. b) School memories
  - When I was in primary school, we would fetch water for our teachers.
  - When I was in 6<sup>e</sup>, we would play in the schoolyard during the breaktime.
  - When I was in 4<sup>e</sup>, we would work in groups to have good grades.

**UNIT 2 : WOMEN AT WORK (Speaking)**

**LESSON 1 : VILLAGE WOMEN'S ACTIVITIES**

**Lead-in :** Ask students to turn to page 29. Then ask them to comment on the quotation (the African proverb). Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

<b>POSSIBLE QUESTIONS</b>	<b>EXPECTED ANSWERS</b>
On what occasion is the scene taking place ?	The scene is taking place on the occasion of the celebration of INTERNATIONAL WOMEN'S DAY
Where is the scene taking place ?	It is taking place at the English club of the school.
What do the students of 3e decide to do ?	They decide to give a presentation
What is the topic of the presentation	The topic is RURAL WOMEN'S ACTIVITIES
Why do they decide to give a presentation ?	They decide to give a presentation so as to show their courage and honour them

**Note :** The questions should be conducted orally. No need to write them on the board.

## **SESSION 1**

### **A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 30.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to women's activities.
- Write them on the board.

**Vocabulary related to women's activities :** *to take care of the family / to feed a baby / to breastfeed a baby / to do cooking / to fetch water / knitting / handicraft / wickerwork*

**Listen and repeat** (*Language function*)

- Name two « strong » students to role-play the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (expressing abilities) : *can + verb / to be able to + verb / will be able to + verb / couldn't + verb*

### **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to do the matching.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- d / 2- f / 3- e / 4- a / 5- b / 6- c

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

**Expected answers :** 1- can / 2- were able / 3- could / 4- was able / 5- will be able

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

- 1- Rural women can now make important decisions.
- 2- Women could take care of large families.
- 3- These girls will be able to achieve great things tomorrow.
- 4- Mum was not able to understand it before, but now she can accept it.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A- LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Ask students to turn to page 32.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure they understand that those items are related to women's activities.
- Write them on the board.

**Vocabulary related to women's activities :** *to grind cereals / to pound yam / to winnow rice : to grow crops : to smoke fish : to sew clothes / to weave a basket / to spin cotton into thread*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (reporting what is said in the past) : *She said that... / She told... / He announced ... / They claimed...*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the paragraph.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- grow crops / 2- smoke fish / 3- firewood / 4- carry / 5- spin cotton / 6- winnow the cereals / 7- sew clothes

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

### **Expected answers :**

- 1- A : What did the chairperson of women of values say ?  
B : He said that women could be really emancipated if they gave them a chance.
- 2- A : What did Mr Meh comment ?  
B : Mr Meh commented that even though women are vulnerable, they played an important role.
- 3- A : What did Mrs Declotilde answered ?  
B : She answered that women needed to be educated so that they could get the best opportunities.
- 4- A : What did the lecturer state ?  
B : The lecturer stated that rural women were able to do things we could barely imagine.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- sick / 2- laughter / 3- aggressive

### SESSION 3

- Tell the class to turn to page 34.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybook.

**Note :** The dialogue below is a mere example. Other similar dialogues can be accepted. Guide students so that they can produce their interviews by themselves.

#### **Example :**

**Student :** Hello, Mr Kwasi ! What can you say about rural women’s activities and abilities ?

**Mr Kwasi Rachel :** Well, I can say that rural women are able to do many activities such as fetching water, taking care of large families. And they are able to do the same jobs as men.

**Student :** So, what do you think the government can do to help them ?

**Mr Kwasi Rachel :** In the past, the government could only sensitize people to respect women’s right, but now the government can encourage and provide funds for women activities. And I am sure it will be able to do better in the future.

**Student :** I get you. Now can you tell us what are the concrete measures taken by the government.

**Mr Kwasi Rachel :** The minister in charge of women affair said that the government would provide training and assistance to rural women to develop their activities.

**Student :** Thanks a lot for your time and answers.

**Mr Kwasi Rachel :** you’re welcome.

### LESSON 2 : WOMEN’S RIGHTS AND DUTIES

**Lead-in :** Ask students to turn to page 35. Then ask them to say what they know about Bob Marley and what he said. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

<b>POSSIBLE QUESTIONS</b>	<b>EXPECTED ANSWERS</b>
Where is the scene taking place ?	It is taking place during an English class.
What does the teacher ask the students to do ?	He asks them to prepare and give a presentation
What is the topic of the presentation	The topic is <b>WOMEN’S RIGHTS AND DUTIES</b>
What is the objective of the presentation ?	The objective is to better inform the rest of the class about women’s rights and duties

**Note :** The above questions should be conducted orally. No need to write them on the board.

## **SESSION 1**

### **A - LET’S EXPLORE**

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 36.
- Allow them a couple of minutes to go through dialogue between the journalist and Suzan.
- Ask them what their conversation is about.

**Expected answer :** They are talking about women’s rights in South Africa.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to women’s rights and duties.
- Write them on the board.

**Vocabulary related to women’s rights and duties :** *fair pay / gender equality / own any property / household management / keeping the house clean / sexual harassment / to work in an office.*

## **Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function (expressing rights / expressing duties)** : *have the right to + noun / It is ... duty to + verb / It is ... responsibility to + verb*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Students are allowed a few minutes to complete the sentences.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- equal and fair pay / 2- be free / 3- own a property / 4- harassment / 5- household management

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

### **Expected answers :**

- 1- It is women's responsibility to manage the household.
- 2- It is women's duty to keep the house clean.
- 3- Women have the right to equal and fair pay.
- 4- Women have the right to gender equality.
- 5- Women have the right to be free from sexual harassment.
- 6- It is women's duty to take care of the baby

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

**A - Women's Rights :** gender equality / sexual harassment / own a property / equal and fair pay / to be free

**B - Women's Duties :** to keep the house clean / household management

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 2**

#### **A - LET'S EXPLORE**

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 38.
- Allow them a couple of minutes to read silently the passage.
- Ask them what the passage is about.

**Expected answer** : The passage is about women's right and duties.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to women's rights and duties.
- Write them on the board.

**Vocabulary related to women's rights and duties** : *role division / raise children / breadwinners / positive discrimination / women's leadership / healthcare / qualification*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (making comparisons) : *adj + er + than / less + than + adj / as + adj + as*

#### **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the paragraph.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- raising the children/ 2- breadwinner / 3- earns money / 4- getting involved / 5- positive discrimination / 6- qualification / 7- role division

Exercise 2 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :** 1- as intelligent as / 2- less vigorous than / 3- stronger than / 4- as useful as / 5- less weak than / 6- more diplomatic than

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- more / 2- more / 3- less / 4- less / 5- more

**SESSION 3**

- Tell the class to turn to page 40.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a production to be written on the board. The students should copy this in their copybook.

**Note :** The production is a mere example. Other similar dialogues can be accepted. Guide students so that they can produce their presentations by themselves.

**Example :**

It is important to talk about women's right, but it is also important to know women's duties. For example, it is women's duty to breastfeed the babies. It is also their duty to manage the household.

But today women’s tend to have the same rights and duties as men. We can see some women who play the role of breadwinners as men. And in public services men are not more paid than women.

### LESSON 3 : SENDING GIRLS TO SCHOOL

**Lead-in :** Ask the students to turn to page 41. Then ask them their opinion on this African proverb. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the scene taking place ?	It is taking place during an English class.
What does the teacher ask the students to do ?	He asks them to prepare and give a presentation
What is the topic of the presentation	The topic is THE IMPORTANCE OF GIRLS’ SCHOOLING FOR THEIR FUTURE

**Note :** The above questions should be conducted orally. No need to write them on the board.

### SESSION 1

#### A - LET’S EXPLORE

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 42.
- Allow them a couple of minutes to go through the dialogue between the farmer and the Director.
- Ask them what their conversation is about.

**Expected answer :** The 2 characters are talking about girls’ schooling.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.

- Make sure the students understand that those items correspond to girls' education.
- Write them on the board.

**Vocabulary related to girls' education :** *school-aged girl / school fees / school education / compulsory / be educated / reduce illiteracy / girls' school / vocation school*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to role-play the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing opinions*): *What do you think ... / In my opinion / I think (that) ... / I believe (that)...*

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to match the phrases or words to their synonyms or definitions.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- c / 2- a / 3- e / 4- d / 5- f / 6- b

Exercise 2 :

- Students work in pairs.
- Allow about a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- A : What do you think about girls' education ?  
B : I think girls' education is important because it guarantees them a bright future.
- 2- A : What is your opinion about the creation of vocational schools ?  
B : In my opinion, vocational schools give girls practical skills.

- 3- A : What do you think about girls' schools ?  
B : I believe that it increases the number of school girls.
- 4- A : What do you think about compulsory education in your country ?  
B : I think that it obliges parents to send girls (daughters) to school.
- 5- A : What is your opinion about paying school fees before sending children to school ?  
B : In my opinion it reduces the chances for poor families.

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

#### **Expected answers :**

- 1- I believe that girls should go to school to be independent.
- 2- In my opinion girls should go to school to be independent.
- 3- I think that girls should go to school to reduce illiteracy.
- 4- I believe that girls should go to school to be educated.
- 5- In my opinion girls should go to school to get a good job.
- 6- I think that girls should go to school to promote gender equality.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

#### **Listen and repeat 1** (*Vocabulary content*)

##### Step 1 :

- Ask students to turn to page 44.
- Allow them a couple of minutes to go through the passage.
- Ask them what the passage is about.

**Expected answer :** the text is about obstacles to girls' education.

##### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.

- Make sure the students understand that those items correspond to girls' education.
- Write them on the board.

**Vocabulary related to girls' education :** *face challenges / orphans / make up ... mind / drop out of school / forced marriage / early pregnancy / pregnant / expelled*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing opinions*) : *From my point of view ... / as far as I'm concerned ... / What do you mind ... / To my mind ...*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to match the phrases or words to their synonyms or definitions.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- c / 2- b / 3- g / 4- f / 5- e / 6- a / 7- d

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- I think girls' education is important because it guarantees them a bright future.
- 2- From my point of view, the creation of vocational schools guarantees girls a job.
- 3- As far as I am concerned, girls schools increase the number of school girls.

- 4- To my mind compulsory education in my country increases the number of school girls.
- 5- I think that paying school fees before sending children to school reduces the chances for poor families.

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- opinion / 2- me / 3- point / 4-eyes

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

Tell the class to turn to page 46.

- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a production to be written on the board. The students should copy this in their copybook.

**Note :** The production is a mere example. Other similar presentations can be accepted.

### **Example :**

*Ladies and Gentlemen,*

*Sending girls to school is very important. This will permit them to study and get some diplomas to expect a good job. In addition, I believe that girls should be educated because it will help them to be more emancipated. Therefore to reduce girls' illiteracy, the government can favour positive discrimination. The authorities could also sensitize and encourage parents to send their daughters to school.*

*Thank you for your attention.*

## LET'S CONSOLIDATE 2

- Ask students to turn to page 47.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

### Expected answers :

- I. 1- school girl / 2- breadwinner / 3- school fees/ 4- positive discrimination / 5- gender equality / 6- breastfeeds
- II. 1- household / 2- keep / 3- fetch water / 4- care / 5- illiterate
- III. 1- A car runs faster than a bicycle.  
2- Rural women are less educated than city women.  
3- City women look more attractive village women.  
4- The mobile phone is as useful as the computer.  
5- Village is less noisy than city.

### LET'S HAVE FUN

Have students learn and recite this poem to friends.

## UNIT 3 : TRAVELLING (Writing)

### LESSON 1 : DIFFERENT MEANS OF TRANSPORT

**Lead-in :** Ask students to turn to page 49. Then ask them if they agree with Gustavo Petro. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are your Nigerian pen friends planning to do ?	They are planning to visit you soon.
What did they send you ?	They sent a message via WhatsApp.
What information do they want to get ?	They want to get some information about the means of transport in your country.
How do you reply to them ?	I write them back.

**Note** : The above questions should be conducted orally. No need to write them on the board.

## **SESSION 1**

### **A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 50.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to means of transport.

**Vocabulary related to means of transport** : *a motorbike / a tricycle / a van / a bus / a personal car / a bicycle*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to role-play the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*making comparisons*) : *Adj + er + than / more + adj + than / less + adj + than / as + adj + as*

### **B - LET'S PRACTISE**

Exercise 1 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- A car is faster than a bicycle.
- 2- Travelling by public means of transport is less marvellous than travelling by personal car.
- 3- Two motorbikes are as expensive as a small car.
- 4- Travelling by a van is more dangerous than travelling by a "Sotra" bus.

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :** 1- b / 2- c / 3- a

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- My father's car is bigger than that of my uncle's.
- 2- My new bicycle is less big than my previous one.
- 3- You must use a smaller key to open the door.
- 4- This car is as cheap as the other one.
- 5- There is a difference ; this one is more interesting than the last one.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 52.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to means of transport.

