STUDENT'S BOOK

Win Skills

2de

Speaking
Writing
Listening
Reading

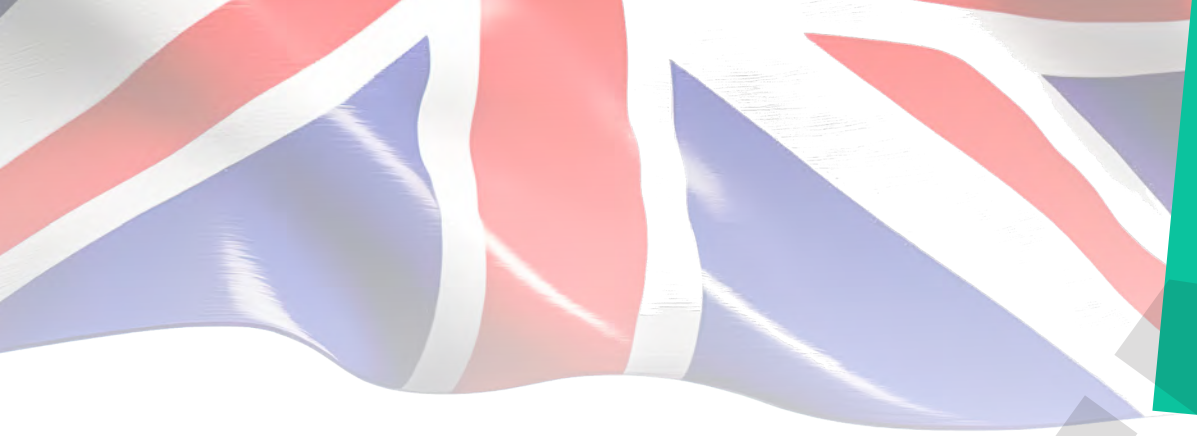


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2de

Win Skills

Student's book

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NOTE DE PRÉSENTATION

Le Manuel WIN SKILLS 2de 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.

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IV. Reading (Lecture)

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 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.

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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 (Écoute)

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



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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 investit 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

En fin de chapitre, 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. Cela encourage les apprenants à plus de concentration dès le début de chaque unité afin de réussir aisément la réalisation du projet.



XVIII. My english tests

Il s'agit d'évaluations normatives et sommatives de niveau de la 2de en tenant compte des formats actuels des évaluations en APC. Elles préparent les apprenants et les familiarisent au format de sujets proposés au Baccalauréat. Les trois (3) sujets proposés visent à évaluer les acquis des élèves sur certains thèmes traités.

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SPECIMEN

CLASSROOM LANGUAGE

- ☑ Discuss your answer with your partner.
- ☑ Sir, we are done.
- ☑ What's the answer to number 1 ?
- ☑ Are you working alone ?
- ☑ What does ... mean ?
- ☑ How do you spell ... ?

- ☑ Have you completed question 1 ?
- ☑ What do you propose for the first question ?
- ☑ Can I have your eraser, please ?
- ☑ How do you pronounce this word ?
- ☑ Any questions ?

- ☑ I would like you to write this down.
- ☑ Would you mind switching the lights on ?
- ☑ It might be an idea to leave this till next time.
- ☑ Who would like to read ?
- ☑ Which topic will your group report on ?

- ☑ Are you working alone ?
- ☑ Do you want to answer question 4 ?
- ☑ Can you all see the board ?
- ☑ Sorry I didn't catch the question !

- ☑ Please, how is this word pronounced ?
- ☑ Sorry for being late.
- ☑ Excuse me, I was absent from the last lesson.
- ☑ Please what is the homework ?
- ☑ How do you say ... in English ?
- ☑ Work on your own.

- ☑ What do we have to do now ?
- ☑ Excuse me sir, can you explain that again ?
- ☑ Please sir, should we do the activity in groups ?
- ☑ Put your books away.

- ☑ Can you speak more slowly, please ?
- ☑ Excuse me, can you repeat the question?
- ☑ Are you done ?
- ☑ Let's correct it now.

- ☑ I don't understand, sir.
- ☑ Keep quiet, please !
- ☑ Take your copybooks and copy down the lesson !

- ☑ Please Sir / Madam, what's the English for... ?
- ☑ I can't see the board ; can you step aside, please ?
- ☑ Match the items.
- ☑ Keep your work neat and organised.

- ☑ Work quietly. Do not disturb others who are working.
- ☑ Please sir, what's the spelling of... ?
- ☑ Please, I didn't catch well ! Would you mind repeating ?

SPECIMEN

Unit 1

People



"Look for three (3) things in a person – intelligence, energy and integrity. If they don't have the last one, don't even bother with the first two."

