Mon cahier d'habiletés

Win Skills 4e

Speaking
Writing
Listening
Reading



London bus

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Mon cahier d'habiletés

Win Skills



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Identification

Année scolaire : .....

Nom / Prénom (s) :.....

Établissement : .....

Classe : .....

Nom de l'enseignant : .....

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21 B.P. 3636 Abidjan 04
Côte d'Ivoire

SPECIMEN

SPÉCIMEN

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ISBN : 979-10-91832-92-2
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NOTE DE PRÉSENTATION

Mon cahier d'habiletés « Win Skills 4e », se particularise par des rubriques novatrices, qui sont :

I. Proverbs, quotes, sayings...

Ils ont été conçus pour servir de déclencheur (lead-in). L'objectif visé est d'aiguiser la curiosité de l'apprenant pour le sujet à l'étude.
Quoique facultatif, l'enseignant peut mettre ses élèves en appétit en y ayant recours.

II. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de ton environnement socio-culturel ; faisant de toi l'artisan de ton propre apprentissage. Ainsi, à chaque fois que tu abordes une nouvelle leçon, un espace t'est réservé afin que tu y inscrives le nom de ton établissement et ta classe.

III. Good to know

Cette rubrique se décline en deux sous-rubriques qui sont :

- **Vocabulary content** : c'est la liste des mots de vocabulaire et d'expressions à l'étude. En les parcourant, tu stimuleras ton intérêt pour ces nouveaux lexiques.
- **Language function** : ici, sont répertoriées les fonctions langagières et les structures y afférentes. Sur la base de ces outils et des exemples fournis, tu es désormais outillé (e) pour un meilleur maniement de la langue.

IV. My dictionary

Dans cette rubrique, sont définis, en Français, les mots et expressions, afin de lever tout obstacle à la compréhension des consignes. Cela te donnera une plus grande autonomie d'utilisation de l'ouvrage. Alors, jettes-y un coup d'œil chaque fois que tu auras du mal à bien saisir les consignes des exercices.

V. Practice activities

C'est la phase d'application. Elle se déroule en deux séances (session 1 ; session 2). Ces exercices variés et hiérarchisés concernent les contenus de vocabulaire et de grammaire (fonction langagière) de chaque leçon. Ils sont généralement agrémentés de belles illustrations.

VI. Communication activity

Cette partie, qui intervient à la séance 3 (session 3), se focalise sur des exercices de synthèse qui te permettront de traiter des situations de communication : c'est la finalité de chaque leçon. C'est ainsi qu'au travers des leçons, tu développeras des compétences dans les quatre habiletés que sont : **Speaking** *(expression orale)*, **Writing** *(expression écrite)*, **Listening** *(compréhension orale)* et **Reading** *(compréhension écrite)*.

*NB : Dans la collection **Mon cahier d'habiletés « Win Skills »** un point d'honneur a été mis sur Listening ; une habileté bien souvent survolée ou tout simplement ignorée. Pour ce faire, ton professeur t'aidera à exploiter des enregistrements audio soigneusement préparés.*

VII. Let's recap

À travers cette rubrique, tu es amené (e) à t'autoévaluer. Ici, toutes les fonctions langagières ainsi que tous les mots de vocabulaire et autres expressions abordés dans l'unité sont passés au crible. En parfaite autonomie, tu feras correspondre à chaque structure, un groupe de mots, une phrase ou une expression.

VIII. Test

Il s'agit d'une évaluation normative et sommative dans le format des sujets d'examen. **Mon cahier d'habiletés « Win Skills 4e »** offre à l'apprenant une occasion privilégiée de bien se préparer et d'optimiser ses chances de réussir l'évaluation écrite du BEPC en Anglais.

Bonne utilisation à tous !
Les auteurs

SPECIMEN

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UNIT 1

LIFE AT SCHOOL



- Speaking -



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LESSON 1
MY LAST HOLIDAYS

- Speaking - 1

LEARNING CONTEXT

The students of 4e from Collège Moderne of Diarabana are back from the holidays. During their first English class, the teacher asks them to talk about how they spent their holidays, in order to share their experiences with the class.



« No matter what's going on in your life right now, school memories always make you happy. »

— Fbstatusquotes.com —

GOOD TO KNOW

VOCABULARY CONTENT

To spend the holidays ; To visit the zoo ; To ride a bicycle ; To come back from shopping ; To garden ; To listen to music ; To go fishing ; To grow eggplants ; To swim in the river ; To play tennis ; To go to farm ; To water flowers ; To cut mangoes

LANGUAGE FUNCTIONS

USING THE PAST SIMPLE OF REGULAR AND IRREGULAR VERBS

1. AFFIRMATIVE FORM

Verb (infinitive) + ED (regular verbs only)

- I **stayed** in my village all the time.
- I **spent** my last holidays in London.

2. NEGATIVE FORM

Did + not + verb / Didn't + verb

- The boy **did not (didn't) go** to his village.
- She **did not (didn't)** pass her exam.

3. INTERROGATIVE FORM

Did + sujet + verb... ?

- **Did** you **go** to the cinema last weekend ?
- **Did** Koné **come** to school yesterday ?

USING THE PAST SIMPLE OF AUXILIARIES "*TO BE*" AND "*TO HAVE*"

Subjects pronouns	To be	To have
I, She, He, It	was	had
We, You, They	were	had

MY DICTIONARY

To skip : sauter ; **Prompt** : déclencheur, indice, indication ; **Highway** : autoroute ; **Movie** : film ; **Wonderful** : merveilleux ; **Photograph** : photographie, photo ; **Great** : magnifique ; **Of course** : bien sûr, naturellement ; **Nearby** : à côté, près de ; **Ripe** : mûr (e) ; **Headteacher** : proviseur / principal ; **Beach :** plage

SPECIMEN

Session 1

1 Use the following words or phrases to describe the pictures below. ***Number 1 is an example***.

to work on the farm ; to ride a bicycle ; to swim in the river ; gardening ; fishing ; to set a trap



1. *to swim in the river*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Complete the following sentences by putting the verbs in the correct tense. ***Number 1 is an example***.

N.B : The underlined adverbs are clues to help you.

1. Yao and his father (to work) **worked** on the farm last Sunday.
2. Blé and his friends (to swim) ..... in the river yesterday.
3. Peter (to catch) ..... a big tilapia in the river early this morning.
4. Sandra and her husband (to work) in their garden..... last week-end.
5. Yéo (to ride) ..... his new bicycle to school two days ago.
6. Yesterday, Tom (to set) ..... a trap to catch animals.
7. Last Friday, they (to kill)..... a bird with a slingshot.

3 Write the verbs in brackets in the correct tense to express present or past actions. ***Number 1 is an example.***

1. Paul (to meet) **met** his girlfriend at a party last time.
2. They (to like) ..... classical music.
3. Henry (to have) ..... two brothers and one sister.
4. Christopher Columbus (to discover) ..... America in 1492.
5. An accident (to happen) ..... on the highway three days ago.
6. Alexander Graham Bell (to invent) ..... the telephone in 1876.
7. We (to watch) ..... the movie *The Fugitive* when we were little boys.
8. Last Sunday, they (to play)..... tennis.
9. Her husband is a waiter. He (to serve) ..... meals in a restaurant.

SPECIMEN

Session 2

1 Complete each sentence with the correct tense of the verbs in brackets. ***Number 1 is an example***.

1. Djoukouehi and his friends (to visit) **visited** the zoo last Sunday.
2. Mr Ourega, our English teacher, (to watch) ..... football on TV last night.
3. I (to rest) ..... a lot yesterday.
4. Last Sunday, we (to sunbathe)..... at the beach.
5. Last night, Malika (to listen) ..... to soft music.
6. There was a mango tree in the schoolyard, where we (cut) ..... ripe mangoes.
7. My parents (to come) ..... back from shopping late, yesterday.

2 Reorder the following words to build meaningful sentences or questions. ***Number 1 is an example***.

1. a) last holidays ? / Were / in your village / you

   b) Did you go to your village last holidays ?
2. a) had / wonderful moment / Sunday. / We / last

   b) .....

   .....
3. a) was / in Daoukro / I / the Chrismas holidays. / during

   b) .....

   .....
4. a) Where / during / were you / the Easter holidays ?

   b) .....

   ..... ?
5. a) a lovely / Did / have / you / time ?

   b) .....

   .....

3 Complete the dialogue below, putting the auxiliaries in brackets in the correct tense and form. Next, come and present the conversation to the class with your partner. ***Number 1 is an example***.

A : Where **(be)** **1. were** you during the holidays ?

B : I **(be)** 2. ..... in Diawala and I 3. **(have)** .....a wonderful time there. How about you ? **(be)** 4. ..... you with your parents in the city ?

A : No, I **(be)** 5. ..... rather in my village Dribouo.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

Back home from the holidays, you meet Lamine, a Gambian student who has just arrived in your school. He asks you some questions about your holidays and the activities you did during that period. Your conversation is presented below, but unfortunately your parts are missing.

A. Complete the dialogue with your missing parts.

Lamine : Hello, my friend ! How are you doing ?
You : *(1)* ..... .
Lamine : I'm fine, thanks. Tell me, where did you spend your holidays ?
You : *(2)* ..... .
Lamine : Really ! What did you do ?
You : *(3)* ..... .
Lamine : Did you enjoy yourself during that period ?
You : *(4)* ..... .
Lamine : Thanks for telling me about your last holidays.
You : *(5)* ..... .

B. With your partner, practise your different dialogues.



SPÉCIMEN

LESSON 2
MY SCHOOL MEMORIES

- Speaking - 1

LEARNING CONTEXT

At a birthday ceremony, some students of 4e from Lycée Leboutou of Dabou meet a Ghanaian boy. They talk about their primary school experiences in order to exchange their school memories.



« School life gives the best memories of life.»

— Mithilesh Ranjan —

GOOD TO KNOW

VOCABULARY CONTENT

To deliver a speech ; To cheat ; To bully ; To sing the national anthem ; To fight ; To clean ; To memorise ; To disturb ; To combat ; To annoy ; To maltreat ; To learn by heart ; To rote learn ; To frog

LANGUAGE FUNCTIONS

EXPRESSING PAST HABITS

USED TO + VERB (INFINITIVE)

- We ***used to clean*** the schoolyard every Monday morning.
- They ***used to organize*** parties on Saturdays.

EXPRESSING OBLIGATIONS / NECESSITIES IN THE PAST

HAD TO + (VERB) INFINITIVE

- All the students ***had to sing*** the national anthem.
- I ***had to do*** my homework in order to avoid punishment.

MY DICTIONARY

In order to : afin de, pour ; **Kindergarten** : jardin d'enfants ; **Break** : recréation ; **To deliver** : delivrer ; **Quiet** : quiétude, calme ; **To remove** : enlever ; **Meaningful** : qui a du sens ; **Wicked** : méchant

SPÉCIMEN

Session 1

1 Use the following words or phrases to describe the pictures below. ***Number 1 is an example***.

to deliver a speech ; to cheat ; to bully ; to sing the national anthem ; to fight ; to clean



1. to deliver a speech



2. .....



3. .....



4. .....



5. .....



6. .....

2 Match the words or groups of words in Box A to their definitions or synonyms in Box B. ***Number 1 is an example***.

BOX A	BOX B	Answers
1. To memorise	a. to use fraud to have something	1. f
2. To cheat	b. to combat	2. .....
3. To disturb	c. to annoy	3. .....
4. To fight	d. to remove dirt	4. .....
5. To bully	e. to maltreat	5. .....
6. To clean	f. to learn by heart	6. .....

3 The dialogue below is about Annick's past habits. Reorder the words or phrases in order to build meaningful sentences. Then practise the dialogue with your partner. ***Number 1 is an example***.

A : (1) a bad student / be / sister Annick / used to / My

→ My sister Annick used to be a bad student.

B : What did she use to do ?

A : (2) used to / She / during / cheat / tests.

→ .....

.....

B : Oh no ! What else did she use to do ?

A : (3) fight / friends / used to / with / She / her

→ .....

.....

B : Did she use to be violent ?

A : (4) yes, / Oh, she / did. / small students. / bully / used to / She

→ .....

.....

SPECIMEN

Session 2

1 Match the words or groups of words in Box A to their opposites in Box B. ***Number 1 is an example***.

BOX A	BOX B	Answers
1. To be in a bad temper	a. to like	1. e
2. To hate	b. to be polite	2. .....
3. To abuse	c. to misbehave	3. .....
4. To be rude	d. to be hostile	4. .....
5. To behave well	e. to be in a good mood	5. .....
6. To be friendly	f. to respect	6. .....

2 Complete the sentences below about past habits with the words or expressions from the box ***Number 1 is an example.***

colour ; play marbles ; flog ; sing ; rote learn ; weed

1. The headmaster used to make bad students ***weed*** the school garden.
2. Our teacher used to make us ..... our lessons at primary school.
3. I used to ..... with my friends at school during breaktime.
4. This schoolmaster used to ..... his bad students.
5. When I was a child, I used to draw pictures and ..... them.
6. Every Monday morning, we used to ..... the National Anthem.

3 Ask and answer questions with a partner to talk about things you had to do when you were in primary school. Then practise the conversations with him. ***Number 1 is an example.***

1. National Anthem / every Monday morning / sing

A : **What did you have to do every Monday morning ?**

B : **We had to sing the National Anthem every Monday morning.**

2. Clean schoolyard / every day

A : ..... ?

B: .....

3. Water the garden / each afternoon

A : ..... ?

B : .....

4. Sweep the classroom / each evening

A : ..... ?

B : .....

5. Attend an English Club meeting / on Wednesdays

A : ..... ?

B : .....

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Session 3

COMMUNICATION ACTIVITY

During a competition organized by the English Club of your school, the Chairman asks you to give a talk about your primary school memories in order to know more about your past. As a participant, in your talk,

– point out your past habits ;
– describe the activities your had to do.

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SPÉCIMEN

LESSON 3
SCHOOL WORK

- Speaking - 1



« Education is the key to unlocking the world, a passport to freedom ».

— Oprah Winfrey —

LEARNING CONTEXT

The students of 4e of your school have just received the papers of their first test in English. They are discussing about their marks in order to improve them.

GOOD TO KNOW

VOCABULARY CONTENT

School subjects ; To learn lessons ; To participate in class ; Average ; To pass an exam ; Grade ; To go up ; To succeed ; To stay down ; To improve ; To be expelled ; To be hardworking

LANGUAGE FUNCTIONS

EXPRESSING CONDITIONS

1. IF + THE PRESENT SIMPLE + THE FUTURE SIMPLE

- **If** you **attend** classes regurlarly, you **will get** good marks.
- She **will miss** the school bus **if** she **wakes** up late.

2. IF + THE PAST SIMPLE (preterit) + THE CONDITIONAL

- **If** you **attended** classes regularly, you **would get** good marks.
- She **would miss** the school bus **if** she **woke up** late.

MY DICTIONARY

Mount : montagne ; **Enough** : assez; **Wrong** : incorrect ; **Maybe** : peut-être ; **To witness** : être témoin de ; **Unfortunately** : malheureusement ; **Current** : courant, actuel ; **Together** : ensemble ; **Pill** : pilule, comprimé ; **To owe** : devoir ; **Without** : sans, en dehors ; **To resume** : reprendre

SPÉCIMEN

Session 1

1 Use the following words or phrases to describe the pictures below. ***Number 1 is an example.***

school subjects ; to learn lessons ; to participate in class ; an average ; to sit for an exam / to take an exam ; a grade



1. *school subjects*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Complete the sentences below with the appropriate words or expressions from the box. ***Number 1 is an example.***

take an exam ; school subjects ; participate in class ; pass an exam ; a grade ; average

1. Geography, History, Civics, Physics and English are ***school subjects.***
2. At the end of the school year, the students of 4e, ...
3. When a student ..... , his parents give him a gift.
4. When the lesson is very interesting, the majority of the students ..... .
5. I didn't study my lessons last night. So, I got a bad ..... .
6. To move to an upper class, you must have the ....

3 Write the appropriate form and tense of the verb in brackets in each sentence to get an appropriate sentence expressing a condition. ***Number 1 is an example.***

1. If you revise your lessons, you (to pass) **will pass** your exam.
2. If I (to do) ..... well in English, I'll receive a scholarship to study in London.
3. My parents will congratulate me if I (to go) ..... up.
4. If she (to get) ..... well prepared in English, she will get a good mark.
5. If we (to be) ..... hardworking, we won't repeat our class.

SPECIMEN

Session 2

1 Match the words or groups of words in Box A to their opposites in Box B. One option in Box B is not concerned. ***Number 1 is an example***.

BOX A	BOX B	Answers
1. To go up	a. to fail	1. e
2. To succeed	b. to be lazy	2. .....
3. To stay down	c. to decline	3. .....
4. To improve	d. to move up a class	4. .....
5. To be expelled	e. to repeat a class	5. .....
6. To be hardworking	f. to go down	6. .....
	g. to continue schooling	

2 Complete the conversation below with the words or groups of words from the box. ***Number 1 is an example***.

improve ; failed ; pass ; hardworking ; lazy ; expelled

A : Hello my friend ! What's wrong with you ?

B : I'm sad, because William (1)- **failed** his exam and he is staying down.

A : That's a pity. If he was (2)- ..... , he would go up. He must be (3)..... .

B : You're right. He doesn't like working. If he studied his lessons, he could at least (4) ..... his exam. Next year will be his last chance. If he fails again, he will be (5)- ..... .

A : For sure. He must learn his lesson if he wants to (6)- ..... his grades.

3 Complete the sentences with the correct tense of the verbs in brackets. ***Number 1 is an example***.

1. I would come if she (invite) **invited** me.
2. If you (meet) ..... Peter, tell him that he owes me a letter.
3. If he is late, we (start) ..... the meeting without him.
4. Will it be all right if I (call) ..... a friend tonight ?
5. If he (be) ..... a bit faster, he could win the competition.
6. If they weren't so tired, they (win) ..... the game.

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Session 3

COMMUNICATION ACTIVITY

After one month at school, you are having a conversation with your Ghanaian friend Betty about your current performance. The dialogue is presented below.

A. Complete each of your parts in the conversation ;

Betty : Hello, my friend !

You : (1) .....

Betty : What are your current school results ?

You : (2) .....

Betty : Ok ! But if I had time before, I would go to your house last weekend to revise.

You : (3) .....

Betty : Great ! We have to work together. If we do so, we will have excellent grades.

You : (4) .....

Betty : Goodbye !

You : Goodbye !

B. With your partner, practise the dialogue.



SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1	c	exprimer des habitudes du passé.	a	If you attend classes regurlarly, you will get good marks.
2		exprimer des obligations en rapport avec des actions passées.	b	If she came early, we would attend the English class together.
3		exprimer la condition pour des actions au présent.	c	They used to organise parties on Saturdays.
4		exprimer la condition pour des actions au passé.	d	All the students had to sing the national anthem.
5		utiliser la forme affirmative des verbes réguliers et irréguliers au prétérit (the past simple).	e	The boy had an accident two days ago.
6		utiliser la forme négative des verbes réguliers et irréguliers au prétérit (the past simple).	f	She didn't pass her exam.
7		utiliser la forme interrogative des verbes réguliers et irréguliers au prétérit (the past simple).	g	I was in primary school while they were in secondary school.
8		utiliser « TO HAVE » au préterit.	h	The Headteacher died 10 years ago.
9		utiliser les différentes formes de « TO BE » au préterit.	i	Did you see your father last week ?

SPECIMEN

TEST 1

PART ONE :
Reading for comprehension

Read the text and do all the activities that follow.

FIRST SCHOOL DAY

My best memory of school is the first day of school. It was a wonderful first day at primary school. It was my first day without the toys. I wore a uniform with a nice style. Primary school was far larger than my small kindergarten had been. It was a nice day. My mother woke me up early. She game me my bath and walked with me to school. We didn't need to take a coach.

My school, a new one, was around the corner from my house. We unexpectedly found my teacher in the hallway and my mother introduced me to her. Miss Seuss, who was about 30 years old, was a tall and pretty woman. She always had a smile on her lips. After a brief conversation with Mom, Miss Seuss, my mistress, took me by the hand and we walked to my classroom and Mom went away very quickly. She didn't look back as if she was about to cry. I was excited and anxious at the same time.

What was going to happen next ? It was only a half-day and I was in the afternoon class. I got switched to the morning class for some reason half way through the year and learned about getting up early.

Adapted from wikipedia

A. VOCABULARY CHECK

The words in Column A are from the text. Match each of them with its definition or synonym in Column B. One option in Column B is not concerned. Example : 1 - i

Column A	Column B
1. wonderful (L. 1) 2. kindergarten (L. 3) 3. coach (L. 4) 4. unexpectedly (L. 5) 5. hallway (L. 6) 6. pretty (L. 7) 7. mistress (L. 8) 8. excited (L. 9) 9. switched (L. 12)	a. agitated b. attached c. beautiful d. bus e. corridor f. female teacher g. surprisingly h. pre-school. i. superb j. break

B. COMPREHENSION CHECK

Read the text again and circle **(o)** the letter of the right answer. Example : 1 - a

1. The narrator had :
   (a) a good first school day
   b) a bad first school day
   c) a long first school day

2. The narrator was accompanied by :
   a) his female parent
   b) his male parent
   c) his sister

3. The narrator had :
   a) a female teacher
   b) a male teacher
   c) an English teacher

4. For his first school day, the narrator was both :
   a) excited and happy
   b) excited and anxious
   c) anxious and wicked

5. The narrator used to have class only :
   a) in the afternoon
   b) in the morning
   c) at night

6. The narrator had the habit to :
   a) get up late
   b) get up early
   c) get up slowly

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PART TWO :
Language in use

Task A. Complete the sentences with *will* or *would* to get meaningful sentences expressing conditions .
Example : 1- will come

1. If they are invited, they …….. **(to come)** to the party.
2. He …….. **(to take)** an aspirin if he had a headache.
3. If I were you, I …….. **(not to go)** to the meeting.
4. I …….. **(to succeed)** if you give me a chance.