**Vocabulary related to means of transport :** *a yacht / to fly a plane / a coach / a lorry / a hoverboard / a railway / to sail a boat / a subway train*

### **Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing preferences with « prefer »*): *Prefer to + verb / Prefer to + verb-ing*

### **B - LET'S PRACTISE**

#### Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the sentences.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- plane / 2- fly / 3- train / 4- coach / 5- lorry / 6- ship

#### Exercise 2 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

#### **Expected answers :**

- 1- I prefer the plane to the helicopter.
- 2- Prisca prefers the ship to the yacht.
- 3- Eureka and Venance prefer travelling by subway to travelling by ship.
- 4- Thomas and Ousmane prefer riding a motorcycle to sailing a yacht.
- 5- Evaflore and Carlin prefer flying a plane to flying a helicopter.
- 6- We prefer a scooter to a hoverboard.

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

#### **Expected answers :**

- 1- Amira prefers the car to the bicycle. **Or** Amira prefers the bicycle to the car.
- 2- Bipoya prefers a ship to a yacht. **Or** Bipoya prefers a yacht to a ship.

- 3- Zedwen and Apisco prefer going on foot to riding a horse. **Or** Zedwen and Apisco prefer riding a horse to going on foot.
- 4- Silaire prefers riding a motorbike to riding a scooter. **Or** Silaire prefers riding a scooter to riding a motorbike.
- 5- Cherone prefers sailing a boat to riding a motorcycle.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

- Tell the class to turn to page 54.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow them a few minutes to complete the first task to elicit the plan.

### **Expected answers :**

**A :** topic sentence

**B :** supporting sentences or ideas

**C :** concluding sentence

- Read the communication activity and instructions with the students and explain if necessary.
- Give enough time to the students to produce their first draft.
- Allow the students to exchange their first draft with their partner for peer correction.
- Allow the students to take back their draft to produce their final version.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a consensual production to be written on the board. The students should copy this in their copybook.

**Note :** The production is a mere example. Other similar productions can be accepted. Guide students so that they can produce their paragraphs by themselves.

**Example :** There are many means of transport in my city. For example, we can use a van, ride a motorbike or use public cars.

But travelling by motorbike or tricycle can be very dangerous because of the numerous accidents they can cause.

That is why I prefer using cars, coach or public cars.

**LESSON 2 : I WOULD LIKE TO TRAVEL BY PLANE**

**Lead-in :** Ask students to turn to page 55. Then ask them how we can travel by air and which air transport can take more people. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What does your British pen friend invite you to do ?	He invites me to visit London.
What do you do once back to Côte d'Ivoire / why ?	Once back to Côte d'Ivoire I write him a letter / to thank him and describe my travel.

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

**A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 56.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to air travel.

**Vocabulary related to air travel :** *a trolley / a flight ticket / flight costs / to weigh luggage / a flight / flight booking*

**Listen and repeat** (*Language function*)

- Name two « strong » students to role-play the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*making comparisons – the superlative*): *the + adj + est*  
*/ the + most + adj*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to complete the passage with the words from the box.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers** : 1- flight booking / 2- flight costs / 3- flight ticket / 4- flight / 5- airport / 6- suitcase / 7- luggage / 8- flight schedule.

Exercise 2 :

- Individual work.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers** : 1- the most expensive / 2- schedule / 3- luggage / 4- the lowest

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers** : 1- flight cost / 2- flight booking / 3- flight ticket / 4- flight / 5- suitcase / 6- trolley / 7- weigh your luggage

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 58.

- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to air travel.

**Vocabulary related to air travel :** *a checking desk / a lounge / a carousel / a control tower / to board a flight / a flight attendant / to disembark / a departure*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*using progressive (double) comparisons*) : *more and more / less and less*

## **B - LET'S PRACTISE**

Exercise 1 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

**Expected answers :**

- 1- Planes are becoming less and less frightening ...
- 2- Carousels are becoming more and more performant.
- 3- Flight attendants are becoming less and less sympathetic.
- 4- Check-in desk is more and more warmful.
- 5- Control tower is becoming less and less crowded.
- 6- Flight is becoming more and more stressful.

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

**Expected answers :**

A. Signature :	7
B. Salutation :	4
C. Sender's email id :	1
D. Ending statement :	6
E. Subject or the reason of writing mail :	3
F. Main body (content of the email) :	5
G. Recipient email id :	2

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1-T / 2-F / 3-T / 4-T / 5-F

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 60.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Give enough time to students to produce their first draft.
- Allow the student to exchange their first draft with their partner for peer correction.
- Allow the students to take back their drafts to produce their final versions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a consensual production to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their articles by themselves.

**Example :** At the airport there are many departments. When you arrive, you first go to the check-in desk to have information about your flight ticket. Then you go to weigh the luggage. After this step, you can go and wait for your departure time in the lounge. When the time of the flight comes, before you board the plane, you go through the customs officer checking point. After this, you can queue-up in front of the plane where the flight attendants will guide you to your seat. But you will remark that there are fewer persons waiting at the airport today than in the past, and the control is stricter than in the past.

### LESSON 3 : LET'S VISIT AMERICA !

**Lead-in :** Ask students to turn to page 61. Then ask them what they think of the quotation of Lyndon H. Johnson. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What opportunity was given to some students in your school ?	They were given the opportunity to visit the USA.
What does the chairperson of the English club ask them to do once back ?	He asks them to write a paragraph.
What is the topic of the task they are asked to do ?	The paragraph is about the tourist places they visited.
Why are they asked to do this task	They are asked to write a paragraph in order to share experiences.

**Note :** The above questions should be conducted orally. No need to write them on the board.

### SESSION 1

#### A- LET'S EXPLORE

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 62.
- Allow them a couple of minutes to go through the passage.
- Ask them what the passage is about.

**Expected answer** : The text is about tourist attractions.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to tourist attractions.
- Write them on the board.

**Vocabulary related to tourist attractions** : *tourist sites / attractions / wonderful / to discover / resorts / amusement parks / green spaces / leaflet / ecotourism*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*making suggestions*) : *Let's + verb / how about + verb-ing / what about + verb-ing / shall we + verb*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to use the words from the box to describe the pictures.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers** : *1- tourist sites / 2- a leaflet / 3- a resort / 4- tourist attractions / 5- ecotourism / 6- an amusement park.*

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- a. Let him go to an amusement park.  
b. How about going to an amusement park ?
- 2- a. What about reading a leaflet ?  
b- Shall he read a leaflet?
- 3- a. Let him do some research on internet.  
b. What about doing some research on internet ?
- 4- a. Let them go to a national park.  
b. How about going to a national park ?

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- *tourists* / 2- *resorts* / 3- *amusement parks* / 4- *green spaces* / 5- *tourist sites* / 5- *wonderful*

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 64.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to tourist attractions.

**Vocabulary related to tourist attractions:** *the Statue of Liberty / the Golden Gate Bridge / the Metropolitan Museum of Art / the Niagara's Fall / the White House / Virginia Beach / Manhattan Skycrappers / Florida's tourist site*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*accepting / refusing suggestions*) : *Why not ! / Sorry, I can't / I'd rather not / Yes, with pleasure ...*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

1. **You :** How about visiting the old post office of Grand-Bassam ?  
**Partner :** Thanks, but I'm not interested.
2. **You :** How about going to the beach ?  
**Partner :** Yes, with pleasure.
3. **You :** Let's go to Assinie Mafia.  
**Partner :** Sorry, I can't. My parents will never accept to leave me go there.
4. **Partner :** How about going for swimming ?  
**You :** I'd rather not. I don't know how to swim.

**Note :** The above answer are optional. You may accept any other reasonable answers.

### Exercise 2 :

- Individual work.
- Give a few minutes to the students to complete the groups of words with the missing letters.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

### **Expected answers :**

A. Signature :	6
B. Date :	2
C. Closing word :	5
D. Greeting :	3
E. Body :	4
F. Address :	1

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** optional

**LET’S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 66.
- Give a few minutes to students to read individually and silently the letter and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- With the students take five minutes to elicit the plan of the letter.
- Read the communication activity and instructions with the students and explain if necessary.
- Give enough time the students to produce their first draft.
- Allow the students to exchange their first draft with their partner for peer correction.
- Allow the students to take back their draft to produce their final version.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a consensual production to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their letters by themselves.

Dear Appiah,

*I hope you are fine. I am very well, too. I am very happy to write you back to tell you about my visit in USA.*

*In fact, I am visiting wonderful places here in USA. Yesterday, I went to see the Statue of Liberty in New York and the Metropolitan Museum of art. These are quite amazing and famous sites. Today, I am going to the Virginia Beach to relax with some friends.*

*Unfortunately, I can't join you in England because of lack of time. But why don't we plan a visit to USA together next time ? I am sure it will be great.*

*I hope to read you again.*

*All the best*

*Student's name*

### LET'S CONSOLIDATE 3

- Ask students to turn to page 67.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

#### Expected answers :

- I. 1- Disembark / 2- flight attendant / 3- lorry / 4- bus / 5- risk / 6- flight
- II. 1- travelling / 2- most comfortable / 3- travelling / 4- less expensive / 5- attend / 6- faster

#### LET'S HAVE FUN

1- torch / 2- tablet / 3- feet / 4- crown / 5- robe

## UNIT 4 : FASHION (Writing)

### LESSON 1 : MODERN OR TRADITIONAL OUTFITS ?

**Lead-in :** Ask students to turn to page 69. Then ask them what they understand through Alexander McQueen's statement. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What is the event organized in Lycée Moderne of Andokoi ?	It is a Cultural Day.
What do the students of 3e decide to do ?	They decide to write a paragraph.
What is the topic of the paragraph ?	The paragraph is on modern and traditional clothes.
Why do they decide to write this paragraph ?	With a view to publish it in the English club magazine.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 70.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to traditional clothes.

**Vocabulary related to traditional clothes** : *a dashiki long-sleeved shirt / a kaftan bubu / a visco cloth / a raffia cloth / a kente cloth / a bazin / batik short-sleeved shirt / traditional outfits*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*giving reasons*) : *That is the reason why... / as...*

### B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to complete the outfits' description.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers** : 1- batik short-sleeved shirt / 2- a dashiki long-sleeved shirt / 3- kente cloth / 4- raffia cloth / 5- kaftan bubu / 6- bazin

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- I like bazins as they are comfortable.
- 2- Our traditional clothes value our culture, that's the reason why I like them.
- 3- I prefer wearing batik shirts as they are beautiful.
- 4- Fashion changes all the time, that's the reason why I hate being fashionable.
- 5- My father wears kente cloth as he goes to the traditional wedding.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1. Kaftan bubu / 2. Batik shirt / 3. Kente cloth / 4. Vlisco fabric / 5. Bazin

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2****A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 72.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to modern clothes.

**Vocabulary related to modern clothes :** *high-heeled shoes / an off shoulder dress / a bow tie / a sweater / second-hand clothes / sandals*

**Listen and repeat** (*Language function*)

- Name a student to read aloud the short passage.
- Check the pronunciation and correct if necessary.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*giving reasons*): *Because ... / that's why ...*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Give a few minutes to the students to use the words in the box in order to complete the pictures description.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** *1-second-hand clothes / 2-sandals / 3- an off shoulder dress / 4- high-heeled shoes / 5- bow tie / 6- sweaters*

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- a. Tights are fashionable, that's why young girls wear them.  
b. Young girls wear tights because they are fashionable.
- 2- a. Second-hand clothes are less expensive, that's why the youth prefer them.  
b. The youth prefer second-hand clothes because they are less expensive.
- 3- a. There is a wedding ceremony, that's why the woman bought high-heeled.  
b. This woman bought high-heeled, because there is a wedding ceremony.
- 4- a. Modern clothes are fashionable that's why Teenagers like them.  
b. Teenagers like modern clothes because they are fashionable.
- 5- a. It is very cold that's why I am wearing a sweater.  
b. I am wearing a sweater because it is very cold.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

1. It is cold, that's why she decided to wear a sweater.
2. When I am at home I wear relax shoes like sandals.
3. During Miss Côte d'Ivoire competition, the ladies wear high heeled shoes.
4. When you hear "yougouyougou", it is all about second-hand clothes.
5. I like modern outfits, that's why I regularly watch fashion show.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

Tell the class to turn to page 74.

- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybook.

**Note :** Answers may vary from one student to another. Guide students so that they can complete the dialogue to make it follow the expected pattern.

### **Expected answers :**

- 1- Welcome Abel and nice to meet you.
- 2- Well, people are wearing traditional clothes.
- 3- No, they are not suitable for the occasion. But special guest can wear them.
- 4- Yes, they are very original.
- 5- We will be very glad to have you.
- 6- Yes, of course such a ceremony is always accompanied by a mask performance.
- 7- Yes, of course! You can.
- 8- You're welcome. Enjoy the rest of the show.

## LESSON 2 : ATTENDING A FASHION SHOW

**Lead-in :** Ask students to turn to page 75. Then ask them to give the name of one actor of fashion in Côte d'Ivoire or in the world. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What fashion event did you attend last year ?	I attended the last fashion show organized by Gilles Touré.
What does the teacher ask you to do during an English class ?	The teacher asks me to write an article for the English Club magazine.
Why does he ask you to do it ?	He asks me to do it in order to describe the fashion show and promote the ivoirian culture.

**Note :** The above questions should be conducted orally. No need to write them on the board.

### SESSION 1

#### A- LET'S EXPLORE

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 76.
- Allow them a couple of minutes to go through the passage.
- Ask them what the passage is about.

**Expected answer :** the text is about fashion shows.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to fashion shows.
- Write them on the board.

**Vocabulary related to fashion shows :** *fashion week / showcase / ready-to-wear / fashion show / fashion brands / fashion houses / the latest trends / fashion industry / must-haves.*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing « likes » and « dislikes »*) : *fond of + verb-ing / fond of + noun / can't bear...*

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to match the words to their synonyms.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- d / 2- e / 3- b / 4- f / 5- g / 6- a

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

Likes	Dislikes
I don't mind I really love it I'm also fond of	<b>I don't really feel like</b> I can't bear it

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- railroad / 2- rubbish / 3- flash card / 4- movie industry.

## **LET'S KEEP IN MIND**

At the end of the session, recommend to the students revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 2**

#### **A - LET'S EXPLORE**

##### **Listen and repeat 1** (*Vocabulary content*)

###### Step 1 :

- Ask students to turn to page 78.
- Allow them a couple of minutes to go through the dialogue.
- Ask them what the passage is about.

**Expected answer** : The text is about fashion shows.

###### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to fashion shows.
- Write them on the board.

**Vocabulary related to fashion shows** : *fashionista / supermodel / parading / accessories / catwalks / spotlights / fashion victim*

##### **Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*persuading / dissuading*) : *I can assure of my support / I am absolutely certain she can / I am afraid you can't do it...*

#### **B - LET'S PRACTISE**

##### Exercise 1 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1 = D. The headline
- 2 = E. The introduction
- 3 = C. The body
- 4 = A. The concluding sentence
- 5 = B. Author or writer of the article.

**Exercise 2 :**

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

1. a. I can assure you of my full support.  
b. I'm afraid, you can't do it.
2. I'm thin and tall. I think, I can be a model.  
a. I am absolutely certain you can.  
b. I would strongly advise you against that.
3. Céline is poor but she wants to wear the most expensive clothes.  
a. I am afraid She can't afford it.  
b. I can assure her my full support (I can even lend her money)
4. Gilles Touré's last collection was a success. He wants to create another one.  
a. I am absolutely certain he can.  
b. I am afraid he can't do it.

**Note :** This exercise is about to manipulate the structures of persuading and dissuading people. Accept any reasonable answers from students. The above answers are mere examples.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

Persuading	Dissuading
- I can assure you of my full support. - I am absolutely certain you can.	- I would strongly advise you against that. - I'm afraid you can't do it.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 80.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Give enough time to the students to produce their first draft.
- Allow the student to exchange their first draft with their partner for peer correction.
- Allow the student to take back their draft to produce their final version.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a consensual production to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their articles by themselves.

**Example :**

**A wonderful show !**

The fashion show organized by the Ministry of Culture was wonderful.

The designers showcased some new fashion brands that people appreciated a lot. Many persons were fond of the clothes made with traditional materials. But some people said that they can't bear some of the accessories on male models.

Actually, I am absolutely certain you will be impressed by all these new collections and parades if you assist.

Awassa D.

### LESSON 3 : DON'T MISUSE COSMETICS !

**Lead-in :** Ask students to turn to page 81. Then ask them if they agree with Zoé Saldana's statement and why. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What event did the students of 3e of your school attend ?	They attended a conference.
What was the event about ?	The conference was about the misuse of cosmetics.
What do the students decide to do ?	They decide to write a passage about the bad effects of bleaching creams on the skin.
Why do they decide to do it ?	They decide to write a passage in order to sensitize their fellow students on the phenomenon of using bleaching creams.

**Note :** The above questions should be conducted orally. No need to write them on the board.

### SESSION 1

#### A - LET'S EXPLORE

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 82.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to cosmetics.

**Vocabulary related to cosmetics :** *fair complexion / dark complexion / make-up / a lipstick / facial cleaner / braids / shea butter / cosmetics*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing causes and effects*) : *because + proposition / since + proposition / due to + noun*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Students are allowed a few minutes to match the phrases or words to their synonym or definition.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- d / 2- c / 3- f / 4- b / 5- a / 6- e / 7- g

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- Since we rarely use bleaching creams, we don't have dots on our skins.
- 2- Betty looks old today because she didn't make-up.
- 3- Due to the excessive use of bleaching creams, she got some dermal infections.
- 4- Since women want to be more attractive, they bleach their skins.
- 5- Due to the non-access to chemical creams, village girls look natural.
- 6- Due to her regular use of shea butter, her skin stays fresh.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- I went to the doctor's.
- 2- Her new shoes were too small.
- 3- I had nothing to wear.
- 4- Mrs Ayereby uses excessively cosmetics / he has skin worries (the latter can be accepted)

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 2**

#### **A - LET'S EXPLORE**

##### **Listen and repeat 1** (*Vocabulary content*)

###### Step 1 :

- Ask students to turn to page 84.
- Allow them a couple of minutes to go through the dialogue.
- Ask them what the passage is about.

**Expected answer** : The dialogue is about bleaching products or creams and their side effects.

###### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to the side effects of cosmetics.
- Write them on the board.

**Vocabulary related to side effects of cosmetics** : *whitening / bleaching products / creams / side effects / harmful / skin cancer / spots / dermatologist*

##### **Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, and then put the structures on the board.

**Language function (giving advice)** : *should + verb / ought + verb...*

#### **B - LET'S PRACTISE**

###### Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the passage with the words from the box.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- bleaching creams / 2- side effects / 3- skin cancer / 4- skin whitening / 5- depigment / 6- bleach / 7- harmful

Exercise 2 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- She should use natural creams like shea butter.
- 2- Women shouldn't harm their skin health with whitening creams.
- 3- She should consult a dermatologist for a prescription.
- 4- People shouldn't neglect skin whitening side effects.
- 5- We should go to a dermatologist when we discover spots on our skin.
- 6- Parents should tell their children about skin cancer.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- cosmetic products / 2- bleach / 3- harmful / 4- side effects / 5- spots / 6- should

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 86.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Give enough time to the students to produce their first draft.
- Allow the student to exchange their first draft with their partner for peer correction.
- Allow the student to take back their draft to produce their final version.

- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a consensual production to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their paragraphs by themselves.

**Example :**

Bleaching creams are creams used to change the colour of people’s skin. Some examples of bleaching creams are “Carro white” and “Gold skin”. These bleaching creams are very dangerous, because they can cause diseases like spots on the skin and even skin cancer. That’s why young people should avoid using them.

**LET’S CONSOLIDATE 4**

- Ask students to turn to page 87.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

**Expected answers :**

- I- 1- complexion / 2- cosmetics / 3- accessories / 4- fashion / 5- outfit / 6- bleach
- II- 1- products / 2- make up / 3- victims / 4- latest trend / 5- outfits / 6- traditional / 7- raffia clothes
- III- 1-Watching / 2- fond / 3- bear / 4- of / 5- can’t
- IV-
  - Older people are more attracted by their traditional culture than the younger generation. The younger generation prefers copying from western cultures. Whereas old people prefer staying attached to their old way of living. In one word the young generation seems not at all interested in our tradition which is not the case for their elders.
  - Traditional clothes are less and less worn by younger people. They prefer wearing jeans, tee shirts and shirts which they find fashionable. Indeed for them, traditional clothes are old-fashion. To cut it short it is

almost impossible to see a young person wearing traditional clothes.

- Fashion shows promote the culture of a country. In fact during fashion show there is also an advertisement of clothes from the regions of the country. People can see the different traditional outfits that value and highlight the country's cultural identity. Fashion shows are then occasions to present reaffirm our country's cultural heritage.

V-

- 1- I like tuxedos as they are comfortable.
- 2- Traditional clothes value our culture, that is the reason why I like them.
- 3- I prefer wearing skirts as they are cheap.
- 4- Fashion changes all the time, that's why I hate being fashionable.
- 5- My father wears a bow tie as he goes to the office.
- 6- Teenagers want to live their time, that's why they prefer modern clothes.
- 7- My parents are poor, that's the reason why I prefer second hand clothes.

### LET'S HAVE FUN

1- SHIRT / 2- SLIPPERS / 3- TIE / 4- SKIRT / 5- BELT / 6- COAT / 7- SCARF / 8- DRESS / 9- TROUSERS / 10- CAP / 11- GLOVES / 12- SOCKS / 13- BLOUSE / 14- SHOES / 15- BOOTS / 16- HAT / 17- JACKET / 18- T-SHIRT

**Note :** Warn students not to fill the boxes where appear figures.

**Hidden sentence :** "I like casual clothes"

## **UNIT 5 : CITY OR VILLAGE ? (Listening)**

### **LESSON 1 : LIFE IN CITIES**

**Lead-in :** Ask students to turn to page 91. Ask them to comment on what Herbert Prochnow said. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

<b>POSSIBLE QUESTIONS</b>	<b>EXPECTED ANSWERS</b>
What are we going to do today ?	We are going to listen to an audio recording.
What is the aim of the task ?	It is to talk about city life.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Listen and repeat 1** (*Vocabulary content*)

- Tell the class to turn to page 92.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to city life.

**Vocabulary related to city life** : *skycrapers / a shop / a shanty town / buildings / a shopping mall / a tarred road*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing preferences*) : *(I) prefer + verb-ing*

### B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Students must complete the task as they listen to an audio recording or the teacher's voice.
- When time is over, each student is made to compare his / her answers with the neighbour's. Then correction gets started.

#### LISTENING PASSAGE

- 1- A **building** is a tall edifice of superposed rooms or offices.
- 2- A **shanty** town is a place in the city where very poor people live.
- 3- The **entertainments** are all the services and infrastructures for the well being of the citizens.
- 4- A **shopping mall** is a very large commercial centre where you can find a big supermarket, many stores and fast-food restaurants.
- 5- The Burj Khalifa, which is 828-meter tall is the tallest **skyscraper** in the world.
- 6- Adou is a trader ; he sells clothes and fashion accessories in his **shop** at the Treichville big market.
- 7- It is really comfortable to travel on a **tarred road** because it is faster and there is no agitation in the vehicle.

### Exercise 2 :

- Individual work.
- Give a few minutes to the students for the task.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

#### **Expected answers :**

- 1- I prefer playing scrabble.
- 2- He prefers speaking English.
- 3- Akou prefers working in a skyscraper.
- 4- We prefer visiting the zoo.
- 5- They prefer revising the lessons after dinner.
- 6- You prefer listening to music.

### **C - LET'S TAKE HOME**

Tell the class to do the homework and get prepared for feedback next class.

#### **Expected answers :**

1. I prefer living in the city.
2. Mr. Ourega prefers working in the city / in the village.
3. Oria and Kadniel prefer visiting a building / a shanty town.
4. Meh and I prefer doing shopping in a shopping mall / buy articles in a shop.
5. Thérèse prefers speaking English / French.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 94.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to city life.

**Vocabulary related to city life :** *a town / litter / a factory / entertainment / city dwellers*

### **Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*expressing preferences*) : *would rather + verb*

### **B - LET'S PRACTISE**

#### Exercise 1

- Individual work.
- Give a few minutes to the students to complete the sentences.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers:** 1- city dwellers ; / 2- urban life / 3- rent / 4- entertainment / 5- factories / 6-litter / 7 - town

#### Exercise 2

- Individual work.
- Students compare answers among neighbours.
- During correction, play or read the passage over to pinpoint the expected answers for the students.
- Try as much as possible to make the feedback process student-centred.

### **LISTENING PASSAGE**

City life is very **exciting**. In fact, city dwellers enjoy various facilities such as hospitals, schools and universities. They can go for **entertainment** to the cinema. That's why cities are crowded. Nevertheless city life is very expensive and noisy. Therefore, many poor people **would rather live** in **shanty towns**. These people generally don't have access to good healthcare. They must daily struggle to find a job with a few job opportunities offered in these overcrowded big cities.

### **C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

**Expected answers :**

- 1- prefer
- 2- would rather

- 3- would rather
- 4- prefer
- 5- would rather

### **LET'S KEEP IN MIND**

At the end of the session, recommend to the students revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

#### BEFORE LISTENING

- Invite students to turn to page 96.
- Tell the class that you are at the final session of the lesson: "Life in cities". Then ask a few questions to refresh their minds about the learning context of the lesson.
- If a loudspeaker is available for the day's lesson, show it and tell the students that they are going to listen to it.

#### WHILE LISTENING

##### **A. General idea**

- Set the task. Then allow a couple of minutes for students to go over the different options before playing the recording. The teacher may tell the students that the recording will be played only twice, to keep them focused on the task.
- After playing the recording, make students compare their answer with their neighbours'.
- For correction, play the recording again to make sure that those who didn't get the correct answer have a chance to understand why.

##### **Expected answer :**

The recording is about : 1 – *visit in some cities of Côte d'Ivoire.*

##### **B. Detailed comprehension**

- Set the task. Then go over the different options to choose from with the students, and explain when necessary.
- Now inform them that they will work individually and do the task as they listen to the recording. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make students understand why their answers are correct or not.

**Expected answers :** 1- b ; 2- c ; 3- b ; 4- a

## POST LISTENING

### C. (dialogue)

The production below is a mere example. Other similar productions can be accepted. Guide the production of the students so that they can produce their own dialogues.