– Warren Edward Buffet –

An American business magnate, investor, and philanthropist. He is currently the chairman and CEO of Berkshire Hathaway. He is one of the most successful investors in the world.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Raising awareness about social issues
- Describing physical appearance and personalities
- Types of people
- Writing a paragraph for describing a person
- Expressing facts and habits / actions in progress
- The gerund or the infinitive
- Pronouncing the final "s" at the end of verbs in the third-person singular and nouns

■ PICTURE ANALYSIS

Look carefully at the pictures below.

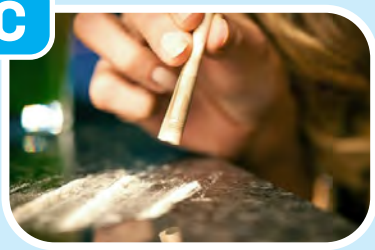
A



B



C



- ☑ What are they about ?
- ☑ What are the causes of this phenomenon ?
- ☑ What are its consequences ?

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Lesson 1 Reading

LEAD-IN

Look at the picture and answer the questions.

- What is the teenager doing ?
- What substance is he using ?
- What can this action cause ?



Learning context

During a meeting of the English clubs of their city, the students of 2nde A from Lycée Pierre Gadié read a text about juvenile delinquency in order to discuss its causes and consequences.



READING STRATEGIES

1- Skimming

- Use the title, introduction and any picture to get an idea of the topic and what a text will be about. This will make it easier to understand the text.
- To get a general understanding of a text, read through it quickly, focusing only on the main ideas. These are generally found in topic sentences, often the first or the last sentences of each paragraph.

2- Scanning

When you know what information you want to find, you can save time by scanning the text for it, rather than reading the whole text. Read the questions first, identify the key words and look for phrases or information in the text that express the same ideas.

3- Reading for detailed comprehension

When you need details, you undertake a thorough reading of the text.

SPECIMEN

A **Read the text below quickly and choose the best general idea.**

The text is about :

1- young people and the use of alcohol.
2- young people and the use of substances.
3- young people and the use of cannabis.

YOUNG PEOPLE IN DANGER

For many young people, using alcohol, drugs, or other substances like cigarettes is just part of growing up. Many of them try these substances only a few times and stop, while others may continue to use them on a more regular basis.

Young people may try a number of substances, including alcohol, household chemicals (inhalants), prescription and over-the-counter medicines, illegal drugs, and cigarettes. They use alcohol more than any other substance. They use alcohol and cannabis (marijuana) more than any other substances.

Young people use these substances for many of the same reasons that adults do—to relax or feel good. But they may also have other reasons for using substances. For example, they may want to know what it feels like to get high. Or they may want to rebel against their parents or fit in with their friends.

Using alcohol or drugs can affect young people's general health, physical growth, and emotional and social development. It can also change how well they make decisions, how well they think, and how quickly they can react. And using alcohol or drugs can make it hard for young people to control their actions. For some young people, alcohol or drug use may turn into a substance use problem.

Parents can play a key part in teaching their children about alcohol and drug use by talking honestly and openly about the effects that alcohol and drugs can have on their children's health, schoolwork, and relationships.

Adapted from https : // myhealth.alberta.ca/Health/Pages/conditions.aspx?hwid=tp17749

B **Read the text again and find the words whose synonyms or meanings are put below.**

Example : a- young people

a- teenagers (line 1)
b- development (line 2)
c- comprising (line 4)
d- domestic (line 4)
e- mature persons (line 8)
f- adjust (line 11)
g- rapidly (line 15)
h- difficult (line 15)
i- important (line 17)

SPECIMEN

C **Complete the sentences with the words in the box taken from the text.**

alcohol – health – smoking – teenagers – hard

Example : 1- Teenagers

(1) ... are exposed to all sorts of temptations today. They are sometimes involved in (2) ... drinking or cigarette (3) ... . But, when they fall into the addiction of drugs, it becomes very (4) ... to make them stop. Unfortunately, all these substances are putting young people's (5) ... at risk. It is right now that we must do something to save our youngsters.

D **Read the text again and say whether the statements below are true or false. Write T for true and F for false. Quote the line (s) to justify your answers.**

Example : a- F (L1-2)

a- All young people use substances.

b- Teenagers use alcohol and drugs more than other substances.

c- The reasons why young people use drugs are different from those of adults.

d- Alcohol and drugs have no impact on people's health.