Task B. The dialogue below is about the past experiences of Sekou and Blé when they were little boys. Complete it with the missing items to build meaningful sentences. Example : 1- did

Sekou : When you were a little boy, (1) …….. you use to cry for food ?

Blé : Yes, I (2) …….. . I remember I (3) …….. to cry when I was hungry.

Sekou : (4) …….. your mother use to give you advice ?

Blé : Yes, she used to talk to me, and she still does it.

PART THREE :
Writing

You are having a conversation with Davies, your Canadian friend. He wants you to tell him about your last holidays. Complete the conversation with your parts. Number 1 is an example.

Davies : Where did You spend your last holidays ?
You (1) : I spent my last holidays in my village.

Davies : How long did your holidays last ?
You (2) :……

Davies : Did you go with your parents ?
You (3) :……

Davies : What games did you play ?
You (4) :……

Davies : Did you enjoy your holidays ?
You (5) :……

Davies : Thanks and goodbye !
You (6) : ……

SPECIMEN

UNIT 2

WOMEN AT WORK



- Speaking -



LESSON 1

WHAT CAN VILLAGE WOMEN DO ?

- Speaking - 2



«If you take away land from women in the rural areas (...) you take away the very thing that they identify with.»

— Melania Chiponda —

LEARNING CONTEXT

During a celebration of Women Day organized by the US Embassy in your school, a student of 4e gives a speech about rural women's activities in order to show their courage and honour them.

GOOD TO KNOW

VOCABULARY CONTENT

To collect firewood ; To fetch water ; To wash clothes ; To cook meal ; To wash dishes ; To babysit children ; Poverty ; Housewife ; Firewood ; To carry ; Harvest ; Domestic chores ; To give birth

LANGUAGE FUNCTIONS

EXPRESSING ABILITIES WITH ...

CAN / CAN'T

- What can / can't Dorothy do ?
- Dorothy can read but, she can't write letters.

REPORTING WHAT IS SAID WITH ...

THE PAST SIMPLE + COULD + VERB

- Dorothy told us that she could read when she was a teenager.

MY DICTIONARY

Beforehand : auparavant, au préalable ; **Clam** : (une espèce de) mollusque ; **Odd-one-out** : intrus ; **Scarecrow** : épouvantail ; **To smoke fish** : fumer du poisson ; **To take turns** : (prendre la parole) à tour de rôle ; **Berry** : baie ; **NGO** (Non Governmental Organisation) : ONG (Organisation non gouvernementale).

SPECIMEN

Session 1

1 Write each expression under its corresponding picture. ***Number 1 is an example***.

collect firewood ; fetch water ; do the laundry ; cook meal ; do the washing up ; babysit children



1. collect firewood



2. .....



3. .....



4. .....



5. .....



6. .....

2 The words below are related to rural women's activities. Underline the items that does not fit with the others. **Do like in the example**.

1. Clean ; Great ; Harvest ; Grind ; Tidy
2. Countryside ; Flock ; Skyscraper ; Poultry ; Crops
3. Capable ; Skilful ; Stormy ; Courageous ; Brave
4. Farm ; Office ; River ; Garden ; Firewood

3 With your partner, ask and answer questions about rural women's activities. ***Number 1 is an example***.

1. *Fetch water from the river*

Student A : What can rural women do ?

Student B : *They can fetch water from the river* .

2. *babysit babies*

Student A : ..... ?

Student B : ..... .

3. *do the laundry*

Student A : ..... ?

Student B : ..... .

4. *collect firewood from a long distance*

Student A : ..... ?

Student B : ..... .

5. *go to farm*

Student A : ..... ?

Student B : ..... .

SPECIMEN

Session 2

1 The passage below is about a rural woman's activities. Fill in the gaps with the appropriate missing words or groups of words to make the passage meaningful. **Number 1 is an example.**

go to field ; sweeps ; rural ; breastfeeds ; gets up ; wash the dishes ; fetch ; chores ; cooks the breakfast

My aunt lives in a small village called Céchi. Like all (1) **rural** women, she does many domestic (2) ..... every morning. She (3) ..... at 5 a.m. She (4) ..... the house. She also (5) ..... her baby. At 7 o'clock, she goes to the river to (6) ..... water. When she comes back, we take our bath while she (7) ..... in the kitchen. After eating, we (8) ..... and together we (9) ..... in order to collect firewoods.

2 Report the statements below like in the example.

1. ***Example*** : «We can walk very long distances to collect firewood», these young women said.

   → These young women **said** that they **could walk** very long distances to collect firewood.

2. «I wash tons of dishes and clothes every day», the maidservant said.

   → .....

   .....

3. «We carry heavy pots of water on our head», my little nieces told me.

   → .....

   .....

4. « I can babysit the villagers' children without complaining», Grandmother declared.

   → .....

   .....

5. « Be ready to do any kind of domestic chores to make money», the farmer's wife confessed.

   → .....

   .....

6. «We cooperate to work on one another's fields», the women's spokesperson agreed.

   → .....

   .....

3 With your partner, use the clues to complete the sentences below, then practise the dialogues. ***Number 1 is an example***.

1. A : What did Mum tell you ? / do all the domestic chores.

   B : She told me to do all the domestic chores.

2. A : What did the ranger advise the young girls ? / run away if they see a group of elephants.

   B : The ranger advised the young girls to .....

   .....

3. A : What did Adeline proudly reveal ? / her aunt can easily spin cotton into thread.

   B : Adeline proudly revealed that .....

   .....

4. A : What did Emma estimate ? / work harder on the fields than any man in this village.

   B : Emma estimated that .....

   .....

5. A : What did the man ask his wife ? / bring him his food.

   B : The man asked his wife .....

   .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

On the International Women's Day, the representative of a Kenyan NGO called, "Power to Rural Women" is organizing a competition. You are asked to deliver a speech to show rural women's courage. In your speech,

– list some rural women's activities ;

– talk about what they can do and what they can't do.

– say what you think about rural women.

The best speech will benefit from a guided visit to Nairobi.

SPÉCIMEN

LESSON 2

WOMEN HAVE RIGHTS AND DUTIES TOO !

- Speaking - 2

LEARNING CONTEXT

After taking part in a conference organized by the English Club of your school on Women's Rights and Duties, you decide to report it to the rest of the class in order to inform your classmates about the issue.



« Human rights are women's rights, and women's rights are human rights.»

— Hillary Clinton —

GOOD TO KNOW

VOCABULARY CONTENT

Egalitarian ; Weaker ; Money ; To improve ; To struggle ; Management ; Excellent ; Harassment ; Rally ; To look after ; To support ; Rights ; Segregation ; Suffrage ; Sexism ; Wages ; Feminism ; Empowerment ; Unfair

LANGUAGE FUNCTIONS

MAKING COMPARISONS WITH ...

1. SHORT ADJECTIVES : ADJECTIVE + ER + THAN

- She is busier than before.
- This way to the farm is shorter than the other one.

2. LONG ADJECTIVES : MORE / LESS + ADJECTIVE + THAN

- Housework is more difficult than office work.
- Office work is less difficult than housework.

MY DICTIONARY

To hinder : entraver, retarder, freiner ; **Will** : volonté ; **CNN** : Cable News Network (une chaîne de télévition américaine) ; **Regarded** : considéré (e) ; **Tenderly** : tendrement ; **To perform** : effectuer ; **Skilful** : habile ; **Wickerwork** : vannerie ; **Counterpart** : homologue ; **Gentle** : douce, doux

SPECIMEN

Session 1

1 Match the words in Box A to their synonyms or definitions in Box B. ***Number 1 is an example***.

Column A	Column B	ANSWERS
1. Suffrage	a. right to vote in public and political elections.	*1. a*
2. Sexism	b. autonomy and self-determination of people and communities.	2.
3. Wage	c. claim to abandon social and legal restrictions on women.	3.
4. Feminism	d. not just.	4.
5. Empowerment	e. income or salary.	5.
6. Unfair	f. prejudice or discrimination based on a person's gender.	6.

2 The sentences below are about Women's Rights and Duties. Complete each of them with the appropriate word to make it meaningful. ***Number 1 is an example***.

egalitarian ; weaker ; money ; improve ; struggle ; management ; excellent

1. For the same job, women are paid less **money** than men.
2. She said that the ..... for women's rights is a daily combat.
3. Let's be optimistic ; things will greatly ..... in the coming years.
4. Women are still regarded as the ..... sex.
5. When shall we reach the ..... society, with equal treatment for both men and women ?
6. Women can prove to be ..... managers if they are given some good opportunities.
7. In this male-dominated company, the new ..... needs to take rigorous measures to ensure equal treatment between male and female workers.

3 With your partner, reorder the words or groups of words below to build correct and meaningful sentences showing comparisons. Write your answers, ***like in the example.***

1. seems / life expectancy / for women / higher / than / for men.

→ Life expectancy seems higher for women than for men.

2. nicer / Women / are / than / men / with children

→ .....

..... .

3. Office work / than / easier / is / housework

→ .....

..... .

4. think / Men / than / are / they / women / braver

→ .....

..... .

5. those at Universities / younger / are / than / Students in grammar schools

→ .....

..... .

SPECIMEN

Session 2

1 Complete the sentences below with the following words to build meaningful sentences related to women's rights and duties. ***Number 1 is an example.***

harassment ; duties ; rally ; look after ; support ; rights ; segregation

1. She has been an advocate of women's ***rights*** throughout her life.
2. Careful mothers tenderly ..... their children.
3. All of them are invited to take part in the ..... against female mutilation.
4. These brave housewives daily..... their husbands in several ways.
5. There is so much ..... between men and women in workplaces.
6. Unfortunately, rape and sexual ..... are still common nowadays.
7. Women also have many ..... in the family.

2 Underline the word that best completes each sentence below. ***Number 1 is an example***.

1. Is it a woman's exclusive **(demand / duty)** to perform household duties ?
2. Can men accept to do the **(baby-sitting / baby-boom)** in the place of women ?
3. Peasant women have to **(work / walk)** both on the farm and at home.
4. It is the woman who **(gives / brings)** birth to children.
5. Cooking, **(child care / child labour)** and cleaning are parts of women's traditional roles.

3 With your partner, take turns to generate sentences, using the correct form of comparatives. ***Number 1 is an example***.

1. School-boys are / (dynamic) than schoolgirls.

A : School boys are more dynamic than schoolgirls.

B : No, school boys are less dynamic than schoolgirls.

2. Some men say they are / (powerful) than women.

A :.....

B :.....

3. Rural women are / (experienced) in handicraft than women in the city.

A :.....

B :.....

4. Carol is / (courageous) than Brenda.

A :.....

B :.....

5. Women seem to be / (skilful) in workplaces than men.

A :.....

B :.....

6. They are usually / (skilled) at wickerwork than their male counterparts.

A :.....

B :.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

On International Women's Day, you talked with Mrs Sixsay, a Liberian lawyer, who is an expert in women's rights and duties. The dialogue is presented below, but unfortunately, the parts of Mrs Sixsay are missing. You are asked to,

- fill in the dialogue with the parts of Mrs Sixsay ;
- roleplay the dialogue with your neighbour.

The best performances will be rewarded by the British Embassy.

Dialogue :

You : Hello, Mrs Sixsay ! I would like to ask you a few questions about women's rights and duties.

Mrs Sixsay : ***(1)*** ..... .

You : What rights do women have ?

Mrs Sixsay : ***(2)*** ..... .

You : Do they have duties too ?

Mrs Sixsay ***(3)*** ..... .

You : Can you list some of these duties ?

Mrs Sixsay ***(4)*** ..... .

You : It's believed that most of the time, their rights are violated. Can you enumerate some of the abuses they are victims of ?

Mrs Sixsay ***(5)*** ..... .

You : Now, in your opinion ; what can be done to protect women's rights ?

Mrs Sixsay ***(6)*** .....

You : Thanks, Madame. Now, I think I'm better informed and can be a good defender of women's rights.

SPECIMEN

LESSON 3

ZEINAB MUST ALSO GO TO SCHOOL !



« Mean girls go far in high school.
Kind women go far in life. »

— Mandy Hale —

LEARNING CONTEXT

On the Women's Day organized in your school by the British Embassy, the students of 4e decide to give a presentation on The importance of sending girls to school, in order to sensitize the population.

GOOD TO KNOW

VOCABULARY CONTENT

Barriers ; Challenges ; Child labour ; Child marriage ; Disability ; Early pregnancy ; Harmful ; Prejudices ; Sexism ; Childbirth ; School fees ; Boarding schools ; Scholarship ; Sexual harrasment ; Domestic chores

LANGUAGE FUNCTION

EXPRESSING OPINION WITH ...

1. FOR ME

– **For me,** a child's place is at school.

2. IN MY OPINION

– **In my opinion,** a child's place is at school.

3. I BELIEVE

– **I believe** that a child's place is at school.

4. I THINK

– **I think that** a child's place is at school..

MY DICTIONARY

BBC : British Broadcasting Corporation (une radio britannique) ; **Main** : principal ; **To hinder** : entraver, gêner ; **Remote** : éloigné (e) ; **To involve** : impliquer, comporter ; **To Complain** : se plaindre ; **To require** : exiger ; **To address** : s'adresser à ; **To enslave** : asservir, réduire en esclavage ; **Unborn** : qui n'est pas encore né

SPECIMEN

Session 1

1 Match the words or groups of words in Box A to their synonyms or definitions in Box B. ***Number 1 is an example***.

Box A	Box B
1. Barrier	a. belief that people of one gender are superior to people of the other gender
2. Prejudice	b. very young girl bearing a baby
3. Child marriage	c. obstacle
4. Child labour	d. physical, intellectual or moral handicap
5. Early pregnancy	e. causing damage
6. Disability	f. children's exploitation through any form of work
7. Challenge	g. difficulty / problem
8. Harmful	h. opinion formed in advance
9. Sexism	i. marrying very young girls by force

ANSWERS :

1. c ; 2. ..... ; 3. ..... ; 4. ..... ; 5. ..... ; 6. ..... ; 7. ..... ; 8. ..... ; 9. .....

2 Fill in the gaps with one of the following words or groups of words from the box. ***Number 1 is an example***.

barriers ; challenges ; child labour ; child marriage ; disability ; early pregnancy ; harmful ; prejudices ; sexism

1. I strongly believe that illiteracy and poverty are the main two **barriers** that hinder the emancipation of women.

2. In remote communities, ... is common and it sometimes involves little girls as young as 8.

3. She was left paralysed after her accident ; now she has to learn to live with her physical .....

4. Women are victims of so many ..... that parity seems not to be for tomorrow.

5. "When will it end, this old-fashioned ..... that women are weaker and inferior to men" ?, she complained.

6. The emancipation of rural women requires from the government to address many present and future .....

7. It is strictly forbidden to enslave, sell, ill-treat or exploit children through any form of .....

8. Pregnant women should avoid smoking ; it can be..... to their foetus.

9. ..... involves many risks both for the teenage girl and her unborn child.

3 With your partner, reorder the words of the sentences in the dialogue below. Then roleplay it in front of the class. ***Number 1 is an example***.

A. Should a girl go to school or stay at home to take care of household affairs ?

B. must / a / opinion / In / go / my / school / girl / to

(1) In my opinion, a girl must go to school.

A. What are the major barriers to girls' schooling ?

B. barriers / For / the persistent / prejudices / major / are / the / me

(2) .....

A. Many young girls are victims of child marriage. What is your opinion about that ?

B. my / is not / opinion / this / good / In

(3) .....

A. What solution do you suggest to help many girls to go to school ?

B. parents / For / be / should / sensitized / me

(4) .....

SPECIMEN

Session 2

1 Match the words or groups of words in Box A to their synonyms or definitions in Box B. ***Number 1 is an example***.

Box A	Box B
1. Childbirth	a. payment made to support a student's education.
2. School fees	b. inappropriate advances to have sex with a girl.
3. Boarding schools	c. residentials where students live and study during the school year.
4. Scholarship	d. the money paid for a person to go to school.
5. Sexual harrasment	e. process of bringing forth a child from the uterus.
6. Domestic chores	f. tasks such as cleaning, washing, and ironing that have to be done regularly at home.

Answers : **1.e** ; 2.... ; 3.... ; 4.... ; 5.... ; 6....

2 The conversation below is about girls' schooling. With your partner, reorder the words of the sentences to express opinions. Get ready to roleplay it in front of the class. ***Number 1 is an example***.

A : Is it good for a girl to go to school ?

B : I believe / is / good / for a girl / go / very / school / to / it / to

(1) **I believe it is very good for a girl to go to school.**

A : What can school bring to girls ?

B : think / develops / I / girls' potentials / school

(2) .....

.....

A : What is the main benefit of sending girls to school ?

B : believe / is / benefit / the / empowerment / main / I

(3) .....

.....

A : What is another benefit of girls' education ?

B : think / benefit / girls' skill / the improvement / is / another / I / of

(4) .....

.....

3 Complete the following sentences with the best options expressing opinions.

1. ..... that girls in the rural areas are really brave and courageous.

In my opinion / I think

2. ....., schools must be close to homes.

For me / I believe

3. ....., a girl's place is at school, not in the cocoa fields.

In my opinion / For me

4. ..... that it is high time to address the issue of equality in this meeting.

For me / I believe (that)

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

As a representative of the UNICEF in Liberia, you have to deliver a talk about the obstacles to young girls' schooling in this country. In your talk,

– give reasons why some girls don't go to school or abandon school ;

– explain the benefits of sending girls to school ;

– suggest solutions to promote girls' education.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1	e	identifier les mots et expressions relatifs aux activités de la femme rurale.	a	– She asked me to do all the domestic chores. – Mum said that it was my turn to wash the dishes.
2		exprimer une capacité à faire quelque chose.	b	– She is busier than she was before. – Housework is more difficult than office work.
3		utiliser les structures grammaticales pour rapporter un énoncé.	c	They could walk very long distances to collect firewood.
4		identifier les mots et expressions relatifs aux droits et devoirs de la femme.	d	– In my opinion, a girl must go to school. – I believe that it is good for a girl to go to school.
5		utiliser les structures grammaticales pour comparer deux éléments ou groupes d'éléments.	e	Collect firewood, clean, grind, tidy, harvest
6		identifier les mots et expressions relatifs à la scolarisation de la jeune fille.	f	Barrier, child labour, early pregnancy, sexism
7		exprimer une opinion.	g	What are a woman's duties and rights ?
8		demander ce que la femme rurale est capable de faire.	h	Suffrage, empowerment, duties, wages, rights, education, rear children
9		m'informer sur les droits et devoirs de la femme.	i	What is your opinion about sending girls to school ?
10		demander l'opinion de quelqu'un sur un sujet donné.	j	What can rural women do to improve their conditions ?

SPECIMEN

TEST 2

PART ONE : Reading for comprehension

Read the text and do all the activities that follow.

THE PLACE OF WOMEN IN THE SOCIETY

Far from being inferior, women are capable of sharing all the responsibilities of everyday life with men. Man and woman have been rightly compared to the two sides of the same coin, the wheels of the same carriage.

The main responsibility of a woman is to preserve the human race. Biology decrees that it is only the women who can bear and give birth to children.

Then as a mother, a woman's role is unique : she brings up children with extreme and protective care. The first school of a child is the lap of his mother. Napoleon said: "Give me good mothers and I will give you a good Nation".

Educated women can do much to reform humanity. In modern age, women are brightly demonstrating their talents in all the fields of progress. They are serving as teachers, doctors, engineers, administrators and even heads of States. More education among women means more progress of society. Gender equality should be a concern for men.

Adapted from www.worldpulse.com

A. VOCABULARY CHECK

The words in Column A are from the text. Match each of them to its meaning or synonym in Column B. Write your answers like in the example.

Example : 1-f.

Column A	Column B
1. sharing (line 1)	a) attention
2. preserve (line 4)	b) brilliantly
3. decrees (line 4)	c) preoccupation
4. unique (line 6)	d) domains
5. care (line 7)	e) exceptional
6. lap (line 7)	f) partaking
7. brightly (line 10)	g) perpetuate
8. fields (line 11)	h) knee
9. concern (line 14)	i) commands

B. COMPREHENSION CHECK

Choose the correct option to complete each sentence, according to the text. Write your answers like in the example. Example: 1-b

1. Man and woman are compared to the two sides of the same coin because :
   a) woman is inferior to man.
   b) woman and man complement each other
   c) man is superior to woman.
2. Preserving the human race is :
   a) the only one responsibility of a woman.
   b) the exceptional responsibility of a woman.
   c) the essential responsibility of a man.
3. "As a mother, a woman's role is unique" because :
   a) she bears children.
   b) she gives birth to children.
   c) she brings up children with care.
4. According to Napoleon :
   a) men are decisive in the future of a good Nation.
   b) all women are good mothers.
   c) a good nation is the result of good mothers
5. In modern age, women have talents :
   a) in all the domains of progress.
   b) in a few domains of progress.
   c) only as teachers, doctors and engineers.

SPECIMEN

PART TWO :
Language in use

Task A. The following sentences are from the text. Report each of them like in the example.
Example : 1. "Man and woman are compared to the two sides of the same coin".
- The elder said that man and woman were compared to the two sides of the same coin.

2. "The main responsibility of a woman is to preserve the human race".
- A wise woman claimed the young girls that .....

3. "It is only the women who can bear and give birth to children".
- A scientist repeated that .....

4. "Educated women can do much to reform humanity".
- The minister recognised that .....

Task B. Here are some sentences about different situations on women's rights and duties. Complete each sentence with the correct option to make it meaningful. Write your answers like in the example.
Example: 1-a

1. A woman is not ..... a man.
   a) less capable than ***b) capable than*** ***c) more capable***
2. In the past, mothers were ..... than today.
   a) less old ***b) old*** ***c) older***
3. Women are ..... than men.
   a) more protective ***b) protective*** ***c) less protective***
4. Between man and woman, who is ..... than whom ?
   a) responsible ***b) more responsible*** ***c) less responsible***

PART THREE :
Writing

You are interviewed by the English Club magazine on women's rights and duties. Answer the interviewer's questions and give your opinion when needed.

Interviewer : Do you think that women have equal rights as men today ?

You (1) :.....

Interviewer : In which fields do inequalities still exist ?