#### **Example :**

**John :** Hi, my friend. How are you today ?

**You :** Hey, John. I'm fine, thanks. And you ?

**John :** I'm fine too. Do you like the city ?

**You :** Yes, I like the city very much.

**John :** Nice. In your opinion, what are the advantages of city life ?

**You :** There are many advantages to city life. In the city, there are beautiful buildings, entertainments places like cinemas, restaurants, stadiums and also big schools and hospitals.

**John :** Yes, that's right.

**You :** Do you like the city too ?

**John :** Yes. I really appreciate the city !

### **LISTENING PASSAGE**

I recently visited some cities in Cote d'Ivoire during my last holidays. It was really an amazing experience going round different exciting places. I do remember well, when I went to Abidjan I discovered various malls. My visit in Plateau was exciting as well. I was impressed by the buildings everywhere. At the end of my stay there, I went for shopping in one of those famous malls in Marcory. To tell you the truth, I enjoyed spending time in Marcory because there were lots of entertainments there.

### **LESSON 2 : LIFE IN VILLAGES**

**Lead-in :** Ask students to turn to page 97. Then ask them what they understand about the quotation. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are we going to do today ?	We are going to listen to a VOA audio recording
Why ?	In order to talk about village life.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

- Tell the class to turn to page 98.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to village life.

**Vocabulary related to village life :** *a hut / a hunter / to fetch water / a bumpy road / to sow / to harvest*

#### Listen and repeat 2 (Language function)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*expressing wishes*) : *wish... had + noun*

### B - LET'S PRACTISE

#### Exercise 1 :

- Individual work.
- Students are allowed a few minutes to match the pictures to the corresponding descriptions.
- When time is over, ask the class to suggest the answers.
- Put them on the board. Note that students can participate in writing the correct answers on the board.

**Expected answers :** 1-e / 2-g / 3-a / 4-b / 5-c / 6-f / 7-d

#### Exercise 2 :

- Individual work.
- Students listen to the audio recording or teacher's voice. Then compare answers among neighbours.

- Then proceed to correction.
- Once the expected adjective are found, write down the students' comparative sentences which make sense.

**Expected answers :**

- 1- I wish it rained a lot this year.
- 2- I wish the road to my willage was tarred.
- 3- I wish I had a big plantation.
- 4- I wish they liked farm work.
- 5- I wish they didn't drink too much palm wine.

**C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

**Expected answers :** 1- village chief ; 2- sow ; 3- hunter ; 4- bumpy road

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A - LET'S EXPLORE**

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Tell the class to turn to page 100.
- Allow them a couple of minutes to go through the passage.
- Ask them what the passage is about.

**Expected answer :** The passage is about village life.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to village life.
- Write them on the board.

**Vocabulary related to village life :** *peaceful / palm wine / hardworking / supportive / moonlight / to date / cheap*

## Listen and repeat 2 (Language function)

### Step 1 :

- Ask students to give a caption to the picture.
- Call on volunteers to answer.

**Expected answer :** A village courtyard.

### Step 2 :

- Ask students to read silently the passage.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing purposes*) : *would rather + verb*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Give a few minutes to the students to fill in the gaps with the words from the box.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- peaceful / 2- date / 3-palm wine / 4-hospitable / 5-cheap / 6- hardworking / 7- supportive

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- This activity gives opportunity for interaction, so have one student ask the expected question and then make him/her give the floor to a classmate to provide the answer.

### **Expected answers :**

- 1- A : Why do village girls go to the river ?  
B : Village girls go to the river in order to fetch water.
- 2- A : Why do the students return to the village ?  
B : They return to the village so as to help their parents.
- 3- A : Why do farmers grow cash crops ?  
B : They grow cash crops so that they can make money.

- 4- A : Why does Konan buy a rifle ?  
B : He buys a rifle in order to hunt wild animals.
- 5- A : Why do farmers work hard on their farms ?  
B : They work hard so that they can increase their harvest.

### **C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

#### **Expected answers :**

1. HOSPITABLE
2. EXPENSIVE
3. HARDWORKING
4. SUPPORTIVE

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

#### BEFORE LISTENING

- Invite students to turn to page 102.
- Tell the class that you are at the final session of the lesson: "Life in villages". Then ask a few questions to refresh their minds about the learning context of the lesson.
- If a loudspeaker is available for the day's lesson, show it and tell the students that they are going to listen to it.

#### WHILE LISTENING

##### **A. General idea**

- Set the task. Then allot 1 minute for students to go over the different options before playing the recording. The teacher may tell the students that the recording will be played only twice, to keep them focused on the task.
- After playing the recording, make students compare their answer with their neighbours'.
- For correction, play the recording again to make sure that those who didn't get the correct answer have a chance to understand why.

**Expected answer :** The recording is about : 3 – *A description of village life.*

**B.** Listening for specific information 1

- Set the task. Then go over the different options to choose from with the students, and explain when necessary.
- Now inform them that they will work individually and do the task as they listen to the recording. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make students understand why their answers are correct or not.

**Expected Answers :** 1- a (quiet) / 2- b (hut) / 3- b (fetch) / 4- a (hospitable)

**C.** Listening for specific information 2

- Proceed as in activity B.

**Expected answers :** 1- b (the village is quiet) / 2- c (fetch water) / 3- a (firewood) / 4- c (hospitable)

POST LISTENING

**D.** (dialogue)

It may include the following.

- Advantages of village life :(natural food, hospitable people, peaceful place, everything is cheap, etc...)
- Inconveniences of village life (bumpy roads, no clean water, no electricity, no job opportunities, difficult life, etc.)

**LISTENING PASSAGE**

This is the first time I am spending the holidays in my village. Life here is so quiet that in the morning you only hear birds singing. Here I sleep in a hut but it is very comfortable. Every morning I can see the women going to fetch water in group. In the afternoon you'll see these same women coming back from farm, where they went to fetch firewood for cooking. What I like in village life is that life is joyful and people are so hospitable. Usually when there is a problem it is solved peacefully under the authority of the village chief.

**LESSON 3 : WHAT CAUSES RURAL EXODUS ?**

**Lead-in :** Ask students to turn to page 103. Then ask them to define the word "country" found in the quotation. Allow a couple of minutes for brainstorming.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What is your objective according to the learning context ?	Sensitise our friends about the consequences of rural exodus.
How are we going to get information to sensitise our friends ?	By listening to an audio recording from the BBC.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 104.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to rural migration.

**Vocabulary related to rural migration :** *a school leaver / a drought / a flood / to look for a job / a backbreaking work / manpower*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function (expressing consequences) :** *as a result + proposition / therefore + proposition*

### B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Students listen to the teacher to complete the text with the missing words.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

## **LISTENING PASSAGE**

Kwaku is a brilliant student who attended the local grammar school of the village. He unfortunately suffered some **hardships** when his father lost all his **harvest** in a bushfire. **As a result** of this situation, young Kwaku migrated to town to continue his schooling. He is a hardworking schoolboy. Therefore, he doesn't want to be a **school leaver** and be obliged to do **backbreaking** work on a farm later on.

### Exercise 2 :

- Individual work.
- Students compare answers among neighbours.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

1. I want better job opportunities ; as a result, I move to the city.
2. There are regular floods. Therefore, my cousins in the village have abandoned farming.
3. Her father wanted her to marry Babou ; as a result, Aisha left the village.
4. Akou finds farm work backbreaking. Therefore, he goes to Abidjan.
5. The company needs new workers ; as a result, it is hiring.

## **C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

### **Expected answers :**

1. a school leaver
2. reasons for living the village : droughts, floods, backbreaking work, hardships (students should come up with 2 words or expressions from the above list)

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

### A- LET'S EXPLORE

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 106.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to rural migration.

**Vocabulary related to rural migration** : *a robbery / disappointment / beggars / drug addiction / overpopulation / unemployment*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*making suggestions*) : *How about + verb-ing / What about + verb-ing / I suggest + proposition*

### B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Students listen to the teacher to complete the text with the missing words.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

#### LISTENING PASSAGE

These days, young people move from their village to the town in order to **improve** their livelihoods. Some think that it is due to **lack Of** facilities and entertainments places in the village. This phenomenon impacts seriously the village and the cities. Not only does it create a lack of **manpower** in the village, but it also contributes to the proliferation of **shanty towns** in the cities.

### Exercise 2 :

- Individual work.
- Students compare answers among neighbours.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- During feedback, encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

1. How about building more schools ?
2. What about creating more entertainment ?
3. How about building new roads ?
4. What about creating more jobs in the villages ?
5. How about sensitising young people ?
6. What about mechanising agriculture ?

### **C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

### **Expected answers :**

1. How about travelling by car ?
2. What about playing basketball tonight ?
3. Big cities are being overpopulated.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 3**

### BEFORE LISTENING

- Invite students to turn to page 108.
- Tell the class that you are at the final session of the lesson: "What causes rural exodus?" Then ask a few questions to refresh their minds about the learning context of the lesson.
- If a loudspeaker is available for the day's lesson, show it and tell the students that they are going to listen to it.

## WHILE LISTENING

### **A. General idea**

- Set the task. Then allot 1 minute for students to go over the different options before playing the recording. The teacher may tell the students that the recording will be played only twice, to keep them focused on the task.
- After playing the recording, make students compare their answer with their neighbours'.
- For correction, play the recording again to make sure that those who didn't get the correct answer have a chance to understand why.

**Expected answer :** *the recording is about : c) causes and drawbacks of rural exodus.*

### **B. Listening for specific information 1**

- Set the task.
- Now inform them that they will work individually and do the task as they listen to the recording. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make sure the students pinpoint the expected answers.

### **Expected answers :**

The causes of rural exodus raised by the speaker are :

(Teacher may accept two among the below proposals)

- Lack of basic commodities
- Lack of basic facilities in most rural areas
- Less job opportunities in the countryside apart from farm works
- Lack of entertainment
- Etc.

### **C. Listening for specific information 2**

- Proceed as in activity B.

### **Expected answers :**

The consequence of rural exodus raised by the speaker

(Accept any of the following)

- Jobless people
- Insecurity
- Proliferation of slums

## POST LISTENING

### **D.** (a presentation)

1) use the information provided above concerning exercise B (causes) and exercise C (consequence)

2) Some solutions :

- Electrifying rural areas
- Creating drinking water supplies for rural populations
- Promoting schooling programs in rural areas
- Promoting sports facilities and activities in villages
- Promoting basic care centres in rural areas

**Note :** Guide the production of the students so that they can produce their own presentations.

### **LISTENING PASSAGE**

Rural exodus is a serious issue that affects almost every country. This is basically due to a huge difference between cities and the rural areas in terms of living standard. In fact there is a real lack of basic commodities and facilities in most rural areas. You need to go to town to have access to clean water and electricity. Besides, the countryside offers less job opportunities apart from farm works. Another reason why young people leave the village is the lack of entertainment. However once in big cities young people get disappointed for they can't get what they were dreaming of. The few jobs opportunities available demand better qualification and it becomes even a problem for them to get an accommodation. As a result there are more jobless people, insecurity and a proliferation of slums.

### **LET'S CONSOLIDATE 5**

- Ask students to turn to page 109.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

**Expected answers :**

- I- 1- c. → The weather is getting very bad ; as a result, I have to leave now.
  - 2-e. → The teacher was not present. Therefore, the students were playing in the school yard.
  - 3-b. → Anita received a present from her father this morning ; as a result, she was very happy.
  - 4- a. → This football team is not playing well. Therefore, the manager will make some changes.
  - 5-d. → I need to buy a new book ; as result, I'm going to buy it at the bookstore.
- II-
- 1- backbreaking
  - 2- flood
  - 3- looking
  - 4- manpower
  - 5- School leaver
- III-
- 1- in order to
  - 2- so as to
  - 3- so that
  - 4- so that
  - 5- in order to

LET'S HAVE FUN

- 1. MONKEY
- 2. FROG
- 3. SNAIL / SQUIRREL
- 4. HEN
- 5. DOG

**UNIT 6 : HUMAN RIGHTS (Listening)**

**LESSON 1 : CITIZENS' RIGHTS**

**Lead-in :** Ask students to turn to page 111. Then ask them what they think about Wangari Maathai's statement. Allow a couple of for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What does the teacher do during the English class ?	Make the students listen to a tape recording.
What will the recording be about ?	Human Rights violations in the world.
Why are they going to listen to the recording ?	To discuss the issue of Humans' Rights.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

#### Listen and repeat 1 (*Vocabulary content*)

##### Step 1 :

- Ask students to turn to page 112.
- Allow them a couple of minutes to go through the dialogue.
- Ask them what the passage is about.

**Expected answer :** The dialogue is about what a good citizen is.

##### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to Human rights.
- Write them on the board.

**Vocabulary related to Human rights :** *citizen / freedom / sensitise / denied / wrongdoer / fair*

#### Listen and repeat 2 (*Language function*)

##### Step 1 :

- Allow students a couple of minutes to go through the dialogue.
- Ask them what it is about.

**Expected answer :** The dialogue is about some Human rights.

Step 2 :

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*Expressing opinions*) : *In my opinion / I think / as far as I am concerned / From y point of view.*

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students listen to the teacher to complete the text with the missing words.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- c / 2- b / 3- d / 4- a / 5- f / 6- e

Exercise 2 :

- Students work individually.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage classmates to pay attention and react to their peers' mistakes.