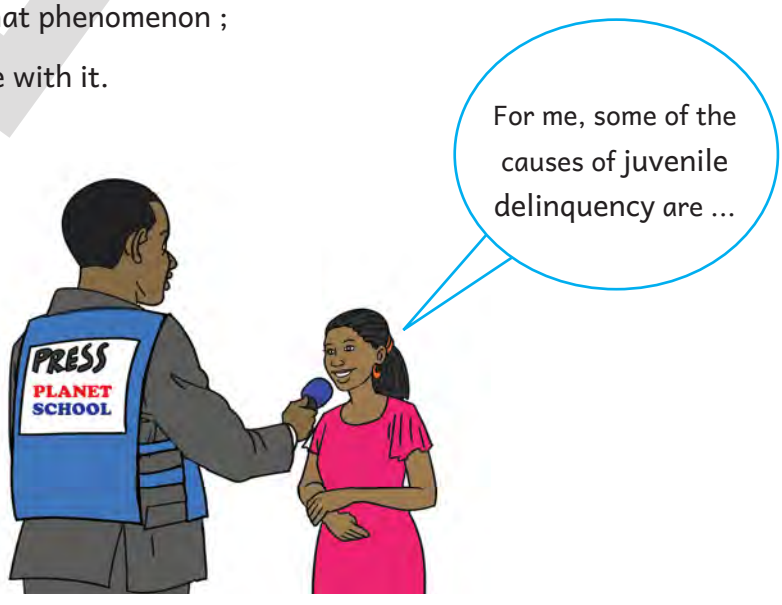
e- Young people lose control of their actions when they use drugs or alcohol.

f- Parents have nothing to do to help youngsters avoid the traps of temptations.

COMMUNICATION ACTIVITY

As the representative of the NGO "Save our Teenagers", you are interviewed about the dangers young people are exposed to, today. With the help of your neighbour, write the dialogue in which you

- talk about the causes of juvenile delinquency ;
- explain the consequences of that phenomenon ;
- suggest some solutions to cope with it.



SPECIMEN

Lesson 2 Speaking

LEAD-IN

Look at the pictures.

- What are they about ?
- What kind of substances are involved ?
- Bring out some consequences of this phenomenon.

A



B



C



D



Learning context

During an English club session, the students of 2nde C1 from Lycée Jeunes Filles of Séguéla are discussing drug addiction in order to understand its causes and consequences.



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A LANGUAGE FUNCTION : Talking about facts and habits / actions in progress

I- Read and analyze the following sentences extracted from the text.

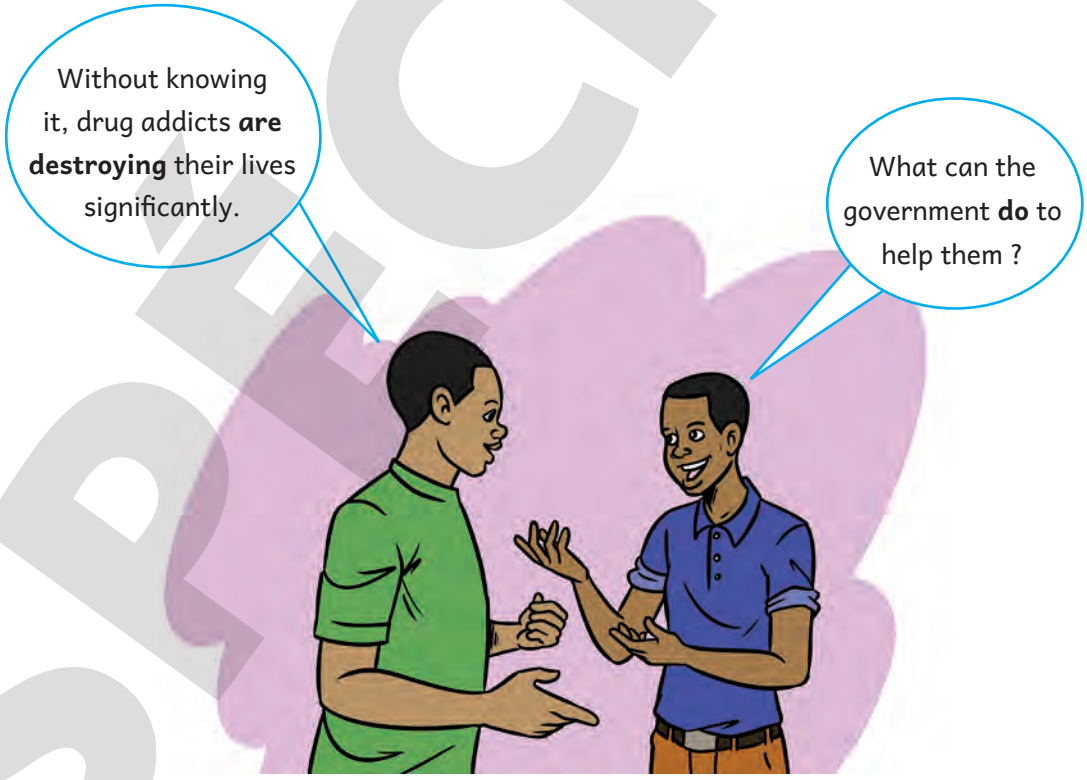
1- Many young people **are taking** drugs these days, to be in fashion.
2- They **want** to know what it **feels** like to get high.
3- They **use** these substances for many reasons.
4- Without knowing it, they **are destroying** their lives significantly.

II- Match each tense to the corresponding structