STUDENT'S BOOK

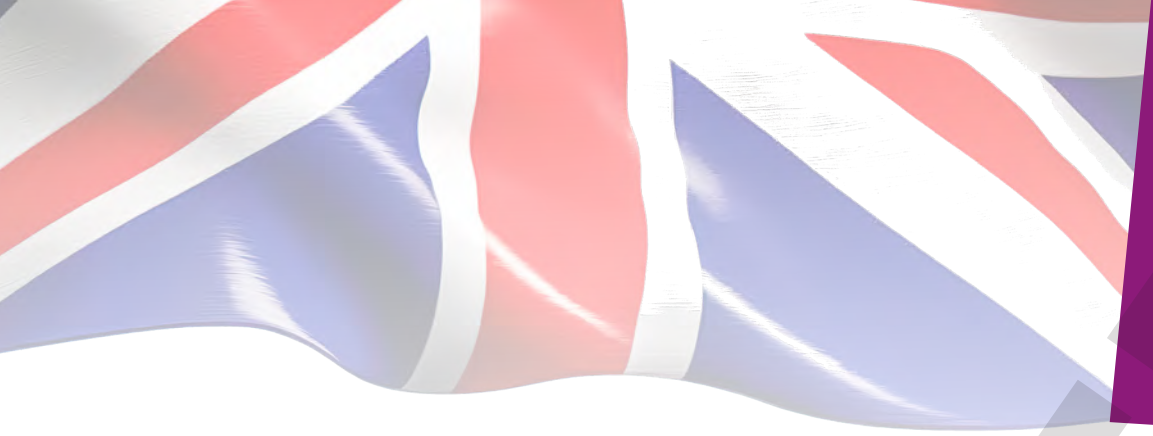
Win Skills

Tle

Speaking
Writing
Listening
Reading



JD Editions
L'Edition autrement



Tle

Win Skills

Student's book

GOUHI Gahé Théophile
Inspecteur en chef, CND

TRAORÉ Mamadou
Inspecteur Pédagogique Principal, Abidjan IV

CAMARA Pénawa Simplice
Inspecteur Pédagogique Principal, Abidjan III

DOGO Ange Guy
Inspecteur Pédagogique, Abidjan I

OURÉGA Gnangbo Sylvestre
Inspecteur Pédagogique Principal

YAO Konan Kan Marcellin
Inspecteur Pédagogique Principal

DIOMANDÉ Ousmane Bah
Professeur de Lycée

KOFFI Aya Michelle
Professeur de Lycée

DIARRASSOUBA Drissa
Professeur de Lycée

KONÉ Mefangbé
Professeur de Lycée

JD Éditions

21 B.P. 3636 Abidjan 21

Côte d'Ivoire

SPÉCIMEN

NOTE DE PRÉSENTATION

Le Manuel WIN SKILLS T^le a été élaboré en tenant compte des besoins et des préoccupations, aussi bien des enseignants que des apprenants. Il est conforme au Programme Éducatif en vigueur et répond aux exigences de l'Approche par les Compétences (APC), dont la finalité est de parvenir à asseoir, chez les apprenants, les capacités d'agir et d'interagir dans des situations de la vie courante. Pour parvenir à cet objectif ambitieux, les auteurs proposent les rubriques suivantes :



I. Classroom language

Cette rubrique propose des expressions usuelles de classe, auxquelles les élèves peuvent avoir recours afin de maximiser l'utilisation de la langue anglaise en situation de classe.



II. Proverbs, quotes, sayings ...

Ils ont été conçus pour servir de déclencheur. 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. Ils apportent également un plus à la connaissance des apprenants en donnant le nom et quelques informations relatives à l'auteur de la citation.



III. Unit overview

La rubrique **KEY STUDY POINTS OF THE UNIT** annonce le champ lexical du thème qui sera développé dans l'unité, ainsi que les points de grammaire ou fonctions langagières qui seront étudiés au cours de l'unité.
En outre, elle permet, à travers la partie **PICTURE ANALYSIS,** d'orienter les élèves vers le thème du cours. Les questions posées en rapport avec les images constituent une aide pour aboutir au thème central, permettant ainsi à l'apprenant de constater par lui-même la destination vers laquelle il est conduit.

SPÉCIMEN

©JD Éditions, Abidjan 2024
ISBN : 978-2-487642-14-0
Toute reproduction, quel qu'en soit le procédé, est interdite sous peine de poursuites judiciaires.



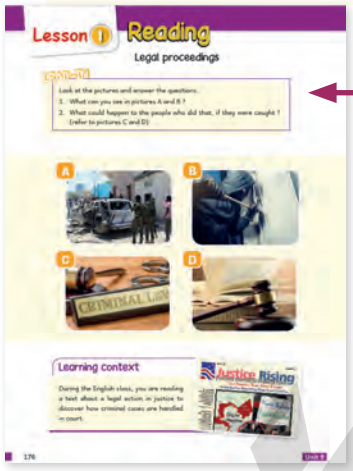
IV. Reading (Compréhension écrite)

C'est la leçon d'ouverture de chaque unité. Dans ce type de leçon, l'apprenant est amené à se familiariser avec les compétences requises à l'exploitation et à la compréhension d'un texte.



V. Reading strategies

L'enseignement des stratégies de lecture vise à amener les élèves à être de meilleurs lecteurs et à les outiller pour les rendre autonomes en situation d'exploitation de textes dans le cadre du « Reading for comprehension ».



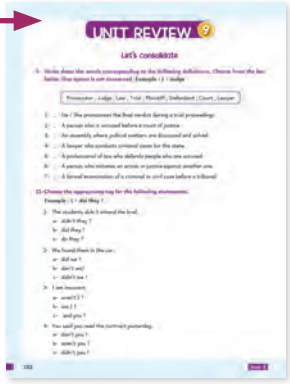
VI. Lead-in

C'est le déclencheur qui permet de rentrer de plain-pied dans la leçon. Il est présenté sous forme d'images accompagnées de questions dont la fonction est de faire ressortir les pré-acquis des élèves relativement au sujet de la leçon et à les inciter à chercher à en savoir davantage.



VII. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de l'environnement socioculturel de l'élève. Elle donne un sens à l'apprentissage des apprenants. Il faut noter, par ailleurs, que les situations proposées dans ce manuel peuvent être adaptées aux réalités des apprenants.



VIII. Unit review

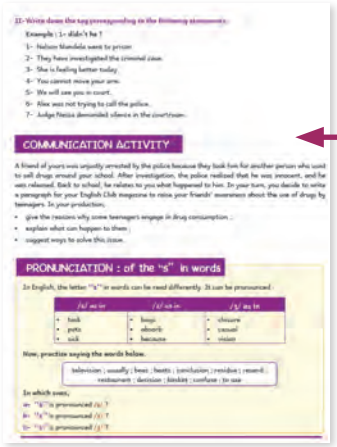
À la fin de chaque unité, cette partie propose des exercices de vocabulaire et de grammaire ou de fonctions langagières qui se veulent englobants. En les traitant, l'élève consolide ses acquis.

SPECIMEN

IX. Writing (Expression écrite)

Ce type de leçon vise à développer les compétences rédactionnelles des apprenants, et ce, à travers les différents types de rédaction abordés au fil des unités.





X. Communication activity

C'est la situation d'évaluation et la finalité de chaque leçon. Cette dernière activité se focalise sur un exercice de communication qui donne l'occasion à l'élève de réutiliser ses acquis antérieurs et présents afin de résoudre efficacement un problème donné.

XI. Speaking (Expression orale)

C'est le deuxième type de leçon du présent manuel. Il propose aux enseignants et aux élèves des activités qui partent généralement d'une fonction langagière pour déboucher sur une activité d'expression orale proprement dite. L'enseignant (e) aura le choix entre ce type de leçon et le «Free Oral Communication», selon qu'il estime que l'enseignement de la fonction langagière est nécessaire ou non.





XII. Let's keep in mind

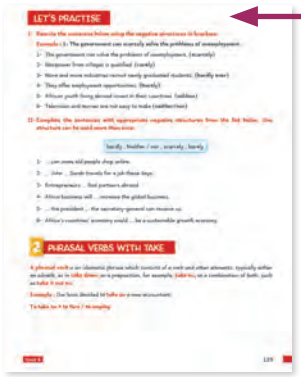
Il s'agit ici d'un résumé simplifié de la séance. Les points de grammaire ou de fonctions langagières étudiés sont passés en revue et explicités. L'élève y trouve un moyen plus aisé d'apprendre ses leçons.

XIII. Listening (Compréhension orale)

C'est la troisième leçon de chaque unité. Elle est axée sur le développement de compétences basées sur la compréhension d'un message audio.



SPECIMEN



XIV. Let's practise

C'est la phase de mise en application des acquis aussi bien en vocabulaire qu'en grammaire ou en fonction langagière. C'est l'occasion première pour l'élève de vérifier l'adéquation entre sa compréhension théorique du cours et la réalité pratique de celui-ci.



XV. Language corner

Cette rubrique couvre les points grammaticaux ou fonctions langagières prévus dans le Programme Éducatif qui n'ont pu être abordés au cours des leçons portant sur les compétences linguistiques (Lecture, Expression orale, Écoute et Expression écrite). En plus de l'explication de règles grammaticales, enseignants et apprenants trouveront des exercices d'application permettant de vérifier l'assimilation des contenus présentés.

XVI. Free oral communication



Elle introduit les apprenants dans la communication orale véritable. C'est l'occasion de rappeler les différentes stratégies qui font partie intégrante d'un cours d'Expression orale. Cette rubrique fait donc un bref exposé de ce en quoi consiste la stratégie des techniques d'Expression orale, et cela, au cas par cas. En clair, les différents styles d'Expression orale, sont minutieusement présentés dans cette rubrique, permettant aussi bien aux élèves qu'aux professeurs d'avoir sous les yeux la méthodologie à respecter.



XVII. Project task

Située à la fin des chapitres pairs, cette rubrique amène les apprenants à réinvestir des savoirs acquis dans une situation de la vie courante. C'est un exercice pratique permettant de dévoiler le savoir-faire de l'élève. L'apprenant se retrouve donc au cœur de la réalisation d'un projet.

XVIII. My English tests



Il s'agit d'exemples d'évaluation sommative de niveau Terminale conformes au format actuel des évaluations en APC. Elles préparent les apprenants et les familiarisent au format de sujets proposés au Baccalauréat. Les sujets proposés visent à évaluer les acquis des élèves sur certains thèmes traités.

SPECIMEN

Table of contents

UNIT 1
Lifestyles : moving with the times

Pages 11-29

VOCABULARY
- Past and present lifestyles
- Suffix -ness

LANGUAGE FUNCTION
Talking about past habits

WORD FORMATION
The suffix "ness"

WRITING SKILLS
A letter of complaint

LANGUAGE CORNER
- The past simple and the past perfect
- Indefinite relative pronouns

UNIT REVIEW (Let's consolidate) 1 Page 30

UNIT 2
Freedom and civil rights

Pages 31-46

VOCABULARY
- Extended family members' names with "step"; "half"; "in-law"
- Prefixes and suffixes

LANGUAGE FUNCTION
Expressing possibility, ability, obligation and necessity

WORD FORMATION
The suffix "ism"

WRITING SKILLS
An informal email

LANGUAGE CORNER
Past form of modal verbs

UNIT REVIEW (Let's consolidate) 2 Page 47

SPECIMEN

UNIT 3

Developement issues

Pages 51-68

VOCABULARY

Development issues

LANGUAGE FUNCTION

- Making causative sentences
- Making comparisons

PRONUNCIATION

The final –s at the end of English verbs and nouns

WRITING SKILLS

A newspaper article

LANGUAGE CORNER

Causative structures with "have" and "get"

UNIT REVIEW (Let's consolidate) 3 Page 69

UNIT 4

What the future holds

Pages 73-87

VOCABULARY

- Humanitarian actions
- Urbanization in Africa

LANGUAGE FUNCTION

- Expressing future actions
- Expressing subjective judgments and general statements

PRONUNCIATION

The stress on two-syllable words

WRITING SKILLS

A for or against essay

LANGUAGE CORNER

Verb patterns with the infinitive or the gerund

UNIT REVIEW (Let's consolidate) 4 Page 88

UNIT 5

Managing resources

Pages 91-110

VOCABULARY

Prefixes "bio"; "mano"; "multi"

LANGUAGE FUNCTION

- Expressing conditions
- Making comparisons

PRONUNCIATION

The "th" sound

WRITING SKILLS

A presentation

LANGUAGE CORNER

Relative clauses

Impersonal passive forms

UNIT REVIEW (Let's consolidate) 3 Page 111

SPECIMEN

UNIT 6
Contemporary Africa

Pages 113-130

VOCABULARY

Phrasal verbs with "take"

LANGUAGE FUNCTION

Emphasizing with "not only ... but also"

PRONUNCIATION

The final-ed

WRITING SKILLS

An argumentative essay

LANGUAGE CORNER

Negative adverbs

UNIT REVIEW (Let's consolidate) 6 Page 131

UNIT 7
International issues

Pages 135-153

VOCABULARY

Prefixes and suffixes

LANGUAGE FUNCTION

Giving orders and requests

LANGUAGE CORNER

- Prepositions
- Reported speech

PRONUNCIATION

WRITING SKILLS

An opinion essay

UNIT REVIEW (Let's consolidate) 7 Page 154

UNIT 8
Cultural differences

Pages 157-170

VOCABULARY

Adjectives ending in –ed or –ing

LANGUAGE FUNCTION

Referring to what follows a verb using verb pattern

LANGUAGE CORNER

Question types in English

PRONUNCIATION

The stress of compound words, adjectives, and verbs

WRITING SKILLS

A covering letter

UNIT REVIEW (Let's consolidate) 8 Page 171

SPECIMEN

UNIT 9

Justice

Pages 175-191

VOCABULARY

Justice and its actors

LANGUAGE FUNCTION

- Agreeing and disagreeing
- Asking for confirmation

PRONUNCIATION

The final -s

WRITING SKILLS

A dialogue

LANGUAGE CORNER

Negative interrogative sentences

UNIT REVIEW (Let's consolidate) 9 Page 192

UNIT 10

Demography

Pages 195-208

VOCABULARY

Population growth and its consequences

LANGUAGE FUNCTION

Expressing reflexibility with reflexive pronouns

PRONUNCIATION

The sound /ʃ/

WRITING SKILLS

A presentation

LANGUAGE CORNER

- Object pronouns
- Reciprocal pronouns

UNIT REVIEW (Let's consolidate) 10 Page 209

My English tests Pages 212 - 234

Irregular verbs Pages 235 - 240

My dictionary Pages 241 - 242

SPECIMEN

CLASSROOM LANGUAGE

- **Asking for something**
  - Can I borrow a pencil, please?
  - Please, can you lend me your eraser?
  - Do you have a ruler for me?
  - May I come in, please?
  - Please, may I go out?

- **Asking about words**
  - What does "pencil" mean?
  - What is the English for "défi"?
  - What is the French for 'issue"?
  - How do you spell the word "tribe"?
  - How do you pronounce "challenge"?

- **Asking to repeat**
  - Can you repeat that, please?
  - Could you say that again, please?
  - Please, I didn't hear what you said.
  - Pardon me ?
  - Could you write it on the board, please?

- **Asking for help and clarification**
  - I don't understand. Please, what exactly do we have to do?
  - Can you help me, please?
  - Please, could you check my answers?
  - Please, can you explain it again?
  - Is my answer right or wrong?

- **Apologizing**
  - Excuse me, please.
  - I'm sorry.
  - Sorry about that.
  - Sorry, I'm late.
  - I apologize

- **Asking for information**
  - Do you have any idea ... ?
  - I was wondering ...
  - Could anyone tell me ... ?
  - Have you got an idea of ... ?
  - I would like to know...

- **Asking someone to do something**
  - Would you mind ... ?
  - Could you please ... ?
  - Can you ... ?
  - I'd appreciate it if you could ... ?

- **Giving feedback**
  - That's a great effort, but ...
  - You're on the right track, but ...
  - I think you could improve by...
  - You might want to consider...
  - Have you thought about trying...

SPECIMEN

Unit 1

Lifestyle: moving with the times

«Change is the law of life. And those who look only to the past or the present are certain to miss the future.»



— John F. Kennedy —

35th President of the US, in office from January 20, 1961 to November 22, 1963.

SPECIMEN

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Talking about past and present lifestyles
- Discussing public services, moral values, and modern times' migrations
- The present simple and the present perfect
- The past simple and the past perfect
- Word formation with the suffix *-ness.*
- Indefinite relative pronouns (whenever, wherever, whoever, whichever, whatever, however, etc.)
- Writing a letter of complaint

■ PICTURE ANALYSIS

Look carefully at the pictures below.

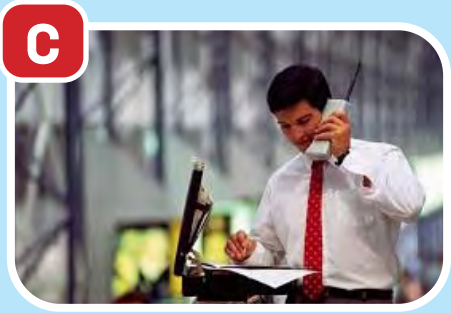
A



B



C



1. Say how people's lifestyle has evolved over time.
2. What other changes have occured in the past fifty years ?

Lesson 1 Reading

Understanding artificial intelligence

LEAD-IN

Observe the pictures below and answer the questions.

1. Are these pictures from the same epoch or time ?
2. What noticeable changes can you observe from one picture to the others ?
3. How do you think the technological revolution can influence people's lifestyle?

A



B



C

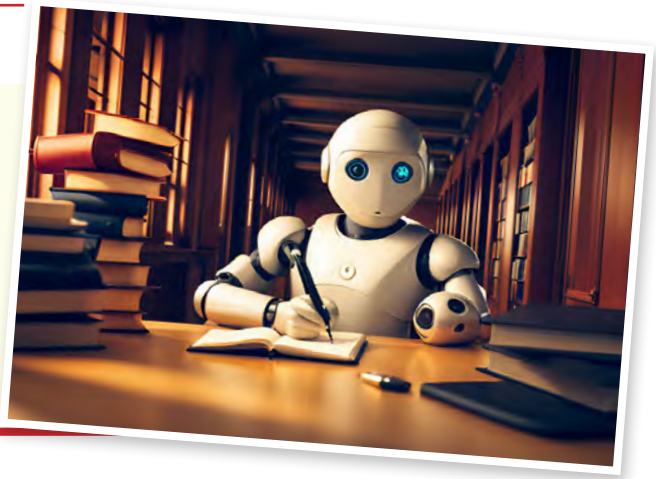


D



Learning context

You have heard about "Artificial Intelligence" (AI), as the latest technological revolution, on television. You decide to read more about it at the library of the American Embassy in Côte d'Ivoire in order to share your findings with your classmates.



SPECIMEN

A **Read the article below quickly and choose the best ending for the following statement.**

This article deals with the ...

a- possible impacts of Artificial Intelligence on workforces.

b- objectives of the inventors of Artificial intelligence.

c- influences of workers on Artificial Intelligence.

d- limitations of Artificial Intelligence.

A specter is haunting workers (the rise of Artificial Intelligence (AI). The fear is that smart computer programs will eliminate millions of jobs, condemning a generation to minimum) wage drudgery or enforced idleness. Never mind the robots, fear the software.

There is no need to be gloomy, say Ken Goldberg of the University of California, Berkeley, and Vinod Kumar, the chief executive of Tata Communications, a unit of India's biggest business house (which stands to profit from the spread of AI). They have spread a report that is much more optimistic about the outlook for ordinary employees. In many cases, it says, job satisfaction will be enhanced by the elimination of mundane tasks, giving people time to be more creative.

Their views are backed up by a survey of 120 senior executives, conducted for the report, which found that more of them (77 %) thought that AI would create new roles than believed it would replace existing positions (57 % of respondents could choose both options). Extra skills may be needed to cope with the new technology and more than half of the bosses are already taking steps to train their workforces.

Previous technology shifts have not had as negative effects on employment as was first feared. The authors note some well-known examples. Bar-code scanners did not eliminate the role of cashiers in America; jobs in the retail industry grew at an annual rate of more than 02 % between 1980 and 2013. The arrival of Automated Teller Machines (ATMs) spared bank employees the job of doling out cash and freed them to offer financial advice to customers.

Some jobs could be made a lot easier by AI. One example is lorry driving. Some fear that truck drivers will be replaced by autonomous vehicles. But maneuvering a lorry around busy streets is far harder than driving down the motorway. So, the driver could switch into automatic mode (and get some rest) when outside the big cities, and take over the wheel once again when nearing the destination. The obvious analogy is with jetliners, where the pilots handle take-off and landing but turn on the computer to cruise at 35,000 feet. Using AI may prevent tired drivers from causing accidents.

Turning to office life, AI can help with complex and fiddly tasks like managing supply chains, allocating desk space, and keeping records of meetings. All this can free up time for people to work on more important strategic decisions. The authors also think that AI could help collaboration within companies. One obvious example is the elimination of language barriers. Multinational companies may have employees who lack a common language; AI can handle translation in real-time so that dialogue is easier.

Source : The Economist USA 09/15/2018, Page 70.

SPECIMEN

B **Read the text again and find out the words whose meanings or synonyms are closest to the ones listed below.** **Example : 1- specter**

1- threat (line 1)

2- labour (line 3)

3- pessimistic (line 4)

4- future (line 7)

5- improved (line 8)

6- ordinary (line 8)

7- manage (line 12)

8- driving (line 20)

9- shift to (line 21)

10-requiring dexterity to operate (line 26)

C **Read the passage carefully and fill in the blanks in the following sentences with the information from the text. The paragraph indications can help you.**

Example : 1- will lead to the elimination of millions of jobs

1- Workers are worried that the rise of Artificial Intelligence (AI) will lead to (...) (P1).

2- A report by Ken Goldberg and Vinod Kumar offers a(n) (...) (positive/negative) outlook on the impact of AI on jobs (P 2).

3- According to a survey of executives, a larger percentage believe AI will (...) new roles than (...) existing jobs (P 3).

4- The authors use the example of (...) technology to show that past technological advancements did not eliminate jobs as initially feared (P 4).

5- The passage suggests that AI can make jobs like (...) easier by allowing drivers to switch to autopilot on highways (P 5).

6- In office settings, AI can free up employee time for more strategic tasks by handling (...) tasks like managing supply chains (P 6).

7- AI can also improve collaboration in companies by eliminating (...) such as language differences (P 6).

COMMUNICATION ACTIVITY

You have just read an article about Artificial Intelligence (AI) on the Washington Post website. Once at school, you decide to share the information you have collected with the members of your English Club. In your talk,

- provide a brief overview of AI and its current applications ;
- explain how AI has impacted creativity and people's lifestyles so far ;
- say if AI represents a threat to human creativity, then suggest what can be done to mitigate this threat.

SPECIMEN

Lesson 2 Speaking

From then to now

LEAD-IN

Look at the pictures and answer the questions.

1. What are the boys in both pictures doing ?
2. What makes the difference between the two pictures ?

A



B



Learning context

Next week, your English Club is participating in a web radio program where you will be discussing the following topic : "Past lifestyle Vs Today's lifestyle in Africa : changes over time". In preparation for this event, your English teacher has chosen to guide you through some rehearsal activities to ensure that you are fully prepared.



SPECIMEN

A LANGUAGE FUNCTION : Talking about past habits

There are a few different structures you can use to express past habits :

- Study the conversation below between two old friends talking about their lifestyles.

Zabodu : You look great ! Have you lost weight ?

Evrard : Yes, I have. I **used to eat** a lot of junk food, but now I've switched to a healthier diet.

Zabodu : Good for you ! Do you still smoke ?

Evrard : No, I quit a few years ago. I **would smoke** a pack a day, but I have realized how bad it was for my health.

- Now complete the following sentences according to your understanding of the above dialogue.

"Used to" and "(1) ..." are utilized to express the (2) ... habits that no longer exist.

The present (3) ... tense is utilized to express the change that has occurred.

LET'S KEEP IN MIND

- **Used to + verb (infinitive) :** This is a common way to talk about past habits that are no longer true.

  Example : I **used to play** tennis every weekend, but now I don't have time anymore for sport.

- **Would + verb (infinitive) :** Similar to "used to", "would" is used to talk about past habits that no longer exist.

  Example : I **would** always **eat** fast food for lunch, but at present, I try to make healthier choices.

  Note : *that "used to" focuses on the habit or state that existed in the past, while "would" emphasizes the repetition or frequency of an action, as part of a routine that no longer occurs.*

- **Past simple + adverb of frequency :** This structure is used to talk about habits that existed at a specific time in the past.

  Example : I **went** to the gym **every day** last year.

SPECIMEN

- **Present perfect + time expression + negation :** This structure is used to talk about changes that have happened in the recent past.

  Example : I haven't smoked for three months.

- **Past continuous + when/while :** This structure is used to talk about habits or actions that were in progress at a certain point in the past but **have** since **changed.**

  Example : I **was** always **hesitating** about my homework **when** I was in college, but **I've learned** to manage my time better now.

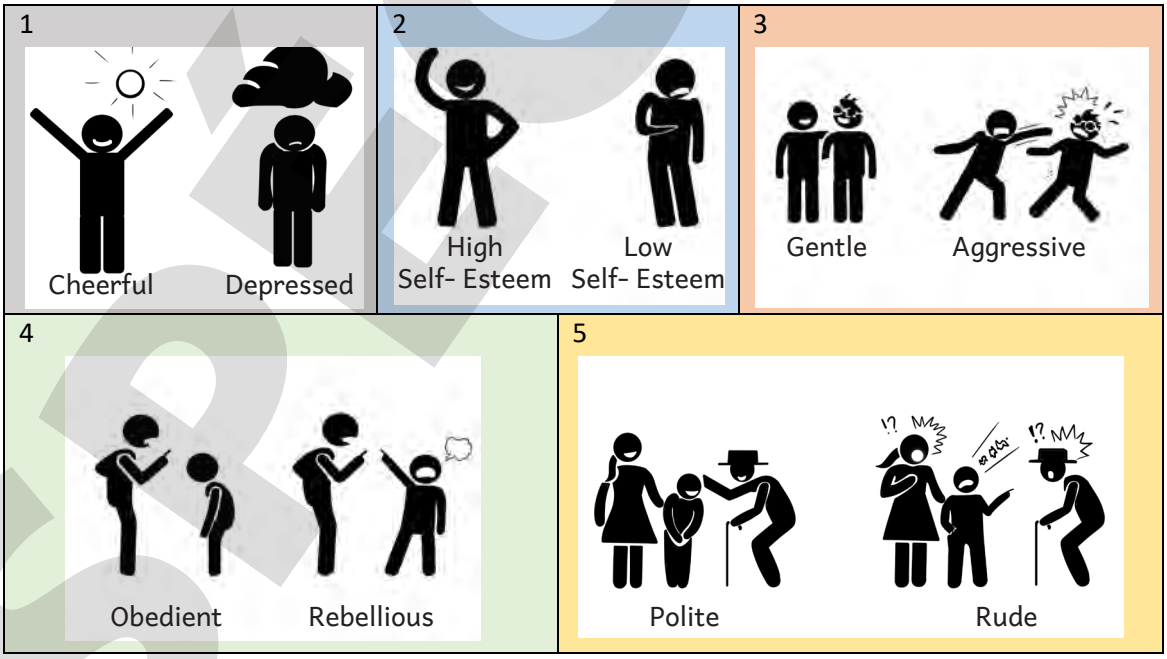
B LET'S PRACTISE

Look at the pictures and captions. Then with your partner, practise a conversation about changes in society over time.

Example : picture 1

Lamine : Society **used to be cheerful** throughout the 1990s, with the rise of the Internet and new technologies.

Malika : Yes, but after the appearance of cybercrimes, many people **have become depressed** for their safety.



SPECIMEN

COMMUNICATION ACTIVITY

You are listening to a debate about changes that have occurred in Africa over the last decade on Voice of Africa (VOA). You decide to give your opinion about the issue through a phone call. In your intervention,

- compare the lifestyle of Africans in the past to their present-day lifestyle ;
- identify the different factors that have contributed to those changes ;
- provide recommendations on how to make positive lifestyle changes moving forward.

WORD FORMATION : The suffix "ness"

The suffix "ness" is a common suffix in English that is often used to create abstract nouns that describe a state or quality of being expressed by the root word.

Example : The success of the team brought a feeling of happi**ness** and cheerful**ness** to the entire school.

- **happi**ness → **the state of being happy**
- **cheerful**ness → **the state of being cheerful**

Note : When the letter **"Y"** is preceded by a consonant, it usually changes into **"I"** before adding any suffix. For example : happ**y** + **ness** = happi**ness** ; ugl**y** + ness = ugli**ness**.
A few exceptions : Shy = shy**ness** ; sly = sly**ness** ; dry = dry**ness**

Complete the table with the correct missing forms of the words in your exercise book.

Example : 1- kindness

Root words	New words
1- kind	...
2- ...	darkness
3- ...	sadness
4- ...	weakness
5- thoughtful	...
6- restless	...
7- ...	selfishness

Root words	New words
8- ...	bluntness
9- sleepy	...
10-...	foolishness
11-...	carelessness
12-clumsy	...
13-...	gentleness

SPECIMEN

Lesson 3 Listening

Journeys of change

LEAD-IN

Observe the pictures and respond to the following questions.

1. Why do you think some people migrate ?
2. What possible influence can population migration have on people's lifestyles ?

A



B



Learning context

To help you get ready for your upcoming English club discussion on "Modern migration", your English teacher makes you listen to a journalist interviewing an expert in the field on Voice of Africa (VOA).



A **Listen to the audio and choose the correct option.**

The audio presents ...

a- population migration and its influence on people.

b- migration across history, its causes, and impact on lifestyles.

c- European migration policies throughout history.

d- Dr. Smith's theory on global migration in the past 20 years.

SPECIMEN

B **The sentences below are key ideas from the audio. Listen to it once again and fill in the gaps with the most appropriate words you can hear.** **Example: 1- constant**

a- Migration has been a (...) throughout human history, taking different forms.

b- The development of (...) led to settled communities and less overall movement.

c- The Age of Exploration and (...) resulted in a massive wave of forced migration of African slaves to the New World.

d- More recent migrations include waves from former (...) to their former colonizers, particularly in Europe.

e- Push-pull factors drive migration, including economic hardship, political (...), and war.

f- Migration impacts lifestyles through cultural (...) and tensions concerning integration into host societies.

C **Listen to the audio again and collaborate with your partner to complete the table below with information from it.**

Types of migration	Reasons for migrating	Impacts of migration
Recent or modern migration		

D **Listen to the audio extract once more and discuss with your neighbour to determine whether the following aspects of migration are addressed or not.**

a- Recent examples of migration

b- Legal and illegal migration

c- Refugee and asylum-seeking migration

d- Push-pull factors of migration

COMMUNICATION ACTIVITY

Through a WhatsApp conversation, Taylor, your Liberian friend, expresses his intentions to travel illegally to a European country. He would like to know your opinion on the matter. In your response,

- identify three (3) motivations that lead people to migrate to Europe ;
- indicate the dangers that individuals face when illegally trying to go to Europe ;
- suggest alternate choices for Taylor to live a successful life in his home country.

SPECIMEN

Lesson 4 Writing

a letter of complaint

LEAD-IN

In small groups, discuss the questions below :

1. What do you think is the point of these pictures ?
2. What does the word "complaints" mean to you ?
3. What are the possible scenarios in which someone can make a complaint ?

A



B



Learning context

Due to a delay in shipping, the product your best friend ordered online a month ago in New York has recently been delivered to him/her in a damaged condition. As a result, you have decided to search for a template of a complaint letter online to help him/her write to the vendor from whom he/she placed the order.



WRITING STRATEGIES

Here are some tips for efficiently writing a letter of complaint.

1- **State the purpose of the letter :** Begin by stating clearly and specifically why you are unhappy and what you want to achieve from writing the letter.
2- **Be concise :** Make sure your letter is clear, concise, and to the point. Avoid going off on tangents or including irrelevant information.
3- **Use a formal tone :** Your letter should be polite and professional, even if you are angry or upset. Avoid using aggressive or inflammatory language.
4- **Provide evidence :** Use specific details and examples to support your claim. This will make your complaint more convincing and help the reader understand the issue.
5- **Offer a resolution :** It's important to suggest a possible resolution to the problem. This shows that you are willing to work with the recipient to find a solution.
6- **End on a positive note :** Finish your letter with a polite and positive statement. This will help leave a good impression and may increase the likelihood of a positive response.

SPECIMEN

A **This is a model of a complaint letter as you found it on the internet. Study it and answer the questions that follow.**

1- Who is the recipient of the letter ?

2- What is the writer complaining about ?

3- What phrase (s) does he / she utilize to introduce the complaint ?

Kwam Assante
PO Box 342
Accra, Ghana
5th December 2023

Mr. John Frank
Customer Service Manager
Online Vendor Gate
6567 London, UK

Dear Mr. Frank,

I am writing to express my extreme frustration and dissatisfaction with my recent purchase from your online store. I recently purchased an iPhone from your website, and it arrived much later than the estimated delivery time. Moreover, upon receiving the package, I was shocked to find that the iPhone was damaged. I placed my order on June 1st, and I was supposed to receive the package by June 10th. However, the package did not arrive until June 28th, which caused a huge inconvenience to me. Moreover, the package was not appropriately packaged, and the iPhone was damaged upon arrival. The screen was cracked, and I could not even turn the phone on.

I immediately tried to contact your customer service team, but it took me several attempts before I could get through. When I finally did, I found them to be unhelpful and unsympathetic. They refused to provide me with a refund or a replacement, claiming that it was not their fault.

As a loyal customer of your brand for years, I am extremely disappointed in the lack of customer service and satisfaction. I require a full refund for my purchase or an immediate replacement of the damaged iPhone. I hope you will take actions to resolve this issue and restore my trust in your company.

I look forward to hearing from you soon.

Sincerely,
Kwam Assante

SPECIMEN

B **The following are some useful phrases in expressing either satisfaction or a complaint. Classify them in the board under the suitable heading. Then compare your answers with those of your neighbour. The first one is done for you as an example.**

a- I wish to lodge a formal complaint regarding...
b- It is with disappointment that I must report...
c- I must express my dissatisfaction with...
d- Unfortunately, I have some serious reservations about...
e- I am highly impressed with the level of service provided by...
f- I am delighted to report that I had an excellent experience with...
g- I must convey my gratitude for the exceptional service I received from...
h- I would like to bring to your attention that...
i- I feel compelled to voice my displeasure about...
j- I am pleased to say that your exceptional work has exceeded my expectations...
k- I am truly satisfied with the level of attention and care given to me by...
l- I regret to inform you that I have some concerns about...
m- I am sorry to say that I am dissatisfied with...

Complaint expressions	Satisfaction expressions
a- I wish to lodge a formal complaint regarding...	

C **The different components of a letter of complaint are described below. Match the descriptions with the parts provided in the table below.**

a- This refers to the sender's final sign off which could be "*Sincerely*", "*Regards*", "*Yours faithfully*" or any other suitable phrase followed by their name.
b- Here, the sender outlines what they expect the recipient to do to remedy the problem or issue that has been highlighted in the letter.
c- This is the opening part of the letter where the sender introduces themselves and the reason why they are writing.
d- Refers to the address of the person or company to whom the letter is intended.
e- This refers to the address of the person who is writing and sending the letter.
f- It indicates when the letter has been written.
g- It is the opening greeting of the letter, usually beginning with "*Dear*" followed by the name of the recipient.
h- In this section, the sender provides details of the issue or problem, including the circumstances that led to the complaint.
i- This is the final part of the letter where the sender summarizes their main points or reiterates their expectations.

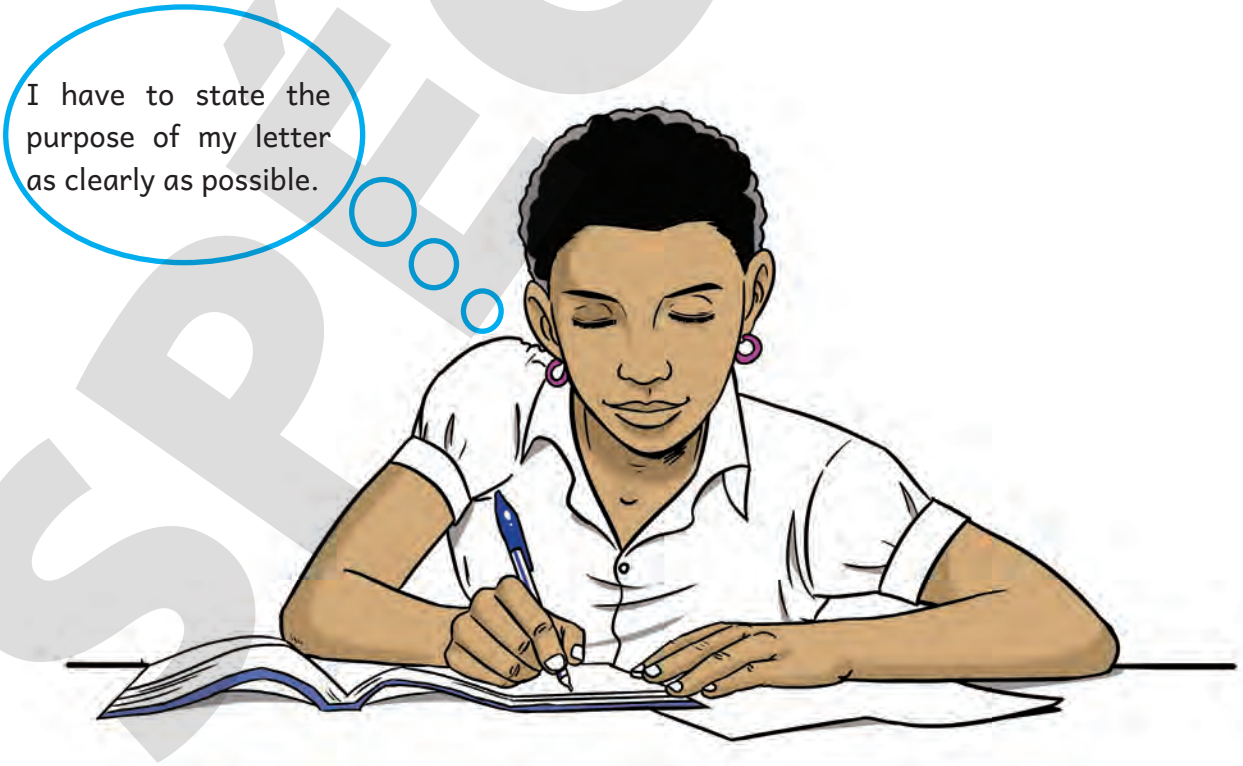
SPECIMEN

Parts of a complaint letter	Clues for the parts of a complaint letter
1- Sender's address	
2- Date	f- It indicates when the letter is being written.
3- Recipient's address	
4- Salutation	
5- Introduction	
6- Background	
7- Expectations	
8- Closing	
9- Sign off	

COMMUNICATION ACTIVITY

You ordered a sophisticated computer online from a company in the United States. The delivery is taking too much time. You write a letter to the customer's service regarding the delaying delivery to express your feelings. In your letter,

- say why you are writing the letter ;
- talk about your complaint ;
- claim for the cancellation of the order with a total refund.



SPECIMEN

Language corner

1 SAYING "IT DOES NOT MAKE ANY DIFFERENCE"

The words *whatever, whenever, wherever, whichever,* and *whoever* are indefinite relative pronouns that imply non-specificity or lack of preference. They refer to a general type of *thing, time, place, choice, or person,* without specifying any particular one.

- These pronouns allow for more flexibility and openness in language and can also convey a sense of inclusivity.

They are formed with question words : what, when, where, which, or who + the suffix - **ever**

Examples :

- **Whatever** you want to eat is fine.

  → This sentence implies that any type of food is acceptable.

- **Whoever** wins the game will get a prize.

  → This implies that any person who wins the game will receive the prize.

LET'S PRACTISE

The sentences below are related to lifestyles. Complete them with the suitable pronouns. Use these words: whatever, whenever, whichever, wherever, whoever **or** whosoever.

Examples : 1- whichever

1- (...) lifestyle you choose, make sure it reflects your true values and passions.

2- (...) you are, there is always an opportunity to make positive changes in your life.

3- Embrace the freedom to live (...) you want, without worrying about societal expectations.

4- (...) you decide to become, remember to stay true to yourself and follow your dreams.

5- Live life to the fullest, (...) the circumstances, and make the most of every moment.

6- (...) you are surrounded by, choose to be kind and compassionate towards others.

7- (...) you go, create a home that reflects your personal style and brings you comfort.

8- (...) path you take, remember that happiness and fulfillment come from within.

SPECIMEN

2 THE PRESENT SIMPLE OR THE PRESENT PERFECT

1- Use the **present simple** to express :

- **regular actions or habits ;**

Example : I **eat** rice every day.

- **facts or general truths ;**

Example : Water **boils** at 100 °C.

- **things that are always true ;**

Example : The sun **rises** in the East.

- **scheduled actions in the future.**

Example : The train **leaves** at two o'clock.

2- Use **the present perfect** (has/have + past participle of the verb) to express :

- **actions or states that happened at an unspecified time in the past ;**

Example : I **have experienced** different cultures through my travels.

actions or states that started in the past and continue up to the present ;

Example : I **have lived** in different cities throughout my life.

- **actions that happened recently, in the very recent past or present,**

Example : I **have** just **seen** some migrants.

- **uncompleted actions or events that began in the past and continue into the present.**

Example : I **have finished** a part of my today's workout.

LET'S PRACTISE

Complete the following paragraph about lifestyles with either the present simple or the present perfect tense. Choose the correct verb form from the options given in brackets. Example : 1- has played

Lifestyle is a vital aspect of human well-being. It ***(1- plays / has played)*** a significant role in shaping societies for centuries. While new trends ***(2- emerge / have emerged)*** over time, some traditions ***(3- remain / have remained)*** unchanged. For example, people ***(4- follow / have followed)*** a daily routine that mainly ***(5- has consisted / consists)*** of specific activities. These activities ***(6- vary / have varied)*** from culture to culture, but they usually ***(7- reflect / have reflected)*** the values and beliefs of a particular community. Furthermore, lifestyle choices ***(8- impact / have impacted)*** both individuals and the environment.

SPECIMEN

3 THE PAST SIMPLE OR THE PAST PERFECT

We use the **past simple** to talk about completed actions or states in the past. It is used to express a single event that happened at a specific time in the past.