You (2) :.....

Interviewer : According to you, what can the government do to address wage inequalities in workplaces ?

You (3) :.....

Interviewer : Now, what can be done to combat sexual harassment and violence ?

You (4) : .....

Interviewer : Well, next to their rights, what are women's main duties ?

You (5) :.....

Interviewer : Do you think that women are aware of their duties as well as their rights ?

You (6) : Yes, of course, they know that they also have duties.

SPECIMEN

UNIT 3

TRAVELLING







- Writing -



SAMPLE

LESSON 1
HOW DO YOU GO TO SCHOOL ?



« I hated school. Even to this day, when I see a school bus it's just depressing to me. The poor little kids. »

— Dolly Parton —

LEARNING CONTEXT

For the next visit of their Nigerian penfriend, the students of 4e of Lycée Moderne of Anyama are writing a letter in order to inform him about the different means of transport people use in their country.

GOOD TO KNOW

VOCABULARY CONTENT

Bus ; Feet ; Bicycle ; Plane ; Car ; Boat ; Train ; Canoe ; Motorcycle ; Van ; Coach ; Horse ; Helicopter ; Ship ; Bus

LANGUAGE FUNCTIONS

EXPRESSING *LIKES* AND *DISLIKES*

1. LIKE / DISLIKE+NOUN

- Eureka and Venance **like scooters**.
- Léba **dislikes boats**.

2. LIKE / DISLIKE + VERB+ING

- Dioum **dislikes travelling** by boat.
- I **dislike going** to school on foot.

MAKING COMPARISONS

1. ADJ + ER + THAN

- A bicycle **is shorter than** a bus.
- A scooter **is faster than** a bicycle.

2. MORE + ADJ + THAN

- A bus is **more expensive than** a bicycle.
- A plane is **more comfortable** than a train.

MY DICTIONARY

Seaman : marin ; **Lagoon** : lagune ; **Meter** : mètre ; **Thanks to** : grâce à ; **To provide** : fournir, survenir à ; **Through** : à travers

SPECIMEN

Session 1

1 Use the nouns below to identify the different means of transport. ***Number 1 is an example***.

a bus ; a horse ; a helicopter ; an air plane ; a ship ; a boat



1. a horse



2. .....



3 . .....



4. .....



5. .....



6. .....

2 Complete the passage below with some means of transport from Activity 1 to make it meaningful. ***Number 1 is an example***.

In Côte d'Ivoire, we use many means of transport to move from one place to another. In Abidjan, thanks to SOTRA, people cross the lagoon from Yopougon to Plateau by (1) **boat,** and students and workers go either to school or to work by (2) ..... . There are airports in some big cities, such as Yamoussoukro and Bouaké. So, you can travel by (3) ....., to get there ; it's more comfortable and faster. Some rich people have their personal (4) ....., that they use to travel, by air. When people don't live too far from a place where they work or want to go, they usually go there on foot to avoid traffic jams. In Côte d'Ivoire, it's not common to see people travelling by (5) ..... .

3 Use the prompts below to express ***likes*** or ***dislikes. Number 1 is an example***.

1. I / by bus / like (go to school)

→ **I like going to school by bus.**

2. Tahounin / by horse / dislikes (ride)

→ ..... .

3. Solange and Pauline / by plane / like (travel)

→ ..... .

4. Kolo / by helicopter / likes (travel)

→ ..... .

5. This seaman / by boat / dislikes (sail)

→ ..... .

6. You / by bus / like (travel)

→ ..... .

SPECIMEN

Session 2

1 Name the means of transport below. ***Number 1 is an example***.



1. *a scooter*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Provide the comparative forms of these adjectives. ***Number 1 is an example***.

N°	Adjectives	Comparative forms	N°	Adjectives	Comparative forms
1	Short	**Shorter**	5	Weak	
2	Exceptional		6	Bad	
3	Marvellous		7	Dynamic	
4	Good		8	Splendid	

3 Use the items below to build comparative sentences. ***Number 1 is an example***.

1. car / train / long
   → **The train is longer than the car.**
2. bicycle / scooter / expensive
   → .....
3. canoe / boat / slow
   → .....
4. riding a motorcycle / travelling on foot / tiring
   → .....
5. plane / canoe / comfortable
   → .....
6. van / motorbike / modern
   → .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

Your Nigerian pen-friend Michael Okpara is planning to visit you soon. He writes you a letter to get some information about the means of transport in your country. In your reply,

- list the means of transport used in your country ;
- name the different means of transport used to go to different places ;
- write about which ones people like or dislike among the means of transport.

Below is your pen-friend's letter.

Lagos, Nigeria
PO box 7
Jake street 3p
April 7th 2021

Dear friend,

How are you ? I hope you're fine. I'm doing very well. I write you this letter to tell you that I will visit your country very soon. So, I want to know about the means of transport people use in your country. How do people go to school ? How do they go to work, neighbouring cities and villages ? What do people like most ? What means of transport do you advise me to use ?

Write soon

Michael Okpara

Dear Michael,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SPÉCIMEN

LESSON 2
AT THE AIRPORT

- Writing - 3

LEARNING CONTEXT

You have recently travelled to Lagos by plane to visit Babalola, your Nigerian friend. Back home, you decide to write and send him a letter so as to describe your travel.



« Happiness begins in the air. »

— English saying —

GOOD TO KNOW

VOCABULARY CONTENT

Runway ; Traffic control tower ; To land ; To take off ; Boarding pass ; Departure board ; Airport ; Passenger ; Customs officer ; Passport ; Luggage

LANGUAGE FUNCTIONS

MAKING COMPARISONS : THE SUPERLATIVE

1. SHORT ADJECTIVE : The + adjective + est

- The plane is **the fastest** means of transport.
- The plane is **the safest** means of transport.

2. LONG ADJECTIVE : The most + adjective

- The plane is **the most expensive** means of transport.
- The plane is **the most comfortable** means of transport.

EXPRESSING PREFERENCE

WOULD ('D) RATHER + VERB

- I'**d rather buy** a car.
- I'**d rather go** to school by bicycle.

MY DICTIONARY

Trolley : charrette ; **Issue** : parution (dans un journal) ; **Facilities** : installations, infrastructures ; **Item** : élément ; **Crowded** : bondé, surpeuplé ; **Busy** : occupé, chargé, plein

SPECIMEN

Session 1

1 Use the groups of words from the box to identify the pictures below. ***Number 1 is an example***.

a runway ; a traffic control tower ; to land ; to take off ; a boarding pass ; a departure board



1. *a departure board*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Provide the superlative or comparative form of each adjective in the table below. ***Number 1 is an example***.

N°	Adjectives	Superlative forms	N°	Adjectives	Comparative forms
1	Short	The shortest	6	Weak	
2	Exceptional		7	Bad	
3	Marvellous		8	Dynamic	
4	Good		9	Splendid	
5	Comfortable		10	Fast	

3 Turn the adjectives between brackets into superlatives by using the clues below. ***Number 1 is an example***.

1. the plane / the car / the bicycle **(expensive)**
   → **The plane is the most expensive.**
2. the airport / the bus station / the subway station **(beautiful)**
   → .....
   .....
3. pilot / bus driver / lorry driver **(competent)**
   → .....
   .....
4. travelling by plane / travelling by train / sailing by boat **(frightening)**
   → .....
   .....
5. an identity card / a passport / a boarding pass **(common)**
   → .....
   .....
6. a bus station / an airport / a car station **(crowded)**
   → .....
   .....

SPECIMEN

Session 2

1 Match the items in Box A to their synonyms or definitions in Box B. ***Number 1 is an example***.

BOX A	BOX B	Answers
1. Luggage 2. A pilot 3. A passenger 4. A customs officer 5. A passport 6. An airport	a. a person who checks the baggage of passengers b. a person who travels by plane c. a person who flies a plane d. a card people use to get in a plane e. baggage f. a station for planes.	1. e 2. ..... 3. ..... 4. ..... 5. ..... 6. .....

2 Look at **Activity 1** above, then use the words or groups of words from box A to identify the pictures below.









1. ..... 2. ..... 3. ..... 4. .....

3 Express your preference between the two options. ***Number 1 is an example***.

1. travel by the plane / sail by boat
   → **I'd rather travel by plane.**
2. visit the traffic control tower / stand on the runway
   → .....
3. watch a plane's take off / watch a plane's landing
   → .....
4. visit an airport / visit a bus station
   → .....
5. pull a trolley / carry the luggage
   → .....
6. like to be a pilot / work as a custom officer
   → .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

Your American pen-friend invited you to visit him in New York last holidays. You travelled by plane. Back home, you decide to write him a letter to describe your trip. In your letter,

- compare the airport of New York to that of Félix Houphouët-Boigny ;
- point out which airline companies you took and say if you liked them ;
- suggest which company to choose if one day your pen-friend decides to pay you a visit, and give the reasons for your choice.

NEW YORK AIRPORT	FÉLIX HOUPHOUËT-BOIGNY AIRPORT
Built in 1948 Size : 4,930, 000 square meters 16 million passengers / year	Built in 1975 Size : 25, 000 square meters 2 million passengers / year

SOME FAMOUS AIR COMPANIES IN THE WORLD	
Delta Air Lines ExpressJet Airlines Frontier Airlines	Royal Air Maroc Kenyan Airways Ethiopian Airways ACCRA Airways
CORSAIR	Air France
EMIRATES	BRUXELLES AIRLINES
JetBlue Airways	

SPÉCIMEN

LESSON 3

LET'S VISIT TOURIST SITES !

LEARNING CONTEXT

During a competition organised by the British Embassy, the students of 4e of Lycée Municipal 2 of Attécoubé are asked to write an article promoting tourist sites in their country.



« It's better to see something once than to hear about it a hundred times. »

— Russian proverb —

GOOD TO KNOW

VOCABULARY CONTENT

The women's monument ; The old post office ; The beach ; The craft market ; The victory bridge ; The museum of costumes ; Resorts ; The Abissa festival ; Attractions ; Souvenirs ; Neighbourhood ; Craft ; Market

LANGUAGE FUNCTIONS

MAKING SUGGESTIONS

1. HOW ABOUT + VERB + ING

– **How about visiting** the women monument of Grand-Bassam ?

2. WHY DON'T / DOESN'T + SUBJ + VERB

– **Why don't we visit** Moossou village in Grand-Bassam ?

ACCEPTING OR REFUSING A SUGGESTION

1. ACCEPTING

– a) What a good idea !
– b) That's a good idea.
– c) Let's do it !
– d) Yes, I'd like to !

2. REFUSING

– a) No, let's not.
– b) No, I have to leave now.
– c) What an awful idea !
– d) I am not really interested.

MY DICTIONARY

Emoticons : émoticônes ; **To relax** : se détendre ; **Amazing** : formidable, magnifique, etc. ; **Falls** : chutes ; **Scrambled** : brouillé, en désordre, mélangé (e)

SPECIMEN

Session 1

1 Choose and write the right names of the tourist sites in Grand-Bassam from the box and write them under the pictures. ***Number 1 is an example***.

the women's monument ; the old post office ; the beach ; the craft market ; the victory bridge ; the museum of costumes



1. *the old post office*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Your British friend, Edward, wants to visit some tourist places in Côte d'Ivoire. Read the situations and make a suggestion for each case. Then practise the conversation with your partner. ***Number 1 is an example***.

1. **A :** I need to visit a city in Côte d'Ivoire.
(Visit Grand-Bassam)
B : How about visiting Grand-Bassam ?

2. **A :** I'd like to cross a bridge (Cross the victory bridge of Bassam)
B : .....
.....

3. **A :** I want to know more about traditional clothes (Visit the museum of costumes)
B : .....
.....

4. **A :** I want to relax and be close to the sea (Go to the beach of Grand-Bassam)
B : .....
.....

5. **A :** I have never seen a historical monument (Go to see the women's monument)
B : .....
.....

6. **A :** I want to visit a craft articles' site (Take a walk tour to the craft market) of Grand-Bassam.
B : .....
.....

3 Rewrite a meaningful suggestion from the scrambled words given in each list : ***Number 1 is an example***.

1. visit / Why don't / post / old / office / the / we / ?
→ **Why don't we visit the old post office ?**
2. women's monument / you / to see / go / Why don't / the / ?
→ .....
3. victory bridge / Why doesn't / the / cross / she / ?
→ .....
4. Why don't we / to the beach / go relaxing / ?
→ .....
5. the museum of costumes / you / Why don't / ? / visit
→ .....
6. go and buy / Why don't we / at the craft market / souvenirs / ?
→ .....

SPECIMEN

Session 2

1 The paragraph below is about Grand-Bassam. Complete it with the appropriate words or groups of words from the box. ***Number 1 is an example***.

resorts ; the Abissa Festival ; attractions ; souvenirs ; neighbourhoods ; craft market

Grand-Bassam is a tourist town near Abidjan. It has many hotels and (1) **resorts** where tourists can sleep well, eat delicious food and have a beautiful sight of the beach. Grand-Bassam includes many (2) ...., namely Moossou, Quartier France or Petit-Paris. Grand-Bassam also has tourist (3)..... ..... People can visit the (4)..... where they can watch local sculptors and artists working and buy (5)..... .They can participate in the (6) ....., an amazing celebration made up of the music, dance and spiritual life of the local Nzima people.

2 Classify the expressions from the box in the table into two main categories. ***Do like in the example.***

No, I don't need that / Ok, That's fine ! / What a terrible idea ! / It would be good / I am not really sure / Yes, let's go ! / No, I'm sorry / I really enjoy it

Accepting a suggestion	Refusing a suggestion
Yes, let's go !	.....
.....	.....
.....	.....
.....	.....

3 Look at the conversations below and observe the emoticons to accept or refuse each suggestion. Then practise them with your partner. ***Number 1 and 2 are examples***.

1. **A :** How about visiting the Museum of costumes ?
   B : Yes, that is a good idea !
2. **A :** How about going to the casino ?
   B : No, let's not.
3. **A :** Why don't we go swimming in the sea ?
   B : .....
4. **A :** How about buying some souvenirs ?
   B : .....
5. **A :** Why don't we go to visit the old post office ?
   B : .....
6. **A :** How about visiting the women's monument ?
   B : .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

For the promotion of tourism in Côte d'Ivoire, the Chairman of the English club of your school asks the students of 4e to write an article about tourist sites in their regions. As a member of that level, in your article,

- give an attractive title ;
- list the different tourist sites of the city you have chosen ;
- suggest a site that tourists must visit.

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1	g	identifier les moyens de transport.	a	How about travelling by boat ?
2		refuser une suggestion.	b	Airport, custom officer, luggage , pilot …
3		exprimer ce qu'on aime et ce qu'on n'aime pas.	c	What an awful idea !
4		exprimer une préférence.	d	The plane is faster than a car.
5		comparer un élément à un ensemble d'éléments.	e	Beach, museum of costumes, craft market
6		faire des suggestions.	f	The plane is the most expensive means of transport.
7		employer les mots relatifs à un voyage en avion.	g	Bus, boat, car, foot
8		accepter une suggestion.	h	I'd rather visit the museum.
9		comparer deux éléments.	i	That's a good idea !
10		identifier des sites touristiques.	j	I like cars / I dislike bicycles.

SPECIMEN

TEST 3

PART ONE :
Reading for comprehension

Read the text and do all the activities that follow.

TRAVELLING

Travelling is something which people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. But for some people, travelling is not fun at all. Some people suffer from travel sickness. This means that they will become very unwell each time they travel.

Travelling can be either affordable or costly. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you power it by using your legs. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport, but are more expensive to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.

The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.

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

A. VOCABULARY CHECK

Match each word from the text in Column A to its synonym in Column B. Example : 1-a

Column A	Column B
1. travel (L1)	a. move
2. trip (L2)	b. unpleasant
3. covered (L3)	c. activate
4. abroad (L3)	d. voyage
5. fun (L4)	e. pleasure
6. unwell (L5)	f. accessible
7. affordable (L6)	g. travelled
8. power (L7)	h. before
9. prior to (L15)	i. overseas

B. COMPREHENSION CHECK

Say if the statements below are true (T) or false (F). Give the lines of the text to justify your choices. Example : **1 : T** (L1)

1. Travelling is an action people always do.
2. People always enjoy travelling abroad for holidays.
3. Travelling can never be affordable or costly.
4. A plane is necessary for long distances.
5. People arrive at the airport long time before the departure.

SPÉCIMEN

PART TWO :
Language in use

Task A. GAP FILLING

The text below is about a rich American trader and the different means of transport she uses.
Complete it with : walks ; by sailing ; travel by plane ; bicycle.
Example : 2 - bicycle

Likane is a very rich trader. She lives in the USA, near the sea. She goes to her job **(1)** ..... her boat. From time to time, she rides her **(2)** ..... just to practise sport. It is only to move to the pharmacy that she **(3)** ....., because it is not far.

But she is obliged to **(4)** ..... when she comes in Africa.

Task B. Complete the following text with : *prefer ; would rather ; prefers ; prefer*

Example : 1- prefer

I (1) ..... the bus to the car because the drivers of buses are generally careful. My brother says he **(2)** ..... travel by plane because he does not like boat. Unfortunately, he has no money. So, for the time being, he **(3)** ..... travelling by car. I always tell him that cars are better than everything. I personally **(4)** ..... cars.

PART THREE :
Writing

You are taking part in a writing competition on the following topic : " The best means of transport".
Write a paragraph of 12 lines maximum in which you,

- point out the best means of transport you know ;
- say why you dislike some means of transport ;
- explain why you prefer the means of transport you have chosen.

SPECIMEN

UNIT 4

FASHION



SPECIMEN

- Writing -



LESSON 1
TRADITIONAL AND MODERN OUTFITS

LEARNING CONTEXT

On the occasion of the celebration of the "Cultural Day", the chairman of the English Club asks the students of 4e from Lycée Moderne of Divo to write a paragraph, in order to describe the clothes people wear in their regions during special events.



« Good clothes open all doors. »

— Thomas Fuller —

GOOD TO KNOW

VOCABULARY CONTENT

Tapa cloth ; Tie ; Trainers ; Tights ; Denim trousers ; Kita cloth ; Silk sweater ; Flowery shirt ; Indigo cloth ; Mud cloth ; Kente cloth ; Bazin bubu ; Kamaje bubu ; Bandana ; Scarf ; Headscarf ; Dashiki dress ; Striped dress

LANGUAGE FUNCTIONS

GIVING REASONS WITH

1. BECAUSE

– I learn my English lessons every day because I want to get good marks.

2. BECAUSE OF

– Elaina likes Kita cloth because of its beauty.

ASKING AND ANSWERING ABOUT WHAT PEOPLE ARE WEARING

Questions	Answers
What are you wearing ?	I am wearing tapa cloth.
What is she wearing ?	She is wearing a dress.
What are they wearing ?	They are wearing khaki uniforms.
What am I wearing ?	You are wearing a T-shirt.

MY DICTIONARY

Cheap : bon marché, moins chère ; **Fashionable** : à la mode ; **Heavy** : lourd ; **Fabric** : tissu ; **Jacket** : veste ; **Ending** : fin ; **To reveal** : révéler, dévoiler ; **Fashion show** : défilé de mode ; **Whereas** : tandis que

SPECIMEN

Session 1

1 Use the words or expressions from the box to identify the pictures below. ***Number 1 is an example***.

a tapa cloth ; a kamanje bubu ; a bazin bubu ; a kente cloth ; a kita cloth



1. ***a kita cloth***



2. .....



3. .....



4. .....



5. .....

2 Look at the pictures below and describe what each person is wearing. ***Number 1 is an example*** .



1. **Christ is wearing a silk sweater.**



2. Alida Agbéké .....



3. Essoh N'baw .....



4. Abgéké Patrick .....

3 With your neighbour, ask and answer questions about what the people below are wearing. Then practise the dialogues. ***Do like in the example***. (Q= Question / A = Answer)



Eva flore

1. Q : What is Eva Flore wearing ?
   A : She is wearing a headscarf.



Tatiana

2. Q : ..... ?
A : .....



Anzoua

3. Q : ..... ?
A : .....

SPECIMEN

Session 2

1 In the table below, circle (○) the correct word or group of words that corresponds to each picture. Then write your answers in the space provided. ***Number 1 is an example***.

1  indigo cloth ; mudcloth ; **tights**	**2**  trainers ; sandals ; shoes
3  trousers ; demin trousers ; shorts	**4**  t-shirt ; shirt ; silk sweater
5  bandana ; scarf ; headscarf	**6**  dashiki dress ; striped dress ; flowery dress

2 Write sentences expressing a reason with ***"because"***. Do it individually, then compare your answers with your partner's. ***Number 1 is an example.***

1. Sidi / to like trainers / fashionable
   → **Sidi likes trainers because they are fashionable.**
2. Girls / to wear tights / comfortable
   → .....
3. Koré / to buy a tie / cheap
   → .....
4. Assandé / not to like jackets / heavy
   → .....
5. Kylian and Keren / not to like denim trousers / popular
   → .....

SPECIMEN

3 Reorder the scrambled words to build meaningful sentences expressing a reason with ***"because of"***. Compare your answers with your partner's. ***Number 1 is an example.***

1. Mimi / to like Kita cloth / its beauty

   → **Mimi likes Kita cloth because of its beauty.**

2. Women / to wear head tie / its different colours

→ .....

.....

3. Sylvie / to put on dashiki blouses / the fashion show

→ .....

.....

4. Rima / to prefer bazin fabrics / the quality

→ .....

.....

5. Elaina / its beauty. / likes Kita cloth

→ .....

.....

SPÉCIMEN

Session 3

COMMUNICATION ACTIVITY

You are attending a festival in your village. Your Liberian friend, Christ Emmanuel, wants you to describe, via WhatsApp, the clothes people are wearing. In your message,

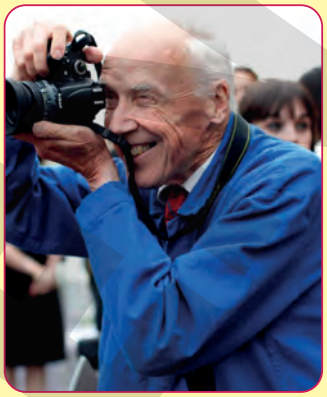
- name the clothes people are wearing ;
- say if these clothes are traditional or modern ;
- give the reasons why some people like wearing traditional clothes, whereas others don't.