**Expected answers :**

1. In my opinion, children are entitled to free medical treatment.
2. From my point of view, any citizen has the right to vote.
3. As far as I'm concerned, teenagers are supposed to state out their opinions.
4. I think, we are allowed to denounce Human Rights violations.
5. In my opinion, a journalist has the right to freedom of expression.

**C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

**Expected answers :**

- 1- far as I'm concerned
- 2- my point of view

- 3- wrongdoer
- 4- fair

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 2**

#### **A - LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*) :

- Tell the class to turn to page 114.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to Human rights.

**Vocabulary related to Human rights** : a shelter / equality / to torture / discrimination / claiming / the law / enforce

**Listen and repeat** (*Language function*) :

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing rights*) : have the right to + verb / to be allowed to + verb / to be entitled to + verb

#### **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students listen to the teacher and complete the task.
- Then ask the class to suggest the answers.
- Put the correct answers on the board.

#### **LISTENING PASSAGE**

Education is a fundamental human **right**. In the school environment, students should not experience any form of **violence** or **discrimination**. In fact, **equality** of treatment is very important in interactions with teachers and also in testing. In a more participative perspective, parents are **allowed to** meet teachers to discuss ways of improving their children's performance at school.

### Exercise 2 :

- Individual work.
- Give a few minutes to students to listen to the teacher and complete the task.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

1. Women are allowed to express their opinions.
2. People in a democracy have the right to choose their President.
3. I am entitled to freedom of speech.
4. Girls are allowed to join the army.
5. A child has the right to have his say.
6. All patients are entitled to receive good treatment in public hospitals.

### **C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

**Expected answers :** 1- law / 2- claim / 3- enforcement / 4- equal

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 3**

### BEFORE LISTENING

- Invite students to turn to page 116.
- Tell the class that you are at the final session of the lesson: "Citizens' Rights" Then ask a few questions to refresh their minds about the learning context of the lesson.
- If a loudspeaker is available for the day's lesson, show it and tell the students that they are going to listen to it.

## WHILE LISTENING

### A. General idea

- Set the task. Then allot 1 minute for students to go over the different options before playing the recording. The teacher may tell the students that the recording will be played only twice, to keep them focused on the task.
- After playing the recording, make students compare their answer with their neighbours'.
- For correction, play the recording again to make sure that those who didn't get the correct answer have a chance to understand why.

**Expected answer :** the recording is about : *c / Human Rights violations in some part of the world.*

### B. Listening for specific information 1

- Set the task.
- Now inform them that they will work individually and do the task as they listen to the recording. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make sure the students pinpoint the expected answers.

**Expected answers :** 1- T / 2- T / 3- F / 4- F / 5- F / 6- T

## POST LISTENING

### C. (a presentation)

The students should resort to :

- the structures to express opinions
- Possible reasons (parents' lack of money, forced by military groups ; opportunity to have a job and have some money ; desire to imitate heroes they see in films, manipulation by recruiters in military groups, etc.

**Note :** Guide the production of the students so that they can produce their own presentations.

### **LISTENING PASSAGE**

In Uganda, 1.500 people die each week in the internally displaced person camps. According to the world Health Organization, 500.000 have died in these camps. This situation is changing because the government is providing them with adequate houses and they are having enough to eat. Vietnamese authorities forced at least 7.500 drug addicts and prostitutes into 71 overpopulated rehabilitation camps, providing no treatment and forcing them to work. Those who refuse to work were beaten by guards. In northern Uganda, the LRA (Lord's Resistance Army) had kidnapped 20.000 children over 20 years old and forced them into service as soldiers or sexual slaves for the army. A child's place is at school and his opinion is to be taken into account. During the war in Syria some European countries closed their borders to thousands of people fleeing the conflict. Many journalists all over the world are tortured to death because of their articles.

### **LESSON 2 : OUR DUTIES AND RESPONSIBILITIES**

**Lead-in :** Ask students to turn to page 117. Then ask them their opinions about the statement of Phillips Brooks. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Read it aloud then, ask a few questions about it to make sure the students understand it.

<b>POSSIBLE QUESTIONS</b>	<b>EXPECTED ANSWERS</b>
Where is the scene taking place ?	At a meeting of our English Club
And what happens there ?	The coordinator makes students listen to a VOA recording.
What is the recording about ?	Human duties
Why do you listen to the recording ?	To discuss the topic of human duties.

**Note :** The above questions should be conducted orally. No need to write them on the board.

### **SESSION 1**

#### **A - LET'S EXPLORE**

- Tell the class to turn to page 118.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.

- Make sure the students understand that those items are related to our duties in society.

**Vocabulary related to our duties in society :** *to help / volunteers / to obey / pay taxes / to vote / on duty / bear responsibility / to fulfil*

**Listen and repeat** (*Language function*)

- Give a couple of minutes to students to read the passage.
- Draw their attention on the language function, then put the different structures on the board.

**Language function** (*expressing necessity*) : *must + verb / have to + verb / It's our duty to + verb*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes for this task.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :**

1. on duty
2. volunteering
3. fulfils
4. duty
5. bear responsibility
6. obey
7. vote
8. payment of taxes

Exercise 2 :

- Individual work.
- Students are allowed a few minutes to complete the sentences.
- Then ask them to compare their answers with neighbours.
- When time is over, ask the class to suggest the answers.
- Put them on the board.
- Move around the room and give help if necessary.

**Expected answers :**

- 1- a- We must know our rights as citizens.  
b- It's our duty to know our rights as citizens.

- 2- a- A good student must respect his teachers.  
b- It's a good student's duty to respect his teachers.
- 3- a- Parents have to take care of their children.  
b- It's parents' duty to take care of their children.
- 4- a- Pénawa must work hard to please his father.  
b- Pénawa has to work hard to please his father.

### **C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

#### **Expected answers :**

1. I have to go to school.
2. Sidney has to visit his village
3. She must attend the classes.
4. It's Ali's duty to help his mother.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A- LET'S EXPLORE**

#### **Listen and repeat 1 (Vocabulary content)**

##### Step 1 :

- Ask students to turn to page 120.
- Allow them a couple of minutes to go through the dialogue.
- Ask them what the passage is about.

**Expected answer :** The dialogue is about what a good citizen should be.

##### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to our duties in society.
- Write them on the board.

**Vocabulary related to our duties in society :** *obedient / regulations / responsibility / role model / take part / accountable for*

**Listen and repeat 2** (*Language function*)

- Name two other « strong » students to roleplay the dialogue between Traoré and Dogo.
- Draw the attention of the class on the language function, then put the different structures on the board.

**Language function** (*expressing absence of necessity*) : *needn't + verb / doesn't to + verb / don't have to + verb*

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the task.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1- f / 2- e / 3- c / 4- b / 5- d / 6- a

Exercise 2 :

- Individual work.
- Allow about a few minutes for this task. Move around the room and give help if necessary.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

1. You don't have to bully your younger brothers to make them respect you.
2. She doesn't have to run to school ; (because) she won't be late.
3. He needn't take his umbrella ; it's not going to rain.
4. We don't need to be professional athletes to practise sport.
5. You don't have to clean the board ; (because) you are not on duty today.

**C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

**Expected answers :**

1. doesn't have
2. needn't to

3. don't have to
4. don't need

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

#### BEFORE LISTENING

- Invite the students to turn to page 122.
- Tell the class that you are at the final session of the lesson on "Duties and Responsibilities" Then ask a few questions to refresh their minds about the learning context of the lesson.
- If a loudspeaker is available for the day's lesson, show it and tell the students that they are going to listen to it.

#### WHILE LISTENING

##### **A. General idea**

- Set the task. Then allot 1 minute for students to go over the different options before playing the recording. The teacher may tell the students that the recording will be played only twice, to keep them focused on the task.
- After playing the recording, make students compare their answer with their neighbours'.
- For correction, play the recording again to make sure that those who didn't get the correct answer have a chance to understand why.

**Expected answer :** the recording is about : **b** / *the duties of a citizen*

##### **B. Listening for specific information 1**

- Set the task. In so doing, the teacher may go over the pronunciations of the different options in each set; this may help the students know how the words are pronounced before they are made to single out the one actually used in the passage.
- Now inform them that they will work individually and do the task as they listen to the recording. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make sure the students pinpoint the expected answers.

**Expected answers :**

- 1- (a- owes)
- 2- (c- duty)
- 3- (a- need)
- 4- (b- government)

**C. Listening for specific information 2**

- Set the task.
- Now, inform them that they will work individually and do the task as they listen to the recording. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make sure the students pinpoint the expected answers.

**Expected answers :** 1- T / 2- F / 3- T / 4- T

**LISTENING PASSAGE**

A citizen is a member of a country who owes loyalty to the government of that country. Citizens have rights and the government is in charge with protecting those rights. A duty is some action citizens must accomplish in order to help their communities. In United States, duties includes :

- obeying the law : by doing this, the citizen contributes to the peace, safety and order in his community.

- paying taxes : when you are a taxpayer, you support the different projects of the government. Citizenship is based on these four major pillars :
- be informed and vote ;
- the need to respect the rights and property of others ;
- to participate in your community and government ;
- the obligation to respect the opinions of others.

**LESSON 3 : LET'S PROMOTE NON-VIOLENCE**

**Lead-in :** Ask students to turn to page 123. Then ask them their opinion about the statement of Martin Luther King. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Read it aloud yourself and ask a few questions about it to check students' understanding.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the scene taking place ?	It is taking place during an English class.
What does the teacher make the students do ?	To listen to a recording about tolerance and non-violence.
Why ?	To promote the concepts of tolerance and non-violence

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 124.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to tolerance and citizenship.

**Vocabulary related to tolerance and citizenship** : *discrimination / to quarrel / to fight / acceptance / diversity / peace*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing obligations*) : *must + verb / ought to + verb*

### B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Students listen to the teacher to complete the text with the missing words.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

## **LISTENING PASSAGE**

Let us **unite** to defeat and exclusion that violate Human rights and sow the seed of conflict. Let us unite to counter divisive discourses. Let us foster **tolerance**. We **ought to** embrace diversity and even beyond, cultivate **acceptance**, stamp out **rejection** of any kind and preserve the inherent dignity shared by all Human beings.

### Exercise 2 :

- Individual work.
- Students compare answers with neighbours.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- He must accept people from other countries.
- 2- Religious leaders ought to promote tolerance in their sermons.
- 3- A referee must be fair.
- 4- We ought to reject divisive language.
- 5- They must unite to be stronger.
- 6- Papou ought to commit himself to non-violence.

## **C - LET'S TAKE HOME**

Tell the class to do the homework and get prepared for feedback next class.

**Expected answers :** 1- a / 2- f / 3- e / 4- b / 5- g / 6- d / 7- c

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this session.

## **SESSION 2**

### **A - LET'S EXPLORE**

**Listen and repeat 1 :** (*Vocabulary content*)

#### Step 1 :

- Ask students to turn to page 126.

- Allow them a couple of minutes to go through the dialogue.
- Ask them what the passage is about.

**Expected answer :** The dialogue is about some threats of social cohesion.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to tolerance and citizenship.
- Write them on the board.

**Vocabulary related to tolerance and citizenship :** *threats / hatred / racism / nepotism / xenophobia / chauvinism / to forbid*

**Listen and repeat 2** (*Language function*)

- Name two other « strong » students to roleplay the dialogue between Traoré and Dogo.
- Draw the attention of the class on the language function, then put the different structures on the board.

**Language function** (*expressing prohibitions*) : *ought not to + verb / oughtn't to + verb*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Invite students to listen to you or a podcast to complete the text with the missing words or phrases.
- Ask students to compare their answers. Then ask them to suggest the answers.
- Put correct answers on the board.

### **LISTENING PASSAGE**

Today, **xenophobia**, racism and discrimination on ethnic and religious grounds are unfortunately on the rise. If we want our world to be a better place, **threats** like prejudice, hate crimes, and hate speech must be **forbidden** in all aspects of our lives ; especially on social media. We **oughtn't** to promote discrimination in all its forms. Each of us has an individual and collective responsibility to promote **tolerance**. We must all stand and work together to safeguard freedom and ensure equality within and between communities.

### Exercise 2 :

- Individual work.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

1. We oughtn't to encourage division among brothers.
2. He has heart problem. You oughtn't to inform him about the accident.
3. She oughtn't to hate foreigners. We all come from somewhere.
4. Vanessa, you oughtn't to be xenophobic; don't forget that you are going to study abroad.
5. We oughtn't to fight each other because what unites us is stronger than what divides us.

### **C - LET'S TAKE HOME**

Encourage the class to do the homework and get ready for feedback next class.

### **Expected answers :**

1. jealousy
2. hatred
3. nepotism
4. racism
5. xenophobia
6. chauvinism

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

#### BEFORE LISTENING

- Invite the students to turn to page 128.
- Tell the class that you are at the final session of the lesson on "Let's Promote Non-Violence" Then ask a few questions to refresh their minds about the learning context of the lesson.

- If a loudspeaker is available for the day's lesson, show it and tell the students that they are going to listen to it.

### WHILE LISTENING

#### **A. General idea**

- Setting the task. Tell students that the passage will be played or read 2 times to keep them focused. As they listen, they will have to complete the sentence with what they think is the general idea of the passage.
- After playing the recording, make students compare their answer with their neighbours'.
- For correction, play the recording again to make sure that those who didn't get the correct answer have a chance to understand why.