Examples :

- I **travelled** to Italy last summer.
- I **lived** in New York City three years before moving to London.

We use the **past perfect** (had + past participle of the verb) to express an action that happened before another action or point in time in the past. It indicates that one action was completed before another action took place.

Examples :

- By the time I **moved** to London, I **had** already **lived** in New York City for three years.
- She **had travelled** to many countries before she decided to settle down in her hometown.

Note : The past simple is used for individual past events, while **the past perfect** is used for actions that occurred before another past event or a specific point in the past.

LET'S PRACTISE

The sentences below are about a tourist's lifestyle. Fill in the blanks with the past simple or past perfect tense of the verbs given in parentheses.

Example : 1- travelled

Last year, I ***(1- travel)*** to many countries to explore different cultures. Before that, I ***(2- already visit)*** several cities in my home country. When I ***(3- arrive)*** in Italy, I ***(4- realize)*** that I ***(5- never see)*** such beautiful architecture before. During my stay in Rome, I ***(6. meet)*** some locals who ***(7- share)*** their traditional recipes with me. After spending a few days in Italy, I ***(8. continue)*** my journey to France. By the time I ***(9- reach)*** Paris, I ***(10- already visit)*** three other European capitals. The Eiffel Tower was breathtaking, and I ***(11- take)*** many photos to capture the moment. Overall, my travel experiences ***(12- shape)*** my perspective on different lifestyles around the world.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

1- **Greet the audience** (Hi all / Hello everyone / Good morning ladies and gentlemen ...)

2- **Set the scene** (It's good to see you all / I'm very pleased to be here / Thank you for coming)

3- **Introduce yourself** (My name is ... / I am ... / I'm in form five / I am the speaker of the day / I'm today's speaker ...)

4- **Announce the topic** (I would like to tell you about ... / I'd like to talk to you about ... / Today's talk is about ... / Today, we will talk about ...)

5- **Plan your talk** (My talk will cover three or four points / My message will focus on two or three points / My speech will consist of three parts)

6- **Use transitional phrases for the different parts :** First / To begin ... / Second / Then ... / Finally / To conclude / In conclusion ...

7- **Thank the audience for their attention**

- Thanks for your attention ... / Thank you for your presence ... / Thank you for joining in ...

A ASSIGNMENT

The English club of your school is organizing a debate contest on the assertion : ''In contemporary times, the quality of life in Africa is preferable compared to the period preceding colonization.'' As a part of a four (member group, be prepared to face your opponents with) well researched arguments and engaging counterpoints.

B TIME TO GATHER INFORMATION

PHASE 1 **Picture analysis**

Observe the pictures and with your neighbour, answer the questions below.

A



B



1. These pictures describe Africans at different times or periods. Name them.
2. Imagine and describe the lifestyle of individuals during each of those periods.

SPÉCIMEN

PHASE 2 Reading

Read the text and with your neighbour, answer the questions.

Most of Africa spent two generations under colonial rule. This column argues that, contrary to some recent commentaries highlighting the benefits of colonialism, it is this intense experience that has significantly retarded economic development across the continent. Relative to any plausible counterfactual, Africa is poorer today than it would have been had colonialism not occurred.

https://cepr.org/voxeu/columns/colonialism-and-development-africa.

1- What is this paragraph about ?

2- According to the writer has colonialism been beneficial to Africa ? Justify.

PHASE 3 Listening

Listen carefully to the audio about the effect of colonialism in Africa and decide whether the statements below are true (T) or false (F).

1- Colonialism in Africa began in the 19th century.

2- The main colonizers in Africa were Europeans.

3- Colonization brought about many types of diseases in Africa.

4- One of the negative impacts of colonization on African states was the degradation of their natural resources.

5- Colonization only had negative impacts on Africa.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential ideas (summarize your notes) ;
- Organize ideas ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

SPECIMEN

UNIT REVIEW 1

Let's consolidate

I- Complete the conversation below between Lamine and Yannis about lifestyles with the appropriate indefinite relative pronouns.

Example : 1- whatever

Lamine : I've been thinking about (1- ...) people do in life, there are always certain lifestyles that are considered trendy or fashionable.

Yannis : Yes, I know what you mean. It seems like (2- ...) you go, there are different trends and fads that people follow.

Lamine : Exactly. But (3- ...) trend people follow, they should never compromise their own values or beliefs to fit in.

Yannis : That's true. (4- ...) someone is, they should always stay true to themselves and their own unique lifestyle.

Lamine : Agreed. And (5- ...) we choose to live, we should always strive to be kind and respectful towards others who may have different lifestyles than us.

Yannis : Definitely. (6- ...) someone chooses to do in their life, it's important to remember that everyone deserves to be treated with respect and understanding.

II- In the following paragraph, a student is sharing some of his/her personal experiences related to his/her lifestyle. Fill in the blanks in this text with the correct form of the verbs between the parentheses.

Example : 2- decided

Yesterday, I ***(1- decide)*** to take a break from studying for my upcoming exam. I watched the new movie that had just come out. By the end of the day, I ***(2- watch)*** the movie four times already. This year, I have been very busy with school and have not been able to travel as much as I would like. However, I do travel to Europe every summer with my family. Last night, after finishing the movie, I realized that I ***(3- not finish / yet)*** the project that was due today. I worked on it until midnight and finally ***(4- finish)*** it. Maria, my classmate, ***(5- be)*** to Paris before and always ***(6- tell)*** me about the beautiful architecture and delicious food. Last week, my friends and I ***(7- have)*** dinner at the new restaurant in town.

TIME TO HAVE FUN

Here are a few riddles related to social networks. With your neighbour try to solve them.

Example : 1- Facebook

1- I'm not a book, but I have many faces. I can be used to share pictures, videos, or even places. What am I ?

2- I'm not a bird, but I tweet. People follow me for news, jokes, and sometimes even to defeat. What am I ?

3- I'm a place where people Pin images of things they love or desire. From fashion to food, it's an endless inspiration empire. What am I ?

SPECIMEN

Unit 2

Freedom and Civil rights



"You can't separate peace from freedom, because no one can be at peace unless he has his freedom."

— Malcolm X —

A black American civil rights leader (1925-1965) .

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Talking about freedom, equality, and civil rights fights
- Discussing global discrimination and social prejudice issues
- The formation of extended family members' names with *"step"*; *"half"*; *"in-law"*
- The prefixes and suffixes of nouns
- The past forms of modals
- Writing an informal email

■ PICTURE ANALYSIS

Look at the pictures below and answer the questions.

A



B



C



1. Do you know the characters in the pictures ?
2. Where was each of them from ?
3. What do they have in common ?
4. Do you know some other people, male or female, who had similar life stories ?

SPECIMEN

Lesson 1 Reading

From oppression to empowerment

LEAD-IN

Look at the pictures below and answer the related questions.

1. Where do you think these scenes are taking place ?
2. What are the people doing ? What are their motivations ?

A



B



Learning context

As you've been invited to the commemoration of Nelson Mandela's death, your English teacher has assigned you to read a text about him, aiming to provide you with an overall idea of this inspiring freedom fighter.



A **Read quickly the text below and choose its main idea among the following proposals.**

The text is about ...

a- Nelson Mandela's statements about his fight convictions in a court.

b- Nelson Mandela's opinion on the poverty of South Africans.

c- a concise overview of Nelson Mandela's life story.

d- the recollections of Nelson Mandela during his time in prison.

I am the First Accused. I hold a Bachelor's Degree in Arts and practised as an attorney in Johannesburg for a number of years in partnership with Oliver Tambo. I am a convicted prisoner serving five years for leaving the country without a permit and for inciting people to go on strike at the end of May 1961.

SPECIMEN

At the outset, I want to say that the suggestion made by the State in its opening that the struggle in South Africa is under the influence of foreigners or communists is wholly incorrect. I have done whatever I did, both as an individual and as a leader of my people, because of my experience in South Africa and my own proudly felt African background, and not because of what any outsider might have said...

The lack of human dignity experienced by Africans is the direct result of the policy of white supremacy. White supremacy implies black inferiority. Legislation designed to preserve white supremacy entrenches this notion. Menial tasks in South Africa are invariably performed by Africans. When anything has to be carried or cleaned the white man will look around for an African to do it for him, whether the African is employed by him or not. Because of this sort of attitude, whites tend to regard Africans as a separate breed. They do not look upon them as people with families of their own; they do not realize that they have emotions (...).

Poverty and the breakdown of family life have secondary effects. Children wander about the streets of the townships because they have no schools to go to, or no money to enable them to go to school, or no parents at home to see that they go to school, because both parents (if there be two) have to work to keep the family alive. This leads to a breakdown in moral standards, to an alarming rise in illegitimacy, and to growing violence that erupts not only politically, but everywhere. Life in the townships is dangerous. There is not a day that goes by without somebody being stabbed or assaulted. And violence is carried out of the townships in the white living areas.

Africans want to be paid a living wage. Africans want to perform work which they are capable of doing, and not work which the Government declares them to be capable of (...). Above all, we want equal political rights, because without them our disabilities will be permanent. I know this sounds revolutionary to the whites in this country because the majority of voters will be Africans. This makes the white man fear democracy...

https : //education.nationalgeographic.org/resource/conserving-earth

B **The following are definitions of some words from the text. Read it again and find them out. Line indications will help you. Example : 1-attorney**

1- A person who is qualified to practise law, commonly known as a lawyer. (line 1)

2- Encouraging or persuading someone to do something, usually an action that may be considered illegal or violent. (line 3)

3- The beginning or start of something. (line 4)

4- Establishes (an attitude, habit, or belief) so firmly that change is very difficult or unlikely. (line 10)

5- A group of people or animals with similar characteristics or ancestry. (line 14)

6- To move about or travel aimlessly, especially in search of a particular thing or aim. (line 16)

7- The state of being born to parents who are not married, or the quality of being illegal or illegitimate. (line 20)

8- Pierced or penetrated with a sharp object, typically a knife or a sword. (line 21)

9- A fixed regular payment, typically paid on a daily or weekly basis, made by an employer to an employee. (line 23)

SPECIMEN

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

1- What was the speaker sentenced for ?
2- What does he mean by "the struggle in South Africa is under the influence of foreigners or communists" ?
3- How does Mandela define white supremacy and its effect on African people ?
4- What are the secondary effects of poverty and lack of education for African children ?
5- What are late South African President's views on the treatment and pay of African workers ?
6- According to Mandela, what is necessary for African people to have equal opportunities and political rights ?
7- What does he say about the fear of democracy by the white population ?
8- What is his ideal for society and what is he willing to do to achieve it ?

D **Analyze carefully the structure of the adverbs '' wholly'' (l5) and ''proudly'' (l6) and complete the sentences below with adverbs ending in ''ly''. Build them with the appropriate adjectives from the box.**

honest ; careful ; sudden ; thorough ; furtive ; clear ; slow

Example : 1- Please, handle the glassware carefully.

1- Please, handle the glassware ... .
2- He spoke ... when he was asked about his mistakes.
3- Tommy tiptoed ... towards the door.
4- The instructions are ... written.
5- She walked ... along the beach and enjoyed the sunset.
6- The thunder clapped ... , scaring everyone around.
7- The nurse cleaned the wound ... before applying the bandage.

COMMUNICATION ACTIVITY

After reading the text about Nelson Mandela, your English teacher decides to test you orally. He/she asks you and your partner to discuss this statement from Mandela *"It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."* And then present your opinion to your mates. In your presentation,

- briefly say what you know about Nelson Mandela ;
- explain what you think Mandela actually meant by this statement ;
- express your opinion on Mandela's charisma and how usefully his nonviolence struggle strategy helped achieve his goals.

SPECIMEN

Lesson 2 Speaking

Breaking barriers

LEAD-IN

Observe the word cloud below and answer the questions.

1. Take turns to read out the words or expressions you can see.
2. Are the words or expressions in the cloud somehow correlated ? Say how.
3. What can lead people to discriminate each other ?



Learning context

For your first English oral mark in class, the teacher informs you that you will be interviewed on racial segregation or discrimination in order to test your knowledge about the issue. He/she therefore proposes to take you through the topic.



SPECIMEN

A LANGUAGE FUNCTION : Expressing possibility, ability, obligation, necessity, etc., with past forms of modals

Examine the table and note the past tense of the listed modal verbs and their possible applications.

Modals	Past Forms	Expressions	Examples
Can	could	possibility or ability	I **could** swim when I was young.
May	might	a slight possibility or uncertainty	He **might** have gone to the store.
Shall	should	obligation or advice	You **should** have called me earlier.
Must	had to	obligation or necessity	I **had to** finish my homework last night.
Will	would	habits or actions that were expected	When I was young, I **would** walk to school every day.
Need	needed	necessity or obligation	I **needed** to go to the doctor last week.
Dare	dared	courage or challenge	He **dared** to jump off the high dive.

LET'S KEEP IN MIND

When it comes to the past forms of modal verbs, there are a few key points to keep in mind :

1- Modal verbs in the past tense

Modal verbs like **''could''**, **''might''**, **''should''**, and **''would''** are commonly used in their past tense form to express actions or possibilities in the past.

2- ''Have'' + past participle

To form the past perfect tense with modal verbs, we use **''have'' followed by the past participle of the main verb.**

Example : ''could **have** taken'', ''would **have** given'', ''should **have** done''.

3- No ' must ' as a past modal

While other modal verbs have a past form, **''must''** does not have a specific past tense. Instead, **''had to''** is often used as a past tense equivalent of **''must''**.

4- Modal verbs for deductions about the past

Modal verbs like ''must have'' are used to indicate deductions or conclusions about past events.

Example : "He **must have** arrived early" suggests a deduction about his early arrival.

SPECIMEN

B LET'S PRACTISE

The following sentences are related to Africans' fight against racial segregation. Complete them with the correct past form of the modal verb in brackets. Example : 1- could deliver

1- Martin Luther King Jr. **(can)** deliver powerful and inspiring speeches that motivated thousands of people to fight against racial segregation.

2- In the 1960s, African Americans **(must)** sit at the back of the bus, even if there were empty seats at the front.

3- The Civil Rights Act of 1964 **(can)** challenge some of the most discriminatory laws and practices in the United States.

4- In many Southern states, people **(will)** face violence, intimidation, and threats of lynching if they tried to attend integrated schools.

5- Rosa Parks **(shall)** have the right to sit wherever she wanted on the bus, but the segregation laws prevented her from doing so.

6- The Montgomery Bus Boycott **(may)** have failed if not for the determination and courage of the African American community to stand up for their rights.

COMMUNICATION ACTIVITY

Your school English Club is preparing the commemoration of Martin Luther King Day. You have therefore been assigned to prepare a presentation on the topic ''Is racism a thing of the past ? '' In your presentation,

- define racism and highlight examples of its various forms over the past half-century ;
- talk about the measures that have been taken to combat racism ;
- offer your opinion on the current status of racism and support it with rational arguments and examples.

PRONUNCIATION : suffix "ism"

The suffix **"ism"** in words like nationalism or altruism is pronounced **/iz.əm/**. This sound is a combination of the **"iz"** sound, which is a voiced continuant consonant similar to a **"z"** sound, and the **"-m"** sound.

Note that the suffix **"ism"** sounds the same in both American and British pronunciations.

Practise saying these words or expressions related to discrimination.

Racism / Sexism / Ageism / Classism / Colourism / Ableism / Anti-Semitism / Sizeism / Linguicism

SPECIMEN

Lesson 3 Listening

Equality starts at home

LEAD-IN

Observe the pictures below. Then answer the following questions.

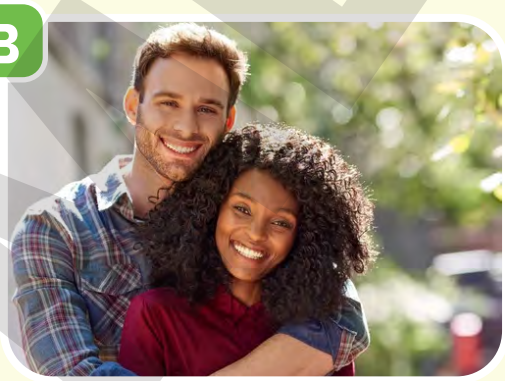
1- Was it possible to envision such mixed-racial couples in the early 1900s ?

2- Is this type of union still well-accepted by in-laws ?

A



B



Learning context

Next Saturday, as a member of "Youth Against Racism International" (YARI), you will have a video conference scheduled on the topic of "Racial discrimination in family circle". One of your mates recommends you to listen to an audio file he sent you about the issue, in order to have a preview of the upcoming discussions.



A **Listen to the audio and choose the best ending to the following statement.**

This audio deals with ...

a- Martha and Mei-Ling planning a visit to their in-laws.

b- Martha and Mei-Ling sharing their experiences about their in-laws.

c- Martha and Mei-ling plotting against their in-laws.

d- The rivalry quarrel between Martha and Mei-Ling.

SPECIMEN

B **Listen to the audio again and choose the right answers to the following questions.**

Example : 1- Martha and Mei-Ling

1- Who are the two women in the text ?

a- Martha and Mei-Ling
b- Mary and Ashley
c- Martha and Sarah
d- Martha and Samantha

2- Where is Martha from ?

a- China
b- Kenya
c- Germany
d- USA

3- Where is Mei-Ling from ?

a- China
b- Kenya
c- Germany
d- USA

4- Why is Mei-Ling feeling upset lately ?

a- Because she lost her job.
b- Because she is facing a lot of discrimination from her in-laws.
c- Because she is having difficulties in her marriage.
d- Because she is homesick.

5- How does Martha describe her relationship with her in-laws ?

a- They don't treat her the same way as her sister-in-law.
b- They always make her feel like an outsider.
c- They don't even consider her opinions.
d- They've always made her feel welcome and accepted.

6- What does Mei-Ling wish she had in her life ?

a- A better job
b- A mother-in-law who treats her like a second mom.
c- Someone who understands her situation.
d- A better relationship with her sister-in-law.

SPECIMEN

7- Has Ashley Mei-Ling talked to her husband about her situation with her in-laws ?

a- Yes, but he doesn't seem to understand.

b- No, she hasn't talked to him about it yet.

c- Yes, and he is supportive of her.

d- Yes, but he thinks she is overreacting.

C Use the compound nouns with the suffix "in-law" from the list to match the definitions below

Son-in-law ; Daughter-in-law ; Brother-in-law ; Sister-in-law ; Uncle-in-law ; Aunt-in-law ; Cousin-in-law ; Stepfather-in-law ; Father-in-law ; Mother-in-law

Example : 1- Father-in-law

1- The father of one's spouse

2- The mother of one's spouse

3- The husband of one's daughter

4- The wife of one's son

5- The brother of one's spouse or the husband of one's sibling

6- The sister of one's spouse or the wife of one's sibling

7- The uncle of one's spouse

8- The aunt of one's spouse

9- The husband or wife of one's cousin

10- The husband of one's parent following the remarriage of that parent

COMMUNICATION ACTIVITY

Your fellow member of " Youth Against Racism International " video calls you after you have listened to the audio he/she recommended you. He/she wants to know your opinion about Mei-Ling's condition. Below is your conversation. Fill it in with your missing parts, then practise the whole conversation with your partner.

Your fellow : Hi there ! Could you listen to the piece of audio I sent you ?

You : (1)... .

Your fellow : Did you hear about Mei-Ling's situation with her in-laws ?

You : (2)... .

Your fellow : Do you think Martha's advice can help solve her problem ?

You : (3)... .

Your fellow : If I were in her shoes, I think I would try to have a conversation with her in-laws and explain how hurtful their words and actions are. What would you do ?

You : (4)... .

Your fellow : Definitely. But what if they don't listen or still don't treat her with respect

You : (5)... .

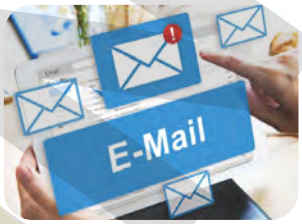
Your fellow : Agreed. And we can also be there for her as her friends and offer our support and love during this difficult time.

SPECIMEN

Lesson 4 Writing

an informal email

LEAD-IN



Observe the picture and answer the questions.

1. What does the "@" symbol mean ?
2. Compare and contrast the traditional mailing system and the email system.

Learning context



One of your classmates who is a member of Civil Rights Defender (CRD), a non-governmental organization has requested your English teacher's help to write an email to a Ghanaian friend to invite him or her to the upcoming CRD gathering in your country. Your teacher therefore decides to familiarize the entire class with the tool and the format of an email.

WRITING STRATEGIES

1- **Use a clear and concise subject line :** your subject line should accurately summarize the content of your email and grab your recipient's attention.

2- **Begin with a friendly greeting :** use a casual greeting, such as "Hi [Friend's Name]" or "Hey [Friend's Name]". This sets a friendly tone right from the start.

3- **Use a casual tone and language :** like in an ordinary friendly letter you can use contractions and informal language but maintain proficiency.

4- **Be concise and to the point :** keep your email concise and focused. Avoid lengthy paragraphs and unnecessary details.

5- **Use paragraphs to break up the text and make it easier to read.**

6- **End with a friendly closing :** conclude your email with a warm and friendly closing, such as "Take care", "Best wishes", or "Looking forward to hearing from you".

7- **Proofread before sending :** before hitting the send button, take a moment to proofread your email. Check for any spelling or grammatical errors.

SPECIMEN

A **Study the email model below.**

From : calldebonzo@gmail.com

To : jane.doe@gmail.com

Subject : Invitation to a conference on Children's rights

Hey Jane !

I hope this email finds you well! I'm excited to invite you to a conference on Children's rights that I'm organizing in Abidjan, Côte d'Ivoire. The conference will bring together experts and advocates from across the continent to discuss the challenges and opportunities facing our children today.

The theme is "Empowering the Future: Protecting the Rights of Children in Africa". The conference will take place on the 10th of May 2025 at Hotel Ivoire, Abidjan. We'll have a mix of keynote speakers, panel discussions, and workshops that will provide valuable insights and practical solutions for promoting children's rights.

If you're interested in joining us, please let me know by the 1st of May, so we can make the necessary arrangements. Looking forward to hearing back from you and potentially meeting you at the conference!

Best regards,

Melki Ourega

B **The following sentences describe what the writer does in each paragraph of the letter. Complete them with the words from this list :**

details ; recipient ; purpose ; invitation ; response ; information

Paragraph 1 :

It introduces the (1-...) of the email, which is to invite the (2-...) to a conference.

Paragraph 2 :

The writer provides more (3-...) about the conference giving specific (4-...) about the event.

Paragraph 3 :

The writer extends an (5-...) to join the conference, asks for a (6-...) and clearly states a call to action.

SPÉCIMEN

C **Fill in the table with the email-related words or expressions from the given list. The first one is done for you as an example. Write your answers in your exercise book.**

Spam (or Junk Mail) ; Subject line ; Signature ; Attachment ; Reply ; Forward ; Carbon Copy (CC) ; Blind Carbon Copy (BCC) ; Delete ; Inbox ; Outbox ; Drafts

1- Inbox	the folder where you receive and read your incoming messages.
2- ...	the folder where your sent messages are stored before they are delivered to the recipient.
3- ...	the folder where you store messages that you plan to send later.
4- ...	unsolicited emails that are sent to your email account by unknown senders.
5- ...	the brief description that appears in the email's header and summarizes the email's content.
6- ...	a file such as a document, image or video that is included with an email to share with the recipient.
7- ...	a response to an email that has already been received.
8- ...	to send an email that has already been received to another person.
9- ...	a personalized line of text that is added to the end of an email.
10- ...	to send a copy of an email to a recipient in addition to the primary recipient.
11- ...	to send a copy of an email to a recipient, without the primary recipient's knowledge.
12- ...	to remove an email from your inbox or any other folder.

COMMUNICATION ACTIVITY

Your British friend residing in Kenya has emailed you to inquire about the status of freedom of speech in your country. Compose a reply to address his or her inquiry. In your reply,

- list some indicators of freedom of speech ;
- share examples of freedom of speech in your country ;
- suggest what can be done to make freedom of speech a reality.

SPECIMEN

Language corner

1 WORDS RELATED TO DISCRIMINATION

The words listed below are associated with various forms of discrimination. Use them to complete the table, then compare your answers with those of your neighbour.

Example : 1- Discrimination

Stereotype ; Xenophobia ; Discrimination ; Inclusion ; Marginalization ; Bigotry bias ; Intolerance ; Segregation ; Prejudice ; Racism

Words	Definitions
1	The unjust or prejudicial treatment of individuals or groups, typically based on their race, gender, religion, age, nationality, or other characteristics.
2	Preconceived opinions or attitudes towards an individual or group, often based on stereotypes or incomplete information.
3	The belief in the superiority of one race over others, and the intentional or unintentional discrimination against or mistreatment of those deemed inferior.
4	An oversimplified and often inaccurate generalization about a particular group of people, based on biased or incomplete information.
5	Intolerant attitudes or beliefs towards individuals or groups of people who are perceived as different or undesirable.
6	An inclination or preference for one side or opinion over others, often influenced by personal beliefs or experiences.
7	Unwillingness to accept or respect beliefs, opinions, or behaviors that differ from one's own.
8	The separation or isolation of individuals or groups based on social, racial, or economic factors.
9	Fear, dislike, or prejudice against people from other countries or cultures.
10	The active effort to promote and embrace diversity, by creating a welcoming environment that values and respects all individuals.
11	The exclusion or isolation of individuals or groups from mainstream society, often resulting in limited access to resources and opportunities.

2 ENGLISH PREFIXES AND SUFFIXES

A prefix is a letter or a group of letters that is added to the beginning of a word and often changes the word's meaning. It indicates negation, direction, time, number, or intensity.

A suffix, on the other hand, is a letter or a group of letters that is added to the end of a word and often changes the word's meaning. It indicates tense, part of speech, comparison, or possession.

SPECIMEN

Here is a list of some common English suffixes and their meanings.

Suffix	Meaning of the suffix	Example
-able / ible	"capable of" or "worthy of"	Incred**ible** ; reli**able**, feas**ible**
-ful	"full of" or "abounding in"	beauti**ful,** hope**ful,** play**ful**
-ify / ize	"to make" or "to become"	simpl**ify**, modern**ize**, beauti**fy**
-less	"without" or "lacking"	hope**less**, fear**less**, care**less**
-logy / ology	"study of" or "science of"	bi**ology**, psych**ology**, ge**ology**
-ly	"in a certain way" or "in the manner of",	quick**ly**, gent**ly,** calm**ly**
-ment	"action or process of"	develop**ment**, enjoy**ment**, employ**ment**
-ness	"state of" or "quality of"	happi**ness**, kind**ness**, good**ness**
-tion / -sion	"action of" or "result of"	attrac**tion**, expres**sion**, deci**sion**

LET'S PRACTISE

Add the correct prefix or suffix to the given word to form a new word that fits in the blank space.

Example : 1- empowerment

a- She had a lot of ... before her big presentation, but she nailed it. (suffix/empower)

b- The child was ..., bravely jumping into the pool without any hesitation. (suffix/fearless)

c- She wanted to ... the society's mindset, so she promoted acceptance and diversity. (prefix/form).

d- She wanted to ... her home decor, so she added sleek furniture and vibrant art pieces. (suffix/revolution)

3 EXPRESSING RIGHTS AND OBLIGATIONS

Modal verbs are essential tools for expressing rights and obligations when discussing human rights. They convey a sense of necessity, duty, or moral responsibility.

1- Expressing rights

- I **have the right** to freedom of speech.
- Citizens **should** be treated equally under the law.
- Everyone **ought to** have access to quality education.
- People **must be allowed to** practice their religion freely.

SPECIMEN

- We **are entitled to** a fair trial.
- Individuals **should not be** discriminated against based on gender, race, or religion.

2- Expressing obligations

- Governments must protect the rights of their citizens.
- It is our duty to respect the rights of others.
- Society should ensure access to healthcare for all.
- Businesses ought to provide safe working conditions.
- We have an obligation to preserve the environment for future generations.
- Individuals must report any human rights abuses they witness.

Note : Modal verbs can vary depending on the context and level of obligation involved. For example, "should", "must", "ought to", and "have to" can all express obligations, but with different degrees of emphasis.

LET'S PRACTISE

Fill in the blanks with the appropriate modal verb to express rights and obligations.

Example : 1- should

1- Citizens ... have the right to freedom of speech and expression.
2- Employers ... provide safe working conditions for their employees.
3- Students ... respect their teachers and fellow classmates.
4- Every person ... be treated with dignity and respect.
5- Governments ... protect the rights of their citizens.
6- We ... take responsibility for our actions and their consequences.
7- Patients ... have access to affordable healthcare services.
8- Individuals ... not discriminate based on race, gender, or religion.
9- People ... be allowed to practice their own religion freely.
10- Law enforcement personnel ... uphold the rule of law and protect citizens' rights.

SPECIMEN

UNIT REVIEW 2

Let's consolidate

I- Complete the grid with the words from the list below. Example : 1- Liberation

Revolution ; Guerrilla warfare ; Insurgency ; Dissident ; Martyr ; Ideology ; Exile ; Freedom of speech ; Liberation ; Resistance ; Activism ; Civil disobedience ; Oppression ; Self-determination

Words	Definitions
1	The act or process of gaining freedom or releasing from oppression.
2	The refusal to accept or comply with something, often in opposition to an oppressive force.
3	The use of direct action or other methods to promote, oppose, or bring about social or political change.
4	A forcible overthrow of a government or social order in favor of a new system.
5	Irregular warfare typically involving small groups that use unconventional tactics, such as ambushes and hit-and-run attacks, to fight against a larger and more conventional force.
6	An organized rebellion or uprising against established authority.
7	A person who opposes or criticizes the policies or actions of a government, often at personal risk.
8	A person who sacrifices their life or personal well-being for a cause they believe in.
9	A system of ideas or beliefs, especially relating to politics or economics, that guide an individual or group's actions.
10	Forced removal or banishment from one's country or homeland due to political reasons
11	The right to express oneself without censorship or restraint.
12	The intentional refusal to comply with certain laws or rules as a nonviolent form of political protest.
13	Prolonged cruel or unjust treatment or control by those in power.
14	The right of a people or nation to determine their own political status and form of government.

II- What are these people to you ? Example : 1- Parent-in-law

1- A person who becomes your parent through marriage.
2- Your father's wife who is not your biological mother.
3- Your mother's husband who is not your biological father.
4- The children of your stepparent.
5- The parents of your spouse.

SPECIMEN

6- Your spouse's father.

7- Your spouse's mother.

8- The siblings of your spouse.

III- Take turns with your partner to make your own sentences using the past forms of modals.

Feel free to use any modal verb you like, such as **"must", "ought to", "shall",** etc., and come up with five original sentences.

Example : I (must) finish my homework yesterday. --> I **had to** finish my homework yesterday.

TIME TO HAVE FUN

RIDDLE – RIDDLE ! Can you guess who these inspirational leaders are ?

RIDDLE – RIDDLE ! Can you guess who these inspirational leaders are ?	
Riddle 1 : I once declared in court "... I am prepared to die", I was no maid. First black president in my country, My legacy is evident.	**Riddle 3 :** Peaceful protests, non-violent stride, India's freedom, my dream so wide. Salt marches and truth as my guide. My teachings spread far and wide.
Riddle 2 : Brave warrior, fierce and strong, Leading warriors all day long. United tribes, expanding land, A Zulu legend, mighty and grand.	**Riddle 4 :** «I have a dream,» I once proclaimed, Equal rights, justice untamed. Through speeches, words would ring, Civil rights leader, to the world I'd bring.
Riddle 5 : On a bus, an act so small, A brave refusal to stand at all. A symbol of resistance and spark, In history, I made my mark.	

SPECIMEN

PROJECT TASK

DESIGNING A LEAFLET ON HUMAN RIGHTS

Human Rights Watch is organizing a contest for leaflets production. As a participant, you have to design a leaflet meant for a campaign against Human rights abuses in the world.

I- Topic Selection

In groups of four students, collaborate to identify a specific aspect that you would like to emphasize or bring attention to as part of the campaign against human rights abuses. This could encompass areas such as violence against women, child labour, restrictions on freedom of expression, arbitrary detention, denial of basic needs, or any other relevant topic of your choosing. Feel free to select a topic that resonates with you and aligns with the goal of raising awareness about human rights violations.

II- Research and Key Message Identification

1- Conduct thorough research on the chosen human rights abuse, gather information, statistics, and real-life examples to include in your leaflet.

2- Determine the specific objective of your leaflet and identify the audience you want to reach. Consider whether the leaflet is meant to raise awareness, educate, advocate for change, or encourage action.

III- Presentation of the survey results

1- **Outline the content :** Create a clear and logical structure for your leaflet. Divide the content into sections that cover different aspects of the chosen human rights abuses. Include information about the definition of the issue, its causes and consequences, and relevant laws or treaties.

2- **Design the layout :** Design an appealing and visually engaging layout for your leaflet. Use colours, fonts, and images that align with the message and target audience. Make sure the text is easily readable and the visuals support the content. Consider using infographics, icons, or illustrations to enhance understanding.

3- **Write concise and impactful text :** Use clear and concise language to convey your message effectively. Write short paragraphs or bullet points to make the information easily digestible. Include powerful quotes or statements to capture attention and evoke empathy.

SPECIMEN

IV- Proofread and review

1- Before finalizing your leaflet, carefully proofread the content for spelling and grammatical errors.

2- Review the overall design and layout to ensure everything is visually appealing and aligned with the intended message.

3- Consider seeking feedback from peers or teachers to improve the quality of your leaflet.

V- Printing and Presentation

1- Once you are satisfied with the final design, print copies of your leaflet.

2- Remember to send it to the right address for the contest.

DID YOU KNOW ?



Rosa Louise McCauley Parks, known as Rosa Parks, born February 4, 1913 in Tuskegee, Alabama (United States) and died October 24, 2005 in Detroit.

SPECIMEN

Unit

3

Development Issues



"Development isn't about creating wealth; it's about the distribution of the developed wealth"

— Desmond Tutu —

A South African Anglican Bishop and Nobel Peace Prize Winner.

UNIT OVERVIEW

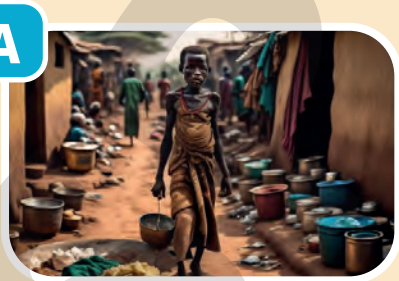
KEY STUDY POINTS OF THE UNIT

- Talking about development issues
- Discussing development challenges in developing countries
- Discussing the rights of indigenous people
- Causative structures with *"have"* and *"get"*
- Making comparisons
- Writing a newspaper article

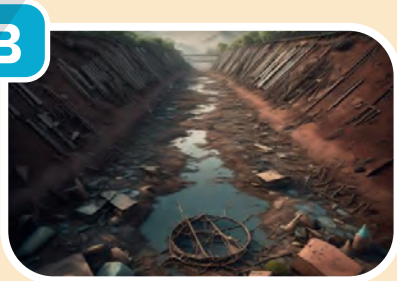
PICTURE ANALYSIS

Look carefully at the pictures below and answer the questions.

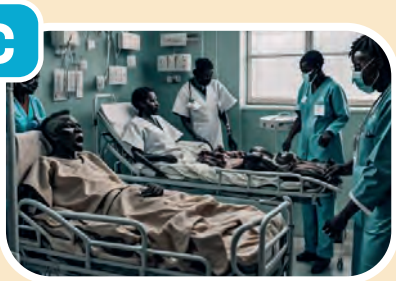
A



B



C



1- Match each of the following development issues with the corresponding picture : **Environmental degradation / Poor Healthcare System / Poverty.**

2- Which parts of the world do these issues mainly affect ?

3- List other development issues affecting your region or country.

SPECIMEN

Lesson 1 Reading

Poverty

LEAD-IN

Observe the word cloud below and answer the questions.

1. What are the causes of poverty ?
2. What are its consequences ?



Learning context

The students of your class are at the library of the British Embassy and they are reading newspaper articles about poverty in developing countries. They would like to use the information from these articles to participate in a debate about solutions to that development issue during the coming meeting of their English club.



A **Read the article quickly and match each of the following headings with its corresponding paragraph.**

Requirements to Reduce Rural Poverty ; Consequences of Rural Poverty ; Characteristics of Poverty ; Causes of Rural Poverty

P1 : Causes of Rural Poverty.

P2 : ... P3 : ... P4 : ...

SPECIMEN

Rural Poverty in Developing Countries

The causes of rural poverty are complex and multidimensional. They involve, among other things, culture, climate, gender, markets, and public policy. Likewise, the rural poor are quite diverse both in the problems they face and the possible solutions to these problems.

Broad economic stability, competitive markets, and public investment in physical and social infrastructure are widely recognized as a ***few*** requirements for achieving sustained economic growth and a reduction in rural poverty. In addition, because the rural poor's links to the economy vary considerably, public policy should focus on issues such as their ***little*** access to land and credit, education and health care, support services, and entitlements to food through well-designed public works programmes and other transfer mechanisms.

About one-fifth of the world's population is afflicted by poverty—these people live on less than $1 a day. Poverty is not only a state of existence but also a process with ***many*** dimensions and complexities. Poverty can be persistent or transient, but transient poverty, if acute, can trap succeeding generations. The poor adopt all kinds of strategies to mitigate and cope with their poverty. To understand poverty, it is essential to examine the economic and social context, including institutions of the state, markets, communities, and households. Poverty differences cut across gender, ethnicity, age, location, and income source. In households, children and women often suffer more than men. In the community, minority ethnic or religious groups suffer more than majority groups, and the rural poor more than the urban poor ; among the rural poor, landless wage workers suffer more than small landowners or tenants. These differences among the poor reflect highly complex interactions of cultures, markets, and public policies.

Rural poverty accounts for nearly 63 percent of poverty worldwide, reaching 90 percent in some countries like Bangladesh and between 65 and 90 percent in sub-Saharan Africa. In almost all countries, the living conditions faced by the rural poor are far worse than those faced by the urban poor. Persistently high levels of rural poverty, with or without overall economic growth, have contributed to rapid population growth and migration to urban areas. In fact, ***much*** urban poverty is created by the rural poor's efforts to get out of poverty by moving to cities. Distorted government policies, such as penalizing the agriculture sector and neglecting rural infrastructure, have been major contributors to both rural and urban poverty.

Adapted from Rural Poverty in Developing Countries : Implications for Public Policy (2001) by Mahmood Hasan Khan

B **Read the text again and find out the words or expressions whose meanings or synonyms are listed below. Example : 1- Policy**

1- programme (line 2)
2- necessary and indispensable elements (line 5)
3- problems (line 7)
4- brief and lasting for a short time (line 12)
5- face (line 13)
6- families (line 15)
7- development (line 24)
8- wrong (line 26)

SPECIMEN

C **Use the words from Activity B to complete the paragraph below.**

Example : 1 - issue

Poverty is a real challenge today. It is a development **(1) ...** that affects many **(2) ...** in developing countries. While a type of poverty can be **(3) ...** and caused by temporary situations, another type can last very long. There are some basic **(4) ...** that are necessary to end poverty. However, governments are often making **(5) ...** decisions that worsen the problem. Economic **(6) ...** cannot be the only solution to **(7) ...** with poverty. In addition to that, governments should design an effective **(8) ...** to address the root causes of the problem and provide support to those in need.

D **Read the article and say whether the statements below are true (T) or false (F). Quote the lines to justify your answers. Example : 1- F (L. 1)**

1- The causes of rural poverty are easy to understand.
2- Economic stability is a requirement to reduce rural poverty.
3- Two-thirds of the world's population is afflicted by poverty.
4- There are two types of poverty.
5- In families, poor men suffer more than poor children and women.
6- 63% of poor people in sub-Saharan Africa are living in rural areas.
7- Rural exodus is a consequence of high levels of rural poverty.
8- Wrong government programmes are causing poverty in villages and cities.

E **Analyze carefully the use of the determiners written in *italics* in the article. Then with the words in the box below, complete the passage about the rules for the use of these determiners.**

Example : 1- Many

Little ; singular ; Many ; countable ; Much

Few, little, many, and much are determiners used to express quantity. **(1) ...** is used before plural nouns to indicate a large quantity of something that can be counted. **(2) ...** also expresses a large quantity. However, it is used before **(3) ...** nouns that cannot be counted. Few is used before plural nouns to indicate a small quantity of something **(4) ...** On the other hand, **(5) ...** is used before singular nouns to express a small quantity of something uncountable.

F **The sentences below are about poverty. Choose the correct determiner between the two options to complete them. Example : 1- few**

1- In poor countries, ... people have access to proper healthcare. **(few / little)**
2- So ... progress has been made in reducing poverty in the last decade. **(many / much)**
3- The poor family had ... money left after paying their bills. **(little / many)**
4- ... distorted policies have contributed to rural and urban poverty. **(Many / Much)**

SPÉCIMEN

5- ... food was available, so the poor peasants had almost nothing to eat. **(Much / Little)**

6- ... children were able to attend school because of poverty. **(Many / Few)**

7- ... resources are allocated to addressing poverty in some areas. **(Many / Little)**

8- Governments don't provide ... assistance to poor people in need. **(few / much)**

COMMUNICATION ACTIVITY

After reading the article about rural poverty in developing countries, you discuss the issues with your Liberian friend Johnson. He wants to have information about rural poverty in your country and he asks you questions about that development issue. With your neighbour,

- answer his questions in the space provided.
- come and present the dialogue to the class.

Johnson : Hello my friend ! I need information to complete my exposé about rural poverty. Can you help me by answering some questions, please ?

You (1) : ... .

Johnson : Can you quote three causes of rural poverty ?

You (2) : ... .

Johnson : How many types of poverty are there ?

You (3) : ... .

Johnson: What are they ?

You (4) : ... .

Johnson: How many people in the world are afflicted by poverty in general ?

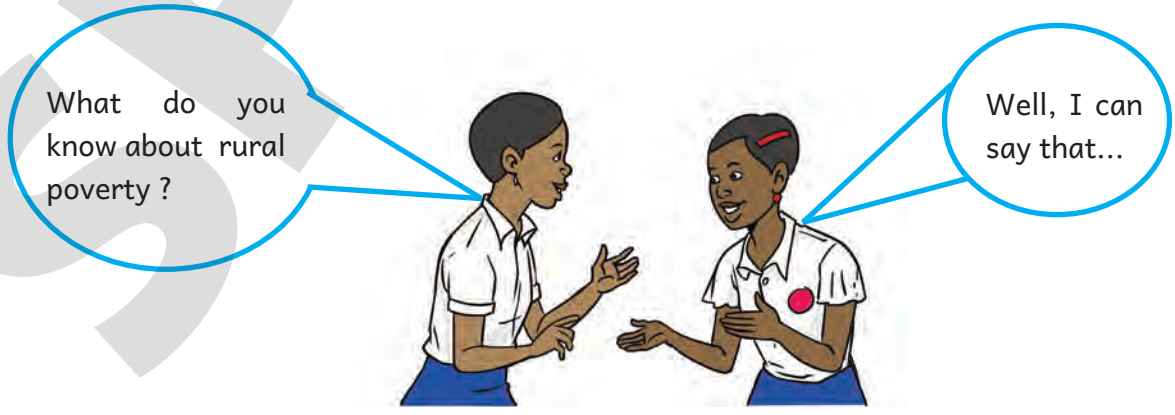
You (5) : ... .

Johnson : What are the categories of the population that suffer the most from poverty?

You (6) : ... .

Johnson : What solutions can you propose to reduce rural poverty ?

You (7) : ... .



SPÉCIMEN

Lesson 2 Speaking

Challenges in developing countries

LEAD-IN

Read the extract of a speech by Professor Usman and answer the questions below.

1. - What is the extract about ?
2. - List the issues mentioned by Professor Usman.
3. - What solutions does he propose ?



Developing countries are poor countries with low development standards. These countries are faced with many development issues namely corruption, poverty, hunger, unemployment, and indebtedness. These challenges make people in developing countries go through difficult living conditions. The causes of development issues are rapid population growth, lack of capital to invest, and outdated infrastructures. As solutions, governments in developing countries should invest in education and health. They also should increase the productivity of small farms and improve infrastructure such as roads. In addition, governments should develop a policy to promote manufacturing. At last, they should enable democracy and human rights to be promoted and enforced. They should therefore let their population live in freedom. These solutions will allow developing countries to improve their chances of sustainable development.

Human Development Report 2020 : The Next Frontier – Human Development and the Anthropocene. United Nations.

Learning context

The English Club of your school is organizing a debate on the theme "Developing Countries and the challenges to take up for their development". You decide to participate in the debate and discuss the problems faced by developing countries on their way to development.



SPECIMEN

A LANGUAGE FUNCTION : Making / Enabling / Letting / Allowing someone (to) do something.

1- The sentences below are extracted from Professor Usman's speech. Study them.

S1 : "These challenges **make** people in developing countries **go** through difficult living conditions."

S2 :"They should **enable** democracy and human rights **to be** promoted..."

S3 :"They should therefore **let** their population **live** in freedom."

S4 :"These solutions will **allow** developing countries **to improve** chances of sustainable development."

2- Make, Enable, Let and Allow are causative verbs. Analyze their uses and the verb patterns in the sentences above and fill in the gaps in the following statements.

- ... and ... are causative verbs used **with the preposition "to".**
- ... and ... are causative verbs used **without the preposition "to".**

3- Complete the table below about the verb pattern and structure of each causative verb. An example has already been done for you.

CAUSATIVE VERBS	STRUCTURES / VERB PATTERNS
1- Make	Subject + make + person + verb
2- Enable	▪ ... + ... + ... + ...+ ...
3. Let	▪ ... + ... + ... + ...
4. Allow	▪ ... + ... + ... + ...+ ...

LET'S KEEP IN MIND

- **''Make''** as a causative verb means **"to force someone to do something."**
  Example : Poverty **makes** people live in difficult conditions.
- **''Enable''** is a causative verb meaning "to make it possible or authorize someone to do something."
  Example : The lack of market opportunities **is enabling** an increase in unemployment rate.
- As a causative, the verb **''let''** is used for permitting someone to do something.
  Example : The government **was letting** corruption thrive in our society.
- The causative verb **''allow''** is more formal than **''let'',** but it also means **"to permit someone to do something."**
  Example : International financial institutions **allowed** developing countries to accumulate substantial indebtedness.

SPECIMEN

B LET'S PRACTISE

You are an expert in development issues and you are asked the questions below. Answer them using the suitable causative verb and the prompts in brackets. Number 1 is an example.

1- **A :** What can the government do to reduce hunger ? (Agriculture become the country's top priority)
B : The government can make agriculture become the country's top priority.
2- **A :** How should the government fight against unemployment? (Young people start their own business)
B : … .
3- **A :** What can economists do to control developing countries' indebtedness ? (Developing countries use different economic strategies for their development)
B : … .
4- **A :** How would international institutions address the issue of poverty in developing countries? (Developing countries invest in education)
B : … .
5- **A :** What did NGOs do to stop environmental degradation? (Villagers plant many trees)
B : … .
6- **A** : What do you do to eradicate corruption in your country? (People aware of the effects of corruption on the national economy)
B : … .

COMMUNICATION ACTIVITY

During your visit to your friend Kwesi in Accra, you are discussing development issues as far as your countries are concerned. In your talk,

- say whether your country is developed or developing and justify ;
- talk about the economic activities in your country ;
- explain the development issues faced by your country and suggest ways to solve them.

PRONUNCIATION : word stress

The letter S is generally pronounced :

- **/s/** when it appears at the beginning of a word or syllable and at the end of a word.
Examples : solution, make**s**
- **/z/** when it comes between two vowels.
Example : cau**s**e.
- **/iz/** if the word ends in -s, -z, -x, -ch, or -sh, the plural ending -es, or the third person singular ending -es.
Examples : policie**s**, countrie**s**, taxe**s**.

Classify the following words related to development issues in the pronunciation table below : Globalisation / Progress / Inequalities / Sustainable / Urbanisation / Challenges /Indebtedness /Economies / modernization.

Words containing the letter "S" pronounced /s/	Words containing the letter "S" pronounced /z/	Words containing the letter "S" pronounced /IZ/
Progress		

SPECIMEN

Lesson 3 Listening

The struggle of indigenous tribes

LEAD-IN

Observe the picture and read the text. Then answer the following questions.

1. Who are indigenous peoples ?
2. What do they draw sustenance from ?
3. What is threatening their way of life ?



Indigenous peoples are the original inhabitants of a particular region who have distinct cultural, historical and social ties to the land they have traditionally occupied. In Africa, these peoples have long inhabited vast and diverse landscapes drawing sustenance from its forests and rivers. However, as time goes by, their way of life is threatened by increased urbanization, industrial development, and the expansion of agricultural activities.

Learning context

You are listening to a Voice of Africa (VOA) report about the life and struggle of some indigenous tribes affected by development issues. You intend to use the information from the report to write a WhatsApp message to your American pen-friend James about the impact of development on indigenous people.



A **Listen to the news report and identify the location of the indigenous peoples on the map of the African continent.**

1- The Berber peoples
2- The San peoples
3- The Pygmy peoples
4- The Maasai peoples
5- The Mbororo peoples



SPECIMEN

B **Listen to the news report again and choose the correct answer to each question.**

1- How many indigenous tribes are mentioned in the news report ?

A- 3 / B- 4 / C- 5 / D- 6

2- What is impacting the way of life of these peoples ?

A- Poverty / B- Climate change / C- Bushfire / D- Development issues

3- How can natural resources used by indigenous peoples be destroyed ?

A- Through resource extraction / B- Through expansive agriculture

C- Through floods / D- Through pollution

4- What do Indigenous communities often face ?

A- Discrimination / B- Segregation / C- Deportation / D- Exclusion

5- Why do they join advocacy organizations and social movements ?

A- To have money / B- To protect the forests

C- To raise awareness about their rights / D- To defend their ancestors

6- Why do indigenous people engage in cultural activities ?

A- To attract tourists / B- To maintain their identities

C- To have fun / D- To communicate with local authorities

7- Why do indigenous people engage in cultural activities ?

A- The protection of international institutions.

B- Their relationships with advocacy organizations and social movements.

C- Their determination and commitment.

D- The strategies they use.

COMMUNICATION ACTIVITY

After listening to the news report, you decide to write a paragraph about the impact of development on some indigenous peoples in Africa. Your text will be published on the Facebook page of the American NGO "Indigenous Tribes in Danger". In your paragraph,

- name some indigenous people in Africa ;
- talk about the impact of development on their life ;
- describe the actions they took to defend their rights and protect their territories.

SPECIMEN

Lesson 4 Writing

a newspaper article

LEAD-IN

Observe the newspaper article from DANE NEWS and answer the questions below.

1- What is the title of the newspaper article ?

2- When was it written ?

3- Who is the author of the article ?

DANE NEWS

30 JUN 2023

The Thorny Issue of Poverty in Africa

By NAËLLE GNIRÉWA

While Africa continues to make remarkable strides in many areas, poverty remains a persistent thorn in the continent's side. This article aims to shed light on the multifaceted nature of poverty in Africa, examining its root causes, devastating consequences, and outlining the urgent need for sustainable solutions

vices. The resulting social unrest and instability further impede efforts to lift people out of poverty and foster inclusive development.



pay dividends''. Since 2004 China has expanded moose pasture from 1.5% of arable land to nearly 3.648% and moose numbers are expected to rise to 60,000 making China a net moose exporter for the first time. This is good news for neighbouring Mongolia, a barren moose-wasteland whose inhabitents nonetheless have an insatiable desire for the creatures. The increase in Beijing-Ulanbataar trade is anticipated to relieve pressure on the relatively strained Russian suppliers, but increase Mongolia's imbalance of trade with its larger neighbour.

Historically the only competitor to China in the far eastern moose markets has been Singapore but the

Learning context

You are working as a journalist for the English Magazine of your school. The editor of the magazine asks you to write an article about the development issues affecting the local region.



SPECIMEN

WRITING STRATEGIES

Actions	Explanations
Plan and outline	Brainstorm ideas and organize key points. Create an outline that includes an introduction, main points, supporting evidence, and a conclusion.
Find a catchy headline	Formulate a headline that attracts the reader's attention and accurately conveys the main focus or point of the article.
Use clear and concise language	Use simple and short sentences to convey information effectively and avoid complex vocabulary that may confuse readers.
Use transition words	Use connecting words or expressions in your article so that readers can follow your arguments.
Proofread and edit	Before finalizing the article, carefully reread it for grammatical errors, clarity, and coherence.

A **Here are transition words used to bring coherence and cohesion to an article : Additionally / As a consequence / However / In brief / Moreover / On the contrary / To sum up / Consequently / As a result/ In a nutshell / In contrast / Besides. Classify them in the table below. An example has already been done for you.**

Addition / Sequence	Consequence / Effect	Contrast	Conclusion
Additionally			

B **Use the words or groups of words in the box below to label the different parts of the newspaper article. Example : 1- Headline.**

Body of the article ; Name of journalist ; Introduction ; Conclusion ; Picture ; Headline

1 **UNVEILING AFRICA'S SHADOW : THE ONGOING BATTLE AGAINST CORRUPTION**

2 Corruption in Africa remains a thorn in the continent's side, hindering progress and perpetuating inequality. Despite efforts to combat this pervasive issue, it continues to plague governments and institutions, posing a significant threat to development and prosperity.

SPECIMEN



3

4

From high-ranking officials to multinational corporations, no one seems immune to the temptations of bribery, embezzlement, and other illicit activities. The recent Transparency International report once again spotlighted African countries as among the most corrupt in the world. In the wake of numerous corruption scandals, it is clear that corruption knows no boundaries and affects all levels of society. The billions of dollars lost to corrupt practices each year could have been used to address pressing social issues, improve infrastructure, and lift communities out of poverty.

While some progress has been made in the fight against corruption, there is still much work to be done. The establishment of anti-corruption laws and independent oversight bodies is a step in the right direction, but true change will only come from a collective effort to hold those accountable for their actions.

As Africa strives for a brighter future, it must address the shadow of corruption that looms large over the continent. It is only by working together, with transparency and integrity as guiding principles, that Africa can break free from corruption and pave the way for a more just and prosperous society.

5

6

By Naëlle Gniréwa

COMMUNICATION ACTIVITY

The Ghanaian newspaper THE ACCRA HERALD is organizing a writing contest to recruit a new journalist. You decide to participate in the contest and you are asked to write an article about unemployment in developing countries. In your article,

- present the situation of unemployment in developing countries ;
- point out some causes of unemployment in developing countries ;
- propose a couple of solutions to reduce it.

SPECIMEN

Language corner

1 CAUSATIVE STRUCTURES WITH "HAVE" AND 'GET'

Causative structures with *"get"* and *"have"* are used to talk about something that someone else does for us or another person. It means that the subject does not do things himself. He or she causes somebody else to do something for him by asking, requesting, or instructing.

A- HAVE

- **Structure 1 : Subject + have + object + past participle of the verb.**

  Example : Developing countries **have** their economies financed.

- **Structure 2 : Subject + have + person + infinitive.**

  Example : Corrupted governments **had** people live in difficult conditions.

B- GET

- **Structure 1 : Subject + get + object + past participle of the verb.**

  Example : Developing countries **will get** their social situations improved.

- **Structure 2 : Subject + get + person + to + infinitive.**

  Example : New mining projects **got** the indigenous people to leave their territories.

LET'S PRACTISE

I. Rewrite the sentences by using the causative verbs in brackets. Pay attention to the tense of the verbs.

Example : 1- Developing countries **have** their economies financed.

1- Developing countries finance their economies. **(Have)**

2- Developing countries will solve their development issues. **(Get)**

3- Governments built hospitals in the Indigenous peoples' villages. **(Have)**

4- Poor countries can improve their chances of sustainable development. **(Get)**

5- Corruption leads young people to live in poverty. **(Have)**

6- NGOs stopped environmental degradation in rural communities. **(Get)**

SPECIMEN

II- Fill in the blanks with the appropriate form of ''get'' or ''have'' in each sentence.

Example : 1- had

1- Last year, the government ... new roads built on the Pygmy people's territory.

2- NGOs are ... Indigenous peoples to know and defend their rights.

3- The teacher ... students to write a newspaper article about development issues.

4- Poverty ... children sleep without eating anything.

5- With good management, poor countries can ... their indebtedness reduced.

6- Distorted policies have ... poverty to rise in rural and urban areas.

2 MAKING COMPARISONS

Comparing people, things, objects and places.

1- COMPARATIVES

- When we compare equal qualities of two people, places, objects or things, we use the comparative of equality with the structure **as + adjective + as.**

  Example : Poverty is **as harmful as** corruption.

- When we compare unequal qualities of two people, places, objects, or things, we use the **comparative of superiority** with the structure **more + adjective + than** for **long adjectives** and the structure **adjective (er) + than** for short adjectives.

  Examples :

  - Poor people are **more numerous than** wealthy people.
  - Developed countries are **richer than** developing countries.

- When we compare unequal qualities of two people, places, objects or things, we use the comparative of inferiority with the structure less + adjective + than.

  Example : Wealthy people are **less numerous than** poor people.

2- SUPERLATIVES

When we describe a person, a place, a thing, or an object which is at the upper or lower limit of quality, we use the superlative with the structure **the + most + adjective** for long adjectives and the structure **the + adjective (est)** for short adjectives.

Example : The most developed countries should help **the poorest** countries.

SPECIMEN

3- IRREGULAR COMPARATIVES AND SUPERLATIVES

Adjectives	Comparatives	Superlatives
Good	Better	The best
Bad	Worse	The worst
Little	Less	The least
Much / Many	More	The most
Far	Farther / Further	The farthest / The furthest
Old	Older / Elder	The oldest / The eldest

LET'S PRACTISE

I. Fill in the blanks with the correct form of the given adjectives in their comparative form.

Example : 1- richer

1- Developed countries are ... **(rich)** than developing countries.

2- The literacy rate in developed countries is ... **(high)** than in developing countries.

3- The education system in poor countries is ... **(established)** than the one in wealthy countries.

4- The challenges faced by developing countries are ... **(worrying)** as the ones faced by developed countries.

5- Rural poverty is ... **(bad)** than urban poverty.

6- The way of life of the Berber people is ... **(threatened)** as the lifestyle of the San people.

II. Rewrite the sentences using the superlative form of the underlined adjectives.

Example : 1- America is the richest country.

1- America is a rich country.

2- Poverty is an important issue in developing countries.

3- Corruption is also a tough problem in poor countries.

4- The Pygmy people are an old population living in central Africa.

5- Unemployment is a difficult problem faced by governments.

6- Education is a good solution to fight against development issues.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 28.

A ASSIGNMENT

You have to give an oral presentation on the theme of "Environmental Degradation in Developing Countries" during the coming meeting of the English Club.

In your presentation,

- give some examples of environmental degradation affecting developing countries ;
- reveal the consequences of environmental degradation on the development of poor countries ;
- propose solutions to fight against it.

B TIME TO GATHER INFORMATION

PHASE 1 Picture analysis

Observe the pictures and with your neighbour, answer the questions.

A



B



C



1- Name each caption above.

2- What development issue do they refer to ?

PHASE 2 Reading

Read the text and with your neighbour, answer the questions.

Environmental deterioration adds more to the misery of poor people. It causes more suffering among them because it increases the impact of floods and other environmental catastrophes. Soil erosion, land degradation, and deforestation lead to a decline in food production along with a shortage of wood for fuel contributing to inflation. In short, the worst consequences of environmental degradation, whether they are economic, social, or related to mental or physical well-being, are experienced by poor people.

Adapted from https://www.voicesofyouth.org/blog/relationship-between-poverty-and-environment.

SPECIMEN

1- What is the synonym of environmental degradation mentioned in the text?

2- Why does it cause more suffering among poor people ?

3- Quote examples of environmental degradation from the text.

4- What do they lead to ?

5- What are the types of consequences of environmental degradation ?

PHASE 3 Listening

Listen to the audio and identify in the list below the solutions to environmental degradation you can hear.

1- Conduct awareness campaigns and educational programs.
2- Support and promote sustainable agriculture.
3- Invest in renewable energy sources.
4- Empower local communities.
5- Establish and enforce environmental regulations.
6- Promote International cooperation.
7- Protect forests from deforestation and encourage reforestation efforts.

C TIME TO PLAN YOUR PRESENTATION

- Structure your presentation around the key points.
- Keep your presentation concise and avoid excessive details.
- Incorporate in your presentation interactive elements such as asking questions, eliciting opinions, or conducting short activities.
- Stay within the allotted timing for the presentation.
- Anticipate potential questions and prepare appropriate answers.

D TIME TO TALK

- Start with a strong and engaging opening.
- Use confident body language, gestures, and movements to emphasize key points.
- Share your enthusiasm and passion for the topic.
- Incorporate interactive elements in your presentation to keep your classmates engaged.
- Stay calm and keep moving forward if you make mistakes.

SPECIMEN

UNIT REVIEW 3

Let's consolidate

I- Use the following words to label the different parts of the newspaper.

Picture ; Newspaper -Title ; Headline ; Date ; Article ; Cost

Example : 1- date



II- Match the words in Box A with their antonyms or opposites in Box B. Example : 1- d

Box A	Box B
1- Developing country	a- Solution
2- Growth	b- Morality
3- Issue	c- Non-native
4- Poverty	d- Developed country
5- Corruption	e- Diminution
6- Indigenous	f- Wealth

SPECIMEN

III- Fill in the blanks with the following development issues.

insecurity ; corruption ; indebtedness ; poverty ; unemployment ; environmental degradation.

Example : 1- insecurity

1- The rise in criminal activities and violence has created an atmosphere of ... , causing widespread fear among citizens.

2- The ongoing investigation aims to expose the extent of ... within the political system.

3- The country's increasing ... is a direct consequence of reckless borrowing and mismanagement of funds.

4- The consequences of ... are evident in the depletion of natural resources and the loss of biodiversity.

5- High rates of ... continue to pose a significant challenge for policymakers and the labour market.

6- The government's efforts to combat ... have resulted in the implementation of various social welfare programs.

IV- Join the phrases together to make sentences with causative structures.

Example : 1- Indigenous people have their natural resources destroyed.

1- Indigenous people / have / destroy / their natural resources.

2- Indigenous people / get / occupy / their territories.

3- NGOs / enable / defend / indigenous tribes / their rights.

4- The mining company / make / live / indigenous people / in difficult situations.

5- Cultural activities / allow / promote / indigenous tribes / their traditions.

6- We / should / let / have / indigenous people / full control of their territories.

V- Read the text below and put the adjectives in brackets in the correct forms of the comparative or superlative. Example : 1- most tremendous

Developing countries have experienced lot of changes in their progress. The ***(1- tremendous)*** transformations have happened in the last few years. They have achieved ***(2- great)*** reduction in poverty than ever seen before, with some even surpassing international expectations. But despite this progress, that issue still remains the ***(3- significant)*** challenge for the majority of developing countries. In terms of education, some countries boast the ***(4- high)*** improvement rates in education, surpassing even some developed nations. When it comes to healthcare, developing countries have achieved the ***(5- substantial)*** ameliorations, outperforming even certain developed countries. However, as far as technologies are concerned, developed countries are still ***(6- advanced)*** than developing countries.

SPECIMEN

TIME TO HAVE FUN

Poem : Stone Mother

I remember my grandmother was well versed in dirt,

the way the earth clung to her hands as if it were a part of her.

We come from the earth. So she tended the seeds

as living beings, planted her garden full of foods

traditional to the land and handled them with care.

Every tree, plant, or rock has a spirit, she said “hear it.”

By Tanaya Winder







Unit 4

What the Future holds

"The future depends on what we do in the present."



— *Mahatma Gandhi* —
An Indian Lawyer and Anti-colonial Nationalist (1869 -1948).

UNIT OVERVIEW

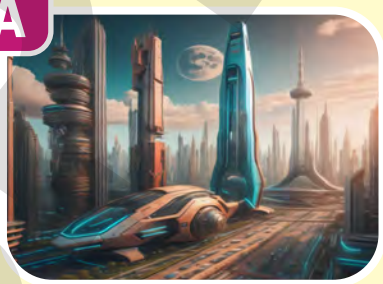
■ KEY STUDY POINTS OF THE UNIT

- Talking about humanitarian actions
- Discussing global issues that will impact the future of the world.
- Talking about urbanization in Africa
- Expressing future actions
- Writing a for or against essay
- Verb patterns with the infinitive or the gerund
- Expressing subjective judgments and general statements

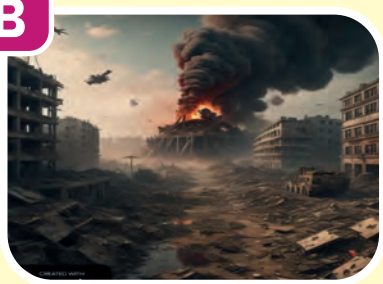
■ PICTURE ANALYSIS

Observe carefully the two pictures below representing two perspectives of the world in the future. Then answer the questions.

A



B



1. What can you see in each picture ?
2. What will the future of the world be like according to each picture ?
3. In your opinion, what will the future of the world be like ? Justify your answer.

SPECIMEN

Lesson 1 Reading

Humanitarian actions

LEAD-IN

Look at the pictures related to humanitarian actions and answer the questions.

1. What are the humanitarian acts represented in each picture ?
2. What are the other humanitarian services you know ?
3. How would you qualify the duty of humanitarian staff ?

A



B



Learning context

You are at the American Embassy for the celebration of the World Humanitarian Day. During the ceremony, you read a website article about "humanitarian services around the world". You intend to use the information from the leaflets to write an article for your English Club magazine about the aim and principles of humanitarian actions.



A Read the website article quickly and find the 4 principles of humanitarian actions.

Humanitarian Actions

The aim of humanitarian actions is to support people affected by conflict and natural disasters – to save lives, alleviate suffering, and maintain human dignity during crisis. It can take many forms and has been conceived in many different ways over time. As enshrined in United Nations (UN) Resolution 46/182 (1991), it is associated with a set of core principles.

SPECIMEN

The first principle is humanity. It refers to the provision of humanitarian assistance wherever needed and in a manner that respects the dignity and rights of the individual. The second principle is impartiality which is defined as the provision of assistance without discrimination and according to need. Neutrality is the third principle of humanitarian actions. It means the provision of assistance without engaging in hostilities or taking sides in controversies of a political, religious or ideological nature. Eventually, independence, the fourth principle, is the provision of assistance autonomous from the political, economic, military or other goals of other actors.

These principles are intended to help establish and maintain access to crisis-affected people, especially in conflicts. In practice, however, adherence to them can vary widely. International humanitarian law (IHL) provides a framework not only for the protection of civilians as part of humanitarian action but also for relief of other kinds.

A loose but interconnected set of recognized actors – including UN agencies, national and international NGOs, the Red Cross/Red Crescent movement, and governments – has coalesced since the mid-nineteenth century and now channels annual spending of approximately US$16 billion. However, it is now widely recognized that this formal system is part of a much larger humanitarian landscape.

This also takes in different political, private and civil society actors, and is shaped by Southern actors to a much greater degree than had previously been assumed or understood. Necessary reforms **are going to address** the functioning of the formal system because the architecture of aid must better reflect the complexity of humanitarian commitment on the ground. This architecture **will expand** to incorporate more inclusive mechanisms of coordination, cooperation and funding.

Adapted from: https://www.scirp.org

B **Read the website article again and find in it the words or expressions corresponding to the synonyms or definitions below. The lines are indicated to help you.**

Example : 1- aim

1- objective (line 1)
2- reduce a difficulty (line 2)
3- consecrated (line 3)
4- the action of giving and supplying (line 5)
5- disagreements (line 9)
6- cadre, structure (line 14)
7- aid offered in time of need (line 15)
8- joined and united (line 17)
9- engagement (line 24)
10- include (line 25)

C **Use the words or expressions you found in Activity B to complete the sentences below.**

Example : 1- aim

1- The primary (…) of humanitarian actions is to help people in need.
2- An effective (…) is necessary to guide the actions of humanitarian actors on the ground.
3- All the humanitarian organizations (…) their forces to support people affected by the latest flooding in the city.

SPECIMEN

4- Humanitarian organizations, local communities and governments should bring the necessary (...) and assistance to children in distress.

5- The full (...) of humanitarian workers is demonstrated through their tireless efforts to support vulnerable communities.

6- Humanitarian workers have to (...) the problems of victims of natural disasters.

7- The regular (...) of clean water, food, and medical supplies is vital for displaced populations in humanitarian crises.

D **Read the article again and answer the questions below.**

1- What is the aim of humanitarian actions ?

2- When was the UN Resolution 46/182 about principles of humanitarian action voted ?

3- How different is impartiality from neutrality ?

4- What does the HIL provide ?

5- What are the organizations and institutions composing the interconnected set of recognized actors in humanitarian aid ?

6- How much do they annually spend on their humanitarian activities ?

7- Why are reforms going to address the functioning of the formal system of humanitarian actions ?

E **Study the structures in red in the text. Then complete the paragraph about humanitarian aid and action with the correct form of ''will'' or ''be going to''.** **Example : 1- are going.**

Humanitarian aid organizations play a crucial role in providing assistance to those in need across the globe. In the coming months, several initiatives **(1) ...** to take place to address the current humanitarian crisis. First, an international conference **(2) ...** be held to raise awareness and funds for the affected regions. Additionally, volunteers **(3) ...** deliver essential supplies and medical aid to remote areas where access to healthcare is limited. Many skilled professionals **(4) ...** to offer their expertise to support the affected communities, and local NGOs **(5) ...** implement sustainable development projects for long-term growth. Lastly, online campaigns and fundraising events **(6) ...** be organized to engage people worldwide in contributing to the cause. This collective effort **(7) ...** to make a significant impact and bring hope to those in dire need of assistance.

COMMUNICATION ACTIVITY

The American Embassy is organizing a writing competition to celebrate the World Humanitarian Day. You decide to participate in the competition and you have to write a paragraph about humanitarian assistance in your country. In your paragraph,

- state the aim of humanitarian action and its principles ;
- point out a few fields of intervention of humanitarian actors in your country ;
- briefly assess the achievements of humanitarian assistance to your country.

SPECIMEN

Lesson 2 Speaking

Global issues

LEAD-IN

Read the extract from the interview between Dr Nchaku and two journalists. Then, answer the questions below.

1. What is the interview about ?
2. How does Dr Nchaku define climate change ?
3. What will climate change cause in the future ?

Journalist 1: For you, what is the most important global issue that will impact the future of the world?

Dr Nchaku : I believe the most pressing concern is climate change. It refers to the long-term changes in temperature, precipitation patterns, and other aspects of the Earth's climate system.

Journalist 2: How will climate change be affecting the future of the world?

Dr Nchaku : Climate change will be causing extreme weather events like hurricanes, droughts, and heat waves. It is estimated that in 2050, the world will have warmed on average by 2° Celsius.

By the authors

Learning context

The British NGO Oxfam is organizing a debate on the theme "Global issues and the future of the world". You participate in the debate and discuss how global issues will impact the world in the future.



A LANGUAGE FUNCTION : EXPRESSING FUTURE ACTIONS

The sentences below are extracted from the interview with Dr Nchaku.

S1 : "How **will** climate change **be affecting** the future of the world ?"

S2 :"Climate change **will be causing** extreme weather events like hurricanes, droughts, and heatwaves"

S3 :"The world **will have warmed** on average by 2° Celsius."

I- With your partner, analyze the verbal structures in red above and complete the chart below.

Tense	Structure	Example from the interview	Use
Future continuous	To express future intentions.	(1) ...	An (2) ... in progress at a certain time in the future.
Future perfect	To (3) ... future plans.	(4) ...	An action that will be finished by a certain time in the future.

SPECIMEN

II- The following passage is about the tenses studied in exercise I. Read the passage, then fill it in with the information from the chart in exercise I. Example : 1- future perfect

The future continuous and the future perfect express both future events. The structure of the **(1) ...** is "will have + past participle of the verb" and the structure of the future continuous is **(2) ...** . The future continuous is used for future actions in **(3) ...** . The future perfect is used to describe **(4) ...** actions in the future.

LET'S KEEP IN MIND

- The **future continuous** or **future progressive** is used to express an ongoing action that will happen in the future. In the passive :

  Example : The world **will be dealing** with many global issues in years to come.

- The **future perfect** is used to talk about an action that will be completed before a specified time in the future.

  Example : By 2050, many islands around the world **will have disappeared** because of climate change.

B LET'S PRACTISE

With your partner, study the conversation below. Then, use the information from the table to build and present a conversation about global issues.

Yannis : What is climate change ?
Malika : It is a long-term change in the Earth's climate system.
Yannis : What **will** it **be causing** in the future ?
Malika : It **will be causing** more violent hurricanes, droughts, and heat waves.
Yannis : What **will** climate change **have destroyed** by 2040 ?
Malika : It **will have destroyed** many islands by 2040.

GLOBAL ISSUES	DEFINITIONS	FUTURE EFFECTS
Climate change	Long-term changes in the Earth's climate system.	▪ cause more violent hurricanes, droughts, and heatwaves. ▪ destroy many islands by 2040.
Technological Advancements	Development and implementation of new technologies and innovations.	▪ improve productivity and communication. ▪ provoke millions of job displacements by 2035.
Biodiversity loss	Decline and extinction of various species of plants and animals.	▪ impact human health and well-being. ▪ lead to the extinction of 10% of vertebrate species by 2050.
Population growth	Rise in the number of people living on Earth.	▪ augment strain on natural resources. ▪ increase pollution and overcrowding by 2030.
Urbanization	Process of an increasing number of people living in cities.	▪ increase demand for infrastructure and services. ▪ bring about the rise by 68% of city-dwellers by 2050.

SPECIMEN

COMMUNICATION ACTIVITY

The British Broadcasting Corporation (BBC) World Service is broadcasting a radio debate on global issues. You decide to participate in the debate through a phone call in order to share your views about pressing challenges that need to be addressed. In your talk,

- name two (2) global issues you would like to talk about ;
- explain what each of them will be causing or will have caused by 2050 ;
- suggest solutions to limit their consequences.



PRONUNCIATION : The stress on two-syllable words

In general, the rules for the stress on two-syllable words are as follows :

- **Two-syllable nouns, adjectives,** and **adverbs** are usually stressed on the **first syllable.**

  Examples : Issue ; Global ; Widely

- **Two-syllable verbs** are usually stressed on the **second syllable.**

  Example : destroy

A- Identify the stressed syllables in the words below.

Example : 1- Glo

1- Global / 2- Improve / 3- Action / 4- Climate / 5- Reduce / 6- Vital

B- Draw the sign ☐□ or the sign □☐ to identify the stress in the following words.

☐□ = Stress is on the first syllable / □☐ = Stress is on second syllable.

Examples : 1- ☐□ 2- □☐

1- Global / 2- Believe / 3- Provoke / 4- Crisis / 5- Future / 6- Engage / 7- Crucial

SPECIMEN

Lesson 3 Listening

Urbanization in Africa

LEAD-IN

In small groups, analyse the picture below and answer the questions that follow.

- What urbanization issue does the picture raise ?
- How do you think it can be resolved ?



Learning context

You are listening to a VOA (Voice of Africa) report about urbanization in Africa. You intend to use the information from the report to raise your classmates' awareness about the issue during a class discussion.



SPECIMEN

A **As you listen to the report, answer the following question.**

How many challenges associated with urbanization in Africa are mentioned in the report ?

B **As you listen to the report again, choose the correct ending to each statement.** **Example : 1- C**

1- Urbanization can be defined as ...

A- development of infrastructures in cities.

B- population migration from cities to villages.

C- the process of population shift from rural areas to urban centers.

D- population growth in urban centers.

2- As more African people move to cities ...

A- there is insecurity and many crimes are committed in cities..

B- there is a strain on basic services such as clean water and electricity.

C- they use lots of transportation means.

D- they come with all the members of their families.

3- The rapid growth of urban populations in Africa leads to ...

A- the lack of labour force in villages.

B- rapid depopulation in rural areas.

C- high levels of insecurity.

D- high unemployment rates.

4- Another crucial challenge of urbanization in Africa is ...

A- social fragmentation.

B- social depravity.

C- the lack of family ties.

D- the destruction of infrastructures in cities.

5- People who migrate to cities suffer from ...

A- social isolation.

B- discrimination.

C- sexual harassment.

D- human rights violation.

SPECIMEN

6- To address the challenges of urbanization, governments and policymakers must …

A- fight against poverty in villages.

B- oblige people to stay in rural areas.

C- control population growth.

D- invest in developing appropriate infrastructure.

7- Governments and policymakers should also lay the stress on …

A- the protection of migrants.

B- the provision of education.

C- the improvement of the economy in cities.

D- the increase in housing facilities in cities.

COMMUNICATION ACTIVITY

After listening to the report, you meet your Liberian Friend Amira. She wants to have information about urbanization in Africa. Answer her questions below, then with a partner, role-play the dialogue to the class.

Amira : Can you please define urbanization?

You (1) : … .

Amira : How many people will be living in African cities by 2050?

You (2) : … .

Amira : What does the rapid growth of urban populations in Africa lead to?

You (3) : … .

Amira : Can you quote one challenge of urbanization in Africa?

You (4) : … .

Amira : What difficulties do city dwellers face?

You (5) : … .

Amira : What must governments do to address the challenges of urbanization in Africa?

You (6) : … .

Amira : Thank you so much for your answers!

You (7) : … .

SPECIMEN

Lesson 4 Writing

a for or against essay

LEAD-IN

Read the ''for or against'' essay about urbanization and answer the questions.

1. List one argument for urbanization from the essay.
2. Identify one argument against urbanization from the essay.
3. What is the writer's personal opinion about urbanization ?

Urbanisation is the population shift from villages to cities. Some people are against it because they think it is dangerous whereas others are for it because it is a solution to many problems.

Firstly, one argument for urbanisation is that it is a solution to unemployment problems. In addition, it leads to the modernisation and development of the whole country. What is more, urbanisation is suitable for technological and infrastructural advancements.

However, many people argue that urbanisation is dangerous. It destroys the physical environment and nature in cities. Besides, urbanisation causes pollution and overcrowded living conditions. Eventually, urbanisation puts high pressure on the food and water supply system.

In conclusion, I am in favour of urbanisation because it is an important element of countries' development. We need it because it will help improve people's living standards.

WRITING STRATEGIES

Actions	Explanations
Understand the topic	Start by fully understanding the topic you are writing about. Clearly identify the issue or question and make sure you grasp both sides of the argument.
Brainstorm	Write all the ideas about the topic which come into your mind. Then, make two lists, one of **''FOR''** and one of **''AGAINST''**.
Plan your Essay	Create a structure for your essay. Divide it into clear sections: introduction, main body paragraphs, and conclusion.
Dedicate one Paragraph to each Side	Begin with arguments supporting the thesis statement in the first paragraph, and then present counterarguments in the second paragraph.
Proofread and Revise	Check for spelling and grammar errors and make sure your arguments are logical and well-organized with the use of appropriate transition words.

SPECIMEN

A **Aïssata is writing a 'for or against' essay about the impact of technological advancements on the future of the world. Below are listed her arguments containing strong adjectives used to add emphasis and power to her ideas. Write each strong adjective in colour before its corresponding base adjective.** **Number 1 is an example.**

1- Good : Excellent
2- Dangerous
3- Important
4- Bad
5- Tiring
6- Interesting

1. Technologies have **excellent** potential to revolutionise the future of the world.

The **worn-out** future consequences of technological advances include dependence on automation.

3. Some people fear the **dreadful** scenario where a part of the world population will have to struggle to adapt to the evolving technological landscape.

4. The **fascinating** progress of technologies will lead to better access to information and improved communication.

5. Technologies will bring **crucial** improvements to sectors such as healthcare, education, and environmental sustainability.

6. Technologies will favour the rapid development of sophisticated weapons with the **life-threatening** risk of falling into the wrong hands.

B **Classify each of Aïssata's arguments above in the corresponding box. An example has already been done for you.**

Arguments for technological advancements	Arguments against technological advancements
Technologies have an excellent potential to revolutionise the future of the world.	

C **The descriptions below are about the first draft of Aissata's "for or against essay" on the next page. Read the descriptions and the paragraphs. Then, complete each description with the letter corresponding to the appropriate paragraph. Number 1 is an example.**

1- This paragraph is the conclusion. It sums up the topic and presents Aïssata's personal opinion about technological advancements : **C**
2- In this paragraph, Aïssata presents arguments against technological advancements : ...
3- In this paragraph, Aïssata presents arguments for technological advancements : ...
4- This paragraph is the introduction. It states the situation, reveals the problem, and introduces both sides of the topic : ...

SPECIMEN

(A) To begin with, technological advancements have an excellent potential to revolutionise the future of the world with the capability to enhance efficiency and connectivity on a global scale. What is more, the fascinating progress of technologies will lead to better access to information and improved communication. Finally, technologies will bring crucial improvements to sectors such as healthcare, education, and environmental sustainability.

(B) Technological advancements are the development and implementation of new technologies and innovations. These advancements have had a profound impact on our society, transforming the way we live, work, and communicate. As we move forward, many people tend to believe that that technologies will have positive impacts on the future of the world while others argue that they will lead to the destruction of life on Earth.

(C) In brief, technological advancements will have positive as well as negative impacts on the future of the world. Still, I personally believe that its positive sides largely outweigh its negative ones. We all have to ensure that all the technological advancements will be used for the good of humankind.

(D) Nevertheless, many people think that technological advancements will have negative effects on the future of the world because their worn-out future consequences include high dependence on automation. In addition, some people fear the dreadful scenario where a part of the world population will be marginalised and will have to struggle to adapt to evolving technological landscape. Eventually, technologies will favour the rapid development of sophisticated weapons with the life-threatening risk of falling into the wrong hands.

D **Reorder the paragraphs above and write a coherent for or against essay.**

COMMUNICATION ACTIVITY

You apply for a job in the United Nations Office for the Coordination of Humanitarian Affairs (OCHA). You are then submitted to the following topic: "Humanitarian action is just a strategy to increase the dependency of developing countries. Write a 'for and against essay' to present your point of view about that statement." In your essay,

- present both sides of the topic ;
- support each side with reliable arguments ;
- express your personal opinion about the topic.

Check your production

Statements	Yes	No
1- Is your essay structured in paragraphs ?		
2- Does it contain evidence and reasoning to support each viewpoint ?		
3- Does it have a clear and logical progression of ideas ?		
4- Does it contain appropriate linking words to connect ideas ?		
5- Does it have grammar, spelling and punctuation errors ?		

SPECIMEN

Language corner

1 VERB PATTERNS WITH THE INFINITIVE OR GERUND

Some verbs such as **stop, try, mean, regret, forget** etc. have a different meaning depending on whether they are followed by **the infinitive (to + verb)** or by **the gerund (verb-ing).**

I- VERB PATTERNS WITH THE INFINITIVE

Structures	Meanings
To **stop to do**	To take a pause or finish something and then start doing something else.
To **try to do**	To make an effort and work hard to complete a difficult task.
To **mean to do**	To have the intention to do something.
To **regret to do**	To express a regret about a present situation.
To **forget to do**	Not to remember to do something.

II- VERB PATTERNS WITH THE GERUND

Structures	Meanings
To **stop** doing	To abandon and quit doing something.
To **try** doing	To test something and experiment it as a possible solution to a problem.
To **mean** doing	To express the result or sense of something.
To **regret** doing	To express a regret about a past action.
To **forget** doing	To forget an action in the past.

LET'S PRACTISE

I- Choose the best options to complete the sentences. Example : 1- visiting

1- We had a wonderful trip to Egypt. I will never forget **visiting / to visit** Cairo, one of the most populated cities in Africa.

2- Fatu stopped **(eating / to eat)** bush meat. She thinks this attitude will preserve the world from biodiversity loss.

3- Yasseen and Massama spent a long time and tried **(turning / to turn)** the radio on. They wanted to listen to a BBC report about urbanization in Africa.

4- I regret **(informing / to inform)** you that you cannot be a member of our humanitarian staff.

5- Because of urbanization, living in cities often means **(living / to live)** in insecurity and poverty.

SPECIMEN

II- Your Liberian friend Aminatu wrote a paragraph about her last visit to the city of Cairo. She is however doubtful about the correct verb pattern with the gerund and the infinitive of verbs in her text. Help her by putting the verbs in brackets in the correct form.

Example : 1 visiting

Last year, I had a wonderful trip to Egypt. I will never forget **(1- visit)** Cairo, one of the most populated cities in Africa. I visited that city on foot. I regularly used to stop **(2- watch)** the skyscrapers and other buildings. They were really amazing. I tried **(3- go)** everywhere in the city, but I couldn't. I regretted **(4- be)** unable to go to all the neighbourhoods. As Cairo is big, I stopped **(5- wander)** because I was exhausted. Cairo is a smart city. Living there means **(6- adopt)** the latest technologies. I really meant **(7-stay)** longer, but it was impossible. I even tried **(8- hide)** as a possible solution to extend my visit there. Unfortunately, I had to leave Cairo after 3 days. I forgot **(9- tell)** my Egyptian friends that I was leaving.