SPÉCIMEN

LESSON 2
READY FOR THE FASHION SHOW !

LEARNING CONTEXT

You are sent by the English Club of your school to attend the Accra Fashion Week. Once back, the coordinator asks you to write a paragraph describing the event in order to inform the other members of the club.



« Fashion is the armor to survive the reality of everyday life. »

— Bill Cunningham —

GOOD TO KNOW

VOCABULARY CONTENT

Collection ; Fashion designer ; Catwalk ; Hairdresser ; Model ; Make-up artist ; Fashion show ; Fashion capitals ; Ready-to-wear ; Latest ; Fashionable ; Old-fashioned ; Famous ; Advertize

LANGUAGE FUNCTIONS

EXPRESSING *LIKES* AND *DISLIKES*

1. LIKE + OBJECT / LIKE + VERB-ing
- Abolé likes denim skirts a lot.
- Melki likes wearing trainers.

2. DISLIKE + OBJECT / DISLIKE + VERB-ing
- Noura dislikes tights.
- Sara dislikes wearing traditional clothes.

PERSUADING / DISSUADING

1. PERSUADING

A : « I don't know what to wear today. »

B : Try on this bazin bubu.
I am sure you'll like it.

2. DISSUADING

A : « I like this fabric very much. »

B : I am afraid you can't afford it.
It's too expensive.

MY DICTIONARY

To remain : rester ; **Close friend** : ami proche ; **To fail** : échouer (à un examen) ; **Recent** : récent ; **Issue** : sortie, publication ; **Report** : rapport, compte rendu ; **Involved** : impliqué ; **To attend** : assister à ; **To afford :** se permettre

SPECIMEN

Session 1

1 Use the words or expressions from the box to identify the pictures below. ***Number 1 is an example.***

a fashion designer ; a catwalk ; a hairdresser ; a model ; a make-up artist ; a fashion show



1. *a model*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Match the words or groups of words in Box A to their synonyms or definitions in Box B. One option in Box B is not concerned. ***Number 1 is an example.***

Box A	Box B
1. a fashion show	a. a shop that sells clothes and accessories
2. a fashion house	b. expensive and unique clothing
3. boutique	c. a platform on which models walk to present new clothes
4. a catwalk	d. a ceremony organized to present new clothes
5. a model	e. a company producing and selling luxury clothing
6. couture	f. a mannequin
	g. a person who builds houses

Answers : 1- d ; 2. .... ; 3. .... ; 4. .... ; 5. .... 6. ....

3 Read the phrases below and observe the emoticons to write sentences about *likes* and *dislikes*. Do it individually, then compare your answers with your neighbour's. ***Number 1 and 2 are examples.***

1. Sandra / fashion shows
   → **Sandra likes fashion shows.**
2. Prisca / mini-skirts
   → **Prisca dislikes mini-skirts.**
3. Sinzé / American models
   → .....
   .....
4. City dwellers / Haute Couture clothing
   → .....
   .....
5. Larissa / working for a Fashion House
   → .....
   .....
6. Koné / going to boutiques
   → .....
   .....

SPECIMEN

Session 2

1 Fill in the blanks below with the words or groups of words from the box to build a meaningful paragraph : ***Number 1 is an example.***

designer ; collection ; fashion capitals ; ready-to-wear ; latest ; fashionable

Christophe Kane is a famous **(1) designer** Every year, he presents his (2) ..... composed of the newest and (3) ..... articles of clothing. He travels to Paris, New york and other (4) ..... to advertise his creation. His clothes are never old-fashioned. They always remain (5) ..... . Clients can wear his clothes as soon as they buy it. They are (6) ..... .

2 Read the situations below and write expressions to dissuade or persuade in each case. Compare your answers with your partner's. Then practise the dialogue with him. ***Number 1 and 2 are examples***.

1. **A :** I know nothing about it but I want to organise a fashion show.

   B : I don't think it will work.

2. **A :** I like creating new clothes. I want to be a designer.

   B : That's a good idea.

3. **A :** Akouba is poor but she wants to travel to fashion capitals.

   B : .....

   .....

4. **A :** Gregoire is rich and he wants to wear latest and fashionable clothes.

   B : .....

   .....

5. **A :** Your close friend fails his Bepc exam. He must repeat his class.

   B : .....

   .....

6. **A :** Mom is leaving home for the market. My junior brother will not accept.

   B : .....

   .....

3 Your friend wants to be a designer. Write a small paragraph to dissuade or persuade him / her to take that career. Give the reasons for your position.

.....

.....

.....

.....

.....

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.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

You attended a fashion show organized by the Ivorian designer Gilles Touré. As a "journalist" working for the English Club Magazine of your school, you have to write a report about the ceremony. Your article will be published in the next issue of the English Club Magazine. In your paragraph,

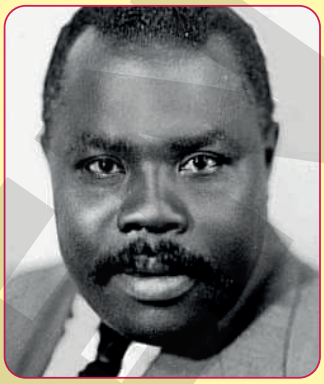
- name the clothes you saw during the ceremony ;
- indicate the ones you liked and disliked there ;
- persuade or dissuade your friends to come to the next fashion show.

SPÉCIMEN

LESSON 3
STAY NATURAL !

LEARNING CONTEXT

After attending a conference on the use of cosmetics by an American dermatologist, the students of 4e from your school decide to write an article for their English Club magazine. This article is about the dangers related to the use of bleaching creams, in order to sensitize their fellow students.



« the black skin is not a badge of shame, but rather a glorious symbol of national greatness. »

— Marcus Garvey —

GOOD TO KNOW

VOCABULARY CONTENT

Bleaching cream ; Skin complexion ; To be proud ; To bleach ; Attractive ; Perfume ; Dermal infection ; Skin cancer ; Skin bleaching ; Dermatologist ; Skin spots ; Side effects

LANGUAGE FUNCTIONS

GIVING REASON WITH "*SINCE*"

SINCE + SUBJ + VERB + COMPL

– Rima bleaches her skin, since she wants to have a light complexion.

– Caroline dislikes bleaching products, since they have side effects.

ASKING FOR ADVICE/ GIVING ADVICE WITH "*SHOULD*" OR "*SHOULDN'T*"

Question	Answer
What **should** a dark complexion girl **avoid** ?	A dark complexion girl **should avoid** bleaching her skin.
What **shouldn't** dark complexion girls **do** ?	Dark complexion girls **shouldn't bleach** their skins.

MY DICTIONARY

Unpleasant : désagréable ; **Harmful** : nuisible, néfaste, nocif ; **To avoid** : éviter ; **Aim** : but ;

SPECIMEN

Session 1

1 The words or groups of words in Box A are related to the use of bleaching products. Match each of them to its synonym or definition in Box B. ***Number 1 is an example***.

BOX A	BOX B
1. A bleaching cream 2. A skin complexion 3. To be proud 4. To bleach 5. Attractive 6. Perfume	a. fragrance b. a product that changes the colour of the skin c. charming d. colour of the skin e. to lighten and change the colour of the skin f. to be satisfied and honoured

1. b **2.** ..... **3.** ..... **4.** ..... **5.** ..... **6.** .....

2 Look at **Activity 1,** then use the words or groups of words from box A to complete the passage below about bleaching products to make it meaningful. ***Number 1 is an example***.

(1)**A bleaching cream** is a cream used to change the skin colour. Many girls use this product since they are not satisfied with their (2) ..... .They want to look more (3) ..... . .They also use (4) ..... to have good smell. I Think that dark complexion girls have (5) ..... of their skin colour, they must not (6)..... it.

3 Write sentences expressing reasons, using "since". Do it individually, then compare your answers with your partner's. ***Number 1 is an example***.

1. Carla / to bleach her skin / to be attractive

   → **Carla bleaches her skin since she wants to be attractive.**

2. Girls / to use bleaching creams / to be pretty

   → .....

   .....

3. Perla / to buy bleaching creams / to change her complexion

   → .....

   .....

4. Honorine / to lighten her skin / not to be proud of her complexion

   → .....

   .....

5. Catherina and Melania / to use perfume / to have good smell

   → .....

   .....

SPECIMEN

Session 2

1 Fill in each gap with the appropriate word or phrase chosen from the box. ***Number 1 is an example***.

lotion ; skin cancer ; skin bleaching ; a dermatologist ; skin spots ; side effects

1. **Side effects** are undesirable and unpleasant effects of a medical treatment.
2. ..... is a disease provoked by the use of bleaching creams.
3. ..... are black points that appear when we bleach skins.
4. ..... is the fact of changing the colour of the skin in order to have a light complexion.
5. ..... is the whole group of all products used to be attractive.
6. ..... a specialist of skin problems.

2 Reorder the words or groups of words below to ask and give advice. Compare your answers with your partner's. ***Number 1 is an example***.

1. a beautiful / do / should / we / skin / ? / What / to have

   → **What should we do to have a beautiful skin ?**
2. should / girls / as cream / ? / What / use

→ .....

.....
3. Clara / use / shouldn't / What / ?

→ .....

.....
4. Girls / bleaching / avoid / skin / should / their

→ .....

.....
5. products / shouldn't / harmful / use / Aline

→ .....

.....
6. should / of / their skin / colour / African women / be proud of

→ .....

.....

3 Complete the sentences with ***should*** or ***shouldn't*** to build meaningful sentences expressing advice. ***Number 1 is an example***.

1. You **shouldn't** change the colour of your skin.
2. People ..... know that bleaching creams are harmful.
3. Young girls ..... be sensitized about the dangers of skin bleaching.
4. Governments.....talk about the bad effects of bleaching products.
5. Husbands ..... encourage their wives to bleach their skin.
6. To have a healthy skin, young girls ..... use make-ups and hair sprays abusively.
7. Dermatologists say women ..... use safe beauty products.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

The British NGO ''Proud of My Black Skin'' is organizing a writing competition. The aim of the competition is to sensitize young people about the dangers of the use of bleaching creams. You decide to write an article to participate in the competition. In your piece of writing, name the clothes you saw during the ceremony ;

- give three (03) reasons why people use bleaching creams ;
- give three (03) consequences of using bleaching creams ;
- suggest two (02) things people should do and two (02) they shouldn't do to avoid skin problems.

Write your production in not more than twelve (12) lines.

SPECIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

1 J'ai appris à …

1	d	identifier des vêtements modernes et traditionnels.	a	- You should be proud of your complexion ; - You shouldn't bleach your skin.
2		exprimer une raison.	b	a showcase, fashionistas, a parade, a designer ; a blazer, a collection
3		utiliser un vocabulaire relatif à l'environnement de la haute couture et de la mode.	c	a bleaching cream / lotion
4		dire ce qu'on aime et ce qu'on n'aime pas.	d	tights, a tie, a mud cloth
5		persuader ou dissuader.	e	skin cancer, dermal infection, side effects
6		décrire des types de vêtements et accessoires que l'on porte.	f	- I think it is not a good idea ; - Good ! I think It will work.
7		identifier les dangers liés à la dépigmentation de la peau.	g	- I like traditional clothes ; - I dislike modern clothes.
8		employer un vocabulaire relatif aux produits cosmétiques.	h	Agatha bleaches her skin because she wants to be attractive.
9		donner des conseils.	i	Anoh is wearing a swede blazer and woolly trousers.

SPECIMEN

TEST 4

PART ONE :
Reading for comprehension

Read the text and do all the activities that follow.

FASHION SHOW

A fashion show is an event put on by a fashion designer to showcase their upcoming line of clothing and accessories during fashion week. Fashion shows start every season, particularly the summer and winter seasons. This is where the latest fashion trends are made. The two most influential fashion weeks are Paris fashion week and New York fashion week, which are both semi-annual events. The Milan, London and Berlin fashion weeks are also of global importance.

It is a typical fashion show, models walk on the catwalk dressed in the clothing created by the designer. Clothing is illuminated on the runway using various forms of lighting and special effects.

The order in which each model walks out wearing a specific outfit, is usually planned in accordance to the statement that the designer wants to make about their collection.

Occasionally, fashion shows take the form of installations, where the models are static, standing or sitting in a constructed environment.

Adapted from wikipedia

A. VOCABULARY CHECK

Match the words or expressions from Column A to their synonyms or meanings in Column B according to the text.

Example : 1. a

Column A	Column B
1. event (L1)	a. occasion
2. showcase (L1)	b. the two
3. upcoming (L1)	c. advertise
4. trends (L3)	d. catwalk
5. both (L5)	e. in agreement with
6. global (L6)	f. future, approaching
7. runway (L8)	g. article of clothing
8. outfit (L10)	h. modes, movements
9. in accordance to (L10-11)	i. general, international

B. COMPREHENSION CHECK

Read the text again and give short answers to the following questions (two lines maximum).

1. In what seasons do fashion shows begin ?

2. Where do the two most influential fashion weeks happen ?

3. How does clothing enlighten the runway ?

4. Who makes the decision about the order in which each model walks ?

SPECIMEN

PART TWO :
Language in use

Task A : The following sentences are related to fashion. Read them and choose the best option between brackets. Example : 1- shouldn't

1. Teenagers (should / shouldn't) ***shouldn't*** follow fashion blindly.
2. Designers (should / shouldn't) ..... be more and more imaginative.
3. We (should / shouldn't) ..... teach our children how to wear traditional clothes.
4. I think that we (should / shouldn't) ..... copy our clothing style from abroad.

Task B : Complete the paragraph below with "because" or "because of ".

Example : 1- because of

My grandparents used to tell me that when it's very sunny, it is better to wear a long-sleeved shirt (1) **because of** the high risk of malaria.

But, I don't think that the sun can give malaria (2) ..... . doctors say that malaria is caused by mosquito bite. I prefer short-sleeved shirts (3) ..... , they are more comfortable. But, African usually wear T-shirts (4)..... the hot weather.

PART THREE :
Writing

You invite your Nigerian friend, Ikwe, to a fashion show, but he refuses to come because he does not know the importance of fashion shows.

Write a paragraph to tell him the importance of fashion shows. In your piece of writing,

– define a fashion show ;
– identify what Ikwe should do ;
– give the reasons for your viewpoint.

(12 lines maximum).

SPECIMEN

UNIT 5

CITY OR VILLAGE?





- Listening -



SPECIMEN

LESSON 1
LIFE IN THE CITY

LEARNING CONTEXT

The students of 4e from Lycée Moderne Adzopé 1 are getting prepared to give a presentation on modern cities at the next English Club meeting of their school. They listen to a BBC broadcasting about Abidjan in order to compare Abidjan in the past to Abidjan today.



« Big cities, big dreams and solitude all around. »

— Sonali Bendre —

GOOD TO KNOW

VOCABULARY CONTENT

City ; Swimming pool ; Tarred lanes ; Traffic lights ; Bus station ; Police station ; Stressful ; City dwellers ; Unsafe ; Crowded ; Traffic jam ; Noisy ; Tarred road ; Supermaket ; Skyscraper

LANGUAGE FUNCTIONS

EXPRESSING A WISH

WISH / WISHES (...) + PAST SIMPLE

- I **wish I lived** in the village (*I don't live in the village*).
- Sarah **wishes** she **had** a car (*She doesn't have the car*).

EXPRESSING A PURPOSE

IN ORDER TO + VERB

- Zémogo goes to the city **in order to find** a job.
- People go to the swimming pool **in order to swim**.

MY DICTIONARY

King-size : très grand ; **Ugliness** : laideur ; **Ending** : fin ; **To underline** : souligner ; **Podcast** : contenu audio numérique ; **To link** : relier ; **To cope with** : gérer, affronter, supporter, faire avec ; **File a complaint** : déposer plainte ; **To hear :** entendre

SPECIMEN

Session 1

1 Use the following words or phrases to identify the pictures below. ***Number 1 is an example***.

a city ; a skyscraper ; tarred road ; traffic lights ; a supermarket ; a police station



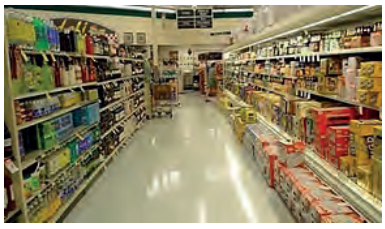
1. *a city*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Listen to the teacher and underline the words or phrases you hear among the different options.

Life in the city is very **1-** **(interesting / good).** The city is very **2-** **(beautiful / big).** You can see **3-** **(traffic lights / tarred lanes)** everywhere. There are also modern **4-** **(bus stations / police stations).**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Read the situations below and express wishes by using "wish" and the information between brackets. Then practise the dialogues with your partner. ***Number 1 is an example***.

1. **A :** I live in the city, but I don't like it **(live in the village)**.

   B : **I wish I lived in the village**.

2. **A :** Effoua is flying to London but she doesn't understand English **(speak English).**

   B : .....

   .....

3. **A :** Anouma wants to go to the city but there is no bus **(have his own car).**

   B : .....

   .....

4. **A :** City dwellers are tired of pollution **(to be in a cleaner environment).**

   B : .....

   .....

SPECIMEN

Session 2

1 Fill in the gaps with the following words or expressions. ***Number 1 is an example***.

stressful ; city dweller ; unsafe ; crowded ; traffic jam ; noisy

1. People in cities are under pressure because the city environment is **stressful**.
2. A ..... is a person who lives in a city.
3. Abidjan is very ..... with bars and night clubs loudly playing music at every corner.
4. Life in the city is often.....because of the high level of insecurity.
5. A.....is a long queue of vehicles that can't move forward.
6. Millions of people live in cities. So, cities are very..... places.

2 Listen to the teacher and fill in the gaps with the words you hear.

It is very (1)..... to live in the city. (2) ..... have to cope with many difficulties. Cities can be (3) .....That is why many people wished they (4) ..... a peaceful life in the village.

3 Choose the suitable ending for each sentence to express a purpose with "in order to". ***Number 1 is an example***.

1. Zémogo goes to the city (a. chase animals b. find a job c. fetch water)
   → Zémogo goes to the city in order to find a job.
2. Kétcho goes to the swimming pool (a. learn how to swim b. watch a film c. play football)
   → .....
3. Laurice is at the bus station (a. swim b. travel to her village c. take a shower)
   → .....
4. Sounkallé goes to the police station (a. buy cosmetics b. steal money c. file a complaint)
   → .....
5. Sarah wants to avoid traffic jams (a. cause pollution b. be on time at work c. buy a car)
   → .....

SPÉCIMEN

Session 3

COMMUNICATION ACTIVITY

The American Cultural Center is organizing a listening competition in your school. You are asked to listen to a poadcast about cities. As you are listening to it,

A. observe the pictures and circle (O) those mentioned.

1 

2 

3 

4 

5 

6 

B. decide if the statements below are true or false. Write T for true and F for false. Number 1 is an example.

1. A crowd is a group of people gathered together. **T**
2. There are many jobs in cities. ……
3. People can work in a café. …….
4. Cities are often polluted. …….
5. There are four types of pollution in the city. …….

C. fill in the gaps of the listening passage with the appropriate missing words.

A city is a place where many people live. Cities are crowded places. A crowd is a group of **(1)** ..... gather together. There are many jobs in the city. Many people move to the city to find a job. You can work at an office or a factory. You can work in a shop or a café. Cities have cultural institutions such as museums and **(2)** ..... Cities have financial institutions such as banks. Cities have medical facilities such as hospitals and clinics. Cities have education institutions such as colleges and **(3)** ..... . Cities usually have public transportation. There are buses and taxis. There are subways and **(4)** ..... . There is a lot of traffic in the city. Sometimes, there are so much traffic that vehicles can't move. That's called a traffic jam. There are many lights in the **(5)** ..... . There are traffic lights. Cities are often polluted. Pollution is anything that harms the environment. There is air pollution. There is water pollution. There is **(6)** ..... pollution. Cities are noisy places.

SPECIMEN

LESSON 2
LIFE IN THE VILLAGE



« The sun does not forget a village just because it is small. »

— African proverb —

LEARNING CONTEXT

During an English class, the teacher asks his students of 4e to listen to a VOA (Voice Of America) program about city life and village life in order to compare them, express their feelings and give the reasons for their feelings.

GOOD TO KNOW

VOCABULARY CONTENT

Village ; Well ; Hut ; Water pump ; Thatched roof ; Bamboo chair ; Rural life ; Boring ; Crops ; Tap water ; Peaceful ; Boring ; Rural life ; Palaver tree ; Food crops ; Cash crops

LANGUAGE FUNCTIONS

EXPRESSING FEELINGS

1. PLEASANT FEELINGS

- I **am happy** to see my village again.
- She **is very glad** to go to her village.
- They **feel delighted** to be here.

2. UNPLEASANT FEELINGS

- I **am sad** today.
- She **is very angry**.
- They **feel upset** about the lack of tap water.

EXPRESSING A REASON

DUE TO + NOUN

- Villagers can't drink clean water **due to the lack of tap water**.
- **Due to the rain**, the villagers didn't go to farm yesterday.

MY DICTIONARY

To care about : se soucier de, s'occuper de ; **To live** : habiter, vivre ; **Utterance** : énoncé

SPECIMEN

Session 1

1 Use the following words or phrases to identify the pictures below. ***Number 1 is an example.***

a village ; a well ; a hut ; a water pump ; a bundle of firewoods ; a bamboo chair



1. *a village*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Listen to the teacher and fill in the gaps with the missing words.

1. It is interesting to live in the .....

.....

2. People drink water from the .....

.....

3. They have comfortable .....

.....

4. With .....

.....

3 Read each situation below and underline the feeling that corresponds to it. ***Number 1 is an example.***

1. Seydou lives in a comfortable hut.

   a. He is very sad b. He is very happy

2. There is no water in the well.

   a. Villagers are sad b. Villagers feel delighted

3. Akouba caught a lot of fish.

   a. She feels very upset b. She is very glad

4. Somebody died in the village.

   a. Villagers are very sad

   b. Villagers are very happy

SPECIMEN

Session 2

1 Fill in the gaps with the appropriate words or expressions below. Do it individually, then compare your answers with your partner's. ***Number 1 is an example.***

boring ; rural life ; palaver tree ; food crops ; tap water ; peaceful ; cash crops

1. Village life is calm and **peaceful**.
2. A ..... is a tree under which people meet to find solutions to the village problems.
3. Cocoa and coffee are ..... that farmers plant in Côte d'Ivoire.
4. Because of the lack of....., villagers are obliged to drink water from the well or the river.
5. There is no amusing activities in the village ; so life can be .....
6. Many villagers prefer planting ..... like rice, yam and plantains.
7. Life in the village is also named .....

2 Listen to the teacher and underline the word or phrase you hear between the two options.

Life in the village is **(1) boring / peaceful. (2) Villagers / People** live in huts. In some villages, they drink **(3) tap water / water** from the pump. They also plant **(4) cash crops / food crops.**

3 Find in Box B the suitable endings to the statements in Box A, and form meaningful sentences expressing reasons with "due to". ***Number 1 is an example***.

BOX A	BOX B
1. Some farmers prefer planting cash crops	**A.** the absence of amusing activities
2. Villagers drink unsafe water	**B.** the difficulties of life in villages
3. Villages are peaceful places	**C.** the lack of tap water
4. Rural life is often boring	**D.** the absence of conflict between villagers
5. Young villagers go to the city	**E.** the expected financial profits

1- E : Some farmers prefer planting cash crops due to the expected financial profits.

2. ..... : .....

3. ..... : .....

4. ..... : .....

5. ..... : .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

The English Club of your school is organizing a debate about life in the village next Wednesday afternoon. In order to get ready for the debate, you searched and discovered a BBC programme on the same topic. As you listen to it,

A. tick (√) its main idea among the 3 options.

1. Advantages of life in the village.
2. Difficulties of life in the village.
3. Advantages and disadvantages of life in the village.

B. circle (O) the letter of the correct answer to each question.

1. What is the possible positive aspect of village life ?
   a. It is relaxing.
   b. It is peaceful.
   c. It is quiet and safe.

2. Why can village life be boring ?
   a. Because there is no activity.
   b. Because many people are old.
   c. Because life is slower.

3. Why is it difficult to get to places or travel ?
   a. Because the roads are bad.
   b. Because the transportation system is not good.
   c. Because people refuse to travel.

4. What do the difficulties of village life provoke ?
   a. Poverty
   b. Rural exodus
   c. Suicide

C. Complete the dialogue below with your partner and roleplay it.

Mensah : Hello my friend !

You : (1) .....

Mensah : What is the name of your village ?

You : (2) .....

Mensah : Where is it located ?

You : (3) .....

Mensah : Is it good to live there ?

You : (4) .....

Mensah : Why ?

You : (5) .....

Mensah : What is the main problem in your village ?

You : (6) .....

SPECIMEN

LESSON 3
RURAL EXODUS

LEARNING CONTEXT

During an English class, the students of 4e listen to an audio recording about rural exodus in order to discuss its causes and consequences. Then they decide to sensitize young people about the phenomenon.



« Better the head of a village than the tail of a town. »

— Corsian proverb —

GOOD TO KNOW

VOCABULARY CONTENT

Rural exodus ; Street children ; Tiring work ; Drug addiction ; Overcrowded ; Homeless ; Temptations ; Juvenile delinquency ; Attractive places ; Poverty ; Depopulation ; Unemployment

LANGUAGE FUNCTIONS

EXPRESSING A RESULT (1)

SO + ADJECTIVE + THAT + RESULT

- Villagers are **so poor that many of them leave for the city**.
- The village **is so boring that** nobody wants to stay there.

EXPRESSING A RESULT (2)

SO + ADVERB (...) + THAT + RESULT

- Villagers live **so poorly that they are obliged to go to the city**.
- Some migrants **are so well** in cities **that they refuse to go back to villages**.

MY DICTIONARY

To leave : partir ; **Suitable** : approprié ; **To indulge in** : se livrer à ; **To solve** : résoudre, trouver une solution à

SPECIMEN

Session 1

1 The following words or expressions are related to rural exodus. Match each of them to the corresponding picture. ***Number 1 is an example***.

rural exodus ; street children ; tiring work ; drug addiction ; overcrowded ; homeless



1. *rural exodus*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Listen to the teacher and circle (O) the words or expressions you hear among the two options.

Rural **1-** **(migration / exodus)** has many consequences. People can become **2-** **(homeless / addicted to drug)**. Children can **3-** **(become street children / do tiring work)**. Therefore, some of them may think that the only **4-** **(opportunity / solution)** to survive is to become criminals. But, that is not true.

3 Link the following sentences with "so ... that" to express results. ***Number 1 is an example***.

1. The city is interesting. It attracts young villagers.

   → ***The city is so interesting that it attracts young villagers.***

2. Life in the city seems easy. Many people want to live there.

   → .....

   .....

3. Villages are now empty. There is no labour force.

   → .....

   .....

4. Manual work in villages is tiring. Young people refuse to do it.

   → .....

   .....

5. Some city dwellers are poor. They become homeless.

   → .....

   .....

SPECIMEN

Session 2

1 Fill in the gaps with the words or expressions from the box. Do it individually. Then compare your answers with your partner's. ***Number 1 is an example***.

temptations ; juvenile delinquency ; attractive places ; poverty ; depopulation ; unemployment

1. Rural exodus contributes to the **depopulation** in villages.
2. Drugs, alcohol and sex are youth ..... .
3. There is not enough jobs in cities ; ..... . mainly concerns young people.
3. Cinemas, stadiums, zoos are ..... .
4. This family can't pay for food, house even clothes, they live in ..... .
5. The phenomenon of "children in conflict with the law" in Abidjan can be assimilated to ....

2 Listen to the teacher and fill in the gaps with the missing words or expressions.

1. Many people in cities live in .....
2. They are often .....
3. So they are obliged to indulge in .....
4. They however refuse to ..... to rural areas.

3 Use "so ... that" to link the following sentences to express results. ***Number 1 is an example***.

1. People live poorly in cities. I prefer staying in my village.
   → ***People live so poorly in cities that I prefer staying in my village***
2. Young people in cities behave badly. The police can arrest them.
   → .....
3. Essoh came back quickly to the village. Everybody was surprised.
   → .....
4. The homeless child was eating hungrily. People took pity on him.
   → .....
5. Village people behave honestly. There is no place for trouble there.
   → .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

During a competition organized by the American Embassy in your school, you are asked to listen to a Voice of Americca (VOA) report about rural exodus and do the tasks below. While you are listening to the report,

A. tick (√) its general idea among the three 3 options ;

The report is about :

1. the causes of rural exodus. ☐
2. the consequences of rural exodus. ☐
3. the causes and consequences of rural exodus. ☐

B. underline the correct endings of the sentences ;

1. Rural exodus can also be called ...
   a. rural flight.
   b. rural area.
   c. climate change.
2. Conflicts, violence and natural resources are ...
   a. the minor causes of rural exodus.
   b. the root causes of rural exodus.
   c. the pull factors of rural exodus.
3. Many migrants do not have the education ...
   a. to be inserted in urban society.
   b. to have money.
   c. to have a decent job.
4. Rural exodus contributes to ...
   a. the reduction of labour force in cities.
   b. the reduction of labour force in villages.
   c. the reduction of labour force in cities and villages.

C. fill in the report with the appropriate missing words.

Rural exodus or rural flight or even urban-rural migration is the **(1)** ..... of people from rural areas into urban areas. Conflicts, violence and natural disasters are among the root causes of rural exodus. Many **(2)** ..... are compelled to move because of socio-economic factors, including poverty, food insecurity, lack of employment opportunities, limited access to social protection, natural resource depletion and the adverse impacts of environmental degradation and **(3)** ..... change. Unfortunately, once in the city, the migrants are faced with the tough reality. Many migrants do not have the education or skills to acquire decent **(4)** ..... in cities and are then forced into unstable, low paying jobs. Rural flight also contributes to the reduction of labour force in **(5)** ..... and urban growth.

SPECIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

1 J'ai appris à …

1	g	identifier les mots et expressions relatifs à la vie en zone urbaine.	a	Yao is happy to go back to his village.
2		identifier les mots et expressions relatifs à la vie en zone rurale.	b	People go to the city in order to have a better life.
3		identifier les mots et expressions relatifs à l'exode rural.	c	Some villagers are so poor that they leave their village for the city.
4		exprimer un souhait.	d	Villagers are sad about the lack of tap water.
5		exprimer un but.	e	Some villagers live so poorly that they are obliged to go to the city.
6		exprimer une raison.	f	I wish I went to the swimming-pool.
7		exprimer un résultat avec un adjectif.	g	Life in the city is interesting, but it can be unsafe.
8		exprimer un résultat avec un adverbe.	h	Villagers didn't go to farm yesterday due to the heavy rain.
9		exprimer un sentiment plaisant.	i	Rural exodus causes depopulation in villages.
10		exprimer un sentiment déplaisant.	j	A village ; a well ; a hut ; a water pump ; a thatched roof ; a bamboo chair

SPECIMEN

TEST 5

PART ONE : Reading for comprehension

Read the text and do all the activities that follow.

RURAL EXODUS

Rural exodus is due to favourable, unfavourable and neutral factors. Factors that determine why a person migrates are related to the place of residence or origin. These factors are also related to the new settlement, known as the destination. Both the origin and destination are characterized by factors that support, reject or are neutral.

The favourable attributes of a location are pull factors, which attract a person. The unfavourable attributes operating at a location are the push factors, which compel a person to move away. Both pull and push factors can apply simultaneously at the place of origin as well as at the destination. Typically, the causes of rural exodus are economic, socio-political and ecological. Economic factors are concerned with overall state of the economy. Socio-political factors include war and political unrest whereas ecological factors are related to climate change and the lack of natural resources.

Adapted from Migration and Its Impact on Cities Report 2017

A. VOCABULARY CHECK

The words or groups of words in Column A are from the text. Match each of them with its definition or synonym in Column B. One option in Column B is not concerned.

Example : 1- C

Column A	Column B
1. rural exodus (L.1)	a) locality
2. factors (L.1)	b) oblige
3. settlement (L.3)	c) migration of people from villages to cities
4. attributes (L.5)	d) absence
5. compel (L.6)	e) general
6. simultaneously (L.7)	f) strangely
7. overall (L.9)	g) instability
8. unrest (L.10)	h) characteristics
9. lack (L.10)	i) at the same moment
	j) causes

B. COMPREHENSION CHECK

Read the text again and decide if the following statements are true or false. Write T for true and F for false. Quote the lines of the text to justify your answers. Do like in the example : 1-*F (L1)*

1. Rural exodus is due to 6 factors.
2. The place of residence is also called the destination.
3. The positive characteristics of a location are the pull factors.
4. Pull and push factors always apply at different moments.
5. There are 3 main causes of rural exodus.

SPECIMEN

PART TWO :
Language in use

Task A. Silué is writing a paragraph for the English magazine of the school about the wishes of young people when they move to the city. Help him correct his text by putting the verbs between brackets in the correct tense and form. *Example : 1- moved*

Young people wish they (1. *to move*) to the city. They wish they (2. *live*) ..... in big and beautiful houses. They wish they (3. *to work*) ..... for important companies. Finally, they wish they (4. *to earn*) ..... a lot of money.

Task B. The paragraph below is about Attoungbré's dream to go to the city. Read it and choose the correct answer among the options.

Example : 1- wishes

Like many other villagers, Attoungbré **1. (wish / <u>wishes</u> / wishing)** he went to the city. He is so **2. (excited / exciting / excitingly)** that he is saving money to make his dream come true. Attoungbré is then ready to migrate **3. (because / due to / in order to)** become richer in the city. However, he is worried **4. (because / due to / in order to)** his parents' reluctance to let him go there.

PART THREE :
Writing

As a ''journalist'' working for the English magazine of your school, you are asked to write a paragraph about rural exodus. In your paragraph,

– give the definition of rural exodus ;
– reveal the causes of this phenomenon ;
– identify some consequences of rural exodus.

Your piece of writing will help to sensitize young people.

(12 lines maximum)

SPECIMEN

UNIT 6

- Listening - 6

HUMAN RIGHTS



- Listening -

LESSON 1
I HAVE SOME RIGHTS

- Listening -

LEARNING CONTEXT

During an English class, the teacher makes his students of 4e listen to a BBC (British Broadcasting Corporation) programme about the Human Rights Violation in the world in order to discuss the issue.



« A right is not what someone gives you ; it's what no one can take away from you. »

— Ramsey Clark —

GOOD TO KNOW

VOCABULARY CONTENT

To have fun ; To vote ; Nutrition ; Love ; Health care ; School education ; Rights ; Freedom ; Speech ; Appellation

LANGUAGE FUNCTIONS

EXPRESSING RIGHTS

1. IT'S MY RIGHT TO + VERB

- It's my right to have a job.
- It's my right to go to school.

2. I HAVE THE RIGHT TO + VERB / NOUN

- I have the right to go to school.
- I have the right to education in my country.

AGREEING / DISAGREEING

I AGREE / DISAGREE WITH + COMPL

- **I disagree with** the point of view that allows abortion. I think that you are wrong.
- **I agree with** you about this argument. You are right.

MY DICTIONARY

Captions : légendes ; **Puzzle** : énigme ; **Across** : horizontale ; **Down** : verticale ; **To nurture** : favoriser ; **Parliament** : un parlement (Assemblée Nationale) ; **Caring family** : famille attentionnée

SPECIMEN

Session 1

1 Use the words from the box to identify what each of the pictures below represents. ***Number 1 is an example***.

identity ; love ; nutrition ; life ; school education ; health care



1. *life*



2. .....



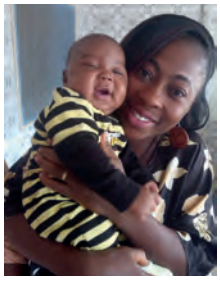
3. .....



4. .....



5. .....



6. .....

2 Listen to your teacher and complete the paragraph below with the appropriate words. ***Number 1 is an example***.

Every person has a fundamental right to (1) **life** and human decency.

The right to have a (2) ..... and the right to school (3) ..... are also fundamental.

A child has the right to a caring family. A family that (4) ..... him. He has the right to eat properly or to (5) ..... in order to be in good (6) .....

3 Complete the passage with the expressions from the box below to have a meaningful paragraph. ***Number 1 is an example***.

have ; doesn't have the right to ; has the right to ; have the right to ; don't have the right to

Children (1) **have** rights.

Every child (2) ..... a name and nationality since they are born. In other words,they (3) ..... to live. A child has the right to healthy food, lodging and medical services ; a good environment in general. Children must receive help and protection. Parents (4) ..... abandon them. An adult (5) ..... force a child to work.

SPECIMEN

Session 2

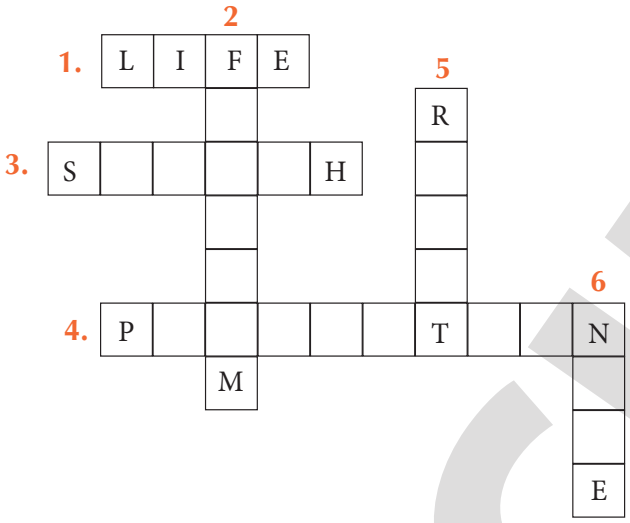
1 Complete the puzzle with words related to Human Rights. The clues below are synonyms of the words to find. ***Number 1 is an example.***

Accross

1. existence **3.** speaking **4.** security

Down

2. liberty **5.** what belongs to you ; which can not be taken away from you **6.** appellation



2 Circle (O) the number of the correct expression in each case. ***Do like in the example***.

a) Your friend says : **"It's parents' duty to fight for children's rights ."** You think it's a good idea.
You say :

1. I don't agree with you.
2. I agree with you.
3. I disagree with you.

b) Your friend says : **"a child must have only rights, not duties"**. You think it's not a good idea.
You say :

1. I don't agree with you.
2. I agree with you.
3. my parents disagree with you.

c) Your English teacher says : **"some people say that the place of a girl is in the kitchen."**
The teacher wants your point of view.
He says :

1. do you agree ?
2. do they agree ?
3. do we agree ?

d) Someone says: **"we have the right to insult our parents if we are not happy with them."** You don't think it's a good attitude.
You say :

1. I agreed with you.
2. I agree with you.
3. I disagree with you.

e) Your friend answers the teacher's question. The teacher wants you to appreciate his answer.
He asks :

1. Do you agree with me ?
2. Do we agree with him ?
3. Do you agree with him ?

3 Use the sentences in the box to complete the dialogue between a grandfather and his grandson about girls' right to education. Then practise the dialogue with your partner. ***Number 1 is done for you as an example.***

No, I don't agree with your decision ; I now agree with you my grandson ; I disagree with you ; do you agree with me

Grandfather : I have decided not to send my unique daughter to school.

(1) **Do you agree with me ?**

Grandson : (2) ..... But, why have you made such a choice ?

Grandfather : Since the old days, the place of girls is in the kitchen. And they are not as intelligent as boys.

Grandson : (3) .....

Grandfather : Can you tell me why I should send her to school ?

Grandson : Today, we have evidence that girls are as intelligent as boys. Our English teacher is a woman. The pilot of the president is a woman. Even the minister of education is a woman.

Grandfather : Yes, I completely forgot about all the examples you have just given.

(4) ..... I will send her to school.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

The listening competition organized by the American Cultural Center on of the International Human Rights' day is going to take place in a few days. As the representative of your school English Club, your English teacher makes you do this listening exercise to better prepare you to win the competition.

While you listen to the passage,

A. circle the letter of the statement that best summarizes it ;

The passage is about :

a. women's rights.
b. children's rights.
c. human rights.

B. say whether the statements below are true or false. Write T for true and F for false ;

1. all children should be treated equally. .....
2. children don't need a nationality to belong to a country. .....
3. the right to health does not include nutrition and safe working environment. .....
4. the right to primary education is not necessary to help children develop discipline. .....
5. children have to live in their family. .....

C. fill in the gaps with the appropriate missing words. Number 1 is an example.

All children **(1) deserve** equality, despite their differences. They have rights, no matter what race, colour, religion, language, ethnicity, gender or abilities that define them.

THE RIGHT TO AN IDENTITY

Children are (2) ..... to a name, legally registered with the government, and a nationality to belong to a country.

THE RIGHT TO HEALTH

(3) ..... care, nutrition, protection from (4) ..... habits (including drugs) and safe working environment are covered under the right to health.

THE RIGHT TO EDUCATION

The right to free primary education is critical for helping children develop discipline, life skills while finding a safe and (5) ..... environment to nurture a child's psychological development. This includes (6) ..... , abuse or neglect.

THE RIGHT TO A FAMILY LIFE

Children must live with their parents until it is dangerous to them. Children who do not have access to a family life, have the right to special care and must be (7) ..... properly, by the people who respect their ethnic group, religion, culture and language.

SPECIMEN

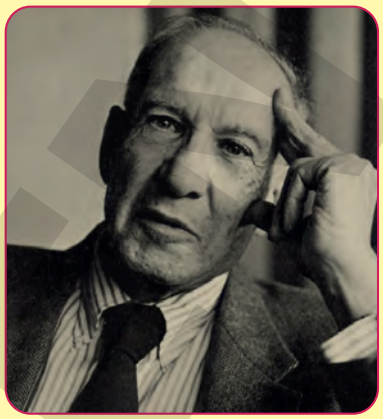
LESSON 2
I HAVE DUTIES, TOO !

- Listening -

6

LEARNING CONTEXT

At an English Club meeting of your school, the Chairman makes the students of 4e listen to a passage on the declaration on Human Rights and Responsibilities in order to discuss about human duties.



« Never mind your happiness ; do your duty. »

— Peter Drucker —

GOOD TO KNOW

VOCABULARY CONTENT

It's the duty of citizens to pay taxes ; It's our responsibility to keep the environment clean ; I have the duty to help in the house ; Students have to respect classroom rules ; It's a child's duty to obey his parents ; It's my responsibility to tidy my bedroom ; It's the duty of the students to study their lessons.

LANGUAGE FUNCTIONS

EXPRESSING DUTIES

1. IT'S MY DUTY TO + VERB
- It's my duty to obey my parents.

2. IT'S OUR RESPONSIBILITY TO + VERB
- It's our responsibility to be good citizens.

3. I HAVE THE DUTY TO + VERB
- I have the duty to work hard at school.

4. I DON'T HAVE TO + VERB
- I don't have to burn the national flag.

GIVING REASONS

1. AS + REASON
- Thom pays his taxes, **as he is a good citizen.**
- Akui sends his daughters to school, **as he is a good father.**

2. SINCE + REASON
- Princess has good marks, **since she works hard.**
- Kenza works hard to school, **since she doesn't want to fail.**

MY DICTIONARY

To behave : se comporter ; **Towards** : envers

SPECIMEN

Session 1

1 Use the expressions in the box to identify each picture below. ***Number 1 is an example***.

It's the duty of citizens to pay taxes ; It's our responsibility to keep the environment clean; I have the duty to help in the house ; Students have to respect classroom rules ; It's a child's duty to obey his parents ; It's my responsibility to tidy my bedroom ; It's the duty of the students to study their lessons.



1. ***It's the duty of citizens to pay taxes***



2. .....



3. .....



4. .....



5. .....



6. .....

2 Listen to your teacher or a podcast and complete the passage below with the missing words or expressions. ***Number 1 is an example***.