**Expected answer :** the audio passage is about : *the UNESCO and the creation of the International Tolerance Day.*

**NB :** The history of International Tolerance Day, may also be accepted as the general idea.

#### **B. Listening for specific information 1**

- Set the task. In so doing, allow the students to go over the different statements first. Once this is done, tell them that they are going to listen to the passage again and say whether each of them is true or false.
- Now inform them that they will work individually and do the task as they listen to the recording. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make sure the students pinpoint the expected answers.

**Expected answers :**

1- T ; 2- T ; 3- T ; 4- T ; 5- F ; 6-F ; 7- T ; 8- F

#### **C. Listening for specific information 2**

- Set the task. Tell the students that as they listen to the passage, they will have to jot down the correct answers in their copybook. Playing the recording twice might be necessary to allow the students to do the task.
- For correction, play the recording as much as possible to make sure the students pinpoint the expected answers.

**Expected answers :**

- 1- The year which was proclaimed as the year of tolerance is : c – 1995
- 2- The principles of tolerance are: respect, acceptance, appreciation of diversity, forms of expression, ways of being human
- 3- The UNESCO created the UNESCO-MADANJEET SINGH prize to : c- promote tolerance and non-violence.

**LISTENING PASSAGE**

The brief History of International tolerance Day is as under. In 1993, at the initiative of UNESCO, United Nations proclaimed 1995 as “The year for Tolerance.” UNESCO’S 1995 Declaration of principles on tolerance was, “Tolerance is respect, acceptance, and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human.” This declaration initiated the General Assembly of the United Nations for the proclamation of tolerance day. One year late, in 1996, the UN General Assembly prescribed all the Member states to celebrate 16, November as international day for Tolerance. The chosen date of 16, November also celebrates the adoption anniversary the above declaration. For the promotion of Tolerance and non-violence, UNESCO created “The UNESCO-Nadanjeet Nobel Prize” with an amount of us \$ 100 000 in 1995. The prize is awarded every two years to individuals or organizations at international tolerance day. The 2018 winners of this prize were Manon Barbeau (a Canadian filmmaker) and “The coexist Initiative” (a non-profit organization of Kenya)

**LET’S CONSOLIDATE 6**

- Ask students to turn to page 129.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

**Expected answers :**

- I- 1- quarrel / 2- citizen / 3- hatred / 4- acceptance / 5- tolerance / 6- have
- II- 1- duty / 2- a role model / 3- a wrongdoer / 4- the law / 5- a volunteer / 6- on duty

- III- 1- must / 2- oughtn't to / 3- needs to / 4- oughtn't to / 5- doesn't have to
- IV. Examples of sentences giving opinions
- In my opinion, equality between men and women is a necessity in our modern society.
  - As far as I'm concerned, armed conflicts are very bad for social cohesion.
  - To my mind, rural exodus exists because villages are not attractive.

### LET'S HAVE FUN

nepotism – hatred – forbidden – xenophobia – threat – ought not to – chauvinism

## **UNIT 7 : HYGIENE AND HEALTH (Reading)**

### **LESSON 1 : DO YOU KNOW AN ENDEMIC DISEASE ?**

**Lead-in :** Ask students to turn to page 131. Then ask them if they agree with Guy Fawkes. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

<b>POSSIBLE QUESTIONS</b>	<b>EXPECTED ANSWERS</b>
On what occasion is the scene taking place ?	On the occasion of the World Health Day.
What assignment have you received ?	We are asked to read a text.
What is the lesson about ?	The lesson is about endemic diseases.
What main skill are we going to perform ?	The skill to perform is <b>Reading</b> .

**Note :** The above questions should be conducted orally. No need to write them on the board.

### **SESSION 1**

#### **A- LET'S EXPLORE**

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 132.
- Allow a couple of minutes for students to go through the table.
- Ask a volunteer to answer.

**Expected answer :** The passages are about endemic diseases.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to endemic diseases.
- Write them on the board.

**Vocabulary related to endemic diseases :** *endemic / epidemic / pandemic / disease / outbreak / spread / malaria / chicken pox...*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*expressing passive*) : *are / is + PP / can be + PP*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to do the matching.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- b / 2- a / 3- d / 4- e / 5- c

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- Infections are caused by poor sanitations.
- 2- Malaria is declared an endemic by The World Health Organisation.
- 3- Diseases can be caused by poor sanitation.

- 4- Millions of people are infected in Africa
- 5- Breeding site for malaria is provided by heavy rains.

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

#### **Expected answers :**

- 1- The text is about endemic or epidemic diseases.
- 2- It is an endemic.
- 3- Because it is always found in some regions.
- 4- It refers to an epidemic.
- 5- An epidemic can be caused by a disease that is native to that region, or a disease that is new to a particular region.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A- LET'S EXPLORE**

**Look, listen and repeat** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 134.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to malaria as an endemic disease.
- Write them on the board.

**Vocabulary related to endemic diseases :** *symptoms / preventive measures / diagnosis / treatment / cure*

**Note :** You may need to present the lexical items in the above list in the following way :

- **Symptoms** (*of malaria*) : a high temperature ; sweats and chills ; headaches ; muscle pains ; cough ; difficulty to breathe ; vomiting...
- **Preventive measures** : apply mosquito repellent ; drape mosquito netting over beds ; put screens on windows and doors...

- **Diagnosis** : blood test
- **Treatment / cure** : syrup ; injection ; drugs

**Listen and repeat** (*Language function*)

- Give the class a few minutes to study the table.
- Then go through the table aloud.
- Introduce the lesson about the passives.
- Put the different structures in bold on the board.

**Language function** (*expressing passive*) : *is said to be / It is said that / is considered to be / It is considered that...*

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to students to fill the gaps.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers** : 1- preventive / 2- mosquito nets / 3- symptoms / 4- diagnose / 5- blood test / 6- syrup

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- The test results are said to be available within a few hours.
- 2- It is considered that malaria is an endemic disease.
- 3- A blood test is said not to be necessary to diagnose a disease.
- 4- It is said that sleeping under a mosquito net is a preventive measure.
- 5- Malaria is said to be frequently found in Africa and South America.
- 6- Typhoid fever and cholera are considered to be endemic diseases like malaria.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- d / 2- a / 3- e / 4- b / 5- c

**LET’S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 137.
- Give enough time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

**Expected answers :**

A- The text is about (c) : Important fact on malaria.

B- 1- h / 2- e / 3- a / 4- i / 5- c / 6- b / 7- d / 8- f / 9- g

C- 1- Yes, it is. It can cause death (any other reasonable answer can be accepted).

2- They are : fever ; headache ; chills and vomiting.

3- If not treated within 24 hours, it can cause death.

4- It reduces the duration of the disease and prevents death.

5- It can destroy resistant parasites.

D-

- Allow enough time for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read presentation.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual speech (presentation) on the board.

**Note :** The production is a mere example. It should not be taken for granted.

**Example :**

*Laddies and gentlemen.*

*Dear parents,*

*Malaria is a dangerous endemic disease. It means, it is always present in our region. The first symptoms are fever and chills. They can rapidly become severe without treatment.*

*But how can we prevent malaria ? People say sleeping under a mosquito net is a preventive measure. Applying mosquito repellent can also work. When a patient presents some of the symptoms mentioned above. He or she must have a blood test for confirmation and receive treatment for rapid recovery.*

Thank you for your attention.

## LESSON 2 : HYGIENE AT SCHOOL

**Lead-in :** Ask students to turn to page 139. Then ask them what they understand about the quotation. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where did the scene take place ?	It took place in class.
When did the teacher ask his students to do ?	To read leaflets about the importance of hygiene at school.
What main skill are we going to perform ?	The skill to perform is <b>Reading</b> .

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Look, listen and repeat 1** (*Vocabulary content*)

- Tell the class to turn to page 140.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to hygiene at school.
- Write them on the board.

**Vocabulary related to hygiene at school :** *to weed the garden / to sweep the schoolyard / to collect rubbish / to throw rubbish in a dustbin / to dirty hands / to wash hands with soap / sanitizer / to wipe one's nose with a handkerchief / to spit in the streets*

### **Look, listen and repeat 2** (*Language function*)

- Ask students to observe the pictures and read the sentences silently.
- Allow a couple of minutes for this.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*giving advice*) : *should + verb / shouldn't + verb*

### **B - LET'S PRACTISE**

#### Exercise 1 :

- Individual work.
- Students are allowed a few minutes to match the pictures to the corresponding descriptions.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers** : 1- rubbish / 2- dustbin / 3- sweeping / 4- spit

#### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- Henry shouldn't eat with dirty hands.
- 2- School children should sweep the classroom every day.
- 3- Children should wash their hands before eating.
- 4- People shouldn't spit in the streets.
- 5- People shouldn't throw rubbish in a dustbin.

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

HEALTHY ATTITUDES	UNHEALTHY ATTITUDES
<ul style="list-style-type: none"><li>- sneeze in a handkerchief ;</li><li>- weed the schoolyard ;</li><li>- clean the hands with a sanitizer ;</li><li>- throw garbage in the dustbin ;</li><li>- avoid spitting in the streets</li></ul>	<ul style="list-style-type: none"><li>- throw rubbish on the floor ;</li><li>- washing hands without soap ;</li><li>- wipe your nose without a handkerchief ;</li></ul>

**LET’S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A - LET’S EXPLORE**

**Look, listen and repeat 1** (*Vocabulary content*)

- Tell the class to turn to page 142.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to hygiene at school.
- Write them on the board.

**Vocabulary related to hygiene at school :** *to cough into your elbow / to scrub your hands / to rinse your hands / to dry your hands with a towel / to sneeze into your elbow / a hand sanitizer / to kill / eliminate germs / soap*

**Look, listen and repeat 2** (*Language function*)

Step 1 :

- Ask students to observe the pictures and read the sentences silently.
- Allow a couple of minutes for this.

Step 2 :

- Name volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

**Language function** (*expressing a purpose*): *in order to + verb / so as to + verb / so that it can + verb*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to fill the gaps with the words from the list.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers** : 1- sneezing / 2-germs / 3-scrub / 4-soap / 5-towel / 6-sanitizer

Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers** :

- 1- A : Why do you sneeze into your elbow ?  
B : I sneeze into my elbow in order not to spread germs in the air.
- 2- A : Why do you sweep your classroom ?  
B : We sweep our classroom so that we can remain heathy.
- 3- A : Why do you brush your teeth ?  
B : I brush my teeth so as to avoid toothache.
- 4- A : Why do you clean your hands with a sanitizer ?  
B : I clean my hands with a sanitizer so that I can avoid infections.
- 5- A : Why do you rinse your hands with clean water ?  
B : I rinse my hands with clean water in order to eliminate germs.
- 6- A : Why do you wash your hands before eating ?  
B : I wash my hands before eating so as not to catch diseases.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1-in order to / 2-so as not to / 3-so that / 4-in order to / 5-so as not to

**LET’S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 144.
- Give enough time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

**Expected answers :**

- A- The text is about (c) : The characteristics of a clean school.
- B- 1- policies / 2- overall / 3- hosting / 4- enrol / 5-aesthetic / 6- staff / 7- safe / 8- overcrowded
- C-
- 1- They should contain the general hygiene of a school.
  - 2- It’s by creating health clubs and organizing information session about hygiene.
  - 3- The natural look of the school can impact them.
  - 4- A classroom that is not overcrowded.
- D-
- Allow enough time for this exercise and give help if needed.
  - When time is over, ask students to stop their productions.
  - Ask some of them to read presentation.
  - Note the recurring mistakes (pronunciation, vocabulary, structure...)
  - Provide feedback and write a consensual speech (presentation on the board.

**Note :** The production below is a mere example. It should not be taken for granted.

**Example :**

School hygiene is its cleanliness. When a school is clean it preserves students’ health and it will motivate parents to enrol their children there. On the contrary, when there is lack of hygiene in a school, students are exposed

to bacteria. In order to promote hygiene in my school I can be member of the hygiene club and organise information sessions about hygiene in my school.

### LESSON 3 : STOP AIDS !

**Lead-in :** Ask students to turn to page 146. Then ask them what they understand about the quotation. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What have the students of your school just received ?	They have received booklets from the ambassador of the USA.
What are the books about ?	They are about HIV / AIDS.
What assignment have they received ?	To read them in order to sensitize our friends who were missing to the meeting.

**Note :** The above questions should be conducted orally. No need to write them on the board.

### SESSION 1

#### A - LET'S EXPLORE

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Tell the class to turn to page 147.
- Allow a few minutes to students to go through the table silently and say what it is about.
- Ask a volunteer to answer.

**Expected answer :** It's about relevant information about HIV/AIDS.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to HIV/AIDS.
- Write them on the board.

**Vocabulary related to HIV/AIDS :** *condom / blood transfusion / kissing / pregnancy / skin rashes / weight loss / Acquired Immune Deficiency Syndrome*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to role-play the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*using question tags for checking information*) : *isn't it ? / can't / can it / didn't it / it is / doesn't she / doesn't / does it*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to complete the text with the word from the box.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** 1- pregnancy / 2- skin rashes / 3- blood transfusion / 4- lost of weight / 5- kissing

Exercise 2 :

- Individual work.
- Allow a few minutes for this exercise.
- Then ask students to check their answers with partners or neighbours.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :** 1- c / 2- d / 3- e / 4- a / 5- b

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1. true / 2. false / 3. false / 4. true / 5. false

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

### A - LET'S EXPLORE

**Listen and repeat** (*Vocabulary content*)

Step 1 :

- Tell the class to turn to page 149.
- Allow a few minutes to students to go through the table silently and say what it is about.
- Ask a volunteer to answer.