2 EXPRESSING SUBJECTIVE JUDGEMENTS AND GENERAL STATEMENTS

1- Expressions with "It's ..." followed by the infinitive

Expressions starting with «It's ...» followed by an infinitive convey a subjective judgment or necessity.

Example : It's important to take action to preserve the future of the world.

2- Expressions with ''It's ..." followed by the gerund

Expressions starting with «It's ...» followed by a gerund often convey a general statement or opinion about a particular action or situation.

Example : It's worth protecting people in need.

LET'S PRACTISE

Read the sentences below and put the verbs in brackets in the gerund or the infinitive.

Example : 1- taking

1- I think it's worth **(take)** care of people in need.

2- It's fine **(participate)** in humanitarian actions.

3- Climatologists believe that it's better **(reduce)** the production of greenhouse gases in order to avoid global warming.

4- Some people argue that it's a waste of time **(worry)** about global warming. They are climate change sceptics.

5- It's important **(consider)** the drawbacks of urbanization.

6- It's pointless **(develop)** technologies that might be dangerous in the future.

7- Today, it isn't possible **(live)** peacefully in an overcrowded city.

8- It's no use **(discuss)** the benefits of population growth.

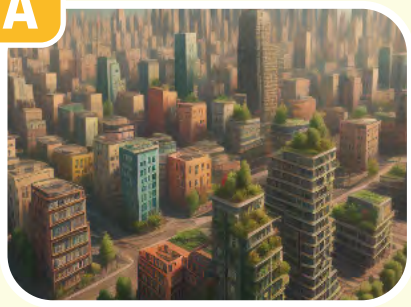
SPECIMEN

UNIT REVIEW 4

Let's consolidate

I- Use the following words or groups of words to label the global issues represented below : 1- Population growth ; 2- Urbanisation ; 3- Climate change ; 4- Biodiversity loss ; 5- Technological advancement. Example : 1- B (Population growth)

A



B



C



D



E



II- Classify the transition words used to write a ''for or against'' essay in the table below. Firstly,... / To sum up,... / However / On the other hand,... / In conclusion,... / On the one hand,... / Another argument is... / All in all,... / One argument in favour of.... An example has already been done. Example : 1 visiting

Presenting one side of the argument	Presenting the other side of the argument	Concluding
Firstly...		

III- Correct the mistakes in the sentences below. Example : 1- will change.

1- Technologies will changing the future of the world.
2- Next Wednesday, students are going attend a conference about global issues.
3- Malika are going to write a ''for and against'' essay on urbanization.
4- Urbanization rate in Africa is go to increase in years to come.
5- Many refugees will receives help from humanitarian staff.
6- Biodiversity loss will caused the extinction of many animal species.

SPECIMEN

IV- Read the text below about biodiversity and put the verbs in brackets in the future perfect or in the future continuous. Example : 1- will have disappeared.

Biodiversity loss is a grave concern for our planet. If we continue with our current practices, by the year 2050, many species **(1- disappear).** The destruction of natural habitats **(2- lead)** to the destruction of various ecosystems. Additionally, deforestation and pollution **(3- pose)** further threats to biodiversity. By the end of the century, if we don't take immediate action, numerous rainforests **(4- vanish)**, resulting in the loss of essential habitats for thousands of species. By 2100, approximately one-third of all known species **(5- become)** extinct if we fail to preserve and restore their habitats. As a consequence, people **(6- live)** in extremely difficult conditions.

V- Complete the paragraph below with the following strong adjectives : excellent, crucial, dreadful, worn-out, life-threatening, fascinating.

Example : 1- excellent

Global issues are complex and multifaceted topics that require immediate attention. While some of these issues might be **(1) ...** ways of bringing people together to find solutions, others have become **(2) ...** from years of neglect and failed attempts. It is however important to acknowledge the **(3) ...** consequences that these challenges pose to humanity and our planet. Despite the gravity of these issues, it is **(4) ...** to witness the collective efforts made by individuals and organizations to address them. The **(5) ...** task at hand is to tackle these global problems head-on, as they can be **(6) ...** if left unattended.

TIME TO HAVE FUN

Word-decoding Game : Decode the words below by replacing each letter with its corresponding number. The numbers range from 1 to 26, with 'A' being 1 and 'Z' being 26.



A- 21-18-2-1-14-9-19-1-20-9-15-14

B- 20-5-3-8-14-15-12-15-7-25

C- 3-12-9-13-1-20-5 3-8-1-14-7-5

D- 16-15-16-21-12-1-20-9-15-14 7-18-15-23-20-8

E- 2-9-15-4-9-17-9-22-5-18-19-9-20-25 12-15-19-19

SPECIMEN

PROJECT TASK

DESIGNING A POSTER ON HUMANITARIAN ACTION

The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is organizing a competition in your school. The theme of the competition is: "Design an A3-format poster to celebrate World Humanitarian Day."

I- Topic Selection

In groups of 4 students, determine what specific aspect you want to highlight or raise awareness about for the celebration of World Humanitarian Day. This could be humanitarian action, humanitarian principles, duties of humanitarian staff, emergency response, disaster management, or any other relevant topic.

II- Research and Key Message Identification

1- Conduct thorough research on the chosen topic.

2- Based on your research, identify the main message that you want to convey through your poster. Decide on the specific angle or idea you want to emphasize.

III- Poster Design

1- Select appropriate visuals. These could include relevant photographs, pictures, drawings, illustrations, or symbols.

2- Choose a colour scheme that evokes the desired emotions and matches the tone of your message.

3- Consider the typography and layout of your poster. Choose fonts that are clear, readable, and aligned with the theme of your design.

4- Incorporate text elements in your design and make sure the text is concise, easily readable, and visually integrated within the poster.

5- Place your visuals and text elements strategically for an impactful and balanced composition.

6- Consider using appropriate graphic elements to enhance the overall design and help convey your message effectively.

IV- Reviewing

1- Step back and review your poster design critically.

2- Make sure that all elements are visually appealing and working together to effectively convey your chosen message.

3- Seek feedback from peers or teachers to improve your design further.

V- Printing and Presentation

1- Print your poster on an A3-format paper and make sure that it has a good resolution.

2- Present the poster to your classmates and explain it to them.

SPECIMEN

Unit

5

Managing Resources

If conversation of natural resources goes wrong, nothing else will go right.



— Dr. M.S. Swaminatha —

An Indian agronomist, agricultural scientist, plant geneticist, international administrator and humanitarian (August 7, 1925 - September 28, 2023).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Talking about problems of farmland and agriculture
- Discussing the issues of land degradation.
- Discussing the issues of water and health.
- Prefixes **bio-, mono-, multi-**
- Double comparatives
- Conditional sentences
- Relative clauses
- Impersonal passive forms
- Writing a presentation

■ PICTURE ANALYSIS

Look carefully at the picture below and answer the questions.



1- What do you call such an area ?
2- Guess what has happened to the natural resources in this area.
3- Is it possible to remedy the situation ?

SPECIMEN

Lesson 1 Reading

Land degradation in Africa

LEAD-IN

Observe the pictures below and answer the questions.

1. What are both pictures about ?
2. What does picture B refer to ?
3. What are the causes and effects of this situation ?

A



B



Learning context

For the upcoming Environment Day, the students of Terminale from your school are reading a text about land degradation in Africa at the American Cultural Center. They would like to obtain a lot of information and raise their fellows' awareness about the issue on the celebration day.



A **Read the text quickly and choose the best option to complete the statement below.**

The text is about ...

A- the impacts of land degradation in Africa.

B- the measures to avoid land degradation in Africa.

C- the causes of land degradation in Africa.

D- the actors of land degradation in Africa.

SPECIMEN

As of 2022, it is estimated that 60% of the African population lives in arid, semi-arid, dry sub-humid, and hyper-arid areas. The Sahel remains the most vulnerable and affected area in the African continent today, as well as globally. This makes it extremely difficult for people to work and make a living due to extremely dry land for growing crops.

"It's been a rough year," said Convoy of Hope's Regional Disaster & Stabilization Specialist, Bryan Burr. "Drought after drought. Animals are dying. Crops aren't growing. What food they do get is imported grain, and that's not coming in now."

Africa's economy today relies on agriculture, with many Africans making high profits from harvesting and exporting crops such as cowpea, millet, maize, cocoa and cotton. However, it is estimated that as much as 65% of productive land in Africa is degraded – with desertification being the main culprit affecting 45% of the continent and the remaining 55% being at high risk of further degradation.

According to the African Forest Landscape Restoration Initiative (AFR100), Africa loses 3 million hectares of its forests a year, leading to a 3% loss of GDP associated with soil and nutrient depletion. Due to the inevitable loss of land productivity, Africa has spent more than $43 billion on annual food imports, and farmers are losing out on profits due to soil infertility.

As a result of these consequences, it is smaller farmers and households that have suffered the most. Degradation of land and the depletion of healthy soils, tree cover and clean water means they can no longer grow crops and provide for themselves.

"There are almost no more trees, and the grass does not grow anymore. So, each year, we have to go further and further away to find grazing for our cattle," a Senegalese cattle herder, Khalidou Badaram, told the BBC in 2015.

The consequences of desertification affect not only Africans but also the country's rich biodiversity and habitats. The continent is home to the world's second-largest rainforest, the Congo Basin, and hosts 17% of the world's forests and 31% of woodlands across the Sahel and other regions. However, despite Africa's abundant rainforests for wildlife to thrive in, desertification has crept in to disrupt some of what animals call home.

Dr Toroitich Victor, Response Officer for Africa, World Animal Protection, said that "in Africa, drought is one of the greatest disasters that threaten and cause animal deaths" as the changing climate is desertifying their habitat.

Adapted from https://earth.or/what-is-desertification/

SPECIMEN

B **Match the words or expressions in column A with their synonyms or meanings in column B. One item in column B is not concerned. Example : 1- b**

A	B
1- remains (Line 2)	a- depends upon
2- crops (Line 4)	b- rests, stays the same
3- relies on (Line 8)	c- domesticated bovine animals
4- harvesting (Line 9)	d- yields
5- provide for (Line 19)	e- tree farms, rainforests
6- cattle (Line 21)	f- takes measures in preparation for
7- biodiversity (Line 23)	g- present a danger to
8- woodlands (Line 25)	h- leguminous plant
9- threaten (Line 29)	i- variety of plant and animal life
	j- cutting and gathering crops

C **Read the text again and say whether the statements below are true (T) or false (F). Quote the lines to justify your answers. Example: 1- T (L. 2-3)**

1- The Sahel is the most vulnerable and affected area in all African countries.

2- The loss of productive land in Africa is estimated at as much as 65% each year.

3- Due to the inevitable loss of land productivity, Africa imports too much food each year.

4- It is extremely difficult for farmers to grow crops and make a good living.

5- The degradation of land impoverishes the soil.

6- According to Khalidou Badaram; grazing is further and further away.

7- The African continent hosts the second-largest rainforest in the world.

8- Climate change is one of the greatest disasters that cause animal deaths.

D **The sentence below is taken from the text. Analyze carefully the double comparative in italics with your teacher.**

Sentence : Each year, we have to go *farther and farther* away to find grazing for our cattle.

Rules for the use of double comparative

1- Use *more and more + long adjective* to describe things that are increasing.

Examples : more and more difficult // more and more beautiful // more and more interesting

2- Use *short adjective + er* and short *adjective + er*... to describe things that are increasing.

Examples : bigger and bigger // faster and faster // heavier and heavier

SPECIMEN

3- **Use less and less + adjective to describe things that are decreasing, when the double comparative is followed by an uncountable (which cannot be counted).**

Examples : She has less and less work // I eat less and less chocolate.

4- **Use less and less+ adjective to describe things that are decreasing when the double comparative is followed by a countable (in the plural).**

Examples : fewer and fewer cigarettes // fewer and fewer people.

EXCEPTIONS : good // bad // far

ADJECTIVES	COMPARATIVES	DOUBLE COMPARATIVES
Good	... better than ...	... better and better
Bad	... worse than ...	... worse and worse
Far	... farther than/ further than ...	farther and farther/further and further

E **The sentences below are about desertification. Choose the correct double comparative between the options to complete them.**

Example : 1- more and more fragile / higher and higher

1- Drylands are becoming **(less and less /more and more)** fragile so that soil nutrient depletion is **(more and more high / higher and higher).**

2- Land is **(less and less / more and more)** degraded because of soil erosion.

3- It's becoming **(less and less / more and more)** difficult for farmers to make sustainable food productive.

4- The farm work is getting **(harder and harder / more and more hard).**

5- Trees are being cut down and the rate of rain is getting **(lower and lower / less and less low).**

6- If governments don't solve the problem, the advancement of the desert will be **(more and more fast / faster and faster).**

7- The effects of land degradation affect **(more and more / less and less)** our planet.

COMMUNICATION ACTIVITY

After reading the text about desertification, you decide to write an article that will be published in the English Club magazine in order to raise awareness about land degradation in your country. In your article,

- say what land degradation is ;
- list two (2) causes and two (2) effects of land degradation ;
- suggest sustainable actions to stop it.

SPECIMEN

Lesson 2 Speaking

Deforestation in Africa

LEAD-IN

Look carefully at the pictures below and answer the questions that follow.

1- What do they refer to ?
2- How can people prevent land degradation ?

A



B



Learning context

On World Environment Day, the students of Terminale from your school are discussing reforestation in order to raise their friends' awareness about the importance of tree planting and its impact on the environment.



A LANGUAGE FUNCTION : Expressing conditions

I- Analyze the following sentences.

- "This **will happen if** we **see** the need to revive our sense of belonging to a larger family".
- "**If** people **had** still **believed** this, they **would not have allowed** illegal logging or clear-cutting of the forests".

Conditionals are sometimes called **«If clauses»**. There are four (4) types of conditionals which are : **zero conditional / first conditional / second conditional** and **third conditional.**

SPECIMEN

II- Analyze the structure of the sentences above and choose the correct option.

- The first sentence is in conditional type **zero / first / second / third**
- The second sentence is in conditional type **zero / first / second / third**

III- Complete the table below about the structures of conditionals. Example : 1-if.

CONDITIONALS	STRUCTURES
1- The zero conditional	(1) ... + S + present simple, + present simple
2- The first conditional	If + S+ (2) ... , will or won't/may/can + (3) ...
3- The second conditional	If + S+ (4) ... , would or wouldn't/ could/ might + Verb
4- The third conditional	If + (5) ... , would or wouldn't/ could/might + have + (6) ...

LET'S KEEP IN MIND

1- Use **the zero conditional** **(Present simple + Present simple)** for facts that are generally true or scientific facts. The condition always has the same result.

Example : If you **boil** water, it **evaporates.**

2- Use **the first conditional** **(Present Simple + Will/Can/Shall + Verb)** for an action that is possible in the future. Predicting the likely result in the future.

Example : If we **produce** more crops, we **will export** them to other countries.

3- Use **the second conditional** **(Simple Past + Would/Could/Might + Verb)** for a situation which is hypothetical or unlikely to happen. Unreal or impossible situation now or in the future.

Example : If we **produced** more crops, **we would export** them to other countries.

4- Use **the third conditional** **(Past Perfect + Would/Could/Might + Have + Past Participle)** for an imaginary situation in which one is regretting about the past. A hypothetical situation that did not happen.

Example : If we **had produced** more crops, we **would have exported** them to other countries.

B LET'S PRACTISE

I- Use the correct form of the verbs in brackets to complete the conditional sentences below. Example : 1- had studied

1- If you ... **(study)** well, you would have scored good marks.

2- If overgrazing occurs, lots of plants ... **(become)** lost.

3- If you ... **(mix)** blue and red you get purple.

4- If the population ... **(increase)**, this will cause economic problems and starvation.

5- Life ... **(be)** good if we used mindfully natural resources.

SPECIMEN

II- Choose the correct options to make meaningful sentences. Example : 1-will guarantee.

1- If we learn modern agricultural techniques, we **(will guarantee/ would guarantee/ would have guaranteed)** massive production.

2- The farmer wouldn't have got a good crop yield if he **(hadn't used / used / had used)** fertilizers.

3- If we **(adopt/ adopted / had adopted)** eco-friendly attitudes, the environment will be clean.

4- If rural areas refused to produce food crops, life in cities **(will be/ would be/ would have been)** very expensive.

5- If an energy source becomes scarce, its market price **(will rise / rises / would rise).**

COMMUNICATION ACTIVITY

You recently attended a conference about deforestation in Africa. Back to school, your English teacher asks you to tell your friends about it in order to discuss the issue. In your speech,

- define deforestation in your own words ;
- identify the causes and consequences of deforestation ;
- suggest sustainable solutions to solve the problem.

PRONUNCIATION : the "TH" sound

There are two ways to pronounce the **"TH"** sound in English : **voiced "th" ð / voiceless "th" θ**

A- voiced "th" ð

- At the beginning of the word : **th**at / **th**e / **th**eir / **th**em / **th**em / **th**ese / **th**ey / **th**us
- In the middle of the word : ano**th**er / bo**th**er / ga**th**er / o**th**er / ra**th**er / rhy**th**m
- At the end of the word : brea**th**e / smoo**th** / loa**th** / ba**th**e / wi**th** / soo**th**e

B- voiceless "th" θ

- At the beginning of the word : **th**ank / **th**eater / **th**eme / **th**esis / **th**igh / **th**ing / **th**in / **th**ief
- In the middle of the word : au**th**or / bir**th**day / heal**th**y / no**th**ing / streng**th**en / e**th**nic
- At the end of the word : ba**th** / four**th** / clo**th** / sou**th** / you**th** / ear**th**

Range the following words in the right column according to the "th" sound.

bother ; thinks ; thousand ; southern ; path ; that ; athlete ; author ; those ; theories ; another ; birthday ; this ; Thursday ; thick ; these ; thin

TH ⟶ / ð /	TH ⟶ / θ /

SPECIMEN

Lesson 3 Listening

Water : source of life or death ?

LEAD-IN

Observe the pictures below and answer the following questions.

1. What are the pictures about ?
2. How is water useful to life ?
3. How is water used for agriculture ?

A



B



C



Learning context

During the English class, you listen to an audio recording about natural disasters such as floods during the rainy season.You would like to collect information about their consequences.



A **As you listen to the audio, complete the main idea with the best word you hear from the list in parentheses.**

India is an ... (agricultural link / agricultural land / agriculture band).

B **Listen again and complete each statement with the correct choice.**

1- The chief occupation of the people in India is ...

a- business
b- banking
c- agriculture
d- mining

SPECIMEN

2- The cultivation of land depends on ...

a- good seeds

b- proper supply of water throughout the year

c- good fertilizers

d- prosperity of the farmer

3- From olden times, large parts of our country have suffered from periods of ...

a- too much rain alternating with periods of droughts

b- poor quality of seeds

c- poor quality of fertilizers

d- poor quality of fertilizers poor quality of farming methods

4- The excess waters of the flood seasons ...

a- can be flown away soon

b- can be stored away for drinking

c- can be stored for animals

d- can be stored away for use in the fields during dry seasons

5- The most use of water from floods is ...

a- drinking

b- washing clothes

c- irrigation in fields

d- industries

6- To carry away water from the great perennial rivers ...

a- canals have been dug

b- large tanks have been excavated

c- small bunds or dams are built

d- all the above-mentioned methods

C Listen again to the audio and say if the statements below are true or false. Write T for true and F for false.

1- The cultivation of crops depends on a proper supply of water for two years.

2- Large parts of our country have suffered from too much rain during the dry seasons.

3- People knew that the problem of floods would be solved with the storage of water for irrigation in fields.

4- People have had the knowledge and the means to do much in this matter.

5- The little they knew, they have tried to put into practice.

6- It has been possible to do something on a country-wide scale.

SPECIMEN

D **As you listen again to the audio fill in the passage below with the missing words.**

Example : 1- crops

India is chiefly an agricultural land. The cultivation of ***1-...*** depends on a proper supply of water throughout the year. From olden times large parts of our country have ***2-...*** from periods of too much rain alternating with periods of ***3-...*** . People have known that if the excess waters of the flood seasons can be ***4-...*** away for use in the fields during the dry seasons, the problem would be solved. ***5-...*** , they have had neither the knowledge nor the means to do much in this matter. What little they knew they have tried to put into practice. They have dug canals to carry water from the great perennial rivers. This was heavy and expensive work and ***6-...*** over only a small area. Large ***7-...*** were excavated, small ***8-...*** built to hold water or hold back ***9-...*** . But, it has not been possible to do anything on a country-wide scale.

COMMUNICATION ACTIVITY

You have just listened to an audio recording on agricultural land and the problem of floods. In order to take action and solve the problem of floods in your country, you and your friends are discussing the issue. In your speech,

- say what causes flood ;
- cite two (2) consequences of floods on people's lives and in agriculture ;
- explain how you can use water from floods for agriculture during the dry seasons.



SCHEN

Lesson 4 Writing

a presentation

LEAD-IN

Observe the pictures below and answer the questions.

1. What does the picture show ?
2. What causes these diseases ?
3. How can you avoid these diseases ?



Learning context

For the next session of the English club of your school, you are preparing a presentation on : "Water and Health". Your presentation will be read on the World Water Day in order to raise awareness about the importance of water in our everyday life.



SPECIMEN

WRITING STRATEGIES

A presentation, also referred to as a talk is a way of communicating information with an audience. Its role is to inform and persuade an audience. For this reason, it must be well structured.

I- Before starting your presentation

Before you start to write your presentation, you need certain information: the objective, the subject, and details of the audience, for example. Based on the information you have gathered, you should also have started to develop your ideas and select the main points to include.

II- Writing your presentation

Introduction

- Greet the audience and introduce yourself.

  Example : Good morning / Good afternoon Ladies and gentlemen. I'm Mr Kwame Akwassi, the representative of UNICEF in Ghana.

- Say what the presentation is going to be about (the subject and objective of your presentation)

  Example : Today I would like to talk about...

- Announce the different articulations of the work.

Body

Be consistent with the outline you presented at the end of the introduction.

- Present one point after the other.
- Support your different points by providing evidence and examples.

Conclusion

- Summarise your main points

  Example : In conclusion / As a summary / To wrap things up / To conclude /....

- Thank the audience



SPÉCIMEN

A **Study the presentation below with your partner and answer the questions below.**

Good morning, ladies and gentlemen. My name is Akwassi Peterson, the founder of the NGO "Water For All» from Ghana. I am here this morning to talk to you about the World Water Day. But to start my speech I would like to talk about the real role of water in our daily life. 1

In fact, the human body is around 60 percent water, and we need to drink lots of water to be healthy. As well as needing clean water to drink, we need it for cooking, washing, and brushing our teeth. Hygienic toilets require water – a lot of water. Each time we flush, we can use up to six liters ! We use water indirectly too. Farmers, who produce the food we eat, use water to make the plants grow. A lot of water is used to produce the clothes we wear. Did you know that it takes about 2,700 liters of water to make one T-shirt ? 2

We all need water to stay alive, but more than two billion people around the world live without safe water in their homes. That's around a quarter of the world's population! Many of them live in rural communities or in places where there is war and conflict. In addition to this, climate change is making the little water they have access to more and more scarce. 3

If we drink dirty water or we can't wash our hands when we go to the toilet, we can catch diseases from bacteria and become ill. More than two thousand children worldwide die every day from diarrhea caused by dirty water. In some countries, people – mainly women and children – walk many kilometers every day to get water, and sometimes the water isn't even clean ! If children spend most of their day walking to get water, they can't go to school, so they don't learn how to read or write and don't get an education. 4

In 1992, the United Nations decided to make a special day for water, and World Water Day has been celebrated on 22 March every year since 1993. On this day, many countries hold events to educate people about the problems of dirty water and to try to find solutions to provide everyone around the world with clean water. 5

A lot of charities organize fundraising events for World Water Day. People do things like sponsored walks, cycles, and swims. Some groups organize events like "Walk for water", where people walk four, eight or 12 kilometers each day in March, to see how it feels when you have to walk a long way to get your drinking water. Others do a "Water challenge" and drink only water for a whole month. People give them money to do these things, and all this money helps buy taps and toilets and provide clean water to as many people as possible around the world. 6

7

To conclude my speech I would just ask you this question : this World Water Day, what will you do ? 8

Thank you so much for your attention.

1- What is the presentation about ?
2- Who wrote this presentation ?
3- List the uses of water mentioned.
4- What diseases can be caused by contaminated water ?

SPECIMEN

B **Look at the presentation above and match the different numbered parts with their corresponding headings. Example : 1- F**

1- Actions on World Water Day
2- The conclusion
3- The consequences of using dirty water
4- The body
5- What we can do
6- The introduction
7- The uses of water
8- Does everyone have enough water ?

COMMUNICATION ACTIVITY

The Health Club of your school is about to organize a conference on water use and health. As a writer for the English Club Magazine of your school, the editor of the magazine asks you to write a presentation in order to draw attention to the essential role of water in our lives. In your presentation,

- list the different uses of water and its importance in our lives ;
- indicate some difficulties people have in getting clean water ;
- suggest solutions to solve these problems.

Check your production

Checklist	Yes	No
1- Did you greet the audience ?		
2- Does the introduction mention the subject of the presentation ?		
3- Does the body consist of paragraphs ?		
4- Does each paragraph develop a specific idea ?		
5- Is each idea supported with details and examples ?		
6- Does the conclusion restate the main idea and recommendations?		
7- Does the conclusion contain closing words ?		

SPECIMEN

Language corner

1 PREFIXES BIO-, MONO-, MULTI-

Prefix	Meaning	Examples
bio-	study of life	**bio**logy
	story of someone's life	**bio**graphy
mono-	one/single	**mono**culture / **mono**tonous **mono**poly / **mono**logue / **mono**theism / **mono**rail
multi-	many	**multi**media / **multi**cultural/ **multi**national / **multi**purpose

LET'S PRACTISE

Fill in the gaps with the following words : multicultures – biodiversity - monotheism – multinational – biology.

1- Africa's ... is suffering from deforestation.

2- ... is the belief that there is only one God.

3- Farmers should make ... to prevent food insecurity.

4- ... is a science that studies life.

5- The government should encourage ... companies to invest in agriculture.

2 USING RELATIVES

A- Relative Pronouns

The **relative pronouns** are :

Subject	Object	Possessive
who	Who/ whom	**whose**
which	which	**whose**
that	that	**-**

We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things. We use the relative pronouns **which** and **that** to refer to objects ; **who, whose, whom** or **that** to refer to people ; **where** to refer to places and **when** to refer to dates and periods.

SPECIMEN

B- Relative clauses

There are two kinds of relative clauses :

▶ "Defining" or "identifying" clause

We use relative clauses to make clear which person or thing we are talking about. This kind of clause could often be information included in brackets (...). We call this **"defining"** or **"identifying"** clause.

Examples :

- Marie Curie is the woman **who discovered radium.**
- This is the land **which** the government grabbed from the local farmers.

Note : In this kind of relative clause, we can use that instead of who or which.

Examples :

- Marie Curie is the woman **that discovered radium.**
- This is the land **that the government grabbed from the local farmers.**

Note : We can leave out the pronoun if it is the object of the relative clause.

Example : This is the house **Jack built.**

▶ "Non-defining" or non-essential clause

"Non-defining" or non-essential relative clause **which gives us more information** about people or things we are talking about (in general). In this case, the relative clauses are separated by commas.

- Gorillas, **which are large and popular in Africa,** can sometimes be seen in zoos.
- Lord Thompson, **who is 76,** has just retired.

Note : In this kind of relative clause, we use commas (,) to separate it from the rest of the sentence. Here we cannot use that and we cannot leave out the pronoun.

LET'S PRACTISE

The sentences below are about natural resources. Choose the appropriate relative pronouns to make them meaningful. Example : 1- that

1- People don't know ... (that/which/who) they have to protect our biodiversity.

2- Foods ... (whose/that/whom) the farmers grow are staple crops.

3- This is the exact location ... (that/when/where) there were excessive floods last year.

4- The dry season was the period, ... (what/when/which) they suffered from drought.

5- This is the boy ... (whose/whom/which) father died in mining.

6- Yesterday I met the woman ... (who/which/where) owns a big cocoa plantation.

SPECIMEN

3 THE IMPERSONAL PASSIVE FORM

We use the **impersonal passive** with verbs without an object (intransitive verb). If you want to use an intransitive verb in the passive voice, you need an impersonal passive construction.

A- It is said that … .

[It + passive verb (be + past participle) + that clause]

Examples :

- There is **a report that** people practise poor land management => It is **reported that** people practise poor land management.
- They say that women live longer than men => **It is said that** women live longer than men.

Note : Impersonal passive is only possible with verbs of perception : say, think, know, agree, mention, believe, etc.

B- To infinitive impersonal passive

[The subject + passive verb (be + past participle) + infinitive]

Examples :

- They **say that** land degradation leads to global warming => Land degradation **is said to lead to** global warming.
- There is a claim that our planet **is getting** worse. => Our planet **is said to be getting worse.**

Notes :

- If the tense of the clause is simple past, we change it to present simple in **the infinite** clause : People believe the logging company **cut down** too many trees => The logging **company is believed to have cut down** too many trees.
- If the tense is past continuous, we change it to present perfect continuous **into an** infinitive clause : They believed they **were living** in the woods. => They **were believed to have been living** in the woods.

LET'S PRACTISE

The sentences below are about natural resources. Rewrite them using the impersonal passive as in the example. Example : 1- He was said to be a spy.

1- People say he is a spy.

2- We think she is the founder of the Green Belt Movement.

3- People believe that our planet is in danger because of global warming.

4- Scientists say that land degradation increases greenhouse gas (GHG) emissions.

5- They say that soils are the essence of life.

6- People estimate that 65% of arable land is already damaged.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 28.

A ASSIGNMENT

The US Embassy is organizing a competition in your school. The competition consists in making an oral presentation on the following topic : **''The better we manage natural resources, the less land degradation will be''.** The best presentation will be awarded a scholarship. In your presentation,

- give some examples of environmental degradation affecting developing countries;
- reveal the consequences of environmental degradation on the development of poor countries;
- propose some solutions to fight against it.

B TIME TO GATHER INFORMATION

PHASE 1 Picture analysis

Observe the pictures and with your neighbour, answer the questions.

1



2



1- Match each picture with the correct heading :

a- grazing / b- water erosion

2- What problem do they refer to ?

3- How can you prevent this problem ?

PHASE 2 Reading

Read the text below and with your partner, answer the questions.

Most critically, land degradation reduces soil fertility leading to lower yields, and increases in greenhouse gas (GHG) emissions. In Africa, the impacts are substantial : 65% of arable land, 30% of grazing land, and 20% of forests are already damaged. The burden is disproportionately carried by smallholder farmers because natural soil characteristics, tenuous land security, and limited access to markets and financial resources prompt farmers to make short-term trade-offs that reduce long-term gains. In many cases, the limited use of fertilizer and poor land management practices are to blame. Rectifying these is required in order to achieve sustainable yields over time. Yet, African farmers need to strike the right balance between adequate and affordable nutrient management and minimizing environmental impacts. Central to reversing land degradation and enhancing depleted soils, farmers require incentives for investing in land ; these remain unattractive at present.

Adapted from : https ://www.mamopanel.org./resources/reports-and-briefings/no-ordinary-matter-conserving-restoring-and-enhanc/

SPECIMEN

1- What is the major problem faced by farmers in agriculture ?
2- What is the impact of this problem on food production ?
3- How do they manage to solve the problem ?

PHASE 3 Listening

Listen to the audio and write true (T) or false (F) for each statement according to the audio.

1- It is possible to reduce some consequences or dangers that natural disasters bring.
2- Emergency warnings and evacuation are sufficient to face natural disasters.
3- There was enough destruction in New Orleans in 2005 because the levee and drainage were very strong.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content.
- Structure your presentation around the key points;
- Keep your presentation concise and avoid excessive details;
- organize content;
- pick up and note useful lexical items for the assignment;
- Remember the relevant language functions needed for the task;
- Prepare visual aids;
- Write a first draft;
- Anticipate potential questions and prepare appropriate answers.

D TIME TO TALK

- Start strong with an engaging opening.
- Your introduction should stimulate and motivate your listeners.
- Share your enthusiasm and passion for the topic.
- Incorporate interactive elements in your presentation to keep your classmates engaged.
- Stay calm and keep moving forward if you make mistakes.
- Speak with genuine emotion.
- Use trustworthy evidence to help your listeners arrive at the correct conclusion.
- In your conclusion, call for actions for tree planting and reforestation.

SPÉCIMEN

UNIT REVIEW 5

Let's consolidate

I- Find the missing words for the sentences below. Use the prefixes *bio, mono* or *multi*.

1- A ... is a scientist who studies life.

2- A ... is the doctrine or belief that there is only one God.

3- ... or bioenergy is a renewable energy source.

4- Television, radio, internet, video, etc. are called ... .

5- The story of someone's life is their ... .

II- Use the correct forms of the verbs in parentheses to complete the statements below.

1- If we don't protect the environment, life ... pleasant in the future. **(not to be)**

2- Natural resources ... if we don't take care of them. **(to end out)**

3- Definitively, the climate will change if governments ... new policies. **(not adopt)**

4- If you use renewable sources of energy, the planet ... a safe place. **(to be)**

5- We will keep the planet safe if we ... using fossil fuels energy. **(to stop)**

III- Fill in the gaps with the words from the box to make the passage below about desertification meaningful. Example : 1- dryland

livestock ; timber ; dryland ; flooding ; downpours ; arable ; famine

Although desertification can include the encroachment of sand dunes on land, it does not refer to the advancement of deserts. Rather, it is the persistent degradation of ***1-...*** ecosystems by human activities— including unsustainable farming, mining, overgrazing and clear-cutting of land — and by climate change. Desertification occurs when the tree and plant cover that binds the soil is removed. It occurs when trees and bushes are stripped away for firewood and ***2-...,*** or to clear land for cultivation. When violent winds and heavy ***3-...*** destroy the vegetation, which is then carried away by the sudden gushes of water, the harvests tend to be poorer, and the ***4-...*** suffer; they eventually become. Land degradation brings about a decline or an end to soil productivity, vegetation, ***5-...*** and grazing lands, as well as forests. Drought and poor land management contribute to ***6-...*** . Soil that has suffered desertification is not suitable for growing food; therefore, the amount of food being made will decline. If the population is growing, this will cause economic problems and starvation. Desertification can cause ***7-...,*** poor water quality, dust storms, and pollution.

SPECIMEN

IV- Link the sentences below to make meaningful relative clauses.

Example : 1- Do you know a shop near here **where** I can buy some fresh food ?

1- Do you know a shop near here ? I can buy some fresh food.
2- A biologist is a scientist. He studies life.
3- What's the name of the boy ? The boy's father works as a miner.
4- They spent their holiday in an eco-friendly place. The place was amazing.
5- The soil has suffered desertification. The soil is damaged.
6- The woman raises a big livestock. The woman is a farmer.

V- Turn the sentences below into impersonal passive.

Example : 1- It is said that nuclear stations are dangerous.

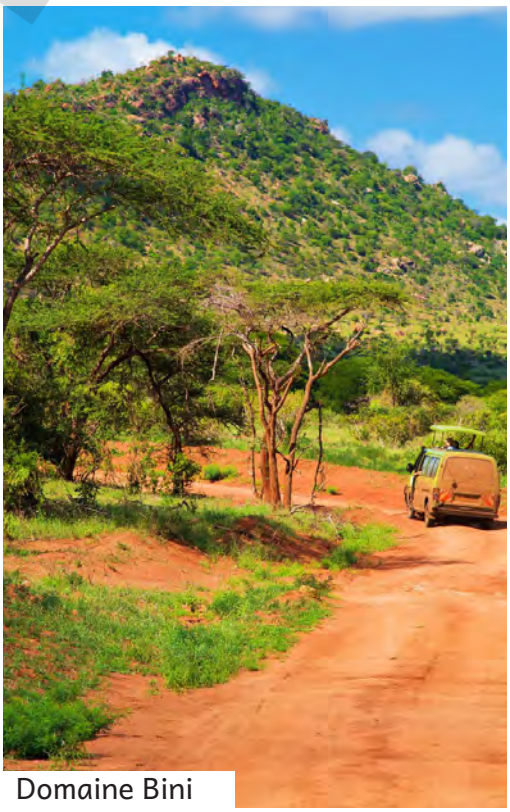
1- People think that nuclear stations are dangerous.
2- People know that cars pollute the environment.
3- They say the biodiversity is dying.
4- Scientists claim that human activity is causing climate change.
5- Farmers expect that they will earn revenue from staple crops.

TIME TO HAVE FUN

Poem : I love my land

I love my land
I eat by the sweat of my hand
the hot sun God made my body stand
the rain and I go together like beach and sand.
Nothing feels sweeter than eating what I grow
instead of foreign products to swallow.
We keep the money inside
When I invest in the plantation outside.
Wipe that foreign taste out of your mouth
Let local be the one you can't do without
work the piece of land in your yard
don't sell it, rent it when you get tired
The land is the strength of the black man
The harvest is sweeter by the hand.

By Mysia Hayling



Domaine Bini

SPECIMEN

Unit

6

Contemporary Africa



"Africa is open for business. The days of aid are over. We are now on a high way to boosting Africa's prosperity, through greater trade and investments 'without borders' among our nations."

— Dr. Akinwumi A. Adesina —

The president of the African Development Bank Group.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Talking about the economy and business in Africa
- Discussing Africa's economic issues
- Phrasal verbs with "take"
- Negative adverbs
- Emphasizing with "not only..., but also"
- Writing an argumentative essay

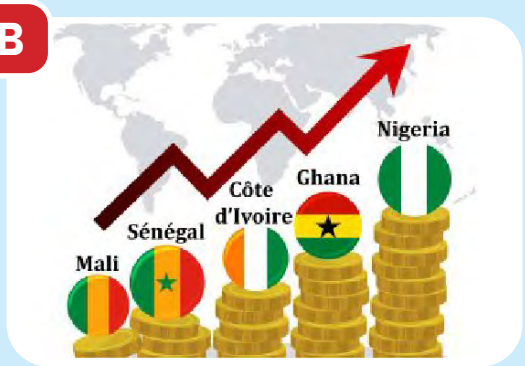
■ PICTURE ANALYSIS

Look carefully at the two pictures below, then answer the questions about them.

A



B



1- What are the pictures about ?

2- What does picture B refer to ?

SPECIMEN

Lesson 1 Reading

GABI : a new hope for Africa

LEAD-IN

Observe the two pictures below and answer the following questions.

1. Which event is picture A about ?
2. When and where does this event take place ?
3. What is the theme of this summit mentioned in picture B ?

A



B



Learning context

On Africa's Economy Day, the students of Terminale from your school are reading an article about Africa's economic development in order to discuss the issue.



A Read the text below quickly and choose its best general idea.

1- Africa's economic development in the world's business.

2- Africa's sustainable business growth on the continent.

3- Africa's sustainable business growth and development on the continent.

4- Africa's sustainable business growth and economic development on the continent.

SPECIMEN

Global Africa Business Initiative (GABI) to advance sustainable business growth and economic development on the continent.

"The Global Africa Business Initiative is about Africa's leaders resetting the global narrative and positioning key partnerships to deliver inclusive **sustainable growth** for people and the planet," said Amina J. Mohammed, UN Deputy Secretary-General. "The next chapter for Africa begins by creating bridges for new opportunities, where Africans take to the global stage to tell their own stories and develop **powerful** economic engines – on their own terms."

Under the headline Unstoppable Africa, GABI advances the conversation about economic growth and investment opportunities by highlighting business opportunities and development across sectors. Every sector of the continent's economy—from manufacturing to agriculture, to services, to finance—**holds** the promise of economic prosperity. The conference features robust deep dives to better understand Africa's business ecosystem and **highlight** insights that catalyze new and dynamic financing models and bold partnerships.

The Global Africa Business Initiative, supported by Afreximbank, Google, Rockefeller Foundation and Mastercard Foundation, brings together **nearly** 100 leaders across politics, economic development, fashion, sports, arts, and music. Speakers include H.E. Alassane Ouattara, President of the Republic of Côte d'Ivoire; UN Secretary General António Guterres; Vera Songwe,

«The Global Africa Business Initiative is an opportunity for Africa and its leaders to articulate their vision for an ambitious future and build on the momentum to accelerate the continent's economic and social development, ' ' said Sanda Ojiambo, Assistant Secretary-General and CEO of the UN Global Compact. "When Africa wins, the world also wins and together we can articulate and build a sustainable future for generations to come."

The Africa Continental Free Trade Area Agreement will play a **key role** to fuel trade and investment opportunities within the continent as well as the world. Easier trade across borders, investment in renewable energy and the emergence of Africa's creative and cultural industry opens up a wide range of not-to-be-missed business opportunities. GABI brings together African **heads** of state, UN leadership and philanthropy, as well as CEOs and key players from the private sector to activate a powerful business ecosystem that promotes prosperity to all Africans and citizens of the world. The event is **poised** to mark the beginning of a growing dialogue with and among African leaders on the continent's impact on global growth.

Adapted from: www.gabi.biz/article/reframing-the-africa-narrative

B **Read the text again and choose the best answers related to the words or expressions in red.**
Example : 1 – *a*

1- The phrase sustainable growth in line 2 means …

a- strong growth

b- perceivable growth

c- extending growth

d- durable growth

SPECIMEN

2- The word powerful in line 5 could be replaced by …

a- muscular / b- effective / c- strong / d- influential

3- The word holds in line 9 could be replaced by …

a- keeps / b- seizes / c- conserves / d- preserves

4- The word highlight in line 10 is closest in meaning to …

a- brings out / b- makes more visible / c- makes up / d- sets off

5- The word nearly in line 13 could be replaced by …

a- closely / b- mostly / c- approximately / d- intimately

6- The phrase key role in line 21 is closest in meaning to …

a- master role / b- insignificant role / c- important role / d- minor role

7- The word heads in line 24 could be replaced by …

a- members / b- presidents / c- representatives / d- authorities

8- The word poised in line 27 means …

a- fixed / b- ready / c- set up / d- prepared

C Read the text again and answer the following questions.

1- What is GABI ?

2- List the objectives of GABI.

3- Which sectors of activities are concerned ?

4- What does the headline “Unstoppable Africa” mean ?

5- Who are the partners of GABI ?

6- How does GABI manage to reach its goal ?

7- What role does the Africa Continental Free Trade Area Agreement play ?

8- What will be the impact of Africa’s economic growth on the world economy ?

SPECIMEN

D **Complete the sentences with the words in the box below taken from the text.**

Example : 1- unstoppable

development ; unstoppable ; sustainable ; business ; seize ; investment ; economic

We mark Africa Day at a time when cooperation and solidarity to advance the continent's future is more needed than ever. Africa's dynamism is ***1- … .*** Its potential is breathtaking, from the vibrancy of its huge number of young people to the possibilities of free trade. The African Union has designated 2023 as the year of the African Continental Free Trade Area. When fully established, the world's largest single market could lift 50 million people out of extreme poverty by 2035, driving progress towards the ***2- …*** Development Goals and Agenda 2063.

I look forward to African governments continuing to ***3- …*** the opportunities presented by the continent's natural, human, and entrepreneurial richness, by working to increase private **4- …** and raise resources at home. And I urge the international community to stand with Africa. Currently, historic and ***5- …*** injustices hamper its progress.

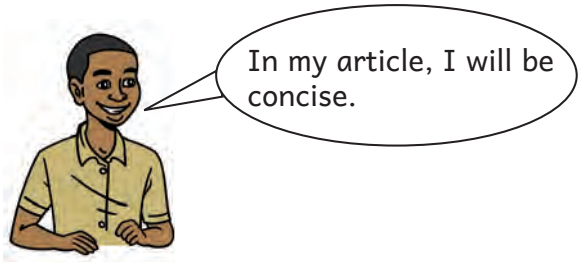
Africa deserves peace, justice and international solidarity. The continent should be represented at the highest level of the international financial system. Multilateral Development Banks should transform their **6- …** models and leverage funds to attract massive private finance at a reasonable cost to developing countries. The United Nations will continue to be a proud partner in advancing peace, sustainable ***7- …*** and human rights for the people of Africa. With international cooperation and solidarity, this can be Africa's century.

https://un.org/sg/en/content/sg/statement/2023-05-25/secretary-generals-message-africa-day-scroll-down-for-french-version

COMMUNICATION ACTIVITY

You have just read an article written by a specialist of the African Development Bank about the potential of Africa's business. As a member of the English Club magazine, you decide to use the information to write an article which will be published in the magazine to raise the awareness of your friends on the issue. In your article,

- list some successful businesses in Africa ;
- talk about the impact of these businesses on economic growth ;
- suggest some sustainable development goals.



SPECIMEN

Lesson 2 Speaking

Encouraging entrepreneurship

LEAD-IN

Study the pictures below and answer the questions that follow.

1- What are the different activities shown in the pictures ?
2- What do these activities refer to ?
3- Which sector of activity is Africa's economy mostly based on ? Why ?

A



B



C



Learning context

The English Club of your school is receiving a lecturer who has just delivered a conference on the theme "Emergence of Africa's business, a big potential for fast economic growth". The Terminale students, members of the English Club are interacting with the lecturer in order to know more about the issue.



A LANGUAGE FUNCTION : Emphasizing with not only ... but also ...

The sentence below is extracted from a speech by Dr. Nkosazana Dlamini Zuma. Study it with your teacher. Then answer the questions that follow it with a partner.

"Our continent has enormous potential **not only** to feed itself and eliminate hunger and food insecurity **but also** to be a major player in global food markets."

1. What do you notice with the use of **not only**... **but also** ... ?

2- What is the link between the two phrases ?

SPECIMEN

LET'S KEEP IN MIND

"Not only ..., but also" is used to emphasize one or two things. **"Not only ... but also"** is most often used in the middle of a sentence. In this location, it can be used to emphasize the second of two nouns, verbs, adjectives, or adverbs.

- Use this structure to emphasize the second noun : **subject + verb + not only + but also + noun**

Examples :

- Africa's economy is **not only** based on Agriculture **but also** on mining.

Africa's development is **not only** a challenge for the continent **but also** for the world's future.

- Use this structure to emphasize the second verb : **Subject + not only + verb + but also + verb**

Examples :

- Africa's economy **not only** is based on Agriculture **but also** based on mining.
- Africa's business **not only** will be a challenge for the continent **but also** will rise global business.
- He **not only** made an appointment for the meeting **but also** organized it.

B LET'S PRACTISE

The following sentences are about the importance of Entrepreneurship. Rewrite them using not only ... but also.

Example : 1- Entrepreneurship is **not only** a dynamic process but **it also** increases wealth and improves well-being.

1- Entrepreneurship is a dynamic process. It also increases wealth and improves well-being.

2- Entrepreneurship plays an important role in changing society. It also makes sense to cultivate, motivate, and remunerate.

3- Unemployment is a difficult problem faced by the youth. Governments also face unemployment.

4- A large number of new jobs are created by entrepreneurship. Entrepreneurship also turns unskilled jobholders into skilled ones.

5- The increase in the total employment of a country largely depends on the rise of entrepreneurship. It also brings innovation to every aspect of businesses.

6- Governments should support entrepreneurship. They should also promote it.

7- Entrepreneurship can have a positive impact on the country's economy and even existing businesses.

SPECIMEN

COMMUNICATION ACTIVITY

After attending a conference about Africa's economic development, the English teacher asks you during an English class to share the information with your classmates in order to discuss the issue. In your report,

- list some job opportunities and businesses youth can set up in your country ;
- talk about the challenges of job opportunities and business in your country ;
- suggest what is better for sustainable economic growth.

PRONUNCIATION : Pronouncing the final letters -ed

There are three (3) ways to pronounce the -ed sound in English

1- -ed sounds **/t/** after **the consonants (p, k, f, sh, ch, ss, c, x).**

Examples : watch**ed** ; push**ed** ; pick**ed** ; embrac**ed** ; kiss**ed**

2- -ed sounds **/d/ after the consonant (l, n, d, g, m, s, v, w).**

Examples : learned ; opened ; scared ; surprised

3- -ed sounds **/id/ after the consonants (t, d).**

Examples : pound**ed** ; visit**ed** ; participat**ed**

A- Practise saying the following verbs :

planted / danced / missed / threatened / cultivated / underlined / repeated / discussed / matched

B- Range the following verbs in the right column according to the "ed" sound. Some examples are given.

poured / rained / tired / asked / attacked / baked /moved / believed / needed / belonged / noted / blamed / borrowed / numbered / accepted / learned / acted / liked / achieved / linked / admired / listed / advised / listened / affected / lived / agreed, / located / amazed

-ed → / t /	-ed → / d /	-ed → / id /
▪ asked ▪ ...	▪ poured ▪ ...	▪ noted ▪ ...

SPECIMEN

Lesson 3 Listening

African successful business people

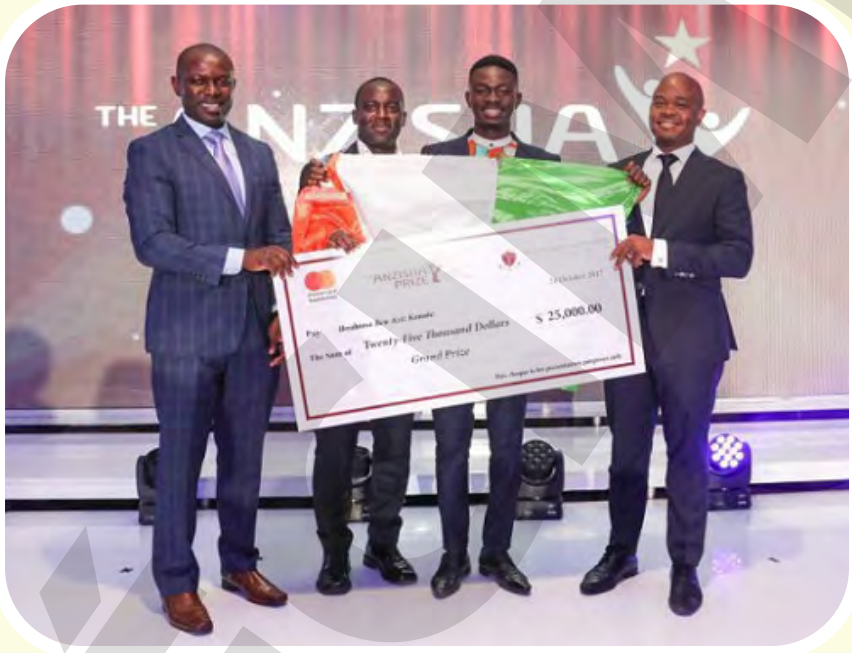
LEAD-IN

Look at the pictures below, then answer the following questions.

1- What is this young man receiving ?

2- Why is he receiving this prize ?

3- Where is he from ?



Best Young Entrepreneur Award of Côte d'Ivoire 2018, by Forbes. (Prize : $ 25,000)

Learning context

On National Excellence Day, the students of Terminale listen to a VOA (Voice of Africa) program about successful African businesses in order to discuss their impact on the economy of African emerging countries.



SPECIMEN

A **Listen to the passage and choose the number corresponding to its general idea.**

1- The Forbes list of top 30 African entrepreneurs for 2018
2- The growing number of young entrepreneurs in Africa
3- Young entrepreneurs from Nigeria and Tanzania
4- A 23 years old successful businessman from Côte d'Ivoire

B **Listen to the passage again and say whether the following statements are true (T) or false (F).**

Example : 1- F

1- People say 'success comes by chance'.
2- People from Nigeria were listed on the Forbes top 30 list.
3- Ibrahim Ben Aziz Konaté was top of the list in 2018.
4- Konaté was good at being in charge of people when he was at school.
5- Ibrahim began his career at school.
6- It was easy for Ibrahim to be a leader.
7- Chicken is the only product they sell.
8- Chicken is the most important part of the business.
9- Ibrahim wanted to beat foreign importers.

C **Listen to the passage again and choose the correct answers to the following questions.**

Example : 1- c

1- Where do African entrepreneurs often come from ?

a- Nigeria and Côte d'Ivoire.
b- Côte d'Ivoire and Tanzania.
c- Nigerian and Tanzania.
d- Nigerian, Tanzania and Côte d'Ivoire.

2- What had Ibrahim achieved before he was 23 ?

a- He became a co-founder of Poultry d'Or.
b- He became the founder and head of Poultry d'Or.
c- He became an employee of Poultry d'Or.
d- He became the leader of Poultry d'Or.

3- How academically successful was Ibrahim at school ?

a- He had natural leadership abilities.

SPÉCIMEN

b- He was a successful student.

c- He was a hardworking student.

d- He always got excellent grades.

4- How did his business start ?

a- From a small beginning with two selling points.

b- From a small beginning with seven employees.

c- From a small beginning with fifteen employees.

d- From a small beginning with 500 sales per day.

5- What is special about Ibrahim's business ?

a- Chicken is the only product they sell.

b- They only kill and package chicken.

c- They only deliver directly chicken to the customer in a day.

d- They kill, package and deliver directly to the customers in a day.

D **Listen to an excerpt of the passage again and fill in the gaps with the missing words.**

Example : 1- selling

We all know people love chicken. The unique **...1...** point of Poultry d'Or is speed. They kill, **...2...** and deliver chicken directly to the customer in a day. They also sell other **...3...** products. But it is the chicken that is their **...4...** business. Ibrahim says the idea came from watching a documentary on TV. At the time people were **...5...** chicken from producers abroad. Ibrahim saw a gap in the market and studied how to make his service better than his **...6...** .

COMMUNICATION ACTIVITY

After listening to the VOA report about successful business in Côte d'Ivoire, you are discussing the link between business and economy with your Liberian friend in order to be aware of the importance of economic activities in a country. In your talk,

- identify some successful businesses in your country ;
- explain how they contribute to the growth of the economy ;
- suggest what can be done to encourage entrepreneurship.

SPECIMEN

Lesson 4 Writing

an argumentative essay

LEAD-IN

Look carefully at the picture and answer the following questions.

1- What activity does this man do ?

2- Do you think he has his own business ?

3- How can this man's activity encourage entrepreneurship ?



Learning context

The Ministry of Education is promoting entrepreneurship at school by introducing it as a subject. The students of Terminale write an argumentative essay for their English club magazine in order to give their viewpoint on the project.



SPECIMEN

WRITING STRATEGIES FOR AN ARGUMENTATIVE ESSAY

An argumentative essay makes a claim and then gives examples and evidence to prove that point. You can begin writing an argument essay by deciding on a certain topic, such as something about a belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observances, and other facts. Use the information throughout the essay to argue your point and convince your reader.

1- Introduction :

- Explain the importance of the issue ;
- Summarize the opposing side's argument briefly ;
- Provide a thesis statement which recognizes your disagreement with the other side's argument and state your position clearly.

2- Body

Each paragraph starts with a topic sentence (argument) + Supporting sentences (details + examples).

Paragraph 1

- State your topic sentence plus your first argument ;
- Support your point with facts and examples.

Paragraph 2

- State your topic sentence plus your second argument ;
- Support your points with facts and examples.

Paragraph 3

- State your opponent's argument and counter that directly with your point of rebuttal ;
- Support your points with facts and examples.

Paragraph 4

- If you have additional points to strengthen your argument that do not directly counter your opponent's point, you can provide them in the last few paragraphs ;
- You may continue this way (paragraphs 5, 6, 7, etc.) until you exhaust your additional arguments.

3- Conclusion

- Rephrase your main point ;
- Summarize your main ideas in order to show how strong your position is over your opponent's ;
- Provide a final thought for your reader.

SPÉCIMEN

A **Read the model essay below, and answer the following questions.**

a- What type of text is it ?

b- What does the author do about Entrepreneurship ?

c- How many paragraphs are there in the body ?

d- Find the following elements in the text :

- A summary of the author's arguments
- A topic sentence
- The author's position and arguments
- An explanation of the essay topic in other words
- Opinion opposite to the author's.

An entrepreneur is an individual who creates a new business. Entrepreneurs play a key role in any economy, using the skills and initiative necessary to anticipate needs. They create jobs and contribute to a growing economy. The importance of entrepreneurship is so broad that it's quite tough to explain the aspects of it. However, I would like to shed some light on the challenges of entrepreneurship in economic development and society.

The importance of entrepreneurship to the economy is multi-functional. Entrepreneurs are important to market economies because they can act as the wheels of the economic growth of the country. By creating new products and services, they stimulate new employment, which ultimately results in the acceleration of economic development. It is a dynamic process that not only increases wealth but can also create value that results in improved well-being.

However, entrepreneurship brings stress, uncertainty, financial pressure, and relationship breakdowns. There is no guarantee of success with entrepreneurship. Nine out of ten start-ups fail. The challenges faced by young workers include a lack of experience, a complex corporate world, and business education that is too theoretical and out of sync with companies' day-to-day needs.

To motivate and preserve entrepreneurship, first of all, the formation of entrepreneurial activity needs to be a government priority. In a global economy plagued by high levels of unemployment, nothing would be better than helping students launch their own businesses.

To sum up, supporting and promoting entrepreneurship can have a positive impact on the country's economy and even existing businesses. It is important for governments to continually reform their tax policies so that they promote small business.

SPECIMEN

B **Read the essay and match each main point below with its corresponding paragraph.**

Example : a- Paragraph 4

COLUMN A	COLUMN B
a- Government should motivate entrepreneurship	Paragraph 1
b- The impact of entrepreneurship on the economy	Paragraph 2
c- Entrepreneurship accelerates economic growth and Social Changes	Paragraph 3
d- The problems faced by entrepreneurs.	Paragraph 4
e- The importance of entrepreneurship in economic growth.	Paragraph 5

C **Put the linking words and phrases below in the correct group. One is done for you as an example.**

in conclusion ; to sum up ; as well as ; moreover ; whereas ; however ; what's more ; finally ; on the other hand ; but

CONTRASTING	ADDING IDEAS	FINISHING
		• **in conclusion**

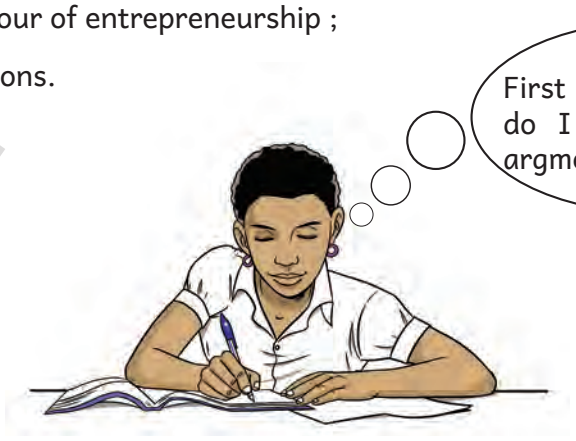
COMMUNICATION ACTIVITY

During the Africa Entrepreneurship Summit in Durban, South Africa, the Chief Executive Officer of HIGH-TECH-PRO said : "Youth entrepreneurship in Africa is the only solution to the ever-increasing crisis of employment on the continent." Do you agree with him ?

Write your analysis of this statement to be published in your English Club Magazine.

In your writing,

- define entrepreneurship and state the thesis of your writing ;
- give your viewpoint in favour of entrepreneurship ;
- make some recommendations.



SPECIMEN

Language corner

1 USING NEGATIVE STRUCTURES

NEGATIVE ADVERBS

Study carefully the sentences below with a partner.

1- Guess what the words in colour are.

2- Identify their position in the sentences.

- Developed countries are **rarely** concerned about developing problems.
- Emerging countries will **scarcely** solve their development issues.
- African leaders **seldom** have priorities, such as boosting intra-Africa trade and investments.
- Africa's single market could **hardly** lift 50 million people out of extreme poverty.

LET'S KEEP IN MIND

1- Hardly or hardly ever, never, rarely, scarcely, seldom, barely are adverbs of frequency.

We can use them to refer to things that almost never happen or don't happen very often. They have a negative meaning. We use them without **not.**

- **Hardly** and scarcely can mean **"almost not at all "or "only just". Hardly** is much more common and scarcely is more formal.

Note : When we use these at the beginning of the clause, we invert the subject and verb.

Example : Hardly had we left the hotel for the presentation when it started to pour with rain.

2- Neither/nor acts as a negative correlative conjunction to connect two or more parts in a series. It is used to connect nouns, verbs, clauses, adverbs, adjectives, and phrases.

Examples :

- **Neither** John **nor** Alex could do this job correctly.
- **Neither** African countries **nor** developed countries can solve inflation.
- Hansel **neither** felt suspicious of his boss **nor** thought she lied.

SPECIMEN

LET'S PRACTISE

I- Rewrite the sentences below using the negative structures in brackets.

Example : 1- The government can scarcely solve the problems of unemployment.

1- The government can solve the problems of unemployment. **(scarcely)**

2- Manpower from villages is qualified. **(rarely)**

3- More and more industries recruit newly graduated students. **(hardly ever)**

4- They offer employment opportunities. **(barely)**

5- African youth living abroad invest in their countries. **(seldom)**

6- Television and movies are not easy to make **(neither/nor)**

II- Complete the sentences with appropriate negative structures from the list below. One structure can be used more than once.

hardly ; Neither / nor ; scarcely ; barely

1- ... can some old people shop online.

2- ... John ... Sarah travels for a job these days.

3- Entrepreneurs ... find partners abroad.

4- Africa business will ... increase the global business.

5- ... the president ... the secretary-general can receive us.

6- Africa's countries' economy could ... be a sustainable growth economy.

2 PHRASAL VERBS WITH TAKE

A phrasal verb is an idiomatic phrase which consists of a verb and other elements, typically either an adverb, as in **take down,** or a preposition, for example, **take on,** or a combination of both, such as **take it out on.**

Example : Our boss decided to **take on** a new accountant.

To take on = to hire / to employ.

SPECIMEN



LET'S PRACTISE

A- Match the phrasal verbs in Column A below with their meanings or synonyms Column B.

Example 1-d.

COLUMN A	COLUMN B
1- take down	a- To look like someone / to resemble someone
2- take on	b- to accept a job / to employ someone
3- take after	c- to get control of a company, business
4- take out	d- to humble or humiliate someone, to write on something
5- take over	e- to start flying
6- take apart	f- to remove something from a high position
7- take off	g- to separate something into parts

B- Choose the correct option to make the sentences meaningful. Example : 1- apart

1- They will take our report **(apart / out)** and then give us feedback.
2- The program was taken **(up / off)** TV because it wasn't very popular.
3- He took me **(on / over)** as an apprentice.I went for the interview last week and now they've decided to take me **(on / back).**
4- She took **(out / away)** a loan from the bank.
5- Facebook took **(in / over)** WhatsApp in 2014.
6- The army is taking **(over / down)** the barricades erected by the rebels.
7- Your son doesn't take **(after / back)** you.

SPECIMEN

UNIT REVIEW 6

Let's consolidate

I- Look carefully at the pictures below and answer the questions.

1- What are the pictures about ?

a- Sectors of business b- Factors of development c- Economic activities

2- Name the different activities shown in the pictures.

A



B



II- Read the passage and fill in the gaps with the words from the box.

Example : 1- challenges

partnership ; unemployment ; challenges ; incomes ; sustainably ; fluctuations

Côte d'Ivoire has taken great initial strides to recover from the post-electoral crisis that shook the nation in 2011. Yet, significant **1- ...** remain. Key among them are revitalizing the agricultural sector and addressing youth **2- ... .** 25% of youth in Côte d'Ivoire are unemployed.

Côte d'Ivoire is the world's largest producer and exporter of cocoa, and a significant producer and exporter of cashews, coffee, rubber and palm oil. Seventy percent of Ivoirians depend on agriculture for their livelihoods, but yields remain low and **3- ...** are highly vulnerable to **4- ...** in international commodity prices.

Meanwhile, 25 percent of the nation's under-40 youth is unemployed, threatening peace and stability in the resurgent state. The government has set an ambitious goal of creating one million jobs by 2016. Techno Serve is working in **5- ...** with the public and private sector to **6- ...** increase the incomes of small-scale cashew and cocoa farmers.

Fayelle Ouane

SPECIMEN

III- Choose the correct words to complete the following sentences.

Example : 1- neither

1- Both my cousins work in Germany, but **(nor / neither)** of them can speak German fluently.

2- She was so shocked when she heard the news about her dismissal that she could **(hardly / neither)** speak.

3- Not only **(he can / can he)** work under pressure, but he can also do his job correctly.

4- It was incredible to receive an invitation from his boss. He could **(rarely / scarcely)** believe it.

5- James **(has not only / not only has)** created a new start-up, but he has also set up many businesses.

IV- Complete the following sentences by choosing the most appropriate phrasal verb from the list given. Make sure you conjugate them as well.

Call off ; turn off ; bring up ; give away ; dawn on ; break down ; take off ; call in ; hold on ; turn down ; sell out ; fill in ; take up ; go through ; take off

1- The truth of the matter finally ... Tina.

2- Please ... your socks before you enter the room.

3- The employees ... the strike.

4- The neighbour asked us to ... the music.

5- Please ... the lights when you leave.

6- The flight will ... any moment now.

7- ... the study materials the teacher gave you.

8- ... the surgeon immediately, the patient needs her.

9- Please ... this application and submit it there.

10-Tim and his family ... the kid as their own.

11-All the tickets for the Avengers were ... .

12-My car ... in the middle of the road.

13-The kid decided to ... a new hobby.

14-The judges will ... to their decision for a while.

15-Please don't ... all your money.

SPECIMEN

TIME TO HAVE FUN

Learn and sing this Farwell song.



1. Down the way when the nights are gay
And the sun shines daily on the mountaintop
I took a trip on a sailing ship
And when I reached Jamaica I made a stop.

But I'm sad to say I'm on my way
Won't be back for many a day
My heart is down my head is turning around
I had to leave a little girl in Kingston town

2. Sounds of laughter everywhere
And the dancing girls swing to and fro
I must declare my heart is there
Though I've been from Main to Mexico

But I'm sad to say I'm on my way
Won't be back for many a day
My heart is down my head is turning around
I had to leave a little girl in Kingston town

3. Down at the market you can hear ladies cry out
while on their heads they bear
Ackee, rice salt fish are nice
And the rum is fine anytime o' year

But I'm sad to say I'm on my way
Won't be back for many a day
My heart is down my head is turning around
I had to leave a little girl in Kingston town

By Hary Belafonte

SPECIMEN

PROJECT TASK

DESIGNING A POSTER ON PROMOTING BUSINESS

A poster is a large notice, often with a picture on it, which is often put in a public place to advertise something.

Some Instructions to Design a Poster

- Think of the topic on which you are going to design a poster.
- Take an A4 size paper or newsprint.
- Decide the place to keep the content and photograph.
- Write a suitable title for your poster.

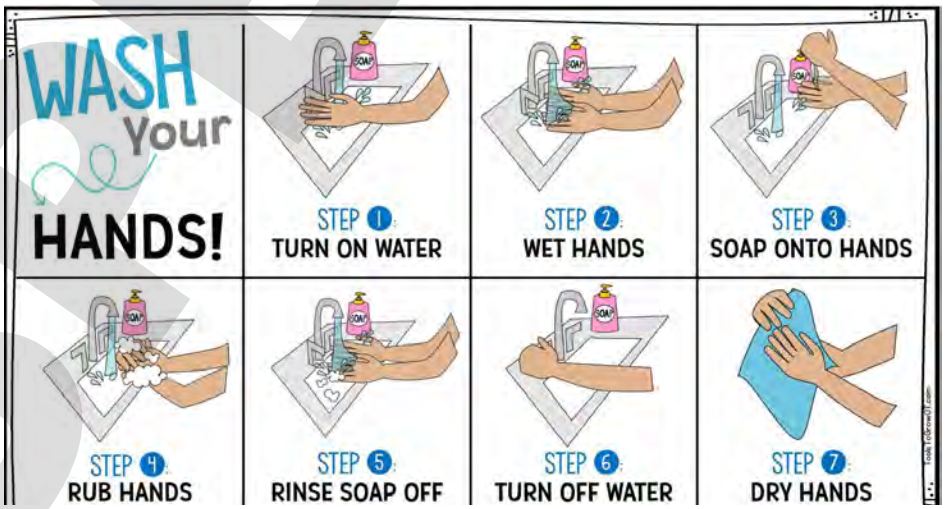
  For example : «The Proper Way to Wash Your Hands».

- Consider the clarity and appropriateness of borders, letter size, colour, picture for illustration, etc.
- You are to use different colour to decorate the picture.
- Label the pictures if required.
- The message, colour combination, clarity, and attractiveness, etc. will be observed while evaluating your poster.
- Edit if there is any language or layout problem in your poster before you publish it.

Activity

The English club is going to receive a lecturer from Ghana to make a presentation on Africa's economic growth. As a member of the organization team, you are asked to design a pretty poster to show the potential of business in your country.

In groups of four students, collaborate to identify a specific aspect that you would like to bring attention and raise awareness about some successful businesses in Côte d'Ivoire.



SPECIMEN

Unit

7

International Issues



Somewhere along the way, we must learn that there is nothing greater than to do something for others"

— Martin Luther King Jr —

A leader in the American Civil Rights Movement. (1929-1968)

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Talking about international issues
- Mentioning some international organizations
- Giving their roles in solving global problems
- Forming words with prefixes and suffixes
- Using prepositions to express ideas
- Expressing ideas with the infinitive and gerund passive
- Reporting statements and questions
- Making requests and giving orders

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer the questions that follow.

A

B

C

1- What do they have in common ?
2- What are their roles ?

SPECIMEN

Lesson 1 Reading

Crises management in the world

LEAD-IN

Look at the logos below and answer the questions.

1- What are they about ?

2- Which international organizations do these logos belong to ?

3- When were they founded ?

4- What are their responsibilities ?

A



B



C



D



Learning context

On the International Day of Peace the students of Terminale participate in a reading competition at the American Cultural Center. They are given a leaflet about the United Nations' crisis management in order to collect information about its responsibilities in any crisis.



SPECIMEN

A **Read the text quickly and choose the correct answer to give its general idea.**

The text is about ...

a- the role of the UN in Africa.

b- the role and actions of the UN in the world.

c- the objectives of the UN in Africa.

d- the objectives of the UN in the world.

UNITED NATIONS AND CRISES MANAGEMENT

The United Nations is an international organization, made up of its member states, and founded in 1945 as a replacement for the League of Nations after World War II. The purposes of the UN include maintaining international peace and security and achieving international cooperation in solving international problems of political, economic, social, cultural, human rights, and humanitarian issues.

The United Nations (UN) has been involved in crisis management in a comprehensive range of fields and at multiple stages in disaster responses through its principal organizations and subsidiary entities. Crisis management concerns the health, safety, and well-being of a community or a country. The geographical coverage of humanitarian crises could be local, national, and international. The duration of the emergencies and the time required to cope with the damage of disasters cover a wide spectrum of time scales, ranging from weeks to months, to years, and to decades. Examples of humanitarian crises include natural disasters, human-caused disasters, combined consequences, and other emergencies like epidemics.

The UN's crisis management system focuses on humanitarian crises. The UN defines a humanitarian crisis as an event or series of events that represents a critical threat to the health, safety, security, or well-being of a community or other large group of people usually over a wider area (UNISDR, 2009).» Traditionally, the UN was more concerned with crises caused by hazardous events, such as natural disasters or conflicts.

However, the UN has recently been including diverse vulnerable social conditions— e.g., health, energy, security, water security, food security, urbanization, population growth, poverty, inequality, and climate change— as emerging drivers of crises, and has taken account of complex interactions among these new causes in improving and adapting its crisis management systems.

The UN approach to crisis management shifted from "disaster management" to "disaster risk management". The UN's ultimate goals of risk management are to enhance "resilience—the ability of people, societies and countries to recover from negative shocks, and prosperity—derived from successfully managing positive shocks that create opportunities for development (UNISDR, 2009)". This indicates that the UN's risk management approach is not limited to providing disaster relief services to the victims during post-disaster situations, but includes "assessing the risks of crises, reducing the probability and size of loses, preparing for them coping with their effects (UNOCHA, 2015)." Along the functional lines, UN agencies have engaged in risk management through various activities, including developing multi-hazard contingency plans, creating goods stockpiles, and administering vaccinations. In addition, with its member nations, the UN has developed and adopted the disaster risk management framework, "Sendai Framework", and its several global

SPECIMEN

targets and four priorities of actions, which have been endorsed by the UN General Assembly. The framework aims to provide international stakeholders across sectors and jurisdictions a further
35 impetus to global disaster risk reductions.

https://www. researchgate.net/publication/31 9097940 United Nations and Crisis Management

B **Read the text again and find the words or expressions whose meanings or synonyms are closest to the ones listed below.** **Example : 1 - founded.**

1- created (line 1)
2- subordinate (line 6)
3- an urgent situation (line 9)
4- menace (line 14)
5- dangerous (line16)
6- changed, moved (line 22)
7- help or assistance (line 26)
8- goals, objectives (line 32)
9- partners (line 34)

C **Read the text once more and complete the statements below about it.**

1- The UN stands for ... .
2- It was founded in ... .
3- Crisis management concerns ... .
4- The objectives of the UN include ... .
5- The disasters taken into account by UN agencies' missions are ... .
6- The UN's crisis management system focuses on ... .
7- To cope with the humanitarian crises the UN has developed ... .
8- The UN's actions are limited to dangerous events because ... .
9- The UN approach to crisis management changed from ... .
10- The UN's ultimate goals of risk management are ... .

COMMUNICATION ACTIVITY

For the next celebration of the English Club's Day, you are asked to write a few paragraphs for the club's magazine about the following topic : ''The United Nations in global crises management'' to inform the Club's members about the role of the UN in times of crisis. In your production,

- say what the UN is ;
- talk about its general objective ;
- explain its humanitarian missions in times of crisis.

SPECIMEN

Lesson 2 Speaking

International organisations and global crises

LEAD-IN

Look at the pictures below and answer the questions that follow.

1. What are they about ?
2. What are the global problems raised ?
3. How can international organisations help ?

A



B



C



D



Learning context

On the International Day of Peace, the students of Terminale are invited to participate in a conference on some global issues at the American Cultural Center. They watch a video about some disasters in order to discuss the roles of some international organizations.



SPECIMEN

A LANGUAGE FUNCTION : Giving orders and requests

1- Use the imperative form to give orders, warnings, and advice.

Examples :

- Save the poor !
- Please take care of the victims !
- Let's help the poor !

2- Use a modal verb to turn the order into a request.

We use modals to change the mood of a sentence.

Examples :

- Could you save the poor, please ?
- Would you take care of the victims ?
- Would you mind helping the poor ?

B LET'S PRACTISE

I- Here is a list of words and phrases to make requests or orders. Complete the table putting them in the right column. Some examples are given.

Could you ... ? / come here ! / Would you mind ... ? / go away ! /can you ... ? / Please take a seat / shall I ... ?

EXPRESSING ORDERS	EXPRESSING REQUESTS
Come here !	Could you ...?

II- Fill in the gaps using the phrases from Activity I to express orders or requests.

Example : 1- Could you

1- ... clean your environment, please ?

2- ... protecting your environment ?

3- ... I smoke here ?

4- ... stop making war ?

5- ... helping the poor ?

SPECIMEN

C VOCABULARY

I- INTERNATIONAL ISSUES AND ORGANISATIONS

a- Fill in the chart below with the appropriate heading from the box below.

Example : 1- Global warming

Pollution ; Global warming ; Energy waste ; Endangered species ; Terrorism ; Natural disasters ; Poverty ; Pandemic diseases

1- ...	2-...	3- ...	4-...
▪ Smoke from factories and vehicles ▪ Deforestation ▪ Burning coal, oil and gas	▪ Hunting and fishing ▪ Bushfire ▪ Extinct animals	▪ Planting bombs ▪ Taking hostages ▪ Killing innocent people	▪ Famine ▪ Child labour ▪ Homeless people ▪ Criminality
5- ...	**6- ...**	**7- ...**	**8- ...**
▪ Drought ▪ Flood ▪ Earthquake ▪ Volcano eruption ▪ Landslide	▪ AIDS ▪ Cancer ▪ Covid-19 ▪ Ebola ▪ Malaria	▪ Saving energy ▪ Saving natural resources ▪ Renewable resources ▪ Solar power	▪ Water/soil/air pollution ▪ Use of pesticides on farms ▪ Burning coal, oil and gas

II-VOCABULARY RELATED TO INTERNATIONAL ORGANISATIONS

- **Emergency :** a situation which poses an immediate risk and which requires urgent attention.
- **SOS :** Save Our Souls.
- **Relief :** help consisting in giving money, food, clothes, and shelter to people in need.
- **To settle the matter :** to resolve a situation or conflict.
- **U.N. :** United Nations
- **W.F.P. :** World Food Programme
- **Interpol :** International Criminal Police Organisation

COMMUNICATION ACTIVITY

You took part in a conference organized by the British Council about some global issues involving some international organizations. Back from the conference, you report it to your mates during an English club meeting. In your report,

- list three (3) international issues ;
- name the international organization(s) that are involved for each issue ;
- explain the roles and responsibilities of each organization as far as the issue is concerned.

SPECIMEN

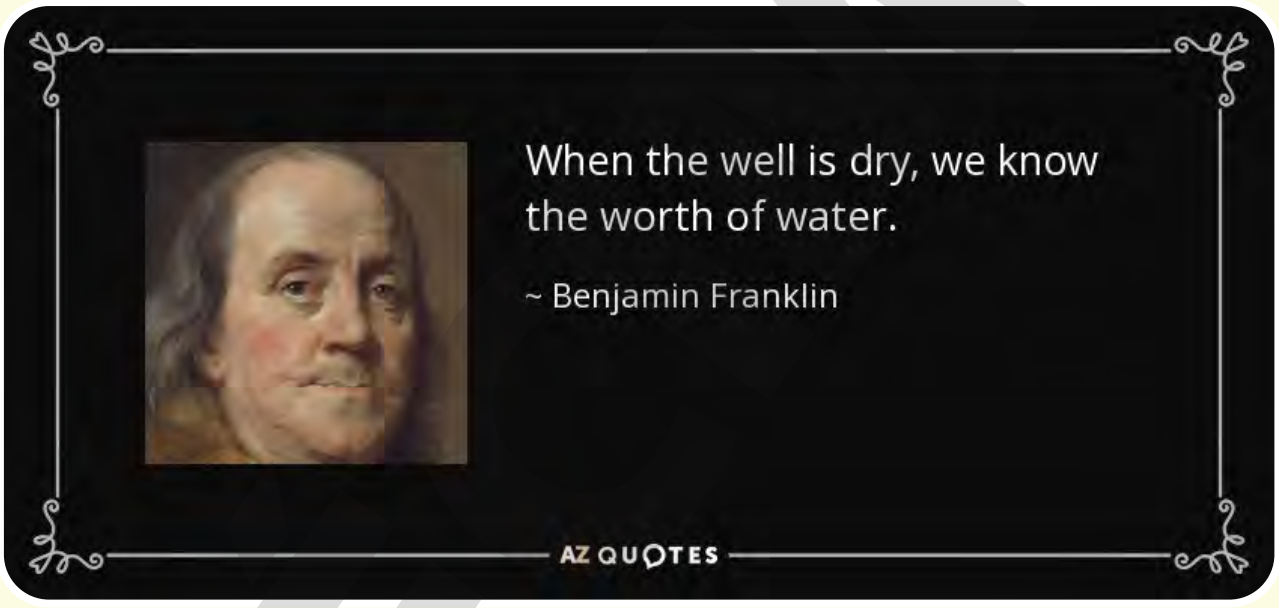
Lesson 3 Listening

Water scarcity

LEAD-IN

Look at this poster and answer the following questions

1. What does this quote by Benjamin Franklin mean ?
2. Is it good to waste water ? Justify your answer.
3. How important is water ?



Learning context

On the International Water Day, the students of Terminale listen to a VOA (Voice of America) report about the water shortage in California in order to raise awareness about the issue.



SPECIMEN

A **Listen to the audio and select the right option for the general idea.**

The audio is about ...

a- the drawbacks of the drought in California.

b- prevention of water shortage in California.

c- the most dangerous drought in California.

d- the poorest water system in California.

B **Listen to the audio again and choose the most suitable answer for each sentence.**

Example : 1-b

1) The drought is ... for California.

a. not too bad
b. the worst
c. much worse
d. the most terrible

2) The water levels are ... in California.

a. little lower than usual
b. pretty low
c. lower than 10 metres
d. dangerously low

3) ... stepped in to help with the water shortages.

a. City residents
b. Gold course owners
c. Farmers
d. Water workers

4) Jerry Brown is ... .

a. California's governor
b. a water conservation professor
c. a gold course owner
d. a swimming pool company owner

5) ... were angry that the water supply was cut by 25%.

a. Gold course owners
b. City residents

SPECIMEN

c. water companies

d. farmers

6) … people use California's water system.

a. More than 30 million

b. Just under 30 million

c. Over 30 million

d. Around 300,000

7) In the article, … needs a lot of water to grow.

a. the almond

b. the peanut

c. the cashew

d. the macadamia

C Listen to the audio once more and say whether the following statements are true (T) or false (F).

Example : 1- F

1- California is suffering from its second-worst-ever drought.

2- The California government has not yet passed water shortage laws.

3- California farmers agreed to cut back on water by 25%.

4- California residents totally understand the 25% cuts.

5- Over 30 million people use the California water system.

6- The water system in California is the biggest in the world.

7- Almond trees need very little water.

COMMUNICATION ACTIVITY

After listening to a VOA (Voice of America) report about water shortage in California you are asked to suggest measures to prevent water shortage in your area. In your talk,

- say how important water is ;
- give some causes of water shortage ;
- suggest ways to prevent water shortage.

SPECIMEN

Lesson 4 Writing

an opinion essay

LEAD-IN

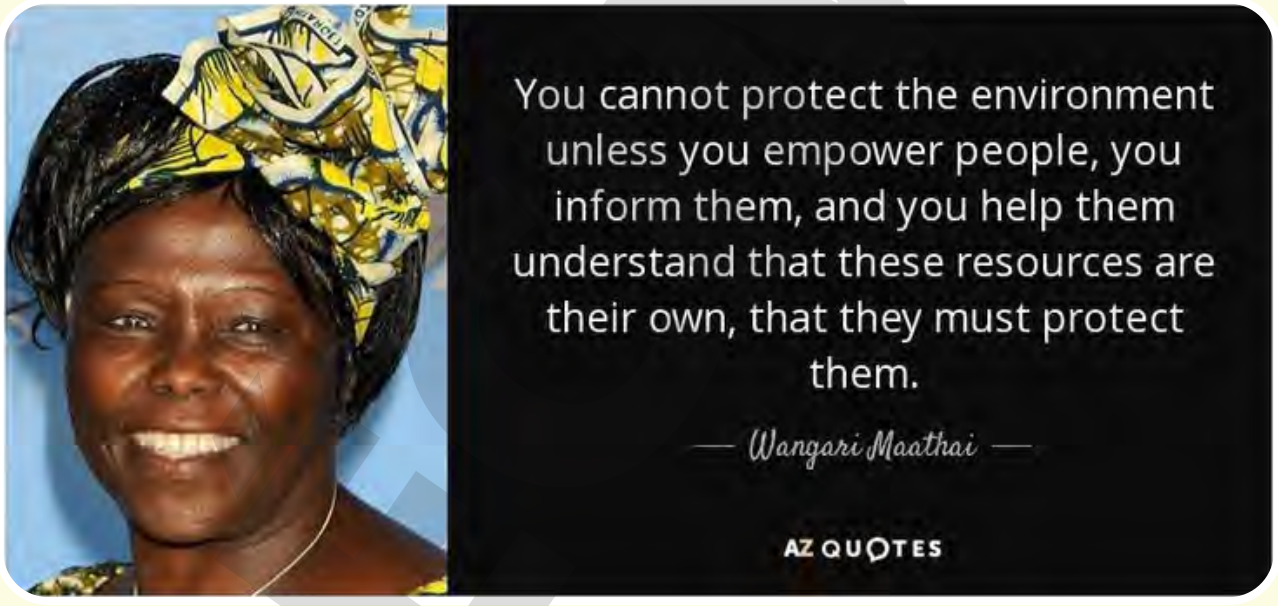
Look at this poster and answer the following questions.

1- Who was Wangari Muta Maathai ?

2- Where was she from ?

3- What did she mean by this quote ?

4- Do you agree with her on that assertion ?



Learning context

On the *World Health Day,* the students of Terminale attend a conference on ocean pollution at the American Cultural Center in order to give their opinions about the eradication of the issue.



SPECIMEN

WRITING STRATEGIES

A piece of writing in which you are asked to give your point of view, or give an opinion about a particular topic is called an **opinion essay.** In an opinion essay, you need to state your opinion clearly and support it with examples or reasons.

I- Guidelines for writing your essay

1- Introduction

In paragraph 1 give general information about the topic, or present the topic, and state your opinion clearly.

2- Development/Body

In paragraphs 2 and 3 present your viewpoints and give reasons and examples to support them.