Be kind to everyone. That is the first thing to do, to be a good (1) **citizen**. Always respect and (2) ..... older people. You have to pay attention to your teacher, study your lessons and do your homework. You (3) ..... raise your hand and wait for your turn to speak in class. You must also know the school rules in order to (4) ..... them. It is also your (5) ..... to keep your environment clean.

3 Study the sentences below carefully and complete them with the expressions from the box. ***Do like in the example.***

have the duty to ; don't have to ; my responsibility to ; It's my duty to ; has to ; doesn't have to ; have to

1. I **have the duty to** be kind to everyone.
2. A citizen..... respect the law.
3. ..... work hard at school.
4. As the English Club's Chairman, it's ..... make my school friends love English.
5. She ..... disobey her parents.
6. We ..... work hard at school.
7. Parents ..... abandon their children.

SPECIMEN

Session 2

1 The passage below is about duties. Listen carefully to the teacher or a podcast and fill in the gaps with the missing words or expressions. ***Number 1 is an example.***

Our parents look after us, take care of us and keep us happy. How should we behave in return ? We must (1) **respect** all the family members and listen to them. We have to make them happy by being good. We should help mummy in (2) .... and dusting the house. We must help our parents to fetch the necessary things from the market. We (3) ..... to do our homework,(4) ..... our bedroom every day and (5) ..... . by ourselves. We don't have to fight with others. The elder sister or brother should (6) ..... of younger ones. We must not go out without the permission or knowledge of parents.We don't have to tell lies. We should look after our family members when they fall sick. We must also (7) ..... and respect our elders.

2 Now read the completed text in **Activity 1** and answer the following questions.

1. What are the duties of parents towards children ?

.....

2. Must children respect everybody in the family ?

.....

3. Give three duties of children at home.

.....

4. What bad attitudes mustn't they have ?

.....

3 Analyze carefully the prompts below. Use either "since" or "as" to build meaningful sentences. ***Do like in the examples.***

1. Mary is cleaning the board / she is on duty today.
   ☛ Mary is cleaning the board since she is on duty today.
2. He beat his younger brother / his father punished him.
   ☛ His father punished him, as he beat his younger brother.
3. He doesn't pay his taxes. / he hides from the government.
   ☛ .....
4. He received the prize for good behavior / he respects school rules.
   ☛ .....
5. He is a hardworking student / he will pass his exam.
   ☛ .....
6. Kady is a good citizen / she obeys the law.
   ☛ .....
7. It's their responsibility / women have to breastfeed babies.
   ☛ .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

The British Embassy is organizing a listening competition in your school next week on the importance of accomplishing one's duties. Fortunately, as you turn on your television, you fall on a programme dealing with the same topic on English Club TV. To get well prepared for the coming competition, you decide to listen to the programme. As you listen,

A. choose the statement that best summarizes it ;

The programme is about :

a. Ada's dream to move to London.
b. Ada's difficult life in London.
c. Ada's happiness to be in London.

B. decide whether the statements below are true or false. Write T for true and F for false. Do like in the example.

1. Ada moved from Lagos to London to get her Baccalaureate degree : **F**
2. Life was easy for Ada in England : .....
3. English people consider duties as moral or legal obligations : .....
4. Ada was given an accommodation and a job in obligation : .....
5. She couldn't pay her taxes : .....
6. In England, the accomplishment of duties preserves social cohesion and citizenship : .....

C. fill in the gaps with the appropriate missing words to make the passage meaningful.

When Ada got her Baccalaureate degree, she decided to leave Lagos for London, which was her dream when she was 8. In England, life was difficult because she had to accomplish her ***(1)*** **.....** . For English people, a duty is what a citizenship must do by moral or legal ***(2)*** **.....** . She was refused house and job She was treated by English people as a second class ***(3)*** **.....** . Since she was not capable of ***(4)*** **.....** ***(5)*** **.....** is a duty every person living in England must accomplish. The social cohesion and citizenship of England is preserved by the ***(6)*** **.....** of duties.

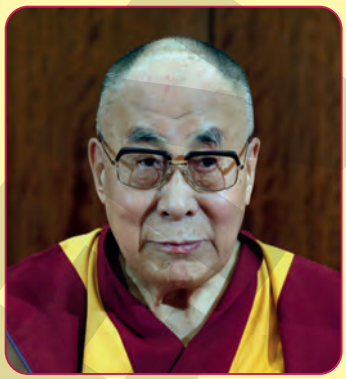
SPECIMEN

LESSON 3
LET'S BE PEACEMAKERS !

- Listening - 6

LEARNING CONTEXT

The Ambassador of the USA in Côte d'Ivoire who is an expert in conflicts resolution is giving a talk on tolerance tonight on Voice Of America (VOA). The students of 4e of your school are encouraged to listen to him in order to help promote tolerance in their regions.



« Tolerance and patience should not be read as signs of weakness. They are signs of strength.»

— Dalai Lama —

GOOD TO KNOW

VOCABULARY CONTENT

War ; Help ; Peacemaker ; Reconciliation ; Solidarity ; Tolerance ; Gun ; Non-violence ; Brotherhood ; Forgiveness ; Social cohesion ; Censure ; Cacophony ; Social dessolution ; Acceptance ; Rejection ; Separation

LANGUAGE FUNCTIONS

EXPRESSING OBLIGATIONS / NECESSITY AND ABSENCE OF NECESSITY

1. HAVE GOT TO / DON'T HAVE TO + VERB

- I **have got to promote** tolerance.
- we **don't have to promote** violence.

2. MUST / MUSTN'T + VERB

- We **must accept** different opinions.
- The government **mustn't tolerate** violence.

EXPRESSING PROHIBITIONS

1. IT'S PROHIBITED TO + VERB …

- **it's prohibited to do** evil in my religion.

2. IT'S NOT ALLOWED TO + VERB …

- **It's not allowed to use** guns to solve a conflict.

3. YOU AREN'T PERMITTED TO + VERB …

- **You are not permitted to remain** indifferent to the suffering of your brother.

4. IT'S FORBIDDEN TO + VERB …

- **it's forbidden to promote** intolerance

MY DICTIONARY

Recognition : reconnaissance ; **To do evil** : faire le mal ; **To remain** : rester ; **To solve** : régler

SPECIMEN

Session 1

1 Write each word from the box below under its corresponding picture. ***Number 1 is an example.***

war ; help ; peacemaker ; reconciliation solidarity ; tolerance



1. *tolerance*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Match the words in Column A to their definitions in Column B. ***Write your answers in the grid like in the example***.

A

1. LOVE
2. WAR
3. TOLERANCE
4. PEACEMAKER
5. SOLIDARITY
6. RECONCILIATION
7. TO HELP

B

a. a person who tries to establish peace between people.
b. mutual support within a group.
c. when two people or groups become friendly again after a dispute.
d. armed conflict between two or more countries or groups.
e. willingness to accept behaviors and beliefs which are different from your own.
f. a profoundly, tender and passionate affection for another person.
g. to give aid.

1.f ; 2.....; 3.....; 4.....; 5.....; 6.....; 7.....;

3 Put the words or groups of words into the correct order. Then complete the sentences below to get meaningful sentences expressing necessities or obligations. ***Number 1 is an example***.

1. We **have got to promote** tolerance. (to / promote / have got).
2. People ..... freedom fighters. (follow / have got to / the teachings / of)
3. We ..... maintain peace in order to prevent war. (to / help / have got / people)
4. ..... excite quarrels among brothers (don't / we / have to)
5. ..... other people's points of view (reject / mustn't / we)
6. ..... someone who is in trouble or danger (help / we / must)

SPECIMEN

Session 2

1 Match the words or expression in Column A with their antonyms in Column B. ***Number 1 is an example.***

A	B
1. separation	a. non-violence
2. cacophony	b. acceptance
3. violence	c. brotherhood
4. censure	d. social cohesion
5. rejection	e. forgiveness
6. social dissolution	f. harmony

1	c
2	
3	
4	
5	
6	

2 As you listen to the teacher or the podcast, fill in the gaps with the missing words. ***Number 1 is an example.***

In 1994, no one in Rwanda spoke about (1) **tolerance**. In fact, from April 7th to July 1994, this central african country, which was a country of (2)..... and (3)..... was victim of a terrible war due to lack of (4).....

More than 800,000 Tutsi were killed and many sent to prison. No one wanted to forgive his brother. The notion of (5)..... was buried during that period. But, after many years of reconciliation, the feelings of (6)..... have given place to love. Even if the current political leaders have not won Peace prize, they have succeeded in bringing back (7)..... in the country. And this deserves recognition from the international community.

3 Use the expressions in brackets to express prohibitions. ***Number 1 is an example.***

1. Dany wants to cheat during tests. **(it's not allowed to)**

   ☛ **It's not allowed to** cheat during tests.

2. Your brother who is six years old wants to watch movies on violence. **(you are not permitted to)**

   ☛.....

3. Rebels use children as soldiers in armed conflicts. **(it's prohibited to)**

   ☛.....

4. A religious guide said in his sermon : "We must not hate our neighbours." **(it's forbidden to)**

   ☛.....

5. Our Civics teacher said : "Don't reject opinions that are different from yours." **(we are not allowed to)**

   ☛.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

On the International Day of Tolerance, the Embassy of South Africa in Côte d'Ivoire is organizing a listening competition about tolerance. You are asked to listen to a podcast and do the tasks that go along with it. As you listen to the podcast,

A. say what it is about ;

.....

B. decide whether the statements below are true or false. Write T for *true* and F for *false*. Do like in the example

1. Tolerance is the respect of the various ways of being human : **T**
2. Tolerance doesn't mean freedom of thoughts : .....
3. People must be kind to one another : .....
4. Tolerance also means acceptance of other cultures, countries and races : .....
5. People must avoid discrimination and violence to promote peace : .....

C. After listening to this podcast about tolerance, you decide to deliver a speech to sensitize the members of your English Club about its importance. In your production,

- define tolerance ;
- say two (02) things people can do to promote it ;
- point out two (02) of its benefits.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

1 J'ai appris à …

1	g	identifier les mots et expressions relatifs aux Droits de l'Homme.	a	Taxes, obey the law, respect, citizen
2		identifier les mots et expressions relatifs à la citoyenneté et aux devoirs du citoyen.	b	I disagree with your opinion.
3		identifier et utiliser des expressions pour exprimer les Droits du Citoyen.	c	I agree with your argument.
4		identifier et utiliser des expressions relatives aux devoirs du citoyen.	d	I have the right to freedom of expression
5		utiliser les structures pour exprimer une prohibition.	e	He received the Nobel Prize since he is a peacemaker.
6		exprimer une approbation avec "agree with".	f	It's my duty to respect the law.
7		exprimer une désapprobation avec « disagree » « don't / doesn't agree ».	g	Freedom of expression ; security ; nutrition
8		exprimer des raisons.	h	It's not permitted to hate our neighbours.
9		exprimer une obligation.	i	I must respect my parents.

SPECIMEN

TEST 6

PART ONE : Reading for comprehension

Read the text and do all the activities that follow.

THE GIANT OF AFRICA BECOMES A GIANT OF HUMAN RIGHTS

Nigeria, Africa's most populous country, is appropriately nicknamed the "Giant of Africa." But a big population can mean big problems, including human trafficking, being ranked the 8th worst country internationally, and 67 percent of the population living in poverty.

To change this, YOUTH FOR HUMAN RIGHT (YHR) Nigeria representative Pascal Chukwuebuka Nwoga has been delivering human rights education since 2012. "We lack human rights knowledge," he says, "so I am trying to address that people should understand that our rights must be understood and applied if we want to have peace, development and then love in our society."

Of what inspired him, he says, "I grew up in an environment where some kids are maltreated. These children would work, and they kept working, working, working. It was like enslavement for them. There was a very big discrimination, so I grew up with those memories, and was trying to protect children.

From : YOUTH FOR HUMAN RIGHT : NEWS MAKING HUMAN RIGHTS A GLOBAL REALITY

A. VOCABULARY CHECK

The words in Column A are from the text. Match each of them with its synonym or definition in Column B. *Example : 1. e*

Column A	Column B
1. populous (L1)	a. someone who acts for a person or a group of people.
2. nicknamed (L1)	b. making someone a slave.
3. ranked (L2)	c. no violence.
4. representative (L4)	d. occupied.
5. lack (L6)	e. an area or place having a lot of people in it.
6. applied (L7)	f. ill-treated.
7. peace (L8)	g. called with an informal name.
8. maltreated (L9)	h. implemented.
9. enslavement (L10)	i. absence.

B. COMPREHENSION CHECK

Read the text again and give short answers to the following questions (2 lines maximum)

1. Why is Nigeria called the "Giant of Africa" ?
2. Who is the representative of Youth of Human Rights of Nigeria ?
3. Why did Pascal Chukwuebuka Nwoga decide to deliver human right education ?
4. How were some kids in the text treated ?

SPECIMEN

PART TWO :
Language in use

Task A : The passage below is about children's duties towards their families . Complete it with :

have to ; don 't have to ; has to ; doesn't have to

Example 1 = have to

Our parents care for us and are responsible for making us happy. In return, we (1) ..... respect them and make them feel happy too. My elder sister, for example, (2)…….…… help our mother in house chores.We (3) ……..…… fight. The elder sister or brother should take care of younger ones, but he or she (4)…….. beat them if they behave bad. Everything must be reported to parents.

Task B : The following passage is about some of the rights and duties at school. Complete it with the best options in brackets to make it meaningful. Write your answers like in the example.

Example 1= know

We have to (1) **(know / go)** school safety procedures. We have to take care of the environment (2) **(to / since)** we have to live in a safe environment. It's not **(3) (permit / permitted)** to waste water and electricity. If we (**4) (not agree with / don't agree with)** our friends, we have to refer to our teachers and not **(5) (fighting / fight)**.

PART THREE :
Writing

On the Human Rights Day, your school English Club asks you to write an article about children's Rights and Duties so as to sensitize your community. In your article,

– identify three important rights of children ;
– give three important duties of children ;
– say if children's Rights are respected in your country or not. Support your position with examples.

SPECIMEN

UNIT 7

HYGIENE AND HEALTH



- Reading -



SPECIMEN

LESSON 1
ENDEMIC DISEASES

- Reading -

7

LEARNING CONTEXT

On World Health Day celebrated in your school, you read a text related to some diseases so as to be informed about the precautions you should take to prevent them.



« An apple a day keeps the doctor away. »

— A Welsh proberb —

GOOD TO KNOW

VOCABULARY CONTENT

Diseases ; Stomachache ; To vomit ; Medical check-up ; Medicine ; Pandemic ; Epidemic ; Malaria ; To recover ; To avoid ; COVID-19 ; To have a temparature

LANGUAGE FUNCTIONS

GIVING AN ADVICE

1. OUGHT TO + VERB

– You **ought to** go to the hospital.

2. OUGHT NOT TO + VERB

– She **ought not to use** a medicine without prescription.

EXPRESSING PASSIVE ACTIONS

ACTIVE VOICE		PASSIVE VOICE
1. The present simple	→	**am / is / are + the Past participle of verb**
The doctor **treats** the patient.	→	The patient **is treated** by the doctor.
2. The past simple	→	**was / were + the Past participle of verb**
The doctor **gave** a prescription.	→	A prescription **was given** by the doctor.

MY DICTIONARY

Senior editor : rédacteur en chef ; **Mistake** : faute ; **Digital library** : bibliothèque numérique ; **To quote** : citer ; **Threat** : risque, menace

SPECIMEN

Session 1

1 Use the words or groups of words in the box to identify the pictures below. ***Number 1 is an example.***

diseases ; stomachache ; to vomit ; a medical check-up ; medicines ; to have a temperature



1. *diseases*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Use the words or groups of words from the box to complete the definitions below. ***Number 1 is an example.***

disease ; to have a temperature ; patient ; medical check-up ; medicines ; stomachache

1. A pain in the stomach is also called **stomachache.**
2. A sick person who needs to see a doctor is a ..... .
3. Sickness is a synonym of ..... .
4. To have fever means ..... .
5. An examination done by a doctor is called a ..... .
6. Substances or drugs used to treat sicknesses are ..... .

3 Read the sentences below and complete them with ***ought to*** or ***ought not to*** in order to give advice. ***Number 1 is an example***.

1. Bélinda has a temperature. She **ought to** go to the hospital.
2. You ..... buy medicines in the streets.
3. Abou feels very tired. He ..... take a long rest if he doesn't want to get sick.
4. I have a stomachache. I ..... go to see a doctor for a medical check-up.
5. Slums inhabitants ..... drink polluted water. They might catch cholera.

SPECIMEN

Session 2

1 Match the words or groups of words in Box A to their synonyms or definitions in Box B. Do it individually, then compare your answers with your partner's. **Do like in the example provided.**

BOX A	BOX B	ANWSERS
1. A pandemic **2.** An epidemic **3.** A treatment **4.** COVID-19 **5.** Malaria **6.** To recover **7.** To avoid	A. a disease provoked by mosquito bites. B. to prevent, to keep away from. C. a disease rapidly affecting many people in a specific community. D. to return to a normal condition of health. E. a disease provoked by the coronavirus. F. a disease that affects several continents. G. a medical solution to stop a disease.	**1. F** 2. ..... 3. ..... 4. ..... 5. ..... 6. ..... 7. .....

2 Rewrite the sentences below starting with the underlined parts. ***Number 1 is an example***.

1. The doctor gave **a prescription.**

☛ A prescription was given by the doctor.

2. The nurse asks **questions about the symptoms**.

☛ .....

.....

3. Scientists developed **a vaccine against polio**.

☛ .....

.....

4. Camille bought **some medicines** yesterday.

☛ .....

.....

5. Doctors prescribe **a treatment against malaria**.

☛ .....

.....

6. **(6)** The patient understands **the doctor's pieces of advice**.

☛ .....

.....

3 Read the sentences below and find the mistakes in them. Then write the correct sentences in the lines provided. ***Number 1 is an example***.

1. The prescriptions was written by the doctor.

☛ The prescriptions were written by the doctor.

2. Patients are protect by their parents.

☛ .....

.....

3. Aziz was took to the hospital by his friends.

☛ .....

.....

4. A medical check-up are made by the doctor.

☛ .....

.....

5. The patient's symptoms was explain by the nurse.

☛ .....

.....

6. Medicines is prescribed by the doctor.

☛ .....

.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

You have to prepare an exposé in English about diseases. Therefore, you go to the digital library of the American Embassy and you find an article dealing with the threat of diseases. You decide to read it. Do the tasks that follow.

A. Read the article and tick (√) the best general idea.

The text is about ...

1. the return of dangerous diseases. ☐
2. tuberculosis in Rwanda. ☐
3. the symptoms of Tuberculosis. ☐

THE NEW THREAT OF DISEASES

Many diseases that doctors thought had almost disappeared are now making a comeback. Britain's National Health Service (NHS) has reported a serious rise in the number of people with diseases such as tuberculosis, cholera, measles and whooping cough. An NHS spokesperson said that Tuberculosis is now more common in England than it is in less developed countries such as Rwanda, Iraq, and Guatemala. Tuberculosis is also increasing across the globe. In 2013, it killed 1.5 million people worldwide, and that number is rising. Tuberculosis largely affects very poor people. It is an infectious disease that affects the lungs. Its symptoms include bad coughs, fever, weight loss and sweating.

Adapted from https://breakingnewsenglish.com/1512/151228-diseases.html

B. Read the text again and give short answers to the questions below.

1. What is making a comeback ?

.....

2. What does NHS stand for ?

.....

3. Where is Tuberculosis more common ?

.....

4. How many people were killed by Tuberculosis in 2013 ?

.....

5. List two (02) symptoms of Tuberculosis.

.....

SPÉCIMEN

C. Back from the digital library of the American Embassy, the senior editor of the English Magazine of your school asks you to write an article about diseases.

- define **epidemic** and **pandemic** ;
- give some examples of diseases and say what provokes them ;
- suggest some solutions to avoid or treat them.

SPÉCIMEN

LESSON 2

A CLEAN SCHOOL FOR A GOOD HEALTH

LEARNING CONTEXT

At an English club meeting, you receive leaflets from an American Hygiene Expert. The coordinator of the club asks you to read them in order to learn the ways of keeping your school clean.



« Hygiene is two thirds of health. »

— A Lebanese proberb —

GOOD TO KNOW

VOCABULARY CONTENT

Bushy playground ; Cobweb ; Pond of water ; To throw away ; Rubbish ; Dustbin ; Cleaning event ; To disinfect ; To weed ; To collect rubbish ; To mop up ; To be healthy

LANGUAGE FUNCTIONS

EXPRESSING OPINIONS

1. TO THINK

– The headmaster **thinks** that students should keep the school clean.

2. ACCORDING TO

– **According to** the headmaster, students should keep the school clean.

3. FROM... POINT OF VIEW

– **From** the headmaster's **point of view**, students should keep the environment clean.

MAKING SUGGESTIONS

1. WHY DON'T/DOESN'T + SUBJECT + VERB ... ?

– **Why don't** we throw rubbish away in a dustbin ?

– **Why doesn't** he weed the schoolyard ?

2. SUBJECT + SUGGEST(S) THAT + SENTENCE

– **The teachers suggest that** we throw rubbish away in a dustbin.

– **The headmaster suggests** that he weeds the schoolyard.

MY DICTIONARY

Clean : propre ; **Cleanliness** : propreté ; **Spider** : araignée

SPECIMEN

Session 1

1 Use the following phrases related to hygiene to identify the pictures below. ***Number 1 is an example.***

a bushy playground ; a cobweb ; a pond of water ; to throw away ; rubbish ; a dustbin



1. *a bushy playground*



2. .....



3. .....



4. .....



5. .....



6. .....

2 The passage below is about hygiene in Boni's school. Complete it with the words or expressions from the box to make it meaningful. ***Number 1 is an example***.

bushy, rubbish, ponds of water, cobwebs, dustbin

Boni's school is really dirty. The schoolyard is full of herbs and grass. It is totally (1) bushy. When it rains, you can see dirty (2) ..... in which mosquitoes live. There is no (3) ..... and students are obliged to throw (4) ..... away on the ground. In classrooms, spiders have built (5) ..... everywhere on the roofs.