**Expected answer** : It's about relevant information about HIV / AIDS.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to HIV/AIDS.
- Write them on the board.

**Vocabulary related to HIV/AIDS** : *get tested for HIV / abstinence / faithful / antiretroviral / therapy / HIV-positive / antibodies / cure*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*making recommendations*) : *Stay with... / Don't have*

### B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the paragraph.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers** : 1-C / 2-B / 3-E / 4-A / 5-F / 6-D

**Note** : Mind the fact that there is a mistake in the example. It's rather : « 1-C » , not « 1-B »

### Exercise 2 :

- Students work in pairs.
- Allow a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- Don't have sexual intercourses with several partners.
- 2- Don't have sex without condoms.
- 3- Get tested for HIV during pregnancy.
- 4- Practise abstinence if you want to avoid early pregnancy.
- 5- Don't use Antiretroviral drugs, if you are not HIV positive.
- 6- Remain faithful to your sexual partner.

### **C - LET'S TAKE HOME**

Tell the class to do the exercises at home and get prepared for feedback next class.

### **Expected answers :**

Exercise 1 : 1-C / 2-E / 3-D / 4-B / 5-A

Exercise 2 : 1-false / 2-true / 3-true / 4-true / 5-true (if you are already tested HIV-positive) / 6-false

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

- Tell the class to turn to page 152.
- Give enough time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

### **Expected answers :**

- A- The text is about (b) : The preventive measures and the spread of HIV / AIDS in Ivory Coast.

B- 1-d / 2-a / 3-f / 4-b / 5-g / 6-c / 7-e

C- 1- b / 2- d / 3- a / 4- c / 5- d

D-

- Allow enough time for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read presentation.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual speech (presentation) on the board.

**Note :** The production below is a mere example. It should not be taken for granted.

**Example :**

*Dear Friends,*

*HIV/AIDS is a global pandemic endemic disease. HIV (human immunodeficiency virus) is a virus that attacks the body's immune system. If HIV is not treated, it can lead to AIDS, which stands for Acquired Immune Deficiency Syndrome. But how can HIV be transmitted ? It is transmitted when : you have unprotected sex (sex without a condom) with an infected person ; you have blood transfusion with a contaminated blood ; a drug addict has an injection with an infected equipment ; you have an accidental puncture by an infected equipment. But they are preventive measures against HIV/AIDS. Get tested for HIV ; Choose less risky sexual behaviours ; Practise abstinence ; Use condoms every time you have sex, etc. There is no cure for HIV infection. But HIV disease can be treated by a combination of three or more antiretroviral (ARV) drugs.*

*Thank you for your attention.*

**LET'S CONSOLIDATE 7**

- Ask students to turn to page 154.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

**Expected answers :**

- I- 1- outbreak / 2- endemic / 3- pandemic / 4- epidemic
- II- 1- Malaria is caused by mosquito bites.  
2- Fever and headache are caused by malaria.  
3- Malaria is said to be an endemic disease.  
4- It is said that malaria is an endemic disease.
- III- 1- should / 2- shouldn't / 3- should / 4- shouldn't
- IV- 1- They clean their classroom so as to be healthy.  
2- We don't throw rubbish in the schoolyard in order to keep our environment clean.  
3- We use hand sanitizer in order not to catch diseases.  
4- I wash my hands before eating so that I can avoid germs.
- V- 1-T / 2-F / 3-F / 4-F

LET'S HAVE FUN

- 1- CARIES / 2- DENTIST / 3- TOOTHBRUSH / 4- TOOTHPASTE / 5- TOOTH / 6- FLOSS

**UNIT 8 : INFORMATION AND COMMUNICATION TECHNOLOGIES (Reading)**

**LESSON 1 : THE COMPUTER ERA**

**Lead-in :** Ask the students to turn to page 157. Then ask them what they think about Kate James' statement. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the scene taking place ?	It is taking place in Lycée Moderne of Abengourou.
What are the students of 3e doing ?	They are reading a text on computer.
What is the aim of this task ?	The task has for aim to discuss the importance of computer.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Look, listen and repeat** (*Vocabulary content*)

- Tell the class to turn to page 158.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to computer.
- Write them on the board.

**Vocabulary related to computer** : *a desktop computer / a laptop computer / a printer / a scanner / a webcam / a pen drive / a flash drive*

**Listen and repeat** (*Language function*)

Step 1 :

- Ask students to observe the pictures and say what is about.
- Allow a couple of minutes for this.

**Expected answer** :

The picture is about a man communicating through webcam.

Step 2 :

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*describing a routine with the present simple*) : *do... use ... for ? / use ... to + verb*

### B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to do the matching.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers** : *1-a laptop computer / 2-a scanner / 3-a desktop computer / 4-a printer / 5-a pen driver / 6-a webcam*

### Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

### **Expected answers :**

- 1- Always go to bed at 10 p.m.
- 2- She has a new laptop.
- 3- Every year, Robert buys a webcam for his desktop.
- 4- Many students usually revise their lessons to prepare for tests.
- 5- Children like electronic gadgets.
- 6- You don't like this football league, do you ?

### **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- A cashier always scans articles' prices.
- 2- Every day a secretary processes a text.
- 3- The boss of the company never processes a text.
- 4- Famous YouTubers regularly post new videos.
- 5- Computer scientists regularly save their files on a flash drive.
- 6- A journalist never uses a webcam for his video reports.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

**Look, listen and repeat 1** (*Vocabulary content*)

- Ask students to turn to page 160.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.

- Make sure they understand that those items are related to computer.
- Write them on the board.

**Vocabulary related to computer :** *data / software / to store / to edit / hardware / to delete / files / folders*

**Listen and repeat** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function** (*describing an action in progress*) : *is / are / am + verb-ing*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to do the matching.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

**Expected answers :** 1-b / 2- g / 3- a / 4- e / 5- f / 6- h / 7- c / 8- d

Exercise 2 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

- 1- Look ! The secretary is typing texts with the keyboard.
- 2- Look ! The boss is controlling everything in the desktop computer.
- 3- Come and see ! The computer scientists are storing data easily in the computer.
- 4- Can you hear the beeps ? The cashier is scanning the articles' prices.
- 5- Keep quiet ! Clemso and P  p   are sleeping in the bedroom.
- 6- 6. I am printing documents right now.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

- 1- Toto is studying his lessons at the moment.
- 2- We are enjoying the English lesson.
- 3- Wait please ! I am talking with my father on the phone.
- 4- They are not shooting a live event on Facebook.

**SESSION 3**

- Tell the class to turn to page 162.
- Give enough time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

**Expected answers :**

A- The text is about (c) : The role of computer system.

B. 1-d / 2- f / 3-a / 4-b / 5- c / 6- e

C. 1- F (L1)

2-F (L2-3)

3-T (L4)

4-F (L8)

5-F (L12)

B-

- Allow enough time for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read presentation.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual dialogue on the board.

**Note :** The production below is a mere example. It should not be taken for granted.

**Example :**

**Wobé : (1)** *What's a computer ?*

**Kolo :** A computer's an electronic machine used for storing and processing data.

**Wobé :** Can you list two examples of hardware ?

**Kolo : (2)** *Of course. I can name keyboard and printer.*

**Wobé :** What's a software used for ?

**Kolo : (3)** *A software is used for specific tasks.*

**Wobé :** Do you have a computer at home ?

**Kolo : (4)** No, I haven't / Yes, I have.

**Wobé : (5)** Thank you for this conversation !

**Kolo :** You're welcome, my friend !

**LESSON 2 : WHAT A WONDERFUL CELLPHONE !**

**Lead-in :** Ask the students to turn to page 164. Then ask them to give their opinions on the quotation. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

<b>POSSIBLE QUESTIONS</b>	<b>EXPECTED ANSWERS</b>
Where is the scene taking place ?	It is taking place at an English club meeting.
What does the coordinator ask the students to do ?	He asks them to read a text on their phones.
What is the objective of the task ?	The objective is to discuss their uses.

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

**A - LET'S EXPLORE**

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 165.
- Allow them a couple of minutes to go through the dialogue between Uncle Meh and Ezechiel.
- Ask them what their conversation is about.

**Expected answer :** They are talking about cellphones.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.

- Make sure the students understand that those items correspond to cellphones.
- Write them on the board.

**Vocabulary related to cellphones:** *cell phone / landline phones / smartphone / a tablet / sim card / network*

**Listen and repeat 2 :** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*expressing alternative choices*) : *either ... or*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Students are allowed a few minutes to complete the sentences.
- When time is over, ask the class to suggest the answers.
- Put them on the board.

**Expected answers :** *1- landline phone / 2- networks / 3- a tablet / 4- a smartphone / 5- a sim card / a cell phone*

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake occurs.

**Expected answers :**

- 1- People of the new generation prefer either smartphones or tablets.
- 2- Prisca and Anne use either fixed phone or cell phone.
- 3- Byron prefers either making a call or sending an SMS.
- 4- Mouchmador calls with either Orange sim card or MTN sim card.
- 5- Léo and Morris work on either tablets or computers.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- a landline phone
- 2- a sim card
- 3- a smarphone
- 4- a network
- 5- a cell phone

## **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

#### **Listen and repeat 1** (*Vocabulary content*)

##### Step 1 :

- Ask students to turn to page 167.
- Allow them a couple of minutes to read silently the text.
- Ask them what the text is about.

**Expected answer :** the text is about cellphones.

##### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to cellphone.
- Write them on the board.

**Vocabulary related to cellphone :** *making calls / keeping in touch / to text / to send / SMS / MMS / to take pictures*

#### **Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structure on the board.

**Language function (expressing alternative choices) :** *neither ...nor*

## **B - LET'S PRACTISE**

### Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the paragraph.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

### **Expected answers :**

- 1- neither
- 2- nor
- 3- keep in touch
- 4- call
- 5- SMS
- 6- take pictures
- 7- MMS

### Exercise 2 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- People of the new generation like neither landline phones nor big old phones.
- 2- Yvelise uses neither SMS nor MMS.
- 3- Depalmier wants neither make a simple call nor make a video call.
- 4- Dinké can neither download or upload pictures.
- 5- Mum Pauline will neither send MMS nor text.
- 6- Dad prefers neither sending SMS nor taking pictures.

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- SMS / 2- to text / 3- to take pictures / 4- MMS/ 5- to keep in touch

### SESSION 3

- Tell the class to turn to page 169.
- Give enough time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

#### Expected answers :

A- The text is about smartphones.

B- 1-f / 2-c / 3-a / 4-d / 5-e / 6-b

C- 1-F (L1-L2) / 2-T (L3) / 3-F (L8) / 4-T (L9) / 5-T (L12-L13)

D-

- Allow enough time for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read presentation.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual dialogue on the board.

**Note :** The production below is a mere example. It should not be taken for granted.

#### Example :

**Séry :** What brand of mobile phone have you got ?

**Koua :** (1) *I have a smartphone.*

**Séry :** When did you buy it ?

**Koua :** (2) *I bought it last week.*

**Séry :** What are the main features of your smartphone ?

**Koua :** (3) *I can use fingers to control the touch screen and send MMS with it.*

**Séry :** What accessories has your smartphone got ?

**Koua :** (4) *It has stylus and some wireless earphones.*

**Séry :** Which service provider do you prefer using ?

**Koua :** *I prefer using either Orange or MTN service.*

### LESSON 3 : LET'S KEEP IN TOUCH WITH THE INTERNET !

**Lead-in :** Ask students to turn to page 171. Then ask them to comment on Bill Gates' statement. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the scene taking place ?	It is taking place in my school.
What are the students are asked to ?	They are asked to read a text on Internet.
What is the aim of this task ?	The aim is to discuss its advantages and drawbacks.

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** (*Vocabulary content*)

Step 1 :

- Ask students to turn to page 172.
- Allow them a couple of minutes to go through the passage.
- Ask them what the text is about.

**Expected answer :**

the text is about the importance of Internet in today's daily life.

Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to the Internet and its uses.
- Write them on the board.

**Vocabulary related to Internet and its uses :** *a cybercafé / subscription / online / social networks / upload / download / browse / research engine / offline*

**Listen and repeat 2** (*Language function*)

- Name two « strong » students to role-play the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function (asking and answering « yes » or « no » questions) :** *Do ... use ? / Yes, I do / Have ... benefited ? / No, I haven't*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the paragraph.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

### **Expected answers :**

1-online / 2-offline / 3-a subscription / 4-download / 5-search engine

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- The first pair to complete the exercise should read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

**Note :** Ask pairs to choose one to ask the printed question and the other one to answer.

### **Expected answers :**

- 1- A : Do people make research on the Internet ?  
B : **Yes, they do.**
- 2- A : Do good citizens create their mailboxes ?  
B : **Yes, they do.**
- 3- A : Is Didier Drogba the brother of Mark Zuckerberg ?  
B : **No, he isn't.**
- 4- A : Are hackers good examples for today's youth ?  
B : **No, they aren't.**
- 5- A : Are students learning English in your school ?  
B : **Yes, they are.**

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### **Expected answers :**

- 1- A : Can you browse when you are offline ?  
B : No, I can't.
- 2- A : Does Eureka know how to do research on search engine ?  
B : Yes, he does.
- 3- A : Are Facebook and WhatsApp social networks ?  
B : Yes, they are.
- 4- A : Could you download the new song of Josey from Youtube for me to listen ?  
B. No, I couldn't.
- 5- A. Will Internet subscription grant me full access to Internet ?  
B. Yes, it will.