In paragraph 4 present the opposing viewpoint by giving counter-arguments; then say why they are not true or why you disagree.

3- Conclusion

In paragraph 5 summarize your arguments and restate your opinion using different words.

II- Helpful words and expressions you can use :

a- To state or give your opinion

In my opinion / As far as I am concerned / I personally think / believe that (...) / I feel that(...) / My belief/opinion is that (...) From my point of view, (...) / I agree with / I disagree with (...)

b- To refer to other people's ideas or opinion

Some people think /say / believe / argue that. There are other people who think / believe

Read the model essay and answer the questions.

1- What is the writer's opinion about handling environmental problems ?

2- How can environmental problems be managed ?

3- What paragraph linkers are used to present opposite opinions ?

4- What paragraph linkers are used to support the writer's opinion ?

SPECIMEN

Nowadays environmental problems are too big to be managed by individual persons or individual countries. In other words, it is an international problem. To what extent do you agree or disagree ?

An essential problem of the 21st century is world pollution. Currently, the environment is so much contaminated that urgent measures should be taken. A single individual cannot be blamed for world pollution ; however, every person should take care of his or her habitat. In addition, it is vital that environmental issues should be treated internationally.

Lately, many presentations, conferences, and international summits have been held regarding waste treatment, recycling, soil and water contamination. For sure joint efforts and consolidation can only help in the mutual war against the environmental disaster, which is going on. For instance, governments should offer support to companies and organizations, involved in manufacturing, industry, or agriculture in order to find environment-friendly approaches. These could be special law regulations, recycling programs, helping courses in order to implement ISO certificates, and many more.

However, some people argue that the influence of individuals on the environment should not be ignored. If we do not confess that our planet is our home, we will never be able to take adequate care of it. We have to contribute every day to the preservation of nature and the environment. For example, always remember to save energy by switching off lamps, computers and everything that we do not use. Our next obligation is to separate waste and throw bulk only in the designated areas. Driving vehicles can also be environmentally friendly. For example, we have to avoid accelerating the engines too rapidly or using air conditioning in the country, where it will be better to save energy and simply open the windows.

To sum up, environmental problems should be handled by local and international authorities. Every single person should take care of the environment and moreover, we have to bring up our children to be conscious citizens of a clean and preserved planet.

Adapted from IELTS-Essay-Samples

COMMUNICATION ACTIVITY

You recently attended a conference on ocean pollution at the American Cultural Center. Back from the conference, your English teacher asks you to give your opinion about this assertion: "The earth is being filled with waste material such as plastic bags and other rubbish". In your argument,

- say if this is really happening ;
- explain how plastic bags and other rubbish pollute the environment ;
- suggest solutions to this problem.

SPECIMEN

Language corner

1 PREFIXES AND SUFFIXES

a- **A prefix is a group of letters (or an affix) that is added to the beginning of a word to modify the meaning of a word.**

Example : Midday **: it refers to the middle of the day.**

b- **A suffix is a group of letters that can be added to the end of a root word. Adding a suffix to a word can add to or change its meaning.**

Example : Careless **: means without care or with no care.**

LET'S PRACTISE

Classify in the table below each prefix or suffix according to the meaning it conveys. Several prefixes or suffixes may have the same meaning. One is done for you as an example.

less ; un ; dis ; able ; or ; mis ; en ; er ; im ; il ; pre ; ify ; inter ; in ; mid ; ish ; ism ; non ; ise ; anti ; counter ; ness.

Prefixes or suffixes	Meanings
	Contraries, opposites
	Without, with no
	Between, among
Mid	Half
	Capable of being
	Almost like, looking like
	Person or object that does a specified action
	Doctrine, belief, phenomenon
	Before ; prior to
	State of being
	Make or become

SPÉCIMEN

2 PREPOSITIONS

A preposition is a word or group of words used to link nouns, pronouns, and phrases to other words in a sentence. Some examples of prepositions are single words like **in, at, on, of, to, by, and with or phrases such as in front of, next to, instead of.**

Prepositions in English are most frequently dictated by fixed expressions. While there are some general guidelines to follow, many prepositions are used idiomatically with certain verbs. In these cases, it is best to memorize the phrase instead of the individual preposition.

1- Prepositions – Time

PREPOSITIONS	USAGE
At	▪ time of days ▪ noon, night, and midnight ▪ names of mealtime ▪ age
In	▪ months/seasons ▪ years ▪ time of day ▪ centuries and historical periods ▪ after a certain period of time
On	▪ days of the week
Since	▪ from a period of time up to the present (when it started)
For	▪ how long a period of time has been
From...to...	▪ the beginning and end of a period of time
Until	▪ a period of time up to a specific point in time
By	▪ in the sense of ''at the latest'' ▪ due date

2- Prepositions – Connections

PREPOSITIONS	USAGE
Between	▪ marking a connection
With	▪ using something ▪ connected to something and near something
Of	▪ between two noun phrases to show that the first belongs to or is part of the second ▪ to say how people are related

SPECIMEN

3- Prepositions in writing

PREPOSITIONS	USAGE
About	▪ For topics (in the sense of ''with regard to/concerned with'')

LET'S PRACTISE

Choose the correct preposition to fill in the gaps in order to form correct time phases.

1- ... September (in, on, at)
2- ... 12 o'clock (in, on, at)
3- ... winter (in, on, at)
4- ... Easter Monday (in, on, at)
5- ... 4th July, 1776 (in, on, at)
6- ... Christmas (in, on, at)
7- ... Tuesday (in, on, at)
8- ... the weekend (in, on, at)
9- ... my birthday (in, on, at)
10- ... the end of the week (in, on, at)

3 THE REPORTED SPEECH

1- There are two ways of relating what a person has said : direct and indirect.

a- In direct speech we repeat the original speaker's exact words.

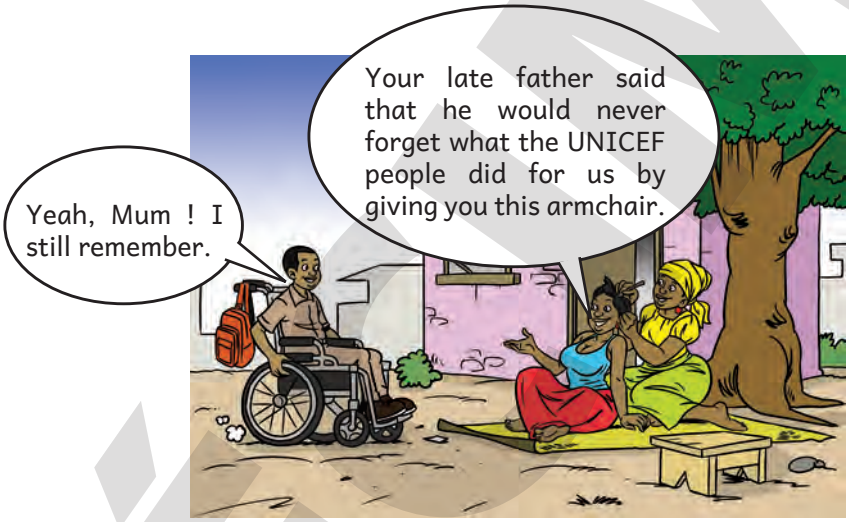
b- In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words. It is usually introduced by a verb in the past tense. Verbs in the direct speech have then to be changed into a corresponding past tense. The changes are shown in the following table.

DIRECT SPEECH	INDIRECT SPEECH
Simple Present	Simple Past
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Simple Past	Past Perfect.

2- Expressions of time and place in indirect speech

SPECIMEN

DIRECT SPEECH	INDIRECT SPEECH
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day / the following day
the day after tomorrow	in two day's time
next week / year, etc.	the following week /year, etc.
last week / year, etc.	the previous week / year, etc.
a year ago	a year before / the previous year
this	that
these	those



LET'S PRACTISE

John is reporting what some interviewed persons said during yesterday's VOA news. Help him to do it. Write your answers like in the example.

Example : 1- "I'll never forget the UN mission in my region", said David.

→ David said that he would never forget the UN mission in his region.

1- "I'll never forget the UN mission in my region", said David.

2- "We were all forced to evacuate the region", said a refugee.

3- "We can't go back to the village because of genocide", a woman told the journalist.

4- "The UNHCR has taken care of us for more than two years", said one of the refugees.

5- "Why don't countries cooperate to reduce criminality across borders", asked a refugee.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 28.

A ASSIGNMENT

As the chairperson of your school English club, you are chosen to raise your mates' awareness of the possibility that global climate change may occur in the near future.

In your presentation,

1- give some causes of the climate change ;

2- determine its impacts on human life ;

3- suggest some solutions to cope with this global climate change.

B TIME TO GATHER INFORMATION

PHASE 1 Picture analysis

Look at the pictures and answer the questions with your neighbour.

a- What are the pictures about ?

b- What are the drawbacks of pollution ?

A



B



C



PHASE 2 Reading

Read silently the text below and answer the questions that follow.

Pollution and Conservation

There are many kinds of pollution. For example, air, water, and land can be polluted.

Some pollution is caused by nature, such as floods, forest fires, and volcanoes.

SPECIMEN

But people are the major cause of pollution. We pollute the air with our cars, homes, and factories. We pollute the water by dumping garbage and chemicals in the water. We pollute the soil with chemicals and garbage. We harm the land by cutting down trees in the forest, especially to build roads and new houses without planning and thinking carefully.

Arizona geographic alliance

In small groups, take notes on the points below.

a- Environmental problems raised ;

b- Possible drawbacks.

PHASE 3 Listening

Answer the following questions based on the listening passage.

1- Why is global warming the biggest problem in the world today ?

2- How can global warming be ended ?

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content.
- Structure your presentation around the key points ;
- Keep your presentation concise and avoid excessive details ;
- organize content ;
- pick up and note useful lexical items for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Anticipate potential questions and prepare appropriate answers.

D TIME TO TALK

- Start strong with an engaging opening.
- Your introduction should stimulate and motivate your listeners.
- Share your enthusiasm and passion for the topic.
- Incorporate interactive elements in your presentation to keep your classmates engaged.
- Stay calm and keep moving forward if you make mistakes.
- Speak with genuine emotion.
- Use trustworthy evidence to help your listeners arrive at the correct conclusion.
- In your conclusion, call for actions for tree planting and reforestation.

SPECIMEN

UNIT REVIEW 7

Let's consolidate

I- The passage below is about the causes of global warming. Choose the appropriate words from the box to fill in the blanks.

Example : 1- average

electricity ; gases ; coal ; average ; escape

In the 1980s, scientists found out that the **(1) ...** temperature of the Earth is rising. Today, global warming is increasing because more and more **(2) ...** are released into the atmosphere, which functions like a greenhouse. Light from the sun enters the atmosphere, is transformed into heat and cannot **(3) ... .**

For a long time, we didn't care about greenhouse gases. This changed when people started using more and more energy in the form of fossil fuels, like **(4) ...** , gas and oil. We burn this energy to power factories, run our cars, produce **(5) ...** and heat our homes. Burning fossil fuels releases carbon dioxide into the atmosphere. Cutting down the world's forests has also led to climate change.

II- The words or expressions on the left are about the effects of global warming. Match them with their meanings on the right. Example : 1- c

Words / Expressions	Meanings
1- mountain glacier	a- a period of time during which the weather is much hotter than usual
2- polar ice cap	b- when the average level of the seas gets higher with respect to the land
3- shelf ice	c- a huge mass of ice that moves very slowly down a mountain valley
4- heatwave	d- change in general weather conditions and patterns
5- drought	e- when a species of plant or animal dies out
6- wildfire	f- a thick layer of ice that sticks out over the sea like a shelf
7- rising sea levels	g- a long period of time during which no rain falls
8- coastal flooding	h- a thick layer of ice and snow that permanently covers an area of land
9- climate change	I- when an area near the sea is covered by large amounts of seawater
10-extinction	J- a fire that starts in a wild area such as a forest

SPECIMEN

III- Here are some solutions to global warming. Complete the phrases with the verbs in the box to create meaningful collocations. Example : 1- reduce

address ; use ; drive ; invest in ; reduce ; slow down ; play

1- ... the amount of carbon dioxide in the atmosphere.

2- ... your part for the sake of future generations.

3- ... more efficient appliances.

4- ... renewable sources of energy (e.g. solar, wind).

5- ... the effects of global warming.

6- ... the issue of global warming.

7- ... smaller cars that get higher mileage.

IV- Here are some international organizations' headquarters. Match each of them with the country which hosts it.

1- Paris (France) ; 2- New York (USA) ; 3- Geneva (Switzerland) ; 4- New York (USA)

A



B



C



D

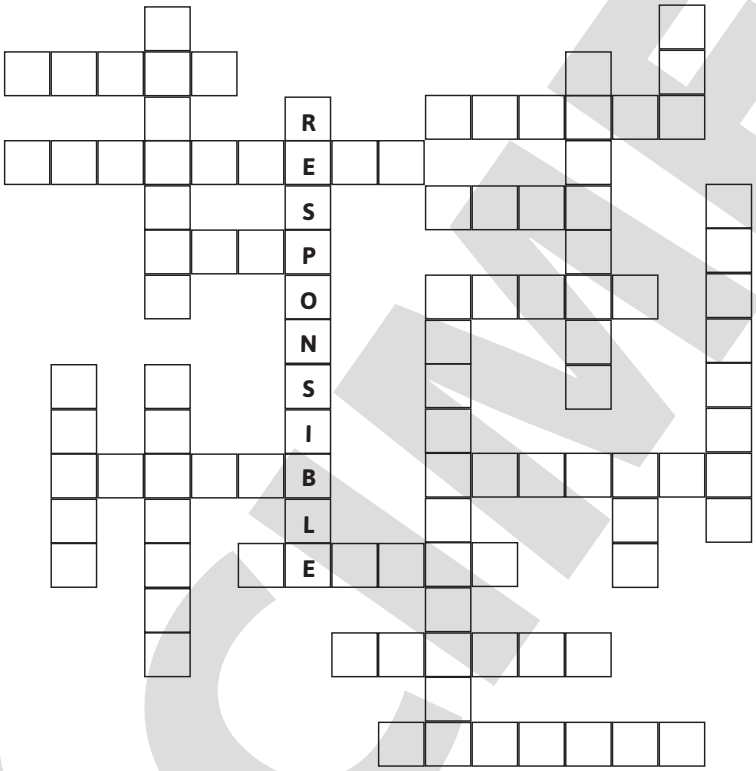


SPECIMEN

TIME TO HAVE FUN

CROSSWORD : USE THE WORDS IN THE BOX BELOW TO COMPLETE THE CROSSWORD.

absorb ; act ; agriculture ; avoid ; burn ; contain ; decay ; destroy ; die ; efficient ; quantity ; radiate ; reach ; reduce ; release ; responsible ; result ; source ; trap



SPECIMEN

Unit

8

Cultural Differences



A nation's culture resides in the hearts and the soul of its people.

— Mahatma Gandhi —

Indian nationalist leader and non-violence advocate (1869-1948).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Talking about cultural differences
- Talking about the importance of body language
- Expressing feelings
- Adjectives ending in **–ed** and **–ing**
- Question types
- Verb patterns
- Writing a cover letter

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer the questions that follow.

A



B



C



1- What are the pictures about ?

2- Are they expressing their emotions the same way ?

3- Say which emotion each person is expressing.

SPECIMEN

Lesson 1 Reading

Cultural diversity

LEAD-IN

Look at the picture below and answer the questions.

1- Where is the white woman ?

2- Does she have the same culture as the villagers' ?

3- What difficulties might she face in this region ?



Learning context

You have received a letter from your Liberian friend, Sarah, who is now living in Washington. You read it to discover the new life she's experiencing there.



SPECIMEN

A **Read the text quickly and complete the statement below with its appropriate ending.**

In this text, some foreign students are talking about ...

1- cultural similarity.

2- cultural diversity.

3- cultural integration.

4- cultural identity.

Culture Shock

Studying in a foreign country can be exciting. It can be difficult too, especially if the culture is very different from your own. However, there are often surprises, even if the culture is very similar. When Megan, a British student, first arrived here in the United States she knew that Americans ate their food with a knife and fork. "But they don't use the knife and fork like we do", says Megan. "In Britain, we eat with the fork in the left hand and the knife in the right hand, Whereas Americans often just use a fork in the right hand."

Megan is also surprised that Americans tip a lot more than the British do, "We never tip a waiter just for a cup of coffee, but Americans tip 15 percent. The accents can be so different, too ! I'm slowly getting used to everything even though settling in can take longer for students who come here from more different backgrounds.

Kit-ken, a student who came from Taiwan only a few months ago, told us "When I first arrived everything was new and exciting. I really liked the differences between here and home. I was happy to be in a new country. Now, though, I miss my family and friends and feel a bit lonely. Sometimes I'm confused about what to do. There are still lots of things that I like, but now there are more things I dislike. I feel really homesick !"

For advice we turned to some students who now have few problems about being a student here, Seydou arrived from Senegal two years ago. He told us "Kit-ken shouldn't worry, this is perfectly normal. I felt exactly the same as she did. I didn't understand the culture and my English wasn't improving, either.'' Seydou realized this was because all his friends were from his own country. 'So I decided to get to know some North American students and other international students. I went to the student union where there are a lot of different clubs. There are sports clubs, dance clubs, clubs for people who have the same religion, clubs for people who want to find out more about something — there are loads ! I saw there was a club for students interested in music and so I joined that, it made all the difference ! I made friends quite quickly, and I was able to understand the culture a bit better. The students were interested in me, too. We talked about the differences, and I began to feel a lot happier. We now get on well and often hang out together.

"Miguel from Mexico added, "My main problem was the food. I really missed eating my favourite dishes! Fortunately, I found a Mexican restaurant nearby. In addition to that, my mum sends me packages with Mexican food in them, and that really helps, too. Understanding a new culture is important, but it's good to have things from home, too."

Extract from Effective Reading2, by Jackie McAvoy, Macmillan, 2009, P.6

SPECIMEN

B **Read the text again, and find out the words or expressions whose meanings or synonyms are closest to the ones listed below. Line indications can help you.**

Example : 1- foreign country

1- any state of which one is not a citizen (line 1)

2- give money for a service received (line 7)

3- integrating (line 9)

4- milieus, families (line 10)

5- to feel sad that a person is not present (line 13)

6- unhappy because of being away from home (line 15)

7- think about problems (line 17)

8- charges (line 23)

9- have good relations (line 26)

10-food (line 28)

C **Read the text once more and say whether the following statements are true or false. Write T for true and F for False. Then justify your answers by indicating the lines of the text.**

Example : 1- F – (lines 1-2)

1- Foreign students suffer no cultural differences.

2- Both British and Americans use a knife and fork for eating.

3- Americans are kinder towards waiters.

4- Kit-Ken has totally forgotten his home country.

5- Seydou underwent a different situation from Kit-Ken.

6- The joining of clubs helped Seydou solve the cultural gap with the other students.

7- Miguel's experience shows that acculturation doesn't mean the rejection of one's culture.

8- One should abandon his own culture to understand another one.

COMMUNICATION ACTIVITY

Your English club chooses you as a tourist guide for a group of young British tourists who are visiting your region. They would like to know more about your culture. In your talk,

- tell them what culture means ;
- describe some elements of the culture of your region such as dress code, religion, food, ceremonies, etc. ;
- explain why you are attached to your culture.

SPECIMEN

Lesson 2 Speaking

Body language

LEAD-IN

Look at the pictures below and answer the questions.

1- Do their gestures have the same meaning ?

2- What does each girl express from her gesture ?

3- Why do they make different gestures ?

4- How do people express surprise, fear, anger, etc. in your area ?

A



B



Learning context

During a debate organized at the American Cultural Center, the students of Terminale are discussing the importance of body language in everyday life in order to raise the participants' awareness about the issue.



A LANGUAGE FUNCTION : Referring to what follows a verb using verb patterns

Study the verb patterns below to understand how they are formed.

1- Structure V1 to V2 : verb 1 + to + base verbal 2

Examples : I want (V1) to live (V2) with people of different cultural backgrounds.

I intend (V1) to be (V2) with them in order to know their cultures.

SPECIMEN

2- Structure VI + V2-ing : verb 1 + base verbal 2 +ing

Example : I remember (V1) meeting (V2) a Chinese lady in my town.

3- Structure V1 ø V2 : verb 1 + base verbal 2

Example : She can cook African dishes.

B LET'S PRACTISE

1- Put the verbs in brackets into the correct form.

Example : 1- discovering

a- People enjoy **(1- discover)** new cultures in order to make new friends.

b- They accept **(2- cope)** with culture shock.

c- They agree (**3- overcome)** any difficulties they come across.

d- They could **(4- to adapt)** to the new culture easily.

e- Those who couldn't **(5- to face)** culture diversity, prefer **(6- stay)** in their region.

f- If not, they might regret **(7- leave)** their homeland.

2- The sentences below are related to body language. Complete each of them with the words from the box. Example : 1- universal

gesture ; raise ; references ; universal ; claim ; greeting

a- The hand gestures the professor talks about are very common, if not ... around the world.

b- Because it had chinstraps, soldiers could not ... their helmet easily so instead they would touch their head with their hand.

c- There are no reliable historical ... that crowds in Ancient Rome used a thumbs-down gesture.

d- Two sports teams ... to have invented the high-five gesture.

e- The handshake is a ... that dates back to Ancient Greece.

f- Handshakes are thought to be a ... of trust between equals.

SPECIMEN

COMMUNICATION ACTIVITY

On African Cultural Day, you participate in a debate at the American Cultural Center on the importance of body language. You are given the floor to talk about body language and their meanings in your culture. In your talk,

- give some examples of body language commonly used in your culture ;
- for each body language, explain its meaning ;
- identify a few body languages a person must avoid in your culture and explain what can happen to the person who uses them.

PRONUNCIATION

WORD STRESS : Compound words, adjectives, and verbs.

a- For compound words, the stress is on **the first part.**

Examples : PERSONAL achievement, **CORE** family, **EXTENDED** family

b- For compound adjectives, the stress is on **the second part.**

Examples : bad TEMpered, **old-FASH**ioned

c- For compound verbs, the stress is on **the second syllable.**

Examples : under**STAND,** over**FLOW**

1- Practise saying the following words :

well-dressed ; foreign country ; native culture ; culture shock ; life pace ; body language ; social customs ; depressed ; disappointed ; disorientation ; outdated ; language barriers ; host culture ; oversea ; hard-working ; kind-hearted ; narrow-minded ; well-built ; fun-loving; short-sighted ; good-looking

2- Write the above words in the table below according to the pronunciation of the word stress.

Stress on the first part	Stress on the second part

SPECIMEN

Lesson 3 Listening

Culture celebration

LEAD-IN

Look at the pictures below and answer the questions.

1- What are these pictures about ?

2- What are people celebrating ?

3- Describe the way they are dressed.

A



B



C



D



Learning context

The students of Terminale from your school are listening to a BBC (British Broadcasting Corporation) programme about cultures in order to discuss cultural differences.



PREVIEW

A **As you listen to the passage, select the option that best ends the sentence below.**

The passage is about ...

a- the Caribbean culture.

b- the Martinique Carnival.

c- cultural differences in Martinique.

d- cultural melting pot.

B **As you listen to the passage again, say whether the following statements are true or false. Write T for True and F for False.**

Example : 1- T

1- A Carnival is a festive occasion marked by parades and sometimes special foods.

2- Martinique is located in the Caribbean Sea in-between the European and American continents.

3- The population of Martinique is of African descent.

4- The Martinique culture is a mix of European, Caribbean, and African cultures.

5- Martinique is a colony of France.

C **As you listen to the passage again, fill in the gaps with the missing words.**

Example : 1- former

As a department of France, Martinique is an overseas region and a former colony of France. It is an **(1) ...** located in the Caribbean Sea with a great history linked to the African cultures. This can explain why most of the **(2) ...** in Martinique are of African descents and claim an African identity. However, as an insular region of France, Martinique is also influenced by the French culture. All these cultural differences **(3) ...** be seen through the celebration of the Carnival. A carnival is a unique event that unites people whatever **(4) ...** cultures or identities. It also **(5) ...** a celebration of African, Caribbean, and European **(6) ...** .

COMMUNICATION ACTIVITY

The United States Embassy would like you to write a few paragraphs about a cultural event celebrated in your region. They would like to share it with their audience through their website. In your paragraphs,

- name the cultural event ;
- describe how it is celebrated ;
- explain its importance to your region.

SPECIMEN

Lesson 4 Writing

a cover letter

LEAD-IN

In small groups, discuss the following issues.

1- What do you call the official letter written to apply for a job ?

2- What kind of information does this letter contain ?

Learning context

The students of Terminale from your school are writing a cover letter in order to apply for the post of journalist at the British Broadcasting Corporation (BBC).



WRITING STRATEGIES

A cover letter (or letter of application) is a letter you send with your application to introduce yourself and explain why you are a good fit for the job.

Introductory paragraph

Say why you are writing.

1st paragraph

Describe your qualifications. Sell your skills and knowledge. Tell why you are interested in the company or college. Point out any related experience you have.

2nd paragraph

Continue to describe qualifications. Highlight relevant training or classes that relate to the job or major for which you are applying.

Closing paragraph

Close by thanking the reader and requesting an interview.

Complimentary close

Signature

Name

Enclosure

This indicates that you have enclosed other items (resume, transcripts, etc.) for the reader to see.

SPECIMEN

A **Read the different parts of a cover letter and put the paragraphs into the correct order.**

Maude Flanders
Springfield,
(207) 555-9335
June 23, 2023

Ms. Jean Quimby
Personnel Manager
Campbell's Soup
65 Cedar Grove Ave.
Bangor, ME 04222

Dear Ms. Quimby,

Enclosed is my resume for your consideration. I will call you in a week to discuss this position and to arrange a time that we can discuss my resume in further detail. I can be reached at the above number day or evening. Thank you very much for your time and consideration. **A**

B I am a well-organized, highly motivated individual who enjoys the challenges of working in a fast-paced office environment. I have strong communication and computer skills, including a working knowledge of Windows 98 and Microsoft Word as well as Microsoft Excel. I also have experience in dealing successfully with a variety of customers.

C A mutual friend, Troy McClure, mentioned to me that you may soon be looking for an individual in your Customer Relations Department. Please consider this my application for a position at Campbell's Soup Limited.

I have two years ''experience as an Administrative Assistant, working with senior staff in the Customer Relations department. **D**

Yours sincerely,
Signature
Maude Flanders
Enclosures



SPECIMEN

B **You are interested in the job offered in the advert below. Complete the application letter below addressed to the Personnel Manager of the company with the missing information as indicated in the parentheses.**

RECEPTIONIST – Part-time

Age 18-25 (male or female). Good looking

No previous experience required. Essential : friendly calm personality and knowledge of English, French, Windows and Excel. Good salary.

Write to : Mr. Ekra, personnel Department, CRISTAL Hotel, Adiaké.

(Your address) **(1) ...**

(The employer's address)

(Date) **(2) ... / ... / ...**

(3) ...

Dear Sir / Madam,

I would like to apply for the vacancy as a **(4) ...** (Job) advertised in **(5) ...** (Name of newspaper) of **(6) ...** (date).

I am **(7) ...** (Age) and at the moment I **(8) ...** (school and what you are studying) I am good at **(9) ...** (some of your qualities).

I **(10) ...** (Working experience, if any).

I am very interested in working as **(11) ...** (Job), because **(12) ...** (Reasons for applying). I am available for an interview **(13) ...** (Dates and times) and I can start working **(14) ...** (Date), but if it is inconvenient for you, I would be happy to arrange another date.

I look forward to hearing from you soon.

Yours faithfully,

(15) ... (Signature)

(16) ... (Your name in capital letters)

COMMUNICATION ACTIVITY

The British Broadcasting Corporation (BBC) is recruiting a new journalist to present a programme on culture. You are interested in the post. Therefore, you decide to write a letter to apply for the post. In your letter,

- tell the recruiter why you are interested in the job ;
- describe your qualifications and professional background ;
- explain how you can handle the programme perfectly.

SPECIMEN

Language corner

1 ADJECTIVES ENDING IN –ED /-ING

1- Adjectives that end in **–ed** are used to describe emotions or feelings.

Example : Sarah was excited to see Popo Carnival dancers.

2- Adjectives that end in **–ing** are used to describe the traits of a noun or pronoun.

Example : The carnival was exciting last year. It was really interesting.

LET'S PRACTISE

Choose the correct words in brackets to make good verbal structures.

Example : 1- Celebrating

1- **(Celebrate-Celebrating-Celebrated)** the carnival is an event that brings people together.

2- The colours of the costumes **(identified-to identify-identifying)** at the Rio carnival are very bright.

3- Too many people **(taken-take-taking)** part in such a celebration is a privilege.

4- This kind of well-**(organized-organize-organizing)** event values the culture.

5- Someone **(to visit-visited-visiting)** Rio for its Carnival said it was too expensive last year.

6- The carnival **(seen-to see-seeing)** by many people as a simple cultural celebration provides a lot of money to the country.

2 QUESTION TYPES IN ENGLISH

There are four types of questions in English : **General or yes / no questions ; questions using wh-words ; choice questions ;** and **disjunctive or tag / tail questions.**

1- General or Yes/No Questions

Common questions that can be answered with a simple **"yes"** or **"no"** are logically called **yes/no questions.**

Example : Do you like this country ?

2- Special or Wh-Questions

A special question, as you can guess, uses a certain word at the beginning of the sentence to ask a specific question. The questions words **who, what, where, when, why, how, how many,** etc., are used to begin the question.

Example : Where is he from ?

SPÉCIMEN

3- Choice Questions

Choice questions are questions that offer a choice of several options as an answer (you might recognize them from your exams as multiple-choice questions). They are made up of two parts, which are connected by the conjunction **or.**

Example : Does she like ice cream **or** sweets ?

4- Disjunctive or Tag Questions

Question tags have the same form as reply questions, but are used either to ask for confirmation or a response.

- **If a positive statement is made, the question tag is negative.**

  Example : You're Brazilian, **aren't you ?**

- **If a negative statement is made, the question tag is positive.**

  Example : You haven't finished yet, **have you ?**

PLEASE NOTE !

- After **''Let's...''**, the question tag is **''Shall we ?''**

  Example : Let's go out for a meal, shall we ?

- After the imperative, the question tag is **''Will you ?''**

  Example : Make some cakes for me, **will you ?**

- A positive question tag can follow a positive statement when expressing interest or surprise.

  Example : Oh, you think he'll get my cakes, **do you ?**

LET'S PRACTISE

The following sentences are about cultures. Choose the appropriate question tags to complete them. Example : aren't they ?

1- Cultures are different, **(are they ? / aren't they ?)**

2- No culture is superior to another culture, **(isn't it ? / is it ?)**

3- Culture diversity is also called culture shock, **(is it ? / isn't it ?)**

4- Africans are more hospitable than Europeans, **(aren't they ? / are they ?)**

5- Africans never reject foreigners, **(don't they ? / do they ?)**

6- They welcome everyone warmly, **(do they ? / don't they ?)**

SPECIMEN

UNIT REVIEW 8

Let's consolidate

I- The words below are about culture shock. Match them with their meanings.

Example : 1- c

Words	Meanings
1- a charter	a- when different people, things, or ideas are included
2- to promote	b- when you feel separate from others
3- isolation	c- a document that describes the beliefs of a group
4- diversity	d- to help something to happen
5- to pay attention to	e- when everyone has the same rights and advantages
6- equality	f- when people feel part of a group
7- a venue	g- to think carefully about
8- inclusion	h- a place where an event happens

II- Associate each word in list A with another one in list B to form appropriate expressions.

Example : 1- Hand gesture

List A	Hand	Cross	Feel	Make	High	Thumbs
List B	homesick	up	gesture	five	fingers	sense

III - Complete the sentences with the suitable words from the box. Write your answers like in the example.

shake ; yawning ; wave ; blushed ; nod ; hug ; point ; frowning

Example : 1- nod

1- Generally people ... to express approval.

2- Americans don't often ... hands.

3- They ... to say goodbye.

4- After working for hours, Janet was tired and started ... .

5- Parents ... their children when they arrive home from work.

6- Ben ... with embarrassment when Yao mentioned the incident.

7- What's the problem ? Why are you ... ?

8- It's rude to ... your finger at someone.

SPECIMEN

TIME TO HAVE FUN

In groups of four (4) students, study the card given to you by your teacher. Then, walk around the classroom to describe to the members of the other cultures the characteristics of your culture.

Blue Card

This card tells you which culture you belong to. During the game, you must act according to your culture.

- **Taboo :** Never use your left arm or hand
- **Greeting :** Cross your arms
- **Attitude towards the Yellow Culture :** You feel sorry for them and try to defend them. Make sure you let other cultures know how you feel !

Yellow Card

This card tells you which culture you belong to. During the game, you must act according to your culture.

- **Taboo :** Never communicate without touching
- **Greeting :** touch all 4 thumbs
- **Attitude towards the Green Culture :** You feel inferior to the Greens.

Green Card

This card tells you which culture you belong to. During the game, you must act according to your culture.

- **Taboo :** Never use your left arm or hand
- **Greeting :** Gently touch the other person on the shoulder
- **Attitude towards the Red Culture :** You feel superior towards them

Red Card

This card tells you which culture you belong to. During the game, you must act according to your culture.

- **Taboo :** Never touch others
- **Greeting :** Double Wink
- **Attitude towards the Orange Culture :** You think they are funny and strange.

Orange Card

This card tells you which culture you belong to. During the game, you must act according to your culture.

SPECIMEN

- **Taboo :** You can't look someone in the eyes.
- **Greeting :** Shake hands with the right hand only
- **Attitude towards the Purple Culture :** You think they are interesting and idolize them.

Purple Card

This card tells you which culture you belong to. During the game, you must act according to your culture.

- **Taboo :** No negativity ! You are very appreciative and everything is beautiful to you.
- **Greeting :** Shake hands with the left hand only
- **Attitude towards the Blue Culture :** You subtly try to avoid them.

DID YOU KNOW ?

BAMBARAM GAME

The game begins with all players holding their wound top.

The players throw their tops at the same time – this is the "toss" for the game. The "toss" is decided by the top spun and picked up quickest.

The throw is triggered by a simple countdown – at the count of 1, 2, 3 all the players wind their Bambarams, unwind it on the ground to rotate and then pick it up with the rope as quickly as possible. The primary skill is to use the shortest rope length usage and still make the bambaram spin, so it can be caught with the rope.



SPECIMEN

PROJECT TASK

PREPARING A TALK ON THE IMPORTANCE OF AFRICAN CULTURES

For the next English Club meeting at your school, the club's coordinator asks you to inquire about a particular culture and present its characteristics to your mates. In your talk,

- present the culture you are going to talk about ;
- explain why you have decided to talk about that culture ;
- point out its characteristics.

I- The preparation for your talk

1- name the culture you are going to talk about ;

2- explain the reasons why you are interested in that culture ;

3- point out its characteristics.

II- The performance of the talk

1- greet your audience ;

2- introduce your team of experts ;

3- state the aim of your presentation ;

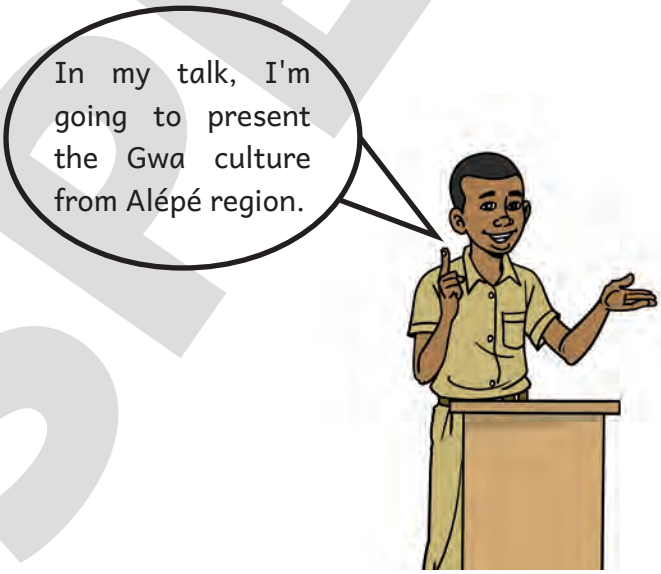
4- show the relevance of the issue ;

5- deliver your main points ;

6- thank the audience.

III- Questions and answers session

Get ready to answer your classmate's questions.



SPECIMEN

Unit 9

Justice



"Injustice anywhere is a threat to justice everywhere."

— Martin Luther King Jr —

Key figure who fought for the emancipation of Black Americans ; he advocated equal rights for all Americans whatever the colour of their skin.

UNIT OVERVIEW

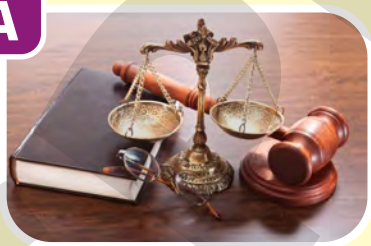
■ KEY STUDY POINTS OF THE UNIT

- Discussing the domain of justice and its actors
- Discussing issues related to corruption and the world of prison
- Agreeing and disagreeing
- Asking for confirmation
- Negative interrogative sentences
- Writing a dialogue

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer the following questions.

A



B



C



1- What does picture A refer to ?
2- What are the people in picture B doing ?
3- Where is the person in picture C ?

SPECIMEN

Lesson 1 Reading

Legal proceedings

LEAD-IN

Look at the pictures and answer the questions.

1. What can you see in pictures A and B ?
2. What could happen to the people who did that, if they were caught ? (refer to pictures C and D)

A



B



C



D



Learning context

During the English class, you are reading a text about a legal action in justice to discover how criminal cases are handled in court.



SPECIMEN

A **Read the text quickly and select the best general idea.**

The text deals with the ...

a- trial of a terrorist attack in Abidjan.

b- trial of a divorce case in Abidjan.

c- trial of a corruption case in Abidjan.

d- trial of a theft case in Abidjan.

Judge Charles Bini handed down the sentences on Wednesday in Abidjan, the country's commercial hub, in the March 13, 2016, assault, which was the first such attack in Ivory Coast. In an operation similar to an attack the previous year in Tunisia, three men wielding assault rifles stormed the beach at Grand-Bassam, a resort 40 km east of Abidjan that's popular with Europeans, and then attacked hotels and restaurants. The 45-minute **bloodbath** ended when security forces shot and killed the attackers.

Of the 19 people killed, nine were Ivorians and four were French citizens. A Lebanese national, a German, a Macedonian, a Malian and a Nigerian also died, and there was one victim who could not be identified. At least 33 people were wounded.

Several dozen people were arrested, including three suspected accomplices of the attackers who were detained in Mali. Eighteen people were charged in Ivory Coast with acts of "terrorism", murder, attempted murder, criminal **concealment,** illegal possession of firearms and ammunition, "and complicity in these deeds", Public Prosecutor Richard Adou said. "We have to discourage the followers of these terrorist acts," he said, summing up his case before Wednesday's verdict. "We have been confronted with horror and barbarity, haven't we?"

Of the 18 **defendants,** only four were present in court. The 14 others, including the suspected masterminds of the attack, are either on the run or being held in Mali, Aude Rimailho, a lawyer for the French civilian **plaintiffs**, said before the **trial.** Mohamed Cissé, said at the start of the trial on November 30 that he had worked as a driver for the man named as the operational mastermind and prime suspect in the attack, Kounta Dallah. Mohamed Cissé argued in his defence that he "had no idea about his dirty work".

The seven **convicted** in absentia include Mimi Ould Baba Ould El Moktar, who was arrested in 2017 by French forces in the Sahel as part of their Operation Barkhane. Ivorian **prosecutors** painted him as one of the ringleaders in the Grand-Bassam killings while authorities in Burkina Faso described him as the "operational chief" in an attack in their capital, Ouagadougou, in January 2016.

Adapted from: https://www.aljazeera.com/news/2022/12/28/ivory-coast-hands-down-life-sentences-to-11-in-2016-resort-attack

SPECIMEN

B **Read the text again and match the words in colour in the text with their meanings or synonyms below.**

Example : 1 – prosecutors

1- lawyers who try to prove that a person has committed a crime.

2- condemned

3- legal action in a tribunal

4- keeping secret

5- people who are accused of a crime

6- people who are accusing others of a crime

7- massacre

C **Fill in the paragraph below with the appropriate word in colour from the text. One word is not concerned. You may have to modify some words.** **Example : 1 – trial**

Mickael was sued in the Justice Court of Gagnoa. On the day of the **(...1...),** the **(...2...)** publicly recognized what he did, and apologized to the **(...3...).** The **(...4...)** who did everything to demonstrate the man's responsibility said it was too late to apologize because the crime had been **(...5...)** for more than five years. In the end, the man was **(...6...)** and jailed for seven years in prison.

D **Read the text again and give short answers to the following questions.**

1- Had Côte d'Ivoire experienced any terrorist attack before ? Justify your answer from the text.

2- How many people were killed in the attack ?

3- Who is Richard Adou ?

4- How many defendants were there in court ?

5- According to Ivorian authorities, who was the operational organizer of the attack ?

COMMUNICATION ACTIVITY

You recently witnessed the trial of a criminal case in the local court of your city. In an oral report during an English Club meeting of your school, you decide to tell your friends about what happened during the trial. In your talk,

- say what the case was about ;
- explain how the defendant and plaintiff defended themselves ;
- describe how the final verdict was given.

SPECIMEN

Lesson 2 Speaking

Detention conditions

LEAD-IN

Look at the pictures below and answer the questions that follow.

1. What can you see ?
2. Why do you think these people are in prison ?
3. What do you think people miss the most when they are in prison ?

A



B



C



D



Learning context

During a debate organized by your English teacher, you talk about the situation of teenage prisoners in order to raise awareness about the issue.



SPECIMEN

A LANGUAGE FUNCTION : Asking for confirmation

Analyze the following sentences with your teacher.

S1. Terrorism is a bad thing, **isn't it ?**

S2. We have been confronted with horror and barbarity, **haven't we ?"**

1- What part of the sentence is used to ask for confirmation in

a- S1 ?... . / b- S2 ? ... .

2- What do you call them ?

3- How is the tag formed in :

a- S1 ? ... . / b- S2 ? ... .

LET'S KEEP IN MIND

Question tags are verbal phrases that people use to ask for confirmation especially when they are speaking. Question tags are added at the end of statements, they are formed with **an auxiliary + a subject pronoun.**

Rules :

1- When the statement is positive, the tag is negative.

2- When the statement is negative, the tag is positive.

3- When the statement uses an auxiliary, use the auxiliary to form the tag.

4- When the statement includes a modal verb (should, would, can, could, may, might, must, shall, or will) use the same modal to form the question tag.

5- When the statement is in the present simple with no auxiliary, use **"do"** to form the tag.

6- When the statement is in the past simple with no auxiliary, use **"did"** to form the tag.

B LET'S PRACTISE

I- Complete each statement in Column A with its appropriate tag in Column B. Example : 1- b

Column A	Column B
1- We like English,	a- was he ?
2- It is raining,	b- don't we ?
3- They can't cause you any harm,	c- did I ?
4- She stole it in class,	d- didn't she ?
5- Your brother was not taken to prison,	e- isn't it ?
6- I didn't see the police officer,	f- can they ?

SPECIMEN

II- Write down the tag corresponding to the following statements.

Example : 1- didn't he ?

1- Nelson Mandela went to prison.
2- They have investigated the criminal case.
3- She is feeling better today.
4- You cannot move your arm.
5- We will see you in court.
6- Alex was not trying to call the police.
7- Judge Nessa demanded silence in the courtroom.

COMMUNICATION ACTIVITY

A friend of yours was unjustly arrested by the police because they took him for another person who used to sell drugs around your school. After investigation, the police realized that he was innocent, and he was released. Back to school, he relates to you what happened to him. In your turn, you decide to write a paragraph for your English Club magazine to raise your friends' awareness about the use of drugs by teenagers. In your production,

- give the reasons why some teenagers engage in drug consumption ;
- explain what can happen to them ;
- suggest ways to solve this issue.

PRONUNCIATION : of the "s" in words

In English, the letter **''s''** in words can be read differently. It can be pronounced :

/s/ as in	/z/ as in	/ʒ/ as in
▪ task	▪ bags	▪ closure
▪ pots	▪ absorb	▪ casual
▪ sick	▪ because	▪ vision

Now, practise saying the words below.

television ; usually ; bees ; beats ; conclusion ; residue ; resend ; restaurant ; decision ; basket ; confuse ; to use

In which ones,

a- **''s''** is pronounced /s/ ?
b- **''s''** is pronounced /z/ ?
c- **''s''** is pronounced /ʒ/ ?

SPECIMEN

Lesson 3 Listening

Corruption

LEAD-IN

Look at the pictures below, then answer the following questions.

1- Describe what you can see in each picture.

2- Do you think your country is a corrupt one ?

3- What do you think are the most affected sectors ?

A



B



C



D



Learning context

During the English lesson, the students of your school are listening to a passage about corruption to discover the measures taken by countries to stop this phenomenon at a local level.



SPECIMEN

A **As you are listening to the passage, choose the letter corresponding to its best general idea.**

The passage is about ...

a- Amnesty International's anti-corruption recommendations.

b- Transparency International's celebration of anti-corruption laws in Asia.

c- Transparency International's recommendations to combat corruption in Africa.

d- the celebration of the International Anti-Corruption Day in Africa.

B **As you are listening to the passage again, say if the following statements are true or false. Write "T" for true and "F" for false.**

Example : 1 – F

1- Transparency International wants countries to work independently to end corruption in the region.

2- African countries have completely ratified Transparency International's convention.

3- The current regional mechanisms facilitate tracking international corruption.

4- Corrupt practices exacerbate inequalities.

5- Harmonized tax reforms in Africa will contribute to the development of the continent.

6- Transparency International wants African states to implement all its recommendations.

C **As you are listening to the passage once more, choose the word between brackets that is actually said.**

Example : 1 – calls

1- Transparency International **(calls / falls)** on the African Union ...

2- ... and progress toward the complete **(ratification / ramification)** and implementation...

3- ...by strengthening **(crystal / whistle)** blower protection. ...

4- ... to increase the resources available **(through / for)** Africa's development agenda.

5- ...While the **(dear / near)** universal ratification ...

COMMUNICATION ACTIVITY

The United States Embassy is organizing a writing competition about corruption in your country in order to raise the population's awareness about this issue. As a participant, write an article about the topic. In your production,

- define what corruption is in your own words, and give a few examples to illustrate it ;
- point out the most affected sectors ;
- explain its effects on your country, and suggest ways to prevent or stop it.

SPECIMEN

Lesson 4 Writing

a dialogue

LEAD-IN

Discuss the following questions, in groups of four.

1. Have you ever read a dialogue? How about an interview ?
2. How does a dialogue differ from an interview ?

Learning context

Very soon, you will participate in a dialogue-writing competition organized by your school's English Club. To increase your chances of winning, you attend an English class to learn how to write a dialogue.



WRITING STRATEGIES

A dialogue is a conversation between two or more people exchanging ideas, thoughts, or feelings. Dialogues are essential for communication, allowing participants to share their opinions and understand each other.

A- When writing a dialogue, you should...

- know why you are writing (theme or topic) ;
- give a role to each character ;
- write the name of each character before stating their opinions .

Example :

Jennifer : I hate injustice !

Rayan : Me too.

- think about how real conversations start and end (Hello, Hi, Good morning / Goodbye, See you later...) ;
- begin with easy questions ;
- write each new question or answer based on the one before it ;
- use open questions (for detailed answers) and closed questions (for yes/no answers).

SPECIMEN

Example : Open question

Jennifer : Why do you hate injustice ?

Rayan : I hate injustice because everyone deserves to be treated fairly and equally.

Example : Closed question

Jennifer : Do you hate injustice ?

Rayan : Yes, I do / No, I don't

B- When completing *a* dialogue, you should...

- understand the topic ;
- write each new question or answer based on the one before or after it ;

  Example :

  Jennifer : What do you think of injustice ?

  Rayan : ...

  Jennifer : ... ?

  Rayan : No, I have never suffered from injustice.
- focus on the missing information or part ;
- make sure the answer you provide makes sense.

C- Review the dialogue to make sure it is clear and effective.

A Read the model dialogue below, and answer the following questions.

1- Who are the characters in the dialogue ?
2- What are the characters talking about ?
3- How do you know people are speaking in the text ?
4- What forms does corruption take in their country ?
5- What solution do they suggest to make things better ?



SPECIMEN

MODEL DIALOGUE

Sanjay : Hello, Sahan, have you seen the most recent corruption index in Pakistan ?

Sahan : Hi Sanjay. No, what happened there?

Sanjay : They have just made a new list, and Pakistan is at the very end. It's also getting lower and lower. Every year, the level of corruption rises.

Sahan : That's bad for the country. What do you think ? Why are these things happening in our country ?

Sanjay : It starts with bad politics. It gets worse when a politician abuses his power. Bribery and favouritism are almost legal.

Sahan : That's right. I can tell you about the job market. You can't get a job without a big bribe. It shows how weak our country's economy is.

Sanjay : Everyone is corrupted, from clerks, and chief officers to ministers.

Sahan : Do you think it's possible to eliminate corruption from the world ?

Sanjay : Yes, it's possible. Some countries handle it differently. We need better politicians to govern the country. We don't have many educated leaders, which is a big problem.

Sahan: I agree with you. I believe that a large number of educated and responsible leaders can change the country.

Sanjay : Yes, it could be anyone - you, me, or another person. We need to keep our country safe from corruption.

Sahan : I totally agree.

Sanjay : You're welcome, Sahan.

Sanjay : You're welcome. It was nice talking with you. I'm relieved.

Sanjay : I'm feeling good too. Take care, and I'll see you later.

Adapted from:https://brainly.in/question/26910126

B **Read the sentences in Column A and write the correct dialogues in Column B like in the example.**

	Column A	Column B
1-	Whenever you feel like criticizing anyone, Alex told me, remember that everyone in this world hasn't had the advantages you had. Oh, sorry. I didn't mean to offend you, I said.	**Alex :** Whenever you feel like criticizing anyone, remember that everyone in this world hasn't had the advantages you had. **Me :** Oh, sorry. I didn't mean to offend you
2-	I'm against corruption, Ted said suddenly. What ?! Sarah exclaimed. Sorry, but I don't believe you, she insisted.	...
3-	Have you read the last report issued by the police? Elisa asked Tom. No, I haven't, he answered.	....

SPECIMEN

COMMUNICATION ACTIVITY

Your school's English Club is organizing its annual English Day. As a participant in the writing competition, you are asked to write a dialogue about cheating at school to raise people's awareness about this issue. In your dialogue,

- name your characters ;
- list some causes and consequences of cheating ;
- suggest some solutions to put an end to it.

Check your production

Statements	Yes	No
In my production, characters speak.		
When a character speaks, a new paragraph is created.		
Some characters ask questions.		
Answers to questions are provided.		
A personal view about how to fight cheating is expressed.		



SPECIMEN

Language corner

1 APPROVING AND DISAPPROVING

To approve is to express a favourable judgment. Some examples of expressions used to show approval.	**To disapprove** is to pass a negative judgment / consider bad or wrong. Some examples of expressions used to show disapproval
▪ I agree. ▪ I approve of ... . ▪ That's a good idea ! ▪ Fair enough ! ▪ It sounds pretty good ! ▪ I'm all for it !	▪ I disagree. ▪ I disapprove / I don't approve of... ▪ You shouldn't do that. ▪ It's wrong / not right to... . ▪ It's an absolute disgrace! ▪ I think that's not correct.

LET'S PRACTISE

I- Unscramble the following sequences of words and write down the correct sentences.

Example : 1 - That's fair enough !

1- enough / That's / fair !
2- am / I / new / all / law / for / this.
3- I / totally / her / with / agree
4- good /It's / a / police / the / idea / to / call.
5- I / of / friends / her / totally / new / disapprove
6- It's / fair / in / to / him / keep / enough / custody.

II- Read the different sentences, and choose the appropriate phrase to express approval or disapproval. Example : 1 - It sounds pretty good !

1- Paul wants to take part to a blood donation session; and you think it is good to do so. You say : "..." ("It sounds pretty good!" / "it's wrong to do that")
2- A teacher unfairly gives good marks to some students; and the other teachers think it's not good to do so. They say : "..." ('we approve of that' / 'we don't approve of that')
3- The government says all children have to go to school, and Inaya thinks it's good to do. She says : "..." (that's a good idea / I think that's not correct)
4- The police have released a gangster everyone fears in the neighbourhood ; and we think it is not good to do so. We say : "..." (that's a good idea / they shouldn't have done that)
5- The prisoners are treated with dignity ; and we all think it's good to do so. We say : "..." (I'm not for it / that's fair enough)

SPECIMEN

2 NEGATIVE INTERROGATIVE SENTENCES

Interro-negative sentences are questions made negative with the insertion of **''not''**. They begin with an auxiliary, except when the sentence starts with a question word.

With auxiliaries	**With question words** (what, who, why, and when).
Examples :	**Examples :**
▪ S1- **Are** we **not** invited to the celebration ?	S3- **Who did** they **not** tell about the abuses ?
▪ S2- **Don't** you like justice ?	S4- **Why haven't** you called the police ?

Note : to form interrogative sentences **with the expanded form of the verb,** insert **"not"** after the subject (S1 and S3). **With the contracted form,** the subject comes after the contraction (S2 and S4)

LET'S PRACTISE

I- Turn the sentences into the negative interrogative form. Use the expanded form in A, and the contracted form in B.

Example : 1- A - Is this woman not the new judge ?

B - Isn't this woman the new judge ?

1- This woman is the new judge.
A : ... . / B : ... .

2- They were four defendants at the trial.
A : ... . / B : ... .

3- Corrupt judges are a threat to justice.
A : ... . / B : ... .

4- They have been convicted for two years in prison.
A : ... . / B : ... .

II- Put the words in the correct order to write negative interrogative sentences.

Example : 1- Why isn't Patrick present ?

1- why / present / isn't / Patrick ?

2- what / about / you / not / tell / I / did / the / risks ?

3- who / attend / not / will / the / trial ?

4- she / being / like / told / what / doesn't / do ?

5- I / your / not / am / adviser / legal ?

6- why / me / didn't / call / you ?

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 28.

A ASSIGNMENT

During an English class discussion, you are supposed to give your opinion on the following topic: **"Will corruption ever be eradicated in this country?"** in your intervention,

- give your opinion ;
- talk about some cases of corruption you witnessed or you were the victim of ;
- present arguments to support your position.

B TIME TO GATHER INFORMATION

PHASE 1 **Picture analysis**

In groups of four, look at the picture and answer the following questions.



1- What can you see ?

2- Do you think what they are doing is normal ?

3- Why, or why not ?

PHASE 2 **Reading**

Read the text below, then answer the questions that follow.

It is time to put a stop to certain practices that should be beneath the dignity of these representatives of the state. Some high officials, already sheltered from the pressures of life, crowd out existing, able, legal businesses that employ so many citizens, and feel no shame in creating their own, placing them in charge of their own friends and family. Is this acceptable? And so contracts are awarded directly to businesses which have been created expressly for the purpose...

Adapted from: https://www.cairn-int.info/article-E_AFCO_263_0245--corruption-in-all-its-forms-in-cote.htm

1- Who is the author denouncing ?

2- Why is the author denouncing them ?

SPÉCIMEN

PHASE 3 Listening

Listen carefully to the audio, and list down :

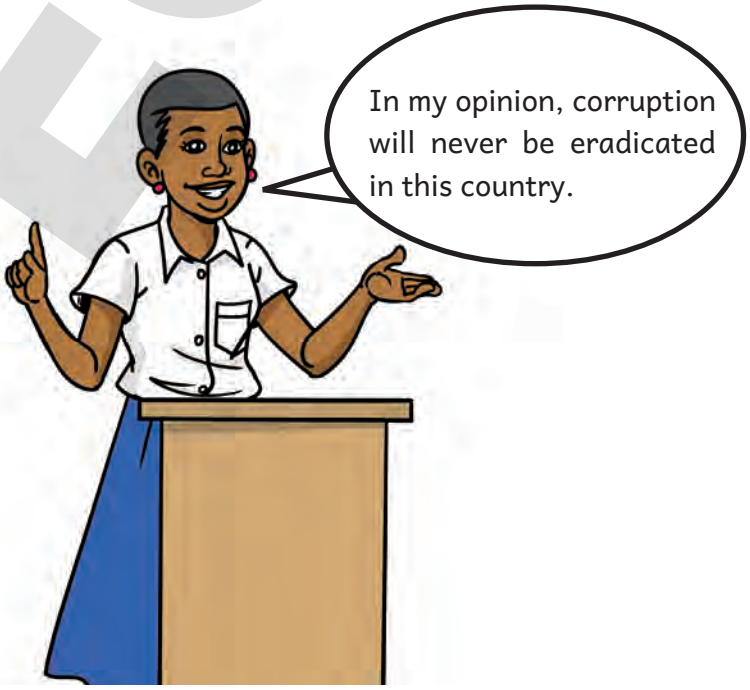
the government workers that Ivorians consider the most corrupt.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice) ;

D TIME TO TALK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidence to help your listeners arrive at the correct conclusion ;
- In your conclusion, call for action against corruption.



SPECIMEN

UNIT REVIEW 9

Let's consolidate

I- Write down the words corresponding to the following definitions. Choose from the box below. One option is not concerned. Example : 1 – Judge

Prosecutor ; Judge ; Law ; Trial ; Plaintiff ; Defendant ; Court ; Lawyer

1- ... : He / She pronounces the final verdict during a trial proceedings.

2- ... : A person who is accused before a court of justice.

3- ... : An assembly where judicial matters are discussed and solved.

4- ... : A lawyer who conducts criminal cases for the state.

5- ... : A professional of law who defends people who are accused.

6- ... : A person who initiates an action in justice against another one.

7- ... : A formal examination of a criminal or civil case before a tribunal.

II- Choose the appropriate tag for the following statements.

Example : 1 – did they ?

1- The students didn't attend the trial,
   a- didn't they ?
   b- did they ?
   c- do they ?

2- We found them in the car,
   a- did we ?
   b- don't we?
   c- didn't we ?

3- I am innocent,
   a- aren't I ?
   b- am I ?
   c- and you ?

4- You said you read the contract yesterday,
   a- don't you ?
   b- aren't you ?
   c- didn't you ?

SPECIMEN

5- Judge Sarah will hand down the verdict,

a- won't she ?

b- didn't she ?

c- will she ?

6- Stop interrupting me,

a- aren't you ?

b- will you ?

c- won't you ?

III- Express approval or disapproval in the following situations. Use the words or groups of words from the box below to complete the sentences.

Example : 1- sounds pretty good

disapprove ; sounds pretty good ; shouldn't ; all for ; an unfair ; agree

1- Adou should consider seeing a legal adviser. **(approve)**

→ **That … .**

2- They shouldn't have disrespected the police officers. **(approve)**

→ **I … .**

3- The police officer unrightfully fined the taxi driver. **(disapprove)**

→ **That's … . appreciation of what happened.**

4- The landlord has decided to increase the rent by 40%. **(disapprove)**

→ **I … of this decision.**

5- The defendant was finally released. **(approve)**

→ **I am … this decision.**

6- The witness refuses to show up at the trial. **(disapprove)**

→ **I think he … do that.**

IV- Classify the different phrases into the appropriate part of the table below. One is done for you as an example.

Back to what I was saying, … / All in all, … / In a nutshell / Talking about… / everything considered, … / Speaking of… / to conclude, … / Before I forget, … / As a final observation, … / Oh, there is something else I wanted to say… .

Changing the subject of a conversation	Summarizing
Back to what I was saying, …	

SPECIMEN

TIME TO HAVE FUN

1. Tongue twister

Try saying as rapidly as possible the following tongue twister :

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

2. Board race

Procedure

Tell the students in the different rows to compose a team of 10 students, then divide the board accordingly. Give the students a topic, say for example, justice. The teams of 10 students from each row will be made to take turns to write down 10 different words related to the topic of justice. In so doing, each student from the group has to hurry up to write his / her word. When a team finishes writing its ten words, the game stops. Once the game stops, the teacher checks the spelling of the written words, and one point is given for each correct word. The group with the most correct word wins the game.

DID YOU KNOW ?

Guantanamo prison



The Guantanamo Bay detention camp is a United States military prison within the Guantanamo Bay Naval Base, also referred to as Gitmo on the coast of Guantánamo Bay in Cuba. As of April 2023, of the 779 people detained there since January 2002 when the military prison first opened after the September 11 attacks, 740 had been transferred elsewhere, 30 remained there, and 9 had died while in custody.

From Wikipedia, the free encyclopedia

SCHEN

Unit

10

Demography

"We have a finite environment – the planet. Anyone who thinks that you can have infinite growth in a finite environment is either a madman or an economist."



— David Attenborough —

Legendary British broadcaster and naturalist ; he urges the world to take eco-friendly actions to guarantee sustainable development.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing population growth and its consequences
- Discussing immigration and family planning
- Object and reflexive pronouns
- Reciprocal pronouns
- Writing a presentation

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



C



D



1- What does each picture refer to ?

2- What differences can you notice in pictures C and D ?

OPEN VIEW

Lesson 1 Reading

Population growth

LEAD-IN

Look at the visual below, then answer the following questions.

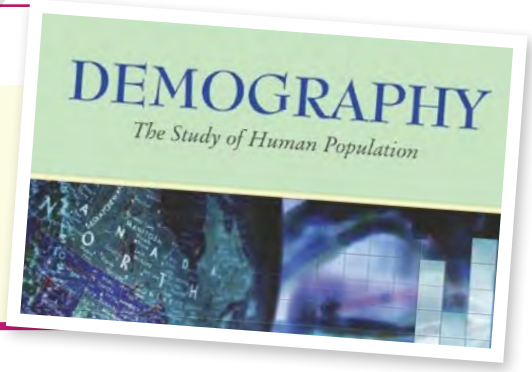
1- What words can you identify in it ?

2- Is there any link between the concept of demography with the other words ?



Learning context

During the English class, the students of Terminale are reading a text about demography to be aware of demographic realities across the world.



A **Read the following text quickly, and find out its general idea.**

The text is about the ...

a- consequences of population growth in Asia.

b- problems related to population growth in Africa.

c- advantages of population growth in the world.

d- advantages of population growth in Africa.

SPECIMEN

Rapid population growth inevitably affects human development. World Bank reports confirm that the slow decline of fertility rates in Africa will **likely** result in a large and young population, with the region becoming a much larger part of the world population.

In fact, Africa's median age (the index that splits the population evenly on two sides of a given age) is 18.8 years. If we follow UNICEF's guidelines and define children as any human being underage, this means that 47% of the continent's population is composed of children. By 2050, one third of the global youth will be Sub-Saharan. This inevitably comes with a number of **issues**, including access to basic education – which will **remain** one of the continent's most pressing challenges for the decades to come.

Another issue with such phenomenal growth is that there might be an increase in the dependency ratio (meaning the number of dependents aged 0 to 14 and over 65, compared with the population aged 15 to 64). As a consequence, countries will have to allocate increasing resources to meet the basic needs of the population that consumes but does not produce. In 2021, the age dependency ratio in Africa was 78%, with child dependency being the **overwhelming** part. This meant that there were around 78 people aged 0-14 years and 65 years and older, per 100 working-age population aged 15-64 years. In Nigeria – the continent's most populated country – it was at a **staggering** 86% in 2021. For comparison, in the EU, the age dependency ratio was 32%.

A rapidly growing population has serious implications for the provision of productive employment. Since it is normally accompanied by a proportionate increase in the **supply** of the labour force, in a generation's time governments will need to match this growth with an equal growth in job creation. Currently, however, in an economy that **relies** heavily on agriculture, the rate of labour force supply has outpaced that of job creation, thus increasing the rates of unemployment. In other words, the number of people seeking employment increases more rapidly than the number of available jobs.

Adapted from: https://aspeniaonline.it/the-massive-demographic-challenges-in-sub-saharan-africa/

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

Column A	Column B
1- likely (line 2)	a- stock
2- issues (line 7)	b- depends
3- remain (line 8)	c- probably
4- overwhelming (line 14)	d- continue to be
5- staggering (line 16)	e- devastating
6- supply (line19)	f- surprising
7- relies (line 21)	g- problems

SPÉCIMEN

C **Fill in the gaps with the appropriate word from the box below to obtain appropriate sentences about social issues. Example : 1- issue**

overwhelming ; issue ; likely ; rely ; remain ; staggering ; supply

1- Population growth is a real ... for many African countries.

2- Until we mechanise our agriculture, our countries will ... poor.

3- With the rising cost of living, it's ... that families stick to a limited number of children.

4- Unemployment and poor healthcare are ... realities that many poor countries are facing.

5- Many poor countries ... on international donations to take care of their populations.

6- Electricity ... is very poor in many African countries.

7- In some cities, rents for houses have risen by a ... 50% in 3 years !

D **Read the text again and say if the following statements are true (T) or false (F). Justify your answers by indicating the lines of the text.**

Example : 1- T (line 2)

1- Fertility rates are declining in Africa.

2- 47% of the world's population is composed of children.

3- Nowadays, access to basic education is a pressing challenge in Africa.

4- The dependency ratio in Nigeria was 78% in 2021.

5- There is a direct link between population growth and job opportunities.

6- Unemployment rates are increasing in Africa because labour force has outpaced job creation.

COMMUNICATION ACTIVITY

At the end of the English class, your teacher asks you to write an article to be published on your English Club's Facebook page. The article is about "the population growth in your country." In your article,

- define the term "population growth" ;
- describe the problems people face with regard to the population growth ;
- suggest solutions to control this phenomenon.

SPECIMEN

Lesson 2 Speaking

Immigration

LEAD-IN

Look at the pictures below.

1- What do the pictures show ?

2- Can you imagine yourself in the shoes of the people in pictures A and B, why or why not ?

A



B



C



D



Learning context

During the English class, the students of Terminale have a debate about the reasons why many Africans leave their countries for developed countries.



PREVIEW

A LANGUAGE FUNCTION : Expressing reflexivity with pronouns

1- Study the two sentences below.

S1 : As a foreigner, I can only count on **myself.**

S2 : Can you introduce **yourself** to your new friends ?

2- What do ''myself'' and ''yourself'' refer to in S1, and S2 ?

LET'S KEEP IN MIND

Reflexive pronouns are used when the **subject and the object in a sentence are the same.** As a general rule, each reflexive pronoun corresponds to a specific subject pronoun.

Subject pronouns	Corresponding reflexive pronouns
I	Myself
You (singular)	Yourself
He	Himself
She	Herself
It	Itself
We	Ourselves
You (plural)	Yourselves
They	Themselves

Reflexive pronouns are mostly used with verbs like : ***introduce, help, convince, do, enjoy, prepare, etc.***

Example : I introduce **myself** to my new friend.

B LET'S PRACTISE

I- Choose the correct option to complete the sentences about immigration.

Example : 1- yourself

1- You can see for **(you / yourself)** that many people consider leaving the country.

2- She has convinced **(her / herself)** that leaving the country is the only viable option.

3- I had to read the article by **(me / myself)** to understand their aversion to immigrants.

SPECIMEN

4- Stop kidding with **(us / ourselves)** ; would you stay here if you had an opportunity to leave?

5- We can't blame **(us / ourselves)** for wanting a better future for our families; we just feel trapped by poverty and instability here.

6- They want to experience **(them / themselves)** the difficulty of integrating abroad.

II- Fill in each gap with the appropriate reflexive pronoun to get appropriate sentences about immigration.

Example : 1- himself

1- He is trying to convince ... that there is no need to travel abroad for a better life.

2- We have to prepare ... to witness more illegal migration by the Mediterranean.

3- Inaya can't help seeing ... starting her new life in Canada.

4- Their only child has a decent job in London now; so they have more time to enjoy ... .

5- We are working on ... to facilitate our integration into the community.

6- I've begun to tell ... that the dynamics of population are different according to countries.

COMMUNICATION ACTIVITY

During a debate on the British Broadcasting Corporation (BBC), you are asked to give your position on the following topic : 'Is illegal migration of young Africans to Europe due to overpopulation in their own countries ?' In your intervention,

- state your position ;
- justify your viewpoint with relevant examples ;
- suggest what can be done to stop illegal migration.

PRONUNCIATION : The /ʃ/ sound in British English

In English, the sound /ʃ/ is present in many words. These include :

Syllables containing ''sh'' as in :	Words ending in ''-tion'' as in :
show	na**tion**
fi**sh**	por**tion**
share	mo**tion**

Now, add five (5) words to each of the lists above.

SPECIMEN

Lesson 3 Listening

Housing problems

LEAD-IN

Look at the pictures and answer the questions below.

1- What are these pictures about ?

2- Does the issue raised here exist in your country ?

A



B



C



D



Learning context

In order to be aware of the problems caused by the fast increase in population in some African countries, you are listening to a programme on the Voice of Africa (VOA) about the issue with your classmates.



SPECIMEN

A **As you are listening to the passage, choose the letter corresponding to its general idea.**

The audio is about ...

a- housing problems in Ghana.
b- the easy access to housing in West Africa.
c- housing problems in Washington.
d- housing problems in West Africa.

B **Each word in Column A is from the passage. As you are listening again, match each of them with its synonym or definition in Column B.**

Example : 1- d

Column A	Column B
1- housing	a- money to be reimbursed, generally given by a bank
2- imbalance	b- cheap, reasonable
3- mortgage	c- money to be reimbursed, especially used to buy a house.
4- loan	d- houses
5- affordable	e- disequilibrium

C **As you are listening to the passage again, say if the following statements are true (T) or false (F).**

Example : 1- T

1- Before the COVID pandemic, Africa had housing problems.
2- The West African population is growing slowly.
3- Each year, there is a demand for 8,000,000 new houses in the 8 WAEMU countries.
4- The '' Caisse Régionale de Refinancement Hypothécaire (CRRH)'' supplied its members with access to long-term loans.
5- 75% of CRRH beneficiaries earn $2,000 each month.

COMMUNICATION ACTIVITY

After listening to a passage about the role of the CRRH, you decide to write a letter to the Director of that financial institution to complain about the insufficient funding received by the local banks. In your letter,

- state why you are writing ;
- describe the consequences of the situation ;
- suggest solutions for more mortgages in the region.

SPECIMEN

Lesson 4 Writing

a presentation

LEAD-IN

In small groups, discuss how to write a presentation.

1- What is it about ?

2- Is a presentation different from a talk ? Justify your answer.

Learning context

During the English class, the students of Terminale are learning how to write a presentation to raise their fellows' awareness about ways to control population growth.



WRITING STRATEGIES

A presentation, also referred to as a talk is a way of communicating information with an audience. Its role is to inform and persuade an audience. For this reason, it must be well structured.

	TIPS
Introduction	▪ Greet the audience. ▪ Say what the presentation is going to be about. **Example :** Today, I would like to talk about... ▪ Announce the different articulations of the work.
Body	▪ Be consistent with the outline you presented at the end of the introduction. ▪ Present one point after the other. ▪ Support your different points by providing evidence and examples.
Conclusion	▪ Summarise your main points **Example :** In conclusion / As a summary / To wrap things up... ▪ Thank the audience.

SPECIMEN

A **Read the model presentation below about overpopulation and match each paragraph with what it deals with. One is done for you as an example. Example : Introduction : PART D**

1- The introduction : ...
2- The causes : ...
3- The consequences : ...
4- The solutions : ...
5- The conclusion : ...

Column A	Column B
PART A	The answer to overpopulation as suggested by many governments all over the world resides in family planning. This measure is based on the principle that if women or children girls who are the prospective mothers are sensitized about sex education and family planning, the population will grow at a reasonable rate, or even stabilize in the long term.
PART B	To conclude, overpopulation is a reality with undeniable effects that many developing countries are struggling with. Clearly, better education is a key to fighting the phenomenon. Thank you very much for your attention.
PART C	As to the consequences, ''we can notice that with more people to feed, and look after there is overconsumption of the available resources needed to live''. As the resources become rare, people tend to produce and consume more ; which contributes to climate change and also conflicts and wars for the control of key natural resources.
PART D	Good morning, ladies and gentlemen. ''It's a real pleasure to stand before you today about overpopulation in our cities''. In this talk, I will first talk about the causes of overpopulation in our country, its impact, and the solutions to address the issue.
PART E	To begin with, overpopulation is caused by a decline in death rate as a result of medical care. Indeed, nowadays diseases like smallpox, leprosy, pneumonia and polio can be treated. ''The result of this is increased life expectancy for all''.

B **Re-write the appropriate presentation and present it to the class.**

COMMUNICATION ACTIVITY

In your next English class, you will have a presentation about population control in your country. In your presentation,

- describe the types of contraceptives used by people in your country ;
- explain how contraceptives can help control population growth ;
- express your viewpoint concerning the availability of contraceptives in the country.

SPECIMEN

Language corner

1 OBJECT PRONOUNS

An **object pronoun** is a personal pronoun that generally comes after a verb or a preposition. It essentially refers to the person or thing affected by the action described by the verb.

- **After a verb**

  → I'm going to see **her.**

- **After a preposition**

  → I'm talking to **her.**

See the object pronouns and their subject pronoun equivalents below.

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
It	it
we	us
you	you
they	them

LET'S PRACTISE

I- Write down the object pronouns in the following sentences about immigration.

Example : 1- me

1- He wants to inform me about different immigration options.

2- As immigrants, the local populations believe that we are invading them.

3- I'm not going to listen to you, what I desire the most is to leave the country !

4- Immigration is a serious matter; do not underestimate it.

5- Stop looking at him that way; he is just an immigrant, not an alien !

6- They don't like us because they say we are competing with them in the job market.

SPÉCIMEN

II- Choose the correct option to make meaningful sentences about immigration.

Example : 1- us

1- Many of the folks in this country don't really like **(we /us).**

2- After so many years spent in the U.S., **(we / us)** are very happy to see you!

3- To **(I / me),** people immigrate to look for better opportunities.

4- (Her / She) is so proud of the neighbours she has in that new country.

5- Many illegal migrants will not stop their ventures until the border police catch **(they / them).**

6- Mahira and **(I / me)** intend to become long-term residents in Australia.

7- It was naïve of **(he / him)** to believe that she would miss that opportunity to take up residence in London.

2 RECIPROCAL PRONOUNS

Reciprocal pronouns, **each other / one another,** are used to express the idea that each person in a group of two or more people does something to the other(s).

Example : Koné and Eboué know **each other** (koné knows Eboué, and Eboué knows Koné)

Note that :

- even if the two mean the same, ***"each other"*** is more common and informal than ***"one another"***
- ***"one another"*** is more appropriate in cases where two or more entities are involved.

Example : Koné and Eboué are introducing themselves to the audience. (Koné is introducing himself to the audience, and Eboué is introducing himself to the audience too).

LET'S PRACTISE

I- In which of the following sentences about immigration do we have reciprocal pronouns ?

Example : Sentence 1

1- We have known one another for about 15 years now.

2- We're still in contact with our cousin in Liverpool; we regularly send each other beautiful postcards.

3- I don't like this country, but I prefer the other one.

4- We've been happy with each other ever since we settled in this country a year ago.

5- Don't put yourselves in a troublesome situation; your immigration project is doomed from the start !

6- The two migrant smugglers have a deep respect for each other.

7- If Canada is her first choice for immigration, England is the other country she would like to settle in.

SPÉCIMEN

II- Put the words in the correct order, and write down meaningful sentences about family planning. The beginning and the end of each sentence are provided to help you.

Example : 1- Rural women discourage one another from using contraceptives.

1- Rural / using / from / one / discourage / another / women / contraceptives.

→ Rural ... contraceptives.

2- Bride / fewer / groom / are / each / and / other / about / having / convincing / children.

→ Bride ... children.

3- In / each / countries, / against / other / women / with / agree / is / abortion / religious / conservative / that / law.

→ In ... law.

4- Contraceptive / about / users / another / telling / possible / one / pills / side / are / effects.

→ Contraceptive ... effects.

5- The / women / two / other / ask / each / if / reasonable / it / is / children / to / many / these / in / have / difficult / times.

→ The ... times.

III- The sentences below are about population growth and its consequences. Complete each of them with either "each other" or "one another" to make it meaningful.

Example : 1- one another

1- Famine caused by the increase in the world population will lead people to fight against ... .

2- Nations have to support ... to face the consequences of the rapid growth of the population.

3- Governments are helping ... to control the impacts of the growth of the world population.

4- Malthus and Boserup's theories about the world population are opposed to ... .

5- Most demographers agree with ... that uncontrolled population growth will lead to disasters.

6- Economists and geographers disagree with ... on the consequences of a population increase.

7- During a meeting, two theorists contradict ... on the impacts of a high birth rate on the world population.

8- The panel on population growth was a success. The participants were congratulating ... .

SPECIMEN

UNIT REVIEW 10

Let's consolidate

I- The words or expressions in Column A are about demography. Match each of them with its synonym or definition in Column B. Example : 1- f

Column A	Column B
1- Immigration	a- number of years a person is expected to live.
2- life expectancy	b- relative frequency of deaths in a specific population during a specified time
3- urbanization	c- expansion, development
4- growth	d- situation of a person who has no job.
5- mortality rate	e- total number of human births per 1,000 population for a given period
6- unemployment	f- movement to another country to stay there.
7- birth rate	g- process by which a small area takes the characteristics of a city.

II- Choose the correct answer to make meaningful sentences about immigration.

Example : 1 – myself

1- I can't help imagining **(me / myself / mine)** settling in London.

2- My new penfriend sent **(me / myself / mine)** a postcard.

3- The illegal immigrants didn't know the police patrol would see **(they / themselves / them)**

4- They say life is tough there, we shall all go and see for **(us / ourselves / we)** if it is true.

5- Her dream is to study abroad, so **(her / herself / she)** will do whatever it takes to make it true.

6- European countries have decided to help **(one another / they / their)** tackle illegal immigration.

7- These twins are very supportive, they always help **(each other / the other / themselves)** with household chores.

III- In the following sentences about immigration and contraception, label the underlined word as subject (S) or complement (C).

Example : 1 – I (S)

1- Koffi and I agreed not to try to migrate to Europe through the Mediterranean.

2- Don't watch it, it may revive your pain of the repatriation.

SPECIMEN

3- People have decided to open their frontiers to skilled workers like **you**.

4- **We** received some information concerning contraceptive implants.

5- The NGO promised **us** to run more awareness campaigns on early pregnancies.

6- With contraception, **it** is possible to curb population growth at an individual level.

7- Beda warned **them** that winter is very harsh in Canada.

IV- Identify the elements that are not necessary in a presentation and write them down.

greeting the audience ; writer's address ; date ; receiver's address ; thanking the audience ; summarizing the main points ; statistical data ; signature ; characters

TIME TO HAVE FUN

1- First letter, last letter.

Procedure.

Start by giving one word. Say, "English" for example. Then the next person has to find a word beginning with "h", which is the last letter of the word "English". Participants have to make sure they don't repeat words that were previously said.

After for example a series of 10 words given by the participants, if they are two, for example, the one who successfully uttered «good words» is the winner. If the two did succeed, then the one who varied the most the letters to start with is the winner.

Another way of deciding the winner is to time the turns while giving the answer. In so doing, the participant who took less time to respond becomes the winner.
Ready ? Let's go !

Example : English – Hero – Open – Nice – End ...

2- Tongue twister

Try saying as rapidly as possible the following tongue twister :

Mr. Tongue Twister tried to train his tongue to twist and turn, and twit and tattle to learn the letter "t".

SPECIMEN

PROJECT TASK

In groups of four students, you decide to conduct a survey in order to know whether demography has something to do with the development of a country. You would like to write an article to be published in The New York Times, an American Newspaper. In your article, you make suggestions to the governments of poor countries for an improvement of their populations' socio-economic situation.

I- Data collection

- Five (5) most economically developed countries in the world ;
- Five (5) least economically developed countries in the world ;
- shared demographic characteristics among the 5 richest countries.
- shared demographic characteristics among the 5 poorest countries.

II- Analyze and interpret the information collected.

- Compare the data collected.
- Show and explain the differences between the two categories of countries.

III- Call for action

Based on the data collected, suggest 2 key solutions to implement in poor countries for sustainable development.



SPECIMEN

MY ENGLISH TESTS



SPECIMEN

TEST 1

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities that follow it.

US SUES ONLINE LEARNING COMPANY OVER STUDENTS' DATA PRIVACY

The United States Federal Trade Commission (FTC) has made history by suing an online learning company, Edmodo, for collecting and using children's data to target them with behavioral advertising. The proposed $6 million fine, which awaits a final ruling, comes one year after Human Rights Watch uncovered how Edmodo and other online learning products authorized by governments during the COVID-19 pandemic infringed on children's privacy.

Edmodo was a website and app widely used by children in kindergarten, elementary, and middle schools across the US until September 2022, when the company pivoted to only selling its product to governments. The company benefited from explosive demand in 2020, reporting a 1,500 percent increase in users in the first five months of the pandemic as governments and schools rushed to connect children to online learning. An investigation by Human Rights Watch in May 2022 found that Edmodo was designed with the capacity to surveil children and harvest their personal data for advertising. Our technical analysis found that Edmodo could not only invisibly tag children and identify their devices for the sole purpose of advertising to them, but also enabled other advertisers to do the same by embedding ad-specific third-party code on its platform. After multiple requests for comment, Edmodo told Human Rights Watch in July 2022 that it did "not share [its students'] personal data with any Edmodo business partners or third parties."

The FTC is sending a strong message to "others in the ed tech industry," and the suit marks the first time the agency has moved to ban a company from compelling children to give up their privacy in order to learn. Too often, governments leave children unprotected on the internet. Most companies we investigated continue to surveil children online, many citing the lack of laws compelling them to do otherwise. The FTC could only build its case against Edmodo on the narrow grounds that the company had violated a privacy law so outdated that Senator Ed Markey, one of its authors, is seeking to replace it.

President Joe Biden has twice called on Congress to pass comprehensive child data protection laws, and the Surgeon General has appealed to policymakers to compel companies to protect children's privacy. Congress is long overdue on its homework: it should pass strong laws protecting all children as they spend increasing amounts of their childhood online.

Adapted from https://www.hrw.org/news/2023/05/25 by Hye Jung Han, Researcher and Advocate, Children's Rights Division.

SPECIMEN

A- COMPREHENSION CHECK

Read the text again and find out the words whose meanings are closest to the ones listed below. Example : 1- suing

1- taking legal action against a person or company. (line 1)
2- violated upon someone's rights. (line 5)
3- changed direction or focus. (line 7)
4- monitor or observe someone or something, often done secretly. (line 11)
5- assign a digital identifier or marker to something or someone. (line 13)
6- incorporating or including something within another thing. (line 14)
7- forcing or strongly influencing someone to do something. (line 19)
8- no longer current or relevant. (line 23)
9- vote, enact, or approve laws. (line 24)
10- made an earnest request or plea. (line 26)
11- delayed or not done within the expected or necessary time. (line 27)

B- COMPREHENSION CHECK (30%)

Read the text again and give two-line answers to the following questions.

1- What is the United States Federal Trade Commission (FTC) suing Edmodo for ?
2- What was the explosive demand for Edmodo in 2020?
3- How did Edmodo infringe on children's privacy during the Covid-19 pandemic ?
4- How did Edmodo benefit from the surge in demand during the pandemic ?
5- How did Human Rights Watch discover Edmodo's privacy infringements ?
6- What technical capabilities did Human Rights Watch find in Edmodo ?
7- Did Edmodo share students' personal data with any business partners or third parties, according to their statement ?
8- What message is the FTC sending to the ed tech industry through this lawsuit ?
9- What action has President Joe Biden taken regarding child data protection laws ?
10- What is the call to action for Congress regarding child data protection laws ?

SPECIMEN

PART TWO : LANGUAGE IN USE [30%]

TASK A

Read the passage below about human rights and complete it with the right word from the box to make it meaningful. One word from the box is not concerned. Example : 1- respect

beliefs ; fighting ; citizenship ; world ; oppression ; promoting ; freedom ; diverse respect ; justice ; impartial ; addition

In a society that upholds the values of **(1-….)**, individuals are guaranteed certain fundamental rights and privileges. These include the right to **(2-….)**, which allows individuals to express themselves freely and pursue their aspirations. Moreover, every person is entitled to **(3-….)** and dignity – the fair and **(4-….)** treatment of all individuals, regardless of their background or **(5-….)**. Additionally, societies that promote tolerance foster an environment of acceptance and understanding, where people from **(6-….)** backgrounds can coexist peacefully. Activism plays a crucial role in advocating for positive change and **(7-….)** against social injustices. Moreover, individuals who embrace the concept of **(8-….)** actively participate in their communities and strive to make a positive impact. Sadly, in many parts of the **(9-….)**, people face persecution and **(10-….)** due to their race, religion, or political beliefs. It is the responsibility of humanitarian organizations and individuals to combat such oppression and provide assistance to those in need, **(11-….)** the principles of liberty and standing up for the oppressed.