3 Use the phrases and the elements between brackets to make suggestions. ***Number 1 and Number 2 are examples***.

1. Keep our school clean (We / Why don't)

   → **Why don't we keep our school clean ?**

2. Wear clean uniforms to go to school *(The headmaster / students / to suggest)*.

   → The headmaster suggests that students wear clean uniforms to go to school.

3. Throw rubbish in the dustbin *(Schoolboys / to suggest / the educator)*.

   → .....

4. Collect rubbish in the classroom *(Schoolgirls / why don't)*

   → .....

5. Organise cleaning events (The Health Club / why doesn't)

   → .....

6. Mop up classrooms every day (I / some volunteers / to suggest)

   → .....

SPECIMEN

Session 2

1 Use the following words or phrases related to hygiene at school to identify the pictures below. ***Number 1 is an example.***

a cleaning event ; to disinfect ; to collect rubbish ; to weed ; to mop up ; to be healthy



1. *a cleaning event*



2. .....



3. .....



4. .....



5. .....



6. .....

2 The words or expressions in Box A are related to hygiene. Match them to their synonyms or definitions in Box B. **Number 1 is an example.**

BOX A	BOX B	Answers
1. A cleaning event	A. to use product to clean and kill bacteria and germs.	**1- E**
2. To disinfect	B. to be in good physical form.	2-…
3. To weed	C. to pick up rubbish.	3-…
4. To collect rubbish	D. to sweep.	4-…
5. To mop up	E. a special occasion for the cleaning of the schoolyard and buildings.	5- …
6. To be healthy	F. to cut and remove herbs.	6-…

3 Reorder the words and groups of words below to make meaningful sentences expressing opinions. Do it individually, then compare your answers with your partner's. ***Number 1 is an example***.

1. The students should / The headmaster thinks / the school clean / that / keep

   → **The headmaster thinks that students should keep the school clean.**

2. According to / hygiene at school / important / educators / is

   → .....

   .....

3. that / can provoke / Students think / diseases / some / rubbish

   → .....

   .....

4. school environment / necessary / From students' / is / it / clean / point of view / to keep

   → .....

   .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

The English Club of your school, in collaboration with the Health and Hygiene Club, organises a reading competition on hygiene at school. To win the competition, you are asked to read the text below and complete successfully all the activities that follow.

A. Read quickly the text and tick (√) the best title.

The text is about :

- dirty schools. ☐
- students' personal hygiene at school. ☐
- strategies and importance of a clean school. ☐

HYGIENE AT SCHOOL

Schools are a breeding ground of viruses, bacteria, dirt, dust, and infections. Poor hygiene leads to teacher, student, and staff absences, which can cost billions of dollars to compensate. The way to a clean school is one clean classroom at a time. You ought to start by sensitizing your friends about the tasks they can do to keep their classrooms and the school clean. For example, students can set aside a day each week to tidy up and mop up the classrooms and the whole school. They ought to do regular disinfection of all surfaces in their classrooms, especially doorknobs, desks and chairs.These basic rules will help you and everyone at the school maintain a good level of hygiene on a daily basis. A clean working environment can increase productivity, improve the students' and teachers' mood, and reduce the number of absences. Keeping the school clean, tidy, and safe for everyone's health is a result of the teamwork between students, teachers, and the school administration.

Adapted from https://breakingnewsenglish.com/1512/151228-diseases.html

B. Match the words or groups of words from the text in Box A to their synonyms or definitions in Box B. One option in Box B is not concerned. Do like in the example provided.

BOX A	BOX B	Answers
1. breeding ground (L1)	A. reserve	1. E
2. leads to (L1-2)	B. sensibilising	2. .....
3. sensitizing (L3)	C. collaboration	3. .....
4. set aside (L5)	D. provokes	4. .....
5. improve (L8)	E. favourable place	5. .....
6. teamwork (L10)	F. ameliorate	6. .....
	G. sanitizing	

SPECIMEN

C. Read the text again and give short answers to the questions below. (2 lines maximum)

1. What can be the consequences of poor hygiene at school ?

.....

.....

3. Cite one action students ought to do to have a clean school.

.....

.....

4. What are the advantages of a clean environment at school ?

.....

.....

D. Write a paragraph about the cleanliness in your school. In your paragraph,

– describe the actions that make a school unclean ;

– make some suggestions to keep your school clean.

(12 lines maximum)

.....

.....

.....

.....

.....

.....

.....

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.....

.....

.....

SPÉCIMEN

LESSON 3

AIDS, RATHER PREVENT THAN CURE

- Reading -

7

LEARNING CONTEXT

The representative of UNAIDS in Côte d'Ivoire has come to sensitize the students of your school about HIV/AIDS. Before he leaves, he distributes you some leaflets in English. He asks you to read them in order to learn more about the issue and sensitize your friends who were missing.



« AIDS is an absolutely tragic disease. The argument about AIDS' being some kind of divine retribution is crap. »

— Calvin Klein —

GOOD TO KNOW

VOCABULARY CONTENT

AIDS ; HIV ; Mother-to-child transmission ; Blood transfusion ; Skinny man ; Condom ; Abstinence ; To be faithful ; Unprotected sex ; To contract ; ART ; PreP

LANGUAGE FUNCTIONS

GIVING STRONG ADVICE

1. HAD BETTER ('D BETTER) + VERB

- You **'d better use** condoms, if not, you may contract AIDS.
- They **'d better avoid** contaminated blood.

2. HAD BETTER ('D BETTER) NOT + VERB

- They **'d better not be** unfaithful, or the may contact AIDS.
- She **'d better not use** that blade.

MAKING RECOMMENDATIONS

TO RECOMMEND + THAT + SUBJECT + SHOULD + VERB

- Doctors **recommend that young people should use** condoms.
- She **recommends that they should do** their blood tests.

MY DICTIONARY

Safe side : bon côté ; **Prep** (Pre-exposure Prophylaxis) : prophylaxie pré-exposition ; **ART** (Antiretroviral Therapy) : traitement antirétroviral

SPECIMEN

Session 1

1 Use the following words or phrases related to HIV / AIDS, its modes of transmission and prevention to name the pictures below . ***Number 1 is an example.***

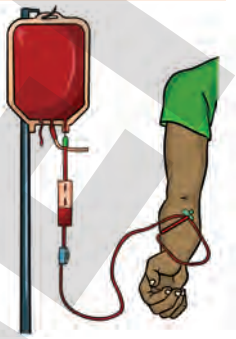
AIDS ; HIV ; mother-to-child transmission ; blood transfusion ; a skinny man ; a condom



1. *AIDS*



2. .....



3. .....



4. .....



5. .....



6. .....

2 The sentences below are about AIDS. Complete them with the words and expressions from the box. ***Number 1 is an example.***

HIV ; mother-to-child transmission ; blood transfusion ; a skinny man ; a condom

1. **HIV** stands for Human Immunodeficiency Virus.
2. ''Prudence'' and ''Complice'' are brands of .... popular in Côte d'Ivoire.
3. ..... is the spread of the virus from a contaminated woman to her child during pregnancy, childbirth or breastfeeding.
4. Fred has lost weight. He was 70 kg weigh last month. Today, he is only 35 kg weigh. Fred has become .....
5. ..... refers to the transfer of one person's blood to another person.

3 Use the information below and write sentences to give advice using " *'d better* " or " *'d better not*". ***Number 1 and 2 are examples***.

1. Have only one sexual partner / contract AIDS if not.
   → ***You 'd better have only one sexual partner***. Or else you may contact AIDS.
2. Neglect the spread of HIV / AIDS in the country.
   → ***You 'd better not neglect the spread of HIV / AIDS in the country***.
3. Have a transfusion with contaminated blood / contract AIDS.
   → .....
4. Listen to the doctor's advice about AIDS / be victim.
   → .....
5. Believe that there is a cure for AIDS / not have your tests.
   → .....
6. Know the different modes of transmission of the HIV / cannot avoid it.
   → .....

SPECIMEN

Session 2

1 Match the words or groups of words in Box A to their synonyms or definitions in Box B. ***Number 1 is an example***.

BOX A	BOX B	Answers
1. Abstinence	A. a therapy to stop the progression of the HIV.	**1. B**
2. Faithful	B. the fact of not having sexual relations.	2. ……
3. Unprotected sex	C. a treatment to prevent the HIV infection.	3. ……
4. To contract	D. having sex without using a condom.	4. ……
5. ART	E. having only one sexual partner.	5. ……
6. PreP	F. to catch.	6. ……

2 The paragraph below is about AIDS. Complete it with the words or expression from the box. ***Number 1 is an example***.

AIDS, ART, PreP, unprotected sex, HIV, contract

The definition of (1) ***AIDS*** *is* Acquired Immune Deficiency Syndrome. It is a disease that is transmitted by the Human Immunodeficiency Virus or (2) …… . People can (3) …… . HIV/AIDS by having (4) …… . Today, there are medicines to stop the progression of HIV in the body. They are called (5) …… . With the development of science, there are also medicines that stop the transmission of the virus from an infected person to a non-infected person. These medicines are named (6) …… .

3 Read the clues below and use them to write sentences to make recommendations. ***Number 1 is an example***.

1. Doctors / Young people / Use condoms

   → ***Doctors recommend that young people should use condoms***.

2. Pierre / Infected people / Take ART pills

   →……

   ……

3. Simon / Caroline / Be faithful

   →……

   ……

4. The nurse / Teenagers / Avoid unprotected sex

   →……

   ……

5. Armand / His friends / Practise abstinence

   →……

   ……

6. Doctors / We / Get more information about PreP

   ……

   ……

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

The British Embassy is celebrating the World AIDS Day in your school. During the event, you receive a text about AIDS. You decide to read it in order to take part in a debate at your next English club meeting. Read it and do all the tasks that follow.

A. Read quickly the text and tick (√) the best general idea among the three proposals.

The text is about :

- the recommendations to avoid AIDS. ☐
- the causes of HIV/AIDS and how it develops in human body. ☐
- the people who get infected with HIV. ☐

HIV AND AIDS

AIDS is caused by a virus called HIV, the Human Immunodeficiency Virus. If you get infected with HIV, your body will try to fight the infection. It will make «antibodies,» special molecules to fight HIV. Being HIV-positive, or having HIV disease, is not the same as having AIDS. Many people are HIV-positive but don't get sick for many years. As HIV disease continues, it slowly
5 wears down the immune system. Viruses, parasites, fungi and bacteria that usually don't cause any problems can make you very sick if your immune system is damaged. These are called «opportunistic infections.» People can be infected with HIV, and later develop AIDS. A person can get infected with HIV from anyone who's infected, even if they don't look sick and even if they haven't been tested HIV-positive yet.

Adapted from https://en.islcollective.com/download/english-eslworksheets/vocabulary/health-and-going-doctor/reading comprehensionaids/128559

B. Read the text again and match the words or groups of words from the text in Box A to their definitions or synonyms in Box B.

Do it individually, then compare your answers with your partner's. Number 1 is an example.

BOX A	BOX B	Answers
1. caused (L1)	A. produce	**1. C**
2. fight (L2)	B. defeats	2.....
3. make (L2)	C. provoked	3.....
4. wears down (L5)	D. ill	4.....
5. damaged (L6)	E. combat	5.....
6. sick (L6)	F. destroyed	6.....

SPECIMEN

C. Read the text again of the text and say if the statements below are true or false. Write T for true and F for false. Refer to the lines of the text to justify your answers.

1. AIDS is provoked by HIV. **T (L1)**
2. Antibodies are molecules that protect the body from HIV. ……
3. There is no difference between being HIV positive and having HIV disease. ……
4. HIV defeats the immune system of the body. ……
5. A person can be HIV infected and have no symptoms. ……

D. With your neighbour, complete the dialogue below between Namy and Emelle. Then come and present it to the class.

Namy : What does AIDS stand for ?

Emelle : (1) ……

Namy : What is the virus that causes AIDS ?

Emelle : (2) ……

Namy : How can people contract HIV / AIDS ?

Emelle : (3)……

Namy : How can we avoid HIV / AIDS ?

Emelle : (4) ……

Namy : What is a PreP ?

Emelle : (5) ……

Namy : During your English lesson, what did your teacher say about ART ?

Emelle : (6) ……

Namy : What did he recommend young people should do to avoid HIV / AIDS ?

Emelle : (7) ……



SPECIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

1 J'ai appris à …

1	c	identifier les mots et expressions relatifs aux maladies et à la santé.	a	To throw away ; rubbish ; to desinfect ; cleaning event
2		identifier les mots et expressions relatifs au VIH / SIDA.	b	– Pupils ought to collect rubbish in the school yard. – You ought not to defecate in the bush.
3		identifier les mots et expressions relatifs à la propreté de l'environnement scolaire.	c	Epidemic ; to recover ; diseases ; stomachache
4		donner un conseil avec "had ('d) better" ou "had ('d) better not".	d	– Why don't you see a doctor for your headache ? – Why doesn't she clean her bedroom to be healthy ?
5		donner un conseil avec ought to ou ought not to.	e	According to the headteacher students should keep their school clean.
6		exprimer une action à la voix passive.	f	You'd better avoid contaminated blood.
7		faire des suggestions.	g	A patient is treated by the doctor.
8		faire une recommandation.	h	AIDS ; HIV ; ART ; abstinence
9		exprimer une opinion.	i	She recommends that they should do their blood tests.

SPECIMEN

TEST 7

PART ONE :
Reading for comprehension

Read the text and do all the activities that follow.

KOBENAN'S DISEASE

Kobenan is a student in 4e. A month ago, he suddenly felt unwell. He had a temperature. He sneezed and had a sore throat. He also had a headache and a cough. He vomited and had stomach ache. His whole body ached. His mother prepared traditional medicine for him but that didn't help much. She wanted to give him some medicine from the street, but his father recommended that they should go to the hospital. The family went to the hospital to see the doctor. He practised a medical check-up and examined Kobenan's lungs. He felt his pulse and took his temperature. The doctor then said that Kobenan had malaria. He told him to stay in bed and to have a rest. He prescribed him an anti-malaria treatment and he added that Kobenan and his family ought to sleep under a mosquito net. Kobenan's father bought all the necessary pills and other medicines at the chemist's. He followed all the doctor's instructions, and very soon he felt much better. Within ten days he fully recovered and went back to school.

Adapted from https://en.islcollective.com/english-esl-worksheets/search/disease

A. VOCABULARY CHECK

The words or groups of words in column A are from the text. Match each of them with its definition or synonym in Column B. One option in Column B is not concerned. ***Example : 1- j***

Column A	Column B
1. temperature (L.1)	a. repose
2. sore (L.2)	b. migraine
3. headache (L.2)	c. respected
4. whole (L.3)	d. pharmacy
5. check-up (L.6)	e. entire
6. rest (L.8)	f. pick up
7. chemist's (L.10)	g. painful
8. followed (L.10)	h. returned to a normal condition of health
9. recovered (L.11)	i. examination
	j. fever

B. COMPREHENSION CHECK

Read the text again and give short and precise answers to the questions below (to lines 2 miximum).

1. When did Kobenan suddenly feel unwell ?

.....

SPECIMEN

2. Cite two of his symptoms.

.....

3. What did his father recommend ?

.....

4. How did Kobenan feel ten days later ?

.....

PART TWO :
Language in use

Task A. Kobenan is reporting what the doctor told him. Put the verbs of his report between brackets in the correct tense and form. ***Example : 1. was***

The doctor told me that I **(1. to be)** ..... certainly bitten by a mosquito. He added that many people **(2. to come)** ..... to hospital last week because of malaria. He confirmed that mosquitoes **(3. to transmit)** ..... that disease. He said that patients **(4- to take)** ..... anti-malaria pills to recover rapidly.

Task B. The paragraph below is about COVID-19 . Read it and underline the correct answer among the suggested options. ***Number 1 is an example***.

COVID-19 is **1. (causing / caused / causes**) by the coronavirus. People **2. (ought / should / ought not**) to take precautions to avoid that disease. They **3. (ought / 'd better / 'd better not)** neglect COVID-19 because it is really a mortal disease. Scientists **4. (thinks / think / thinking)** that COVID-19 can be eradicated if people strictly follow all the instructions given by doctors.

PART THREE :
Writing

On World Malaria Day, the editor of the English magazine of your school asks you to write a paragraph about how this disease affects people in your area. In your text,

- say what malaria is ;
- describe how people can catch that disease ;
- recommend solutions to prevent and treat it.

SPECIMEN

UNIT 8

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)



- Reading -



SPECIMEN

LESSON 1

MASTER COMPUTER TO OPEN DOORS



« The computer was born to solve problems that did not exist before. »

— Bill Gates —

LEARNING CONTEXT

To get well-prepared for a presentation about "the role of computers today" at the next meeting of the English Club, you read a text about computers.

GOOD TO KNOW

VOCABULARY CONTENT

Mouse ; Keyboard ; Desktop computer ; Printer ; Laptop computer ; Compact disc ; To plug in ; To plug out ; Pen drive ; Flash drive ; To restart ; Processor ; To display ; Power cable

LANGUAGE FUNCTIONS

DESCRIBING COMPUTER OPERATIONS

1. USED TO + VERB (INFINITIVE)

– A computer is **used to digitalize** Human's work.

2. USED FOR + VERB + ING

– A keyboard is **used for typing** texts.

GIVING INSTRUCTIONS : THE IMPERATIVE

~~SUBJ~~ **VERB + COMPL**

– **Switch off your computer** before going home.

– **Clean the board** now.

MY DICTIONARY

Classmates : camarades de classe

SPECIMEN

Session 1

1 Use the words or groups of words from the box to identify the pictures below. ***Number 1 is an example***.

a mouse ; a keyboard ; a desktop computer ; a printer ; a laptop computer ; a compact disc



1. *a mouse*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Link the groups of words below with "used to" to build meaningful sentences describing computer operations. ***Number 1 is an example***.

1. A mouse / move the cursor
   → A mouse is used to move the cursor.
2. Keyboards / type texts
   → .....
3. A compact disc / listen to music
   → .....
4. Printers / print documents
   → .....
5. A desktop computer / execute computer works at home
   → .....
6. A laptop computer / execute computer works everywhere
   → .....

3 Analyze carefully the sentences you got in **Activity 2**. Then rewrite them by replacing "used to" by "used for". ***Number 1 is an example***.

1. A mouse is **used for** moving the cursor.
2. .....
   .....
3. .....
   .....
4. .....
   .....
5. .....
   .....
6. .....
   .....

SPECIMEN

Session 2

1 Match the groups of words in Box A to their definitions in Box B. ***Write your answers like in the example***.

BOX A	BOX B	Answers
1. To plug in	A. to put the cable in the socket.	**1. A**
2. To plug out	B. to make the computer start again.	2. ……
3. A pen drive / flash drive	C. to show what we do on the screen.	3. ……
4. To restart	D. the central unit of a desktop computer.	4. ……
5. A processor	E. to remove the cable from the socket.	5. ……
6. To display	F. a key on which we store data.	6. ……

2 You now know the definitions of the groups of words, from Box A, in **Activity 1**. Read the text below and use them to fill in the gaps. ***Number 1 is an example***.

HOW TO USE A DESKTOP COMPUTER

To start a desktop computer, first you have (1) **to plug** in its power cable. All the desktop computers have (2) ……, you switch it on. After switching on the central unit, normally the screen has (3) …… what you do. If you work on a computer and there is a little problem, the first thing to do is (4) …… it. When you finish your work, you can save it in the memory of the computer or on (5) …… . Then you switch off your computer and the final step is (6) …… its power cable.

3 Write imperative sentences with the clues below. ***Follow the example***.

1. the keyboard / type texts

→ **Type the texts with the keyboard.**

2. the processor / control everything in the desktop computer

→ ……

……

3. the pen drive / store data easily out of the computer

→ ……

……

4. the mouse / move the cursor on the monitor

→ ……

……

6. compact discs / listen to music

→ ……

……

6. printer / print documents rapidly

→ ……

……

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

In order to get prepared for a presentation about the use of computers, you go to the library of the Ghanaian Embassy in order to gather information. Fortunately, at the library, you discovered a text about computers. As you read it,

A quickly state the main role of a computer ;

.....

.....

THE COMPUTER PROGRAMS

Computers can be instructed to perform a variety of things. Instructions that tell a computer what to do are called programs. The most common ones are: Word processing, Spreadsheet, Database and Communication programs.

The Word Processing Programs are used to type, edit, rearrange or delete texts. Spreadsheet programs enable the user to make tables easily for budget and financial plans. Database programs are used for storing large quantities of data (or information) in the computer. Communication programs help people exchange information with one another and with databanks which are large collections of information stored in huge centralised computer. In addition to those ones, there are also recreational and educational programs which are used for playing games, composing and listening to music. It is obvious that in the coming years, people will be developing and using more sophisticated programs to cover their personal needs.

Adapted from https : //homepage.cs.uri.edu/faculty/wolfe/book/Readings/Reading01.htm

B match the items from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your partner's. ***Number 1 is an example.***

BOX A	BOX B	Answers
1. instructions (l 1)	a. large collection of information	**1. d**
2. word processing (l 2)	b. program for board and table	2. .....
3. spreadsheet (l 4)	c. to satisfy	3. .....
4. Database (l 5)	d. tasks to do	4. .....
5. sophisticated (l 11)	e. program for texts	5. .....
6. to cover (l 11)	f. developed	6. .....

SPECIMEN

C say if the statements below are true or false. Write T for true and F for false. Refer to the lines of the text to justify your answers.

1. Computers are not made to receive instructions. **F (L1-L2)**
2. A computer can be called a program. .....
3. Words processing and spreadsheet are programs. .....
4. The database is a program that collects information. .....
5. People won't use sophisticated programs. .....

D The dialogue below, between Abié and Boli is about the use of computers. Complete it, then come and roleplay it with your neighbour. The best presenters will be filmed and posted on Facebook and an English speaking WhatsApp group.

Abié : (1) ..... ?

Boli : A program is a software that gives instruction to a computer.

Abié : Can you quote two examples of program ?

Boli : (2) .....

Abié : What is word processing program used for ?