### **LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## **SESSION 2**

### **A - LET'S EXPLORE**

#### **Listen and repeat 1** (*Vocabulary content*)

##### Step 1 :

- Ask students to turn to page 174.
- Allow them a couple of minutes to go through the passage.
- Ask them what the passage is about.

**Expected answer :** the text is about the Internet and its uses.

##### Step 2 :

- Present the vocabulary items, explain them.
- Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to the Internet and its uses.
- Write them on the board.

**Vocabulary related to the Internet and its uses :** *cybercriminality / piracy / identity theft / privacy / cyberbullies / hack / copyrights / blogs*

## **Listen and repeat 2** (*Language function*)

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.

**Language function** (*asking and answering « wh questions »*) : *What... ? / When ... ? / Where ... ?*

## **B - LET'S PRACTISE**

Exercise 1 :

- Individual work.
- Give a few minutes to the students to complete the paragraph.
- You may ask them to compare their answers with neighbours.
- When time is over, ask the class to suggest the answers.
- Put the correct answers on the board.

### **Expected answers :**

1- hack / 2- cyberbully / 3- copyright / 4- piracy / 5- identity theft / 6- addicted

Exercise 2 :

- Students work in pairs.
- About a few minutes for this task. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Encourage their classmates to pay attention and react when a mistake appears.

### **Expected answers :**

- 1- **What** is a real danger for Internet users ?
- 2- **How** can Businessmen sell their products ?
- 3- **Who** are victims of identity theft ?
- 4- **What** can Cybercriminals easily hack ?
- 5- **Why** do the policemen usually arrest hackers ?
- 6- **When** did studies and researches on Internet addiction start ?

## **C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

### Expected answers :

- 1- A : **What** is “browsing the Internet” ?  
B : It’s the fact of surfing on the Internet.
- 2- A : **Where** do hackers menace and harass people ?  
B : On the Internet.
- 3- A : **What** should the owner of a special product on the Internet have ?  
B : The copyright.
- 4- A : **How** are pirates also called on the Internet ?  
B : They are also called hackers.
- 5- A : **When** were young hackers caught by the police in Côte d’Ivoire ?  
B : In 2012.
- 6- A : **Why** do some people become addicted to the Internet ?  
B : Because they abuse the Internet.

### LET’S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

### **SESSION 3**

- Tell the class to turn to page 176.
- Give enough time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

### Expected answers :

- A- The text is about the dangers of the Internet  
B- 1-pupils / 2-surf / 3-booking / 4-chat / 5-offline / 6-choice

### Note :

draw the attention of students on the fact that the answer of item 2 is to be researched in line 3 rather than in line 4. Write on the board : “browse (L3)”.

- C- 1-T (L1-L2) / 2-T (L3) / 3-F (L6-L7) / 4-F (L8-L9) / 5-T (L12-L13)

### D-

- Allow enough time for this exercise and give help if needed.
- When time is over, ask students to stop their productions.

- Ask some of them to read presentation.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual paragraph on the board.

**Note :** The below production is a mere example. It should not be taken for granted.

**Example :**

Internet is important in today's life, but it can expose to many dangers. For example: hacking and addiction. On the contrary, Internet has many advantages. As students, you don't need to go to the library to get a book for your literature lesson. There are many sites where you can find a necessary e-book. With Internet you get in touch with friends and relatives. In conclusion, I can say that Internet can be a good friend if you don't spend all your time on it, and become an addicted.

**LET'S CONSOLIDATE 8**

- Ask students to turn to page 178.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

**Expected answers :**

I- 1-SCANNER / 2- PEN DRIVE / 3- SUBSCRIPTION / 4- NETWORK / 5-WEBCAM / 6-KEEP IN TOUCH / MAKE A CALL

**Note :** For item 2, write on the board : « nPe vedrei », and replace item 3 by : « criSubsponti ».

II- 1- internet / 2-social work / 3-search engines / 4-suscription / 5-social networks / 6-keep in touch / 7-making / 8-call / 9-smartphones / 10-landline

III- 1- is / 2- implies / 3-has demonstrated / 4-get / 5-are developing / 6-pop up

IV- 1- Where can Yvelise go for her research ?  
 2- Why does Hereka use his phone ?  
 3- How do people get information ?  
 4- When did his Internet subscription expire ?

5- What has Mark Zuckerberg invented ?

6- Who has invented Facebook ?

LET'S HAVE FUN

1- CAMCORDER / 2- COMPUTER / 3- CDPLAYER / 4- LAPTOP / 5-  
CALCULATOR / 6- USBPEN / 7- PLAYSTATION / 8- MP3PLAYER / 9- PRINTER  
/ 10- SMARTPHONE / 11-CAMERA / 12- WEBCAM

**Note :** Warn students not to fill the boxes where appear figures.

Hidden sentence : *"Do you use them ?"*

# MY ENGLISH TESTS

## WARNING

: All writing pieces given as keys (examples) in this section should not be taken for granted. Accept any other reasonable productions, provided they take into account the different suggested skills and tasks.

## TEST 1

### PART ONE : READING FOR COMPREHENSION

N°	A. VOCABULARY CHECK	N°	B- COMPREHENSION CHECK
1	c	1	T (L1)
2	f	2	F (L4)
3	i	3	T (L7)
4	a	4	F (L7 - 8)
5	e	5	F (L7 - 8)
6	d		
7	j		
8	g		
9	h		

### PART TWO : LANGUAGE IN USE

N°	TASK A	N°	TASK B
1	was	1	will
2	went	2	Would have
3	had	3	see
4	broke	4	had

### PART THREE : WRITING

I spent my last holidays in Abidjan, precisely in Yopougon. I was at my uncle's, and we did a lot of activities. For example, I played marbles with my cousins. Then my uncle took me to the beach in Grand-Bassam, and I went shopping with my aunt.

It was really interesting and funny.

## TEST 2

### **PART ONE : READING FOR COMPREHENSION**

N°	A. VOCABULARY CHECK	N°	B- COMPREHENSION CHECK
1	c	1	T (L1)
2	i	2	F (L3)
3	f	3	T (L5-6)
4	e	4	F (L8-9)
5	d	5	F (L14-15)
6	a		
7	h		
8	b		
9	g		

### **PART TWO : LANGUAGE IN USE**

N°	TASK A	N°	TASK B
1	violations	1	couldn't
2	learn	2	can
3	duties	3	to (ex)
4	household	4	will be able

### **PART THREE : WRITING**

Women have many responsibilities in our society. However, they enjoy various rights.

In fact, they have the right to education. And when they work, they have the right to fair and equal pay and social security.

Unfortunately, these rights are not always respected in my country. But it is very important to respect women's rights because it is the guarantee for a balanced and stable society contributing to the development of our country.

### TEST 3

#### **PART ONE : READING FOR COMPREHENSION**

N°	A. VOCABULARY CHECK	N°	B- COMPREHENSION CHECK
1	J	1	T (L1)
2	a	2	T (L 6 - 7)
3	d	3	F (L7)
4	i	4	T (L8)
5	g	5	T (L16)
6	c		
7	e		
8	f		
9	h		

#### **PART TWO : LANGUAGE IN USE**

N°	TASK A	N°	TASK B
1	how about	1	easier
2	visit	2	prefer
3	Going	3	fastest
4	let's	4	richer and richer

#### **PART THREE : WRITING**

I lived exciting moments during the holidays because I travelled a lot.

I went to my hometown Man in August. I travelled by coach and it was very comfortable.

But once there, I used vans or motorbikes to move from one place to another.

In fact, I visited many wonderful places during my stay there. I went to the famous waterfall of Man and I discovered the amazing lianas bridge.

I really enjoyed my holidays.

**TEST 4****PART ONE : READING FOR COMPREHENSION**

N°	A. VOCABULARY CHECK	N°	B- COMPREHENSION CHECK
1	commitment	1	T (L1)
2	dress	2	F (L3)
3	involves	3	T (L4 - 5)
4	covering	4	F (L8 - 9)
5	dress	5	F (L14 - 15)
6	dress		
7	emphasize		
8	identity		
9	revealed		

**PART TWO : LANGUAGE IN USE**

N°	TASK A	N°	TASK B
1	c	1	I prefer wearing skirts as they are cheap.
2	d	2	We wore traditional outfits since we were celebrating paquinou festival.
3	a	3	People buy mud cloth shirt because they are beautiful.
4	b	4	He has skin dots because of bleaching creams.

**PART THREE : WRITING**

African traditional clothes are very important. They permit to identify clearly an African among other peoples. In addition, the traditional clothes represent an excellent mean to value and to promote our cultures and traditions abroad. With the traditional clothes, african people look respectable with their accessories, generally made of gold.

## TEST 5

### **PART ONE : READING FOR COMPREHENSION**

N°	A- VOCABULARY CHECK	N°	B- COMPREHENSION CHECK
1	i	1	T (L1)
2	g	2	T (L1-2) / (L7)
3	C	3	F (L3)
4	b	4	F (L5 - 6)
5	j	5	F (L13 - 14)
6	e		
7	d		
8	a		
9	f		

### **PART TWO : LANGUAGE IN USE**

N°	TASK A	N°	TASK B
1	prefer going	1	more expensive
2	prefers going	2	more hardworking
3	would rather revise	3	more
4	would rather do	4	safer

### **PART THREE : WRITING**

Rural exodus is the movement of populations from the country to urban areas. Due to the hardship of village life, especially when there is drought, young manpower go to cities to look for jobs. Unfortunately, once in cities, they face the problem of lack of jobs and shelter. Some become drug addicts or commit robberies to survive.

## TEST 6

### **PART ONE : READING FOR COMPREHENSION**

N°	A. VOCABULARY CHECK	N°	B- COMPREHENSION CHECK
1	e	1	F (L1 - 2)
2	a	2	T (L2 - 3)
3	j	3	F (L8 - 9)
4	f	4	F (L12)
5	b	5	T (L13 - 15)
6	l		
7	H		
8	c		
9	d		

### **PART TWO : LANGUAGE IN USE**

N°	TASK A	N°	TASK B
1	displaced	1	must
2	children	2	have to
3	camps	3	don't have to
4	violence	4	ought to

### **PART THREE : WRITING**

Nowadays, due to the poverty of their families, many young girls work in other people's families. In such cases they bear many responsibilities : they must cook the meals, they have to do washing, and, sometimes, they do babysitting. Very often, they don't receive love and attention in turn, but they are treated as slaves. They don't have to watch television as the rest of the family. What a pity !

**TEST 7****PART ONE : READING FOR COMPREHENSION**

N°	A. VOCABULARY CHECK
1	acute
2	throughout
3	disrupted
4	pandemic
5	concerted
6	implement
7	threat
8	slow
9	healthcare providers

N°	B - COMPREHENSION CHECK
1	It is SARS-CoV-2 : an acute respiratory syndrome coronavirus.
2	It was first reported in Wuhan, China.
3	By severely disturbing national and international travel, supply chains, and the global manufacturing industry.
4	African countries adopted preventive measures such as social distancing in all age groups, handwashing, and face mask-wearing.

**PART TWO : LANGUAGE IN USE**

N°	TASK A
1	Covid-19 is caused by SARS-Cov-2.
2	Social and community life have been disrupted by Covid-19.
3	New strategies were impleted by the World Health Organisation.
4	A new lifestyle to mankind is imposed by Covid-19.

N°	TASK B
1	declared
2	has changed
3	wear
4	recorded

**PART THREE : WRITING**

Hi, dear friend.

I hope you are doing well. I am texting you to give you my opinion about your last time's reaction. It seems that you are not respectful to the preventive measures against COVID-19. This pandemic is very dangerous. It has already killed millions of people around the world. If you refuse to wear face-masks and don't respect social distancing, you become an easy prey. Therefore, please wash regularly your hands and don't shake hands.

Take care.

**TEST 8**

**PART ONE : READING FOR COMPREHENSION**

N°	A- VOCABULARY CHECK	N°	B- COMPREHENSION CHECK
1	a	1	F (L1)
2	i	2	F (L2)
3	h	3	T (L4 - L5)
4	d	4	F (L6)
5	b	5	T (L12)
6	e		
7	c		
8	f		
9	g		

**PART TWO : LANGUAGE IN USE**

N°	TASK A	N°	TASK B
1	scanning	1	neither
2	scans	2	either
3	scan	3	or
		4	nor

**PART THREE : WRITING**

Internet is a network of millions computers around the world. It is very important in today's life, but it can expose to many dangers. It can create addiction. Moreover, some people use it to bully and harass others. On the contrary, Internet has many advantages. As students, you don't need to go to the library to get a book for your literature lesson. There are many sites where you can find a necessary e-book.

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