TASK B

Read the paragraph about children's rights below and choose the appropriate verb form (present simple, present perfect, past simple, or past perfect) from the box for each gap.

Example : 11 – should

Children's rights **(1) …** (be) a major concern for human rights organizations and activists around the world. UNICEF **(2) …** (work) hard to ensure that children's rights are protected and that every child has access to education, healthcare, and a safe environment to grow up in. Many children have **(3) …** (live) in poverty and have **(4) …** (suffer) from malnutrition, lack of education, and poor healthcare. UNICEF **(5) …** (provide) support to millions of children in need through various programs and initiatives.

Every child **(6) …** (have) the right to a safe and healthy childhood. They **(7) …** (also have) the right to express themselves, have access to education, and be protected from violence and exploitation. Unfortunately, many children **(8) …** (experience) abuse, neglect, and forced labor. That's why it's important to raise awareness about children's rights and take action to protect them. UNICEF **(9) …** (partner) with governments, NGOs, and individuals to promote and protect children's rights. With the help of donations, UNICEF **(10) …** (be able) to continue their work and make a positive impact on the lives of millions of children. We all (should) do our part to support children's rights.

SPECIMEN

1- a) is	b) has been	c) was	d) had been
2- a) works	b) has worked	c) worked	d) had worked
3- a) live	b) have lived	c) lived	d) had lived
4- a) suffer	b) have suffered	c) suffered	d) had suffered
5- a) provides	b) has provided	c) provided	d) had provided
6- a) has	b) have had	c) had	d) had had
7- a) has	b) have had	c) had	d) had had
8- a) experience	b) have experienced	c) experienced	d) had experienced
9- a) partners	b) has partnered	c) partnered	d) had partnered
10- a) is able	b) has been able	c) was able	d) had been able
11- a) should	b) should have	c) should	d) should have

PART THREE : WRITING [30%]

Do only one task in not more than 25 lines.

TASK A

Your Ghanaian friend Kufuor, who works as a journalist, needs some details on Human Rights in your country to enrich his current article. He has sent you an email requesting you to :

- present the country you originate from;
- describe instances or examples of human rights violations that occur within your country;
- explain how the population advocates for their rights and how the local authorities respond.

TASK B

A commemoration night is organized by the South African community in Côte d'Ivoire, in memory of Nelson Mandela. In your role as the spokesperson for your English Club, which has received an invitation, you are asked to deliver a speech. In your speech,

- Introduce your English club and yourself and express how honored you are to have been associated to the ceremony ;
- Recall the principles and the fight Nelson Mandela fought ;
- Share your personal perspective on how the life of Mandela has had impact on the world and influenced various leaders across the globe.

SPECIMEN

TEST 2

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities that follow.

RENEWED DEBT CRISIS IN DEVELOPING COUNTRIES

Long-standing internal and external issues are among the key causes of debt in low-income countries. Poor debt management and low government revenues due to inefficient tax policies and weaknesses in the rule of law are among the internal causes. Furthermore, the loans are often used for the consumption of goods, rather than for productive investments. In addition, there are external shocks, such as falling commodity prices since 2011 or natural disasters like floods or storms. Structural problems, such as a poorly diversified economic and export structure, result in their economies being highly vulnerable to price and demand fluctuations on the world market.

What is new about the current debt situation is that the creditors - and therefore the debt structure - have changed significantly. Developing countries have significantly increased their borrowing at market conditions, especially from new lenders such as China and India, and from private creditors. According to the United Nations Conference on Trade and Development (UNCTAD), public debt at market conditions as a share of total debt doubled between 2007 and 2016 in low-income countries, rising to 46 percent. Compared to the concessional loans from traditional bilateral and multilateral creditors such as the IMF and WB, these loans have higher interest and shorter maturities. This further jeopardizes the debt sustainability of developing countries.

In order to prevent a renewed debt crisis in developing countries, it is of primary importance to establish good debt management practices. The capacity for public debt management needs to be improved and an appropriate debt structure established which takes into account loan maturities and the ratios of domestic and foreign currency. Good debt management also provides greater transparency and more complete data on the debt situation in developing countries. The good debt management measures implemented to date by lenders, such as the Debt Management Facility of the World Bank, the International Monetary Fund and UNCTAD's Debt Management and Financial Analysis System Programme, must be further expanded and improved. Another important element is establishing a set of uniform principles for responsible lending and borrowing. There have been various proposals so far from the United Nations, the G20, the OECD, and the Institute of International Finance.

Given the expected rise in global interest rates and the shorter maturities of non-concessionary loans, there will continue to be considerable risks for the debt sustainability of developing countries in the future. It is high time that action is taken and agreements at the international level are reached in order to stop another debt crisis from occurring.

Adapted from https://www.idos-research.de/en/the-current-column/article

SPECIMEN

A- VOCABULARY CHECK (10%)

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- issues = f- problems

Column A	Column B
1- issues (line 1)	a- credits
2- policies (line 2)	b- augmentation
3- loans (line 3)	c- interior
4- falling (line 5)	d- capacity to be maintained at a certain level.
5- lenders (line 10)	e- decreasing
6- jeopardizes (line 15)	f- problems
7- sustainability (line 15)	g- providers of money to be repaid with interest
8- domestic (line 19)	h- accords
9- data (line 20)	i- endangers
10-rise (line 26)	j- fulfilling
11-agreements (line 28)	k- information
	l- programs, plans

B- COMPREHENSION CHECK (30%)

Read the text again and answer the questions below.

1- What are the key causes of debt in low-income countries ?

2- When did commodity prices start to diminish ?

3- Mention the consequences of structural problems in developing countries.

4- List the countries that are the new lenders of developing nations.

5- What does UNCTAD stand for ?

6- Does public debt at market conditions support the sustainability of developing countries ? Justify your answer.

7- How can a renewed debt crisis in developing countries be prevented ?

8- What should an appropriate debt structure take into account?

9- Name the institutions that made proposals for uniform principles about lending and borrowing.

10-Will the risks continue to be considerable for the debt sustainability of developing countries? Justify your answer.

SPECIMEN

PART TWO : LANGUAGE IN USE [30%]

TASK A

Read the passage below about indebtedness in developing countries and fill in each numbered space with the right word from the box. Example : 1- indebtedness.

indebtedness ; loans ; fulfill ; developing ; poverty ; policies ;
growth ; financial ; sustainable ; issue ; education

The burden of **(1) ...** weighs heavily on **(2) ...** countries, stifling their progress and hindering their ability to achieve **(3) ...** development. High levels of debt cripple these nations, diverting scarce resources away from crucial sectors such as **(4) ...**, healthcare, and infrastructure. This vicious cycle perpetuates **(5)...** and stifles economic **(6) ...** . Moreover, the reliance on external **(7) ...** often leads to a loss of sovereignty and an increase in dependency on powerful global actors. To address this **(8) ...**, there is a need for comprehensive debt relief measures, fair trade **(9) ...**, and increased **(10) ...** transparency. Only by breaking free from the chains of indebtedness can developing countries truly thrive and **(11) ...** their potential.

TASK B

Choose the right word or expression from a, b, c, and d to fill in the gaps in the sentences below. Example : 1- b

1- Some developed countries are often (...) indebted than developing countries.

a- most / b- more / c- many / d- much

2- Indebtedness is the (...) problem in developing countries.

a- worst / b- worse / c- as bad / d- most bad

3- Living in developing countries is (...) than living in developed countries.

a- difficult / b- as difficult / c- most difficult / d- more difficult

4- Low-income countries need to adopt the (...) debt management practices.

a- better / b- best / c- as good / d- well

5- Indebtedness has (...) consequences.

a- little / b- much / c- many / d- most

5- We need (...) courage to stop indebtedness in developing countries.

a- much / b- many / c- few / d- several

SPECIMEN

7- Only very (...) nations do not take out loans from the World Bank.

a- little / b- much / c- many / d- few

9- International institutions (...) countries to reduce their debts.

a- let / b- has / c- allow / d- enables

10-China (...) countries to have loans at interesting interest rates.

a- lets / b- makes / c- make / d- enables

10-Creditors should (...) countries pay back their debts within a long period of time.

a- let / b- enable / c- allow / d- allows

11-Some lenders (...) countries take out unsustainable loans.

a- enables / b- allow / c- allows / d- make

PART THREE : WRITING [30%]

TASK A

You are a journalist working for the English magazine of your school and you want to write an article about indebtedness in your country. In your production,

- mention the causes of your country's indebtedness ;
- reveal its consequences ;
- propose some solutions to fight against it.

TASK B

After reading the article "Renewed Debt Crisis in Developing Countries", you decide to write an email to your British pen-friend Paul in order to express your concern about the possible debt crisis in your country. In your email,

- state the objective of your message ;
- explain the reasons why indebtedness is dangerous for your country's economy ;
- tell him some solutions to prevent a debt crisis in your country.

SPECIMEN

TEST 3

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities that follow.

GLOBAL ISSUES AND THE FUTURE OF THE WORLD

In 2050, there will be about 9.3 billion people sharing the same planet. Today, the world faces intertwined issues related to food, water, energy security, climate change, and desertification. These issues will impact the future of the world and shape the way we live. Despite their apparent irreversible nature, neither of these challenges is without solutions.

Today, more than 800 million people are "food insecure," meaning they either starve or do not know where their next meal will come from. This situation brings with it significant social and economic consequences. Toward 2050, rising population and incomes are going to call for 70 percent more food production globally and up to 100 percent more in developing countries, relative to 2009 levels. Experts agree that it is possible to increase the food production necessary to feed a population of 9.3 billion in 2050, but only if sufficient and timely investments are undertaken and policies to increase agricultural production are implemented.

In the energy sector, the International Energy Agency predicts that primary energy use will rise by 84% and energy-related CO2 emissions will roughly double by 2050. In the face of climate science, the numbers of the IEA leave little room for doubt that a low carbon/renewable energy revolution is necessary. This revolution will bring about substantial benefits not just for the climate but also for enhanced energy security and accelerated economic development.

Water scarcity already affects a large portion of the global population. And the situation is not expected to improve any time soon. According to United Nations Environment Program, water use for crops and irrigation must double by 2050 to meet the Millennium Development Goal on hunger. Imbalances between availability and demand, degradation of ground- and surface water quality, and escalating regional and international competition for water resources are among the key issues that must be addressed.

Desertification is also an issue that will gravely impact the future of the planet. The livelihoods of more than one billion people in some 100 countries are already threatened by it. It is estimated that desertification and land degradation represent an income loss of US$42 billion per year. Further, the barren lands lost annually could have provided 20 million tons of grain. Even though desertification is most often directly triggered by localised drought, human activities are almost always a critical underlying cause. Therefore, it is essential to introduce sustainable cultivation and irrigation practices and implement programs that will prevent over-grazing and unsustainable outtake of biomass.

Adapted from https://www.saharaforestproject.com/the-global-challengessolutions.

SPECIMEN

A- VOCABULARY CHECK (10%)

The words in column A are from the text. Match each of them with its definition or synonym in column B. There are more options in column B than in column A.

Example : 1- intertwined = l- interconnected

Column A	Column B
1- intertwined (line 2)	a- executed
2- starve (line 5)	b- agricultural cultures
3- implemented (line 11)	c- provoked
4- enhanced (line 16)	d- insufficiency
5- scarcity (line 17)	e- privacy
6- crops (line 19)	f- alimentations, sustenance
7- imbalances (line 20)	g- die from lack of food
8- livelihoods (line 23)	h- infertile
9- barren (line 26)	i- improved
10-triggered (line 27)	j- organic matter
11-biomass (line 30)	k- disparities
	l- interconnected

B- COMPREHENSION CHECK (30%)

Choose the right option for each statement or question below about the text.

Example : 1- *a*

1- The world population will reach 9.3 million in

a- 2050

b- 2060

c- 2070

d- 2080.

2- Today, the world faces

a- intertwined issues

b- intertwined issues

c- intertwined issues

d- intertwined issues

SPECIMEN

3- 800 million people are suffering from

a- pollution.

b- food insecurity.

c- environmental degradation.

d- urbanization.

4- What are rising population and incomes going to call for by 2050 ?

a- More health services.

b- More entertainment places.

c- 70% more food production.

d- 60% more electricity and water.

5- It will be possible to feed 9.3 billion people in 2050

a- if farmers receive a lot of money.

b- if good investments and policies are executed.

c- if governments fight against erosion.

d- if it rains a lot.

6- According to the International Electricity Agency,

a- energy use will increase by 84% in 2050.

b- energy use will decrease by 84% in 2050.

c- energy use will double in 2050.

d- energy use will triple in 2050.

7- The energy revolution will have advantages for

a- city dwellers.

b- rural area population.

c- countries and governments.

d- climate and economy.

8- Water for crops and irrigation must double by 2050

a- to help farmers be wealthy.

b- to meet the MDG on hunger.

c- to meet the MIT on hunger.

d- to have good food production.

SPECIMEN

9- How many key issues must be addressed to solve water scarcity ?

a- 5

b- 4

c- 3

d- 2

10-What does desertification threaten in 100 countries ?

a- The livelihoods of one billion people.

b- The water sources in Africa.

c- The crops of millions of farmers.

d- The cattle of shepherds.

11-What is the underlying cause of desertification ?

a- Localised drought.

b- Unsustainable outtake of biomass.

c- The lack of rain.

d- Human activities.

PART TWO : LANGUAGE IN USE [30%]

TASK A

Read the passage below about two global issues and complete it with the right word from the box to make it meaningful. One word from the box is not concerned. Example : 1- global

global ; medicines ; positive ; fascinating ; diseases ; world ;
cybercrime ; humanity ; require ; advancements ; negative ; access

Healthcare inequalities and technological advancements are two **(1) ...** issues that will affect the future of the **(2) ... .** Healthcare inequalities highlight the urgent need for universal **(3) ...** to quality healthcare services. Addressing infectious **(4) ...**, improving maternal and child health, and battling emerging threats like pandemics will **(5) ...** international cooperation, investment in healthcare infrastructure, and access to essential **(6) ...** for all. Technological **(7) ...**, while providing **(8) ...** promise, also bring challenges such as privacy concerns, **(9) ...**, and job displacement. Striking a balance between harnessing the potential of technology for progress and addressing its **(10) ...** impacts is crucial to shaping a future where technology works in harmony with **(11) ...** .

SPECIMEN

TASK B

Read the passage below about climate change and the future of the world and complete it with the right options in brackets. Example : 1- continue

In the future, climate change will **(1- continues / continue / continuing / continued)** to have a significant impact on our planet. Rising sea levels and extreme weather events are some consequences we are **(2- go / going / gone /going to)** face if we do not take immediate action. By 2050, scientists predict that global temperatures will have **(3- rise / risen / rising / rose)** by several degrees Celsius. To mitigate the effects of climate change, we must reduce our carbon emissions. Companies will stop **(4- to produce / producing / produces / produced)** greenhouse gas and individuals will be **(5- use / used /using / uses)** cleaner technologies. By 2100, through collective efforts, we will **(6- have transitioned / have transitioning / be transitioned / be transitioning)** to a low-carbon economy and achieved a net-zero greenhouse gas emissions target. This will be **(7- dreadful / worn-out / life-threatening / crucial)** in securing a sustainable future for generations to come. It's important **(8- taking / took / to take / taken)** responsibility and contribute to the fight against climate change. We should not forget **(9- to conserve / conserved / conserve / conserving)** energy, reduce waste, and adopt eco-friendly practices in our daily lives. Small actions like recycling and using public transportation **(10- are going / is going /are going to / is going)** make a difference. Remember, it's not worth **(11- let / lets / to let / letting)** a destroyed planet for future generations. Let us act now, for it is our duty to preserve the Earth for them.

PART THREE : WRITING [30%]

TASK A

Just after watching a TV documentary on global issues and the future of the world, you are having a conversation with your Liberian friend about that topic. In the dialogue below, the parts of your Liberian friend are given. Complete your parts appropriately by answering his questions. Some clues are given between brackets.

Liberian friend : Hey, have you been following the TV documentary ? The future is so frightening. What are the two most life-threatening global issues, for you?

You (1) : ... . (Quote two global issues and define each of them.)

Liberian friend : Why do you think these two issues will negatively impact the future of the world ?

You (2) : ... . (Give the reasons for your choice and explain how these two issues will negatively affect the word in the future.)

Liberian friend: That's a scary thought! But I think there is still hope to change things.

You (3) : ... . (Express your agreement and your confidence for a brighter future.)

Liberian friend : Great ! So, what can we do now to address the first issue you quoted?

You (4) : ... . (Give advice to address the first issue you quoted.)

Liberian friend : Really interesting ! What can we do to address the second one ?

You (5) : ... . (Give advice to address the second issue you quoted.)

SPECIMEN

TASK A

The English Club of your school is organizing a writing competition. You are submitted to the following topic : ''Population growth is the root of all the problems the world will face in the future''. Write a 'for and against essay'' to present your point of view". In your production,

- present arguments to support the thesis ;
- state counterarguments against the statement ;
- reveal your personal opinion about the statement.

SPÉCIMEN

TEST 4

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities.

On March 25th, 2020, the UN High Commissioner for Human Rights urged States to relieve prison congestion and reduce the prison/detainee population. Accordingly, considering alternatives to imprisonment and implementing compassionate, conditional, or early release schemes has become a critical component of the COVID-19 response and many states have started releasing prisoners (for example, Iran, Argentina, Chile, Ethiopia, Indonesia, Tunisia, and Turkey).

UNICEF and the Alliance for Child Protection in Humanitarian Action issued a statement on 13 April 2020 concerning the serious risk of children in detention contracting COVID-19, and called on States to urgently release all children to their families or alternative safe arrangements, and implement an immediate moratorium on new admissions of children.

Children should only be deprived of their liberty as a measure of last resort, for the shortest appropriate period of time; and such detention must not be arbitrary. Although children in general do not present with severe COVID-19 symptoms, those in detention already suffer from multiple health vulnerabilities including compromised immune systems, which leaves them at greater risk of severe COVID-19 responses.

Children are often held for lengthy periods in pre-trial detention in African prisons in deplorable conditions (overcrowded; lacking in water, sanitation, natural light, and ventilation; inadequate nutrition ; exposure to disease, and insufficient access to paediatric healthcare). They are often incarcerated with adults, and are at huge risk of systemic neglect and abuse.

Most African Member States are appearing to ignore the international call for the urgent release of all children deprived of their liberty. Despite government and regional monitoring of the COVID-19 situation, detained children are essentially a forgotten prison population in the African race to tackle the virus. Children's rights to non-discrimination, protection, health, safety, to be heard, and to access to healthcare when detained are not being upheld.

It is imperative that all children are prioritized and released safely during the COVID-19 crisis. African Member State responses must ensure urgently the best interests of the child and adhere to international and regional human rights law, standards, and safeguards for children. COVID-19 emergency measures cannot be used unlawfully to restrict or ignore children's rights, and at a minimum must not result in the continued detention of children who would otherwise be released, or increase the number of children detained.

Adapted from: https://www.hhrjournal.org/2020/05/leaving-no-one-behind-the-human-tragedy-of-children-in-african-prisons-during-covid-19/

SPECIMEN

A- VOCABULARY CHECK (10%)

The words or expressions in Column A are from the text. Match each of them with its synonym or definition in Column B. One option in column B is not concerned. Write your answers like in the example. Example : 1- urged = b- recommended

Column A	Column B
1- urged (line 1)	a- free, liberate
2- accordingly (line 2)	b- recommended
3- schemes (line 3)	c- before judgment in a competent tribunal
4- statement (line 6)	d- respected
5- release (line 8)	e- consequently
6- moratorium (line 9)	f- condition
7- deprived of (line 10)	g- declaration
8- pre-trial (line 15)	h- interruption
9- monitoring (line 20)	i- strategies
10-upheld (line 23)	j- supervision
11-unlawfully (line 27)	k- illegally
	l- not having the privilege of

B- COMPREHENSION CHECK (30%)

Read the text again and say whether the following statements are true (T) or false (F). Write "T" for true and "F" for false. Then justify your answers by indicating the number of the line(s). Write your answers like in the example. Example : 1 – F (line 1 – 2)

1- The UN High Commissioner encouraged States to send more people to prisons.

2- Because of COVID-19, some measures were taken to diminish the number of prisoners.

3- Because of COVID-19, Algeria has liberated some prisoners.

4- Prison should be the first solution to punish children.

5- Children in detention have health problems.

6- All African countries ignore calls to release children in detention.

7- In the fight against COVID-19, detained children tend to be forgotten.

8- Children have the right to freedom of expression.

9- There should be equality of treatment between children and adults.

10- There exists some regional human rights law and standards for children.

11- Unlawful COVID-19 measures can provoke children's prolonged detention.

SPECIMEN

PART TWO : LANGUAGE IN USE [30%]

TASK A

The following text is an extract from an article about teenagers' detention conditions in the U.S. To make it meaningful, fill in the numbered gaps with the appropriate words from the box below. There are more words than gaps. Write your answers like in the example.
Example : 1 – small

small ; drink ; me ; health ; prosecutor ; services ; locked ; only ; lack ; cell ; boys ; police

One 17-year-old wrote, "My cell is incredibly **(...1...)** and I have no room to move. I can't **(...2...)** the water out of the tap because it has a colour, tastes bad, and would make **(...3...)** sick. I worry about my mental **(...4...)** because I'm forced to be in these cells." He continued, "The educational **(...5...)** do not exist here. They put us in front of a computer all day and there is no library."Another 16-year-old said after first arriving at the penitentiary, he was **(...6...)** alone in his cell for three days, and was **(...7...)** let out to shower. He also complained about the **(...8...)** of air conditioning and the heat inside his **(...9...).** Black and brown **(...10...)** can quickly be viewed as adults by the public and the **(...11...)**, and labeled as «delinquent».

Adapted from: https://19thnews.org/2023/09/louisiana-teenagers-angola-prison-juvenile-justice-system/

TASK B

The sentences below are about the issue of justice. Choose the most appropriate option between brackets to make them meaningful. Example : 1 – do not

1- Some parents **(no visit / do not visit / not to visit)** their kids in prison.

2- Why **(you have not / don't you / haven't you)** called the police ?

3- Who **(you saw / you see / did you see)** in prison ?

4- (Didn't warn / I did not warn you / Didn't I warn you) about the risk of temptations ?

5- How **(did you miss / do you miss / you missed)** that opportunity to denounce your aggressor ?

6- I **(am not attended / didn't attend / don't attend)** the trial last Wednesday.

7- (Didn't children / Don't children / Aren't children) said to be the country's future?

8- (Can't they see / they can't see / they can see) that our prisons are totally packed?

9- Prisons **(should not / should not be / don't be)** the first solution to discipline issues.

10-(Weren't you informed / you are not informed / you informed) that even prisoners have rights?

11-(**You can understand / You can't understand / Can you not understand)** that your so-called friends will get you in an enormous amount of trouble?

Adapted from: // www.immihelp.com/american-lifestyle

SPECIMEN

PART THREE : WRITING [30%]

Do only one of the following tasks in not more than 25 lines.

TASK A

As a member of an international NGO fighting for detainees' rights in prison, you went to Liberia to inquire about prisoners' conditions. During your different inspections, you noticed that prisoners, including teenagers, are kept in very bad condition. You decide to write a letter of complaint to the Liberian Minister of Justice to denounce the situation.

In your letter,

- give details concerning the prisoners' bad detention conditions ;
- describe the consequences of the situation ;
- suggest solutions to improve the situation.

TASK B

The American Embassy in Abidjan is organizing a writing a competition to detect aspiring writers in English. The competition consists in writing a dialogue between a prisoner and his lawyer who came for a visit. In your dialogue, make the speakers

- greet each other ;
- discuss the prisoner's detention conditions ;
- evoke the lawyer's decision to alert the prison authorities about the terrible detention conditions.

SPÉCIMEN

TEST 5

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities.

President Abdel-Fattah El-Sisi said that having children in Egypt is not an absolute freedom, stressing that it must be regulated to avoid causing a "disaster" in the country. El-Sisi made the remarks on Tuesday 5/9/2023 during the first Global Congress on Population, Health and Development (PHDC 2023), which Egypt is hosting in the New Administrative Capital from 5-8 September.

El-Sisi was responding to Egypt's Minister of Health and Population Khaled Abdel-Ghaffar, who said in his speech that the state cannot impose a limit on how many children a family can have as it is a matter of freedom. Abdel-Ghaffar said demographics is the key issue to address while speaking about population growth. He affirmed that some countries with massive populations managed to turn into economic powers after the success of their population planning programmes, including China and India.

Since 2000, Egypt's population increased by 40 million to reach 105 million people, Abdel-Ghaffar said. In 2022, 2.193 million babies were born in Egypt, a slight increase of 0.4 percent from the 2.185 million born in 2021.

El-Sisi said that Egypt needs to keep annual population growth at 400,000 over the next 20 years in order to keep providing services that have been in place for seven decades. The president pointed to China as an example of a country that has succeeded in controlling population growth through its one-child policy between 1979 and 2015.

El-Sisi said overpopulation was one of the major challenges that caused people to protest in 2011, as the state was not able to provide them with their basic needs. «If the population was not that large during that period, people would not have felt the lack of good health services, good education, and good employment,» El-Sisi stressed. He warned about the harm that would be felt if the events of 2011 were repeated. Such events would cause the state, which is already in dire need of foreign currency, to lose hundreds of billions of dollars.

«Change in Egypt will be achieved when citizens, government, and leadership work together with understanding and awareness,» El-Sisi said.

On Tuesday, Egypt launched its National Strategy for Population and Development 2023-2030.

The strategy aims to achieve a balance between population and development by enhancing reproductive health, empowering women, investing in youth, improving educational opportunities, raising awareness of population issues, and achieving social and economic well-being for all citizens.

Adapted from: https://www.sis.gov.eg/Story/185584/President-El-Sisi-Having-children-in-Egypt-is-a-freedom-that-must-be-regulated-to-avoid-disaster?lang=en-us

SPECIMEN

A. VOCABULARY CHECK (10%)

The words in column A are from the text. Match them with their synonyms or definitions in column B. One option in Column B is not concerned. Example : 1 – j

Column A	Column B
1- regulated (line 2)	a- terrible
2- hosting (line 4)	b- succeeded
3- managed (line 9)	c- giving authority to
4- slight (line 12)	d- insisted
5- decades (line 15)	e- consciousness
6- overpopulation (line 18)	f- periods of a dozen days
7- stressed (line 21)	g- providing space for an event
8- harm (line 22)	h- danger
9- dire (line 23)	i- too much population
10 - awareness (line 25)	j- controlled
11- empowering (line 28)	k- periods of ten years
	l- insignificant

B- COMPREHENSION CHECK (30%)

Read the text again, and say if the following statements are true (T) or false (F). Then, justify your answers by indicating the number of the line(s). Example : 1 – T (L 1 – 2)

1- For President El Sisi it is necessary to control the number of children in Egypt.

2- The Global Congress on Population, Health, and Development (PHDC) had been held in other countries before.

3- Khaled Abdel-Ghaffar is a Minister in the Egyptian government.

4- For Khaled Abdel-Ghaffar, it is the State's role to impose a number of children on families.

5- Egypt has a population of 40 million inhabitants today.

6- There used to be a one-child policy in China.

7- El Sisi believes the protests of 2011 were a consequence of overpopulation in Egypt.

8- El Sisi thinks another crisis similar to that of 2011 would be good for Egypt.

9- Egypt needs foreign currency.

10-El Sisi believes change can come without the citizens' contribution.

11-Empowering women is part of the strategy to balance population and development.

SPECIMEN

PART TWO : LANGUAGE IN USE [30%]

TASK A

The text below is about the demographic situation in Europe. Fill it in with the appropriate word from the box to make it meaningful. Do as in the example. Example : 1 – trends

marriages ; over ; increase ; family ; reproductive ; trends ;
couples ; satisfying ; while ; from ; strategies ; more

The European demographic situation is characterized by the following **(…1…).** First of all, we can observe significant changes in **(…2…)** behaviour. Indeed, attitudes and aspirations have shifted considerably **(…3…)** recent decades, reflecting a determination on the part of individuals and **(…4…)** to live differently. People want to have a **(…5…)** professional life and a personal life which is more individualistic. More and **(…6…),** individuals are emancipating themselves from traditional **(…7…)** and couple models. Early **(…8…)** are increasingly rare, divorce has been on the **(…9…)** in most countries since 1960, and especially since 1970, and families **(…10…)** more than one marriage are increasingly commonplace. In addition, women are increasingly active in the labour market **(…11…)** continuing at the same time to play their habitual role in the home.

Adapted from : https://assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewHTML.asp?FileID=8088&lang=EN

TASK B

The sentences below are about population growth. Choose the correct option to make them meaningful. Example : 1 – don't we ?

1- We all want development ; **(are we ? / don't we ? / do we ?)**

2- President El Sisi didn't agree with his minister ; **(did he ? / didn't he ? / was he ?)**

3- Overpopulation is a major challenge for many developing countries ; **(is he ? / isn't he ? / isn't it ?)**

4- Countries in the situation of overpopulation are trying their best to combat **(it / she / he).**

5- The doctor advised **(she / her / it)** to consider family planning.

6- We must take good care of **(our / ourselves / we)** before considering having new children.

7- Rich countries are trying to help **(they / one another / oneself)** fight illegal immigration.

8- In rich countries, people are individualistic and live by the principle of every man for **(himself / one another / them).**

9- The demographic boom has clearly affected **(we / ourselves / us)** in the wrong way.

10- This summit is meant to share experiences among countries and help **(us / one another / ourselves)** cope with overpopulation.

11- Though the concept of contraception is not new to many of **(they / them / themselves)**, they are reluctant to use it.

SPECIMEN

PART THREE : WRITING [30%]

Do only one of the following tasks in not more than 25 lines.

TASK A

Voice of America (VOA) is organizing an opinion essay writing competition in your country on the topic: "Do governments have to impose a number of children on couples?" having in mind that the winner's production will be published on the radio station's English learning platform, you :

- present and explain your position ;
- show its limits ;
- restate your position.

TASK B

Some studies reveal that even if contraceptive measures exist in your country, many young girls cannot afford them. As a member of an international NGO for young girls' empowerment, you decide to write a letter of complaint to the Director of UNICEF to denounce that situation and plead for easy access to contraception for young girls in developing countries. In your letter,

- state the reason why you are writing ;
- describe the consequences of expensive contraceptives ;
- suggest your solutions to facilitate easy access to contraceptives for young girls.

SPÉCIMEN

IRREGULAR VERBS

N°	Infinitive	Past simple	Past participle	French translation, notes
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	se courber, etc.
6.	bet	bet	bet	parier
7.	bite	bit	bitten	mordre
8.	bleed	bled	bled	saigner
9.	blow	blew	blown	souffler
10.	break	broke	broken	casser
11.	bring	brought	brought	apporter
12.	build	built	built	construire
13.	burn	burnt	burnt	brûler
14.	burst	burst	burst	éclater
15.	buy	bought	bought	acheter
16.	catch	caught	caught	attraper
17.	choose	chose	chosen	choisir
18.	come	came	come	venir
19.	cost	cost	cost	coûter
20.	creep	crept	crept	ramper
21.	cut	cut	cut	couper
22.	deal	dealt	dealt	distribuer / traiter
23.	dig	dug	dug	bêcher / creuser
24.	do	did	done	faire

SPÉCIMEN

25.	draw	drew	drawn	tirer / dessiner
26.	dream	dreamt	dreamt	rêver
27.	drink	drank	drunk	boire
28.	drive	drove	driven	conduire
29.	dwell	dwelt	dwelt	habiter / rester
30.	eat	ate	eaten	manger
31.	fall	fell	fallen	tomber
32.	feed	fed	fed	nourrir
33.	feel	felt	felt	(se) sentir
34.	fight	fought	fought	combattre
35.	find	found	found	trouver
36.	flee	fled	fled	fuir
37.	fly	flew	flown	voler
38.	forbid	forbade	forbidden	interdire
39.	forget	forgot	forgotten	oublier
40.	forgive	forgave	forgiven	pardonner
41.	freeze	froze	frozen	geler
42.	get	got	got	obtenir
43.	give	gave	given	donner
44.	go	went	gone	aller
45.	grind	ground	ground	broyer / moudre
46.	grow	grew	grown	cultiver / pousser / grandir
47.	hang	hung	hung	pendre
48.	have	had	had	avoir
24.	do	did	done	faire
49.	hear	heard	heard	entendre
50.	hide	hid	hidden	(se) cacher, ou hide/hid/hid

SPÉCIMEN

51.	hit	hit	hit	frapper
52.	hold	held	held	tenir
53.	hurt	hurt	hurt	nuire / blesser
54.	keep	kept	kept	garder
55.	kneel	knelt	knelt	s'agenouiller
56.	knit	knit	knit	tricoter
57.	know	knew	known	savoir / connaître
58.	lay	laid	laid	étendre / coucher, etc.
59.	lead	led	led	mener
60.	leap	leapt	leapt	sauter / bondir
61.	learn	learnt	learnt	apprendre
62.	leave	left	left	quitter / laisser
63.	lend	lent	lent	prêter
64.	let	let	let	laisser / louer
65.	lie	lay	lain	être couché ("mentir" – régulier)
66.	light	lit	lit	allumer
67.	lose	lost	lost	perdre
68.	make	made	made	faire
69.	mean	meant	meant	vouloir dire/signifier
70.	meet	met	met	rencontrer
71.	mow	mowed	mown	faucher/tondre
72.	pay	paid	paid	payer
73.	prove	proved	proven	prouver, régulier d'ordinaire
74.	put	put	put	mettre
75.	quit	quit	quit	quitter / abandonner
76.	read	read	read	lire
77.	rid	rid	ridden	se débarrasser

SPÉCIMEN

78.	ride	rode	ridden	monter (cheval, etc.)
79.	ring	rang	rung	sonner / résonner
80.	rise	rose	risen	se lever
81.	run	ran	run	courir
82.	saw	sawed	sawn	scier
83.	say	said	said	dire
84.	see	saw	seen	voir
85.	seek	sought	sought	chercher
86.	sell	sold	sold	vendre
87.	send	sent	sent	envoyer
88.	set	set	set	mettre, etc.
89.	sew	sewed	sewn	coudre
90.	shake	shook	shaken	secouer
91.	shine	shone	shone	briller
92.	shoot	shot	shot	tirer / tuer par balle / filmer, etc.
93.	show	showed	shown	montrer
94.	shrink	shrank / shrunk	shrunk	(se) rétrécir
95.	shut	shut	shut	fermer
96.	sing	sang	sung	chanter
97.	sink	sank / sunk	sunk	enfoncer / couler
98.	sit	sat	sat	s'asseoir
99.	sleep	slept	slept	dormir
100.	slide	slid	slid	glisser
101.	smell	smelt	smelt	sentir
102.	sow	sowed	sown	semer
103.	speak	spoke	spoken	parler
104.	speed	sped	sped	se presser

SPECIMEN

105.	spell	spelt	spelt	épeler / orthographier
106.	spend	spent	spent	dépenser
107.	spill	spilt	spilt	(se) renverser / (se) répandre
108.	spin	spun / span	spun	faire tourner
109.	spit	spit / spat	spit	cracher
110.	split	split	split	(se) fendre
111.	spoil	spoilt	spoilt	abîmer / gâter, etc.
112.	spread	spread	spread	étendre
113.	stand	stood	stood	être debout
114.	steal	stole	stolen	voler
115.	stick	stuck	stuck	coller, coincer
116.	sting	stung	stung	piquer / brûler
117.	stink	stunk / stank	stunk	puer
118.	strike	struck	struck	frapper / se mettre en grève
119.	strive	strove	striven	s'efforcer
120.	swear	swore	sworn	jurer
121.	sweep	swept	swept	balayer
122.	swell	swelled	swollen	gonfler
123.	swim	swam	swum	nager
124.	swing	swung	swung	balancer
125.	take	took	taken	prendre
126.	teach	taught	taught	enseigner
127.	tear	tore	torn	déchirer
128.	tell	told	told	raconter
129.	think	thought	thought	penser
130.	throw	threw	thrown	jeter
131.	understand	understood	understood	comprendre

SPECIMEN

133.	wear	wore	worn	porter / user
134.	weep	wept	wept	pleurer
135.	wet	wet	wet	mouiller
136.	win	won	won	gagner
137.	wind	wound	wound	remonter
138.	write	wrote	written	écrire

SPÉCIMEN

MY DICTIONARY

A

Ad (noun) : petite annonce, pub

Addiction (noun) : dépendance

Advocate (noun) : partisan, défenseur

Affordable (adj) : abordable

Aimlessly (adv) : sans but

Alter (verb) : changer, modifier

Appliance (noun) : appareil

Arouse (verb) : stimuler, provoquer

Artwork (noun) : œuvre d'art

Assets (noun) : acquis

Award (noun) : récompense

Aware (adj) : au courant, informé

B

Bait (noun) : appât

Balanced (adj) : équilibré

Ballot (noun) : scrutin, bulletin de vote

Beadwork (noun) : perlage, broderie perlée

Behave (verb) : se comporter

Billion (noun) : milliard

Blackmailer (noun) : maitre-chanteur

Blurry (adj) : flou, indistinct

Bold (noun) : gras

Brand (noun) : marque

Brass (noun) : cuivre

Bummer (noun) : poisse

C

Character (noun) : personnage

Chatty (adj) : bavard

Chip (noun) : puce

Coin (noun) : pièce de monaie

Colloquially (adv) : familièrement

Craft (noun) : art, métier

Cross-country (adj) : à travers le pays

D

Decade (noun) : décennie

Deity (noun) : dieu, déesse, divinité

Delinquency (noun) : délinquence

Deny (verb) : nier, renier

Depict (verb) : représenter

Detrimental (adj) : nuisible, préjudiciable

Digits (noun) : numéros

Dismay (noun) : consternation, désaroi

Drawbacks (noun) : inconvenients

E

Enact (verb) : promulguer

Enhance (verb) : améliorer

Emphasis (noun) : accent

Evil (adj) : mal

Expelled (adj) : renvoyé (e), exclu (e)

F

Fabric (noun) : tissu, étoffe

Faulty (adj) : défectueux

Fingertips (noun) : empreintes digitales

Fold (verb) : plier

Folktale (noun) : conte de fée, conte populaire

Forbid (verb) : interdire, défendre

Forever (adv) : pour toujours

Fortunate (adj) : chanceux

Friendship (noun) : amitié

Frightened (adj) : appeuré

G

Garment (noun) : vêtement

Genuine (adj) : sincère, vrai

Gentle (adjective) : doux, gentil

Gold (noun) : l'or

Greenhouse gas (noun) : gaz à effet de serre

Growth (noun) : croissance, développement

H

Harassment (noun) : harcèlement

Harmful (adj) : nuisible

Headgear (noun) : coiffure

Hidden (adj) : caché

Highlighted (adj) : mis en evidence

Hills (noun) : collines

SPECIMEN

I

ICCB : BICE (Bureau International Catholique de l'Enfance)

Ingrained (adj) : enraciné, inébranlable

Inner (adj) : intérieur

J

Jeopardize (verb) : compromettre, mettre en danger

K

Key (adj) : important, essentiel

L

Landscape (noun) : paysage

Leather (noun) : cuir

Lecturer (noun) : conférencier, conférencière

Low-income (adj) : faible revenu, revenu modeste

M

Muddy (adj) : boueux

Mnemonic : aide-mémoire

N

Network (noun) : réseau

Nonrenewable (adj) : non renouvelable

Nutrients (noun) : nutriments

NIS = INS (Institut national de statistiques)

O

Obvious (adj) : évident

Outdoor (adj) : d'extérieur, de plein air

Overcome (verb) : surmonter, vaincre

P

Packaging (noun) : emballage

Paw (noun) : patte

Pollutants (noun) : polluants

Poultry (noun) : volaille

Preconceived (adj) : préconçu

Prejudices (noun) : préjugés

Psychosis (noun) : psychose

Purchase (noun) : achat

Purchase (verb) : acheter

R

Rapist (noun) : violeur

Red-handed (adj) : la main dans le sac

Referee (noun) : référent arbitre

Rehearsals (noun) : répétitions

Reliability (noun) : fiabilité

Renewable (adj) : renouvelable

Reward (verb) : récompenser

Rustle (verb) : faire bruit

S

Sail (verb) : naviguer

Screwdrivers (noun) : tournevis

Sensitize (verb) : sensibiliser

Sexual intercourses (noun) : rapports sexuels

Shame (noun) : honte

Shape (verb) : façonner, influencer

Shiny (adj) : brillant

Shiver (verb) : trembler, frissonner

Shotgun (noun) : fusil de chasse

Slip up (verb) : faire une gaffe

Squirrel (noun) : écureuil

Steady (adj) : constant

Stunning (adj) : étonnant

Storytelling (noun) : conte

Struggle (noun) : lutte

Summit (noun) : sommet

Survey (noun) : enquête

T

Thread (noun) : fil

Threats (noun) : menaces

Threatening (adj) : menaçant

Timber company : compagnie d'exploitation de bois

Trap (verb) : piéger

Trend (noun) : tendance

Thruthworthy (adj) : vrai

U

Underpin (verb) : soutenir, étayer

Understandably (adv) : de manière compréhensible

Undoubtedly (adv) : sans hésitation

Unfairly (adv) : injustement

Unfortunately (adv) : malheureusement

Unless (conj) : à moins que

Uprising (noun) : révolte, soulèvement

Usher in (verb) : inaugurer, marquer le début de

SPÉCIMEN

W

Wage (noun) : salaire

Weak (adj) : faible

Weight (noun) : poids

Widespread (adj) : répandu, de grande ampleur

Wildlife (noun) : monde sauvage

Wind (noun) : vent

Woodcarving (noun) : sculpture sur bois, sculpture en bois

Wooded (adj) : boisé

Wrist (noun) : poignet

Y

Youngster (noun) : jeune

SPÉCIMEN

SPÉCIMEN

Achevé d'imprimer sous les presses de : JD ÉDITIONS
Pour le compte de JD Éditions.
Tél : 25 23 00 17 50 - 07 88 89 28 10
Couverture : Yves SINGO
Designer : Sidney ASSEMIEN
Mise en page : Sidney ASSEMIEN
Illustrateur : Ivane DALLY - Sebeka KOUAMÉ
1er trimestre 2024
Dépôt légal N° 20892 du 02 février 2024

Win Skills



A didactic tool that is recommended for the richness of its content.
Each unit offers the following structure :

- ***Unit overview***
- ***Reading***
- ***Speaking***
- ***Listening***
- ***Writing***
- ***Language corner***
- ***Free oral communication***
- ***Unit review***
- ***Project task***

Our student's books







SPÉCIMEN