Boli : (3) .....

Abié : What do you use spreadsheet program for ?

Boli : (4) .....

Abié : (5)..... !

Boli : You're welcome ! Good bye !

SPÉCIMEN

LESSON 2
WHAT A WONDERFUL CELLPHONE !

- Reading -

8



« The telephone gives us the happiness of being together yet safely apart. »

— Mason Cooley —

LEARNING CONTEXT

During a meeting of the English Club of Collège Moderne of Dualla, the students of 4e read a text about the uses of cellphones in order to discuss their importance in modern life.

GOOD TO KNOW

VOCABULARY CONTENT

Telephone ; Sim card ; Networks ; Cellphone ; Charger ; Battery ; To dial ; SMS ; MMS ; To charge ; To receive a message ; To send a message ; Device ; Convent ; Further ; Simultaneously ; Widely

LANGUAGE FUNCTIONS

DESCRIBING THE FUNCTIONS OF A PHONE

1. USE + OBJECT + TO + VERB

- We use a phone to make a call.
- We use smartphones to surf the Internet.

2. USE + OBJECT + FOR + VERB + ING

- We use a phone for getting in touch with friends.
- We use SMS for sending short messages.

EXPRESSING PAST ACTIONS

VERB (PAST SIMPLE) + COMPL

- The smartphone replaced the old big phones.
- Alexander Graham Bell invented the telephone in 1876.

MY DICTIONARY

Acronym (example : SMS) : acronyme ; **Current** : actuel ; **Can :** boîte

SPECIMEN

Session 1

1 Use the words or groups of words from the box to identify the pictures below. ***Number 1 is an example***.

a telephone ; a sim card ; networks ; a cellphone ; a charger ; a battery



1. *a telephone*



2. .....



3. .....



4. .....



5. .....



6. .....

2 Complete the sentences below with the words or expressions from **Activity 1**. ***Number 1 is an example***.

1. A phone with a cable, made to stay in a precise place : **a telephone.**
2. A small card inside a mobile phone, carrying an identification number : .....
3. A device used to put energy in a battery of a mobile phone : .....
4. An operator that permits the sim card to be connected : .....
5. A small can in which the power for the phone is stored : .....
6. A small phone with which we can move everywhere : .....

3 Link the clues below with the suggested prepositions between brackets to build meaningful sentences about computer functions. ***Number 1 and 2 are examples***.

1. New generation people / cellphones / surf on Internet (for)
   → New generation people **use** cellphones **for** surfing the Internet.
2. Dorlann and Maxwell / cellphone / keep in touch (to)
   → Dorlann and Maxwell **use** cellphone **to** keep in touch.
3. Cenhia / the charger / charge his phone battery (for)
   → .....
   .....
4. Boris K / Orange sim card / send SMS to his friends (to)
   → .....
   .....
5. Tazéré and Zomassa / telephone / call their children at home (to)
   → .....
   .....
6. We / mobile phone / call people everywhere (for)
   .....
   .....

SPECIMEN

Session 2

1 Match the items in Box A to what they refer to in Box B. ***Number 1 is an example***.

BOX A	BOX B	Answers
1. To dial 2. SMS 3. MMS 4. To charge 5. To receive a message 6. To send a message	A. to transfer a short text to someone via the phone. B. to write numbers an a phone in order to make a call. C. Short Message System. D. to get from someone a short text in your phone. E. to save energy in the battery of a phone. F. Multimedia Messaging System.	**1. B** 2. …….. 3. …….. 4. …….. 5. …….. 6. ……..

2 Complete the sentences below with the following acronyms, words or expressions. ***An example is done for you***.

to dial ; to send a message ; to charge ; to receive a message ; SMS ; MMS.

1. My battery is low. I'm going ..... my phone.

→ My battery is low. I'm going **to charge** my phone.

2. I would like ..... your phone number and call you, but I don't have any airtime.

3. I also wanted ..... to you. But I don't know how to write messages.

4. Landry likes sending ..... , he rarely calls his friends.

5. I received a picture in your message, so you sent me an ..... .

6. I have ..... . I'm going to send the reply.

3 The sentences below express past actions. Put the verbs in the right tense, then reorder the items to get meaningful sentences. ***Number 1 is an example***.

1. to make calls / Lahilé / only with the telephone / In a recent past /

→ In a recent past, Lahilé **made calls** only with the telephone.

2. cellphones / bigger than today / to be / In 1990 /

→ .....

.....

3. to write / Yesterday / N'Chacou / to his girlfriend / a SMS /

→ .....

.....

4. to communicate / Carlin and Jean Yves / last year / through Internet

→ .....

.....

5. Silaire / to buy / last January / for his wife / new smartphone

→ .....

.....

6. without phones / information / Our ancestors / to exchange / and Internet

→ .....

.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

In order to get prepared for a presentation about telephone, you do some research on the Internet. You come across the text below. Read it and do the tasks that follow.

A **As you read the text quickly, tick (√) the statement that best summarizes it.**

The text is about :

– the invention of telephone. ☐
– the use of telephone. ☐
– the origin of telephone. ☐

TEXT :

A telephone, or phone, is a telecommunication device that permits two or more users to conduct a conversation when they are not in the same space to be heard directly. A telephone converts sound, typically and most efficiently the human voice, into electronic signals suitable for transmission via cables or other transmission media over long distances, and replays such signals simultaneously in audible form to its user. The word *telephone* has been adapted into the vocabulary of many languages. First invented in 1876 by Alexander Graham Bell and further developed by many others, the telephone was the first device in history that enabled people to talk directly with each other across large distances. Telephones rapidly became indispensable to businesses, government, and households, and are today some of the most widely used small appliances. The essential elements of a telephone are a microphone *(transmitter)* to speak into and an earphone *(receiver)* which reproduces the voice of the distant person. In addition, most telephones contain a ringer, which produces a sound to announce an incoming telephone call.

Adapted from https://www.coursehero.com/file/28330516/the-telephonedocx/

B **As you read the text again, match the words from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your partner's. *Number 1 is an example*.**

BOX A	BOX B	Answers
1. device (L1)	A. transforms	**1. D**
2. converts (L3)	B. largely	2. ……..
3. suitable (L3)	C. at the same time	3. ……..
4. simultaneously (L5)	D. machine	4. ……..
5. further (L6)	E. accurate	5. ……..
6. widely (L9)	F. more	6. ……..

SPECIMEN

C **As you read the text again, give short answers to the questions below. (2 lines maximum)**

1. When was the telephone invented ?

.....

.....

2. Who are the users of the telephone ?

.....

.....

3. What is a telephone used for ?

.....

.....

4. List the main elements of the telephone.

.....

.....

D

After reading the text above, you got a lot of information about the telephone. Your teacher asks you to write a newspaper's article to be published in the magazine of your English Club. The topic is "The importance of the telephone".
In your article,

- talk about the origin of the telephone ;
- indicate the use of the telephone in the past ;
- explain the current uses of a smartphone.

12 lines maximum

.....

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SPECIMEN

LESSON 3
STAY CONNECTED !

LEARNING CONTEXT

During a meeting of the English Club of Lycée Municipal of Koumassi, the students of 4e read a text related to Internet to talk about its importance in today's society.



« We are all now connected by the Internet, like neurons in a giant brain. »

— Stephen Hawking —

GOOD TO KNOW

VOCABULARY CONTENT

Cybercafé ; Social networks ; Wi-Fi ; E-mail ; Homepage ; Website ; Mailbox ; Password ; Skype ; Text chat ; Browser ; To download ; Hacker ; Surfing

LANGUAGE FUNCTIONS

USING THE PRESENT PERFECT

SUBJ + HAS / HAVE + PAST PARTICIPLE OF THE VERB

– The Internet **has improved** the literature domain.

USING SINCE / FOR

1. **PRESENT PERFECT WITH SINCE + THE STARTING POINT OF THE TIME**
   – The 4e Students have learnt English *since* 2019.
2. **PRESENT PERFECT WITH FOR + THE DURATION OF TIME**
   – The 4e Students have learnt English *for* 3 years.

MY DICTIONARY

Item : élément ; **Online** : en ligne sur Internet

SPECIMEN

Session 1

1 The pictures below are related to the Internet.Use the following words or expressions to identify them. **Number 1 is an example.**

social networks ; Wi-Fi ; email ; homepage ; website ; mailbox



1. *email*



2. .....



3. .....



4. .....



5. .....

didierdrogba@gmail.com

6. .....

2 Read the passage below about Internet. Complete it with the words or groups of words from the box to make it meaningful. ***Number 1 is an example***.

to dial ; to send a message ; to charge ; to receive a message ; SMS ; MMS

When you start browsing on the Internet, the first page you see is the (1) **homepage**.

A good company should have its own (2) ..... to control its activities online.

The (3)..... such as Facebook and WhatsApp are very popular here because the (4)..... which shares Internet connexion are cheap in Côte d'Ivoire.

That's why my boss sends me an (5)..... every day in my (6)..... .

3 Analyze the examples below and write the other sentences in the same tense. ***Number 1 is an example***.

1. People (to do) research on the Internet .
   → People **have done** research on the Internet.
2. Good citizens **(to create)** their mailbox.
   → .....
   .....
3. This homepage **(not to belong)** to this company.
   → .....
   .....
4. The hackers **(to try)** to rob the login of JD company.
   → .....
   .....
5. Dioum **(not to use)** skype to communicate.
   → .....
   .....
6. The authors **(to write)** a very good workbook.
   → .....
   .....

SPECIMEN

Session 2

1 Match the words or groups of words in Box A to their definitions in Box B. ***Number 1 is an example***.

BOX A	BOX B	Answers
1. Passwords	A. a way in which several Internet users can send messages to each other immediately.	**1. F**
2. Skype	B. a person who illegally copies computer programs or tries to enter into them.	2. .....
3. Text chat	C. to take multimedia objects from internet.	3. .....
4. Browser	D. a network on the Internet that you can use to make phone calls.	4. .....
5. To download	E. the activity of looking at various websites one after the other on the Internet.	5. .....
6. Hacker	F. secret codes.	6. .....
7. Surfing	G. computer program that allows you to look and search through information on the Internet.	6. .....

2 The paragraph below is about surfing on the Internet. Fill in the gaps with the words or expressions from the box to make it meaningful. ***Number 1 is an example***.

surf ; password ; text chats ; download ; skype ; a hacker

I (1) surf the Internet, to have some information.

I don't make a call through Internet, so I don't use (2) ..... . From time to time, I use (3) ..... to discuss with my friends by sending messages.

Last week (4) ..... tried to rob my account so I changed my (5) ..... . Finally, he did not succeed to (6) ..... my multimedia files.

3 Read carefully the sentences below. Rewrite them using the clues between brackets. ***Number 1 is an example***.

1. The Internet **(to revolutionize)** the research domain. *(four decades)*

→ The Internet **has revolutionized** the research domain **for** four decades.

2. New African generations (to have) a skype account. *(2003)*

→ .....

.....

3. The government (to publish) the results of administrative contests online. *(2009)*

→ .....

.....

4. The illiterate persons (to surf) the Internet. (eight years)

→ .....

.....

5. The Internet (to rise) the rapidity of looking for information. *(1983)*

→ .....

.....

6. With the Internet, John (to build) his virtual world. *(two years)*

→ .....

.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

For a presentaion at the next meeting of the English Club of your school, you go to a cybercafé in order to collect information. You come across the text below. Read it and do the tasks that follow.

A. As you read the text quickly, tick (√) the statement that best summarizes it.

– the invention of the Internet ; ☐
– the dangers of the use of the Internet ; ☐
– the benefits of the use of the Internet. ☐

The Internet is a global system of interconnected computer networks to serve several billion users worldwide. Internet has been the most useful technology of the modern times which helps us not only in our daily lives, but also our personal and professional lives developments. The use of the Internet offers a variety of benefits to everyone who is willing to use it.

For the students and educational purposes the Internet is widely used to gather information so as to do the research or add to the knowledge of any sort of subject they have. Even the personal business and the professions like doctors, access the Internet to filter the necessary information for their use. The Internet is therefore the largest encyclopedia for everyone, in all age categories.

The Internet has served to be more useful in maintaining contacts with friends and relatives who live abroad permanently. The easiest communication means like the Internet chatting systems, Facebook and the emails are the best and the most common ways for keeping in touch with the people around the world.

Adapted from Wikipedia

B. As you read the text again, match the words from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your partner's. *Number 1 is an example.*

BOX A	BOX B	Answers
1. useful (L2)	A. objectives	1. D
2. variety (L4)	B. world of knowledge	2. ……
3. purposes (L5)	C. select	3. ……
4. filter (L7)	D. necessary	4. ……
5. encyclopedia (L8)	E. overseas	5. ……
6. abroad (L10)	F. diversity	6. ……

SPÉCIMEN

C. As you read the text again, give short answers to the questions below. (2 lines maximum)

1. How is the Internet useful for students ?

.....

.....

2. What are services provided by the Internet ?

.....

.....

3. According to the text, is the Internet dangerous ? Why ?

.....

.....

D . Back from a reading competition organized by the British Embassy, you have been chosen to produce a speech about "the use of the Internet in our daily life".

Write down your speech in which you will,
- define the Internet ;
- talk about its uses since its creation.

(10 lines maximum)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

1 J'ai appris à …

1	K	identifier et à nommer les composantes d'un ordinateur.	a	- Plug in the computer ; - Switch on your computer
2		employer un vocabulaire relatif à l'informatique.	b	– Kérèn has learnt computer science for 3 years. – Kérèn has learnt computer science since 2019.
3		définir l'utilisation des composantes d'un ordinateur.	c	a battery ; a sim card ; a charger
4		donner des instructions pour la réalisation des tâches.	d	to dial ; to send SMS and MMS
5		définir l'utilisation d'un téléphone.	e	to chat ; to surf ; to download
6		exprimer des actions passées.	f	– We use a phone to make calls. – We use a phone for calling.
7		identifier et à nommer les composantes d'un téléphone.	g	– A keyboard is used to type texts. – A keyboard is used for typing texts.
8		employer un vocabulaire relatif à la communication téléphonique.	h	I have received your sms.
9		employer un vocabulaire relatif à l'Internet.	i	Last year, we printed a lot of documents.
10		utiliser une phrase au "past simple".	j	to plug in ; to plug out ; to restart
11		mentionner des périodes précises dans des phrases.	k	a mouse ; a keyboard

SPECIMEN

TEST 8

PART ONE : Reading for comprehension

Read the text and do all the activities that follow.

COMPUTERS

A computer is a programmable machine designed to automatically carry out a sequence of arithmetic or logical operations. The first use of the word «computer» was recorded in 1613, referring to a person who carried out calculations, or computations, and the word continued with the same meaning until the middle of the 20th century. From the end of the 19th century, the word began to take on its more familiar meaning, a machine that carries out computations.

In the beginning, computers were as big as a large room. It is only later that they have become smaller and smaller, accessible to anyone. This has given way to personal computers. Later developers created new applications to help users perform many things from word processing to image editing. A large scale of programs, some free and others costly, have opened new horizons in information technology.

Now computers have noticeable impact on social relations. They have enabled entirely new forms of social interaction, activities, and organisation. With the Internet, working with computers has become part of our daily lives thanks to its basic features such as widespread usability and access. In addition to face communication that characterized humans for centuries, a new form of virtual communication has become more predominant.

Adapted from https://www.myenglishpages.com/site_php_fi les/reading-computers.php

A. VOCABULARY CHECK

Match each word or expression from the text in Column A with its synonym or meaning in Column B. Write your answers like in the example : 1-A.

Column A	Column B
1. carry out (L1)	A. execute
2. arithmetic (L2)	B. convenience
3. century (L4)	C. characteristics
4. word processing (L8)	D. universal
5. scale (L9)	E. period of 100 years
6. enabled (L11)	F. allowed
7. features (L13)	G. calculation
8. widespread (L13)	H. texts typing
9. usability (L13)	I. range

B. COMPREHENSION CHECK

Read the text and say if the statements below are true or false. Write T for true and F for false. Give the lines of the text to justify your answers. Example : 1-F (L2).

1. The word "computer" is a new term.
2. Computers have always been small.
3. Computers were accessible to anyone in the beginning.

SPECIMEN

4. All computer applications are free.

5. Computers and the Internet have shaped new social relations.

PART TWO :
Language in use

Task A. Here is a small text written by an expert in computer science. Some words are missing. Read the text and fill in the gaps with : *used to / used for / use for.* **Example : 1 - use for.**

It is clear that the only device we (1). ..... printing texts is a printer. But some printers have also the scan function, so from time to time they are (2). ..... scanning documents. In one word, they have a double function, they can be (3). ..... print and scan files.

Task B. The text below has been taken from a book written by Mark Zuckerberg, the inventor of Facebook. Try to find the missing words among these suggestions : *since / for / 2004*

(1) ..... is the year in which I have created Facebook. But It has become so popular (2) ..... 2010. I mean, It has reached all the continents (3) ..... 12 years now.

PART THREE :
Writing

After reading a text about computers, the editor of the American magazine named "Zedwen News" asks you to write a paragraph about the importance of computers and the Internet. In your article,

– mention the origin of computer ;
– talk about its progressive transformations ;
– mention the current use of computers and the Internet.

Your article will be published in an american magazine.

(12 Lines maximum)

SPECIMEN

	Anglais (Infinitif)	Prétérit	Participe passé	Français (Infinitif)
1	be	was, were	been	être
2	beat	beat	beaten	battre
3	become	became	become	devenir
4	begin	began	begun	commencer
5	bend	bent	bent	plier / se courber
6	bite	bit	bitten	mordre
7	bleed	bled	bled	saigner
8	blow	blew	blown	souffler / gonfler
9	break	broke	broken	casser
10	bring	brought	brought	apporter
11	build	built	built	construire
12	burn	burnt / burned	burnt / burned	brûler
13	buy	bought	bought	acheter
14	can	could	could	pouvoir
15	catch	caught	caught	attraper
16	choose	chose	chosen	choisir
17	cling	clung	clung	s'accrocher
18	clothe	clad / clothed	clad / clothed	habiller / recouvrir
19	come	came	come	venir
20	cost	cost	cost	coûter
21	cut	cut	cut	couper
22	dig	dug	dug	creuser
23	do	did	done	faire
24	draw	drew	drawn	dessiner / tirer
25	dream	dreamt / dreamed	dreamt / dreamed	rêver
26	drink	drank	drunk	boire
27	drive	drove	driven	conduire
28	eat	ate	eaten	manger
29	fall	fell	fallen	tomber
30	feed	fed	fed	nourrir
31	feel	felt	felt	se sentir / ressentir
32	fight	fought	fought	se battre
33	find	found	found	trouver
34	forget	forgot	forgotten / forgot	oublier
35	get	got	gotten / got	obtenir
36	give	gave	given	donner
37	go	went	gone	aller
38	grow	grew	grown	grandir / pousser
39	have	had	had	avoir
40	hear	heard	heard	entendre
41	hide	hid	hidden	cacher

SPÉCIMEN

42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blesser
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout
81	steal	stole	stolen	voler / dérober

SPÉCIMEN

82	sweep	swept	swept	balayer
83	swim	swam	swum	nager
84	take	took	taken	prendre
85	teach	taught	taught	enseigner
86	tell	told	told	dire / raconter
87	think	thought	thought	penser
88	throw	threw	thrown	jeter
89	understand	understood	understood	comprendre
90	wake	woke	woken	réveiller
91	wear	wore	worn	porter (avoir sur soi)
92	win	won	won	gagner
93	write	wrote	written	écrire

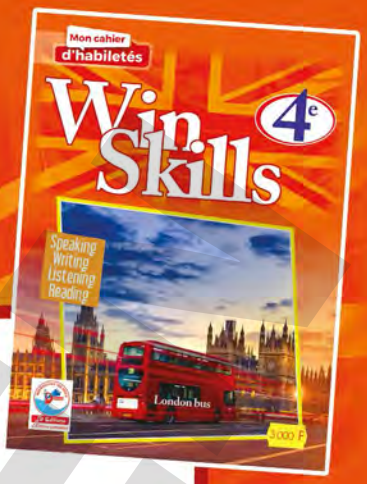
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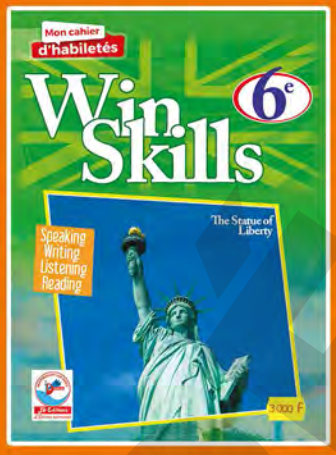
Achevé d'imprimer sous les presses de : JD ÉDITIONS
Pour le compte de JD Éditions.
Tél. : 25 23 00 17 50
Mise en page : JD Éditions
02 trimestre 2021
Dépôt légal N° 17413 du 16 Avril 2021

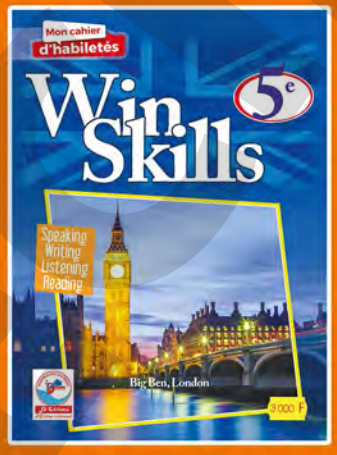


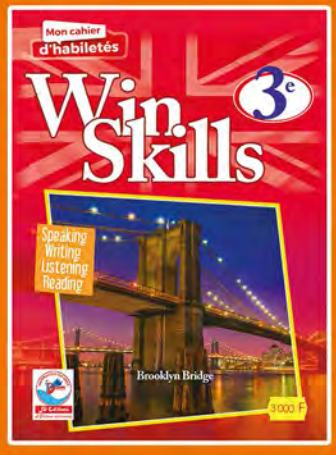
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Each lesson offers the following structure :

- ***Good to know***
- ***Practice activities***
- ***Let's recap***
- ***My English test***

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ISBN :979-10-91832-92-2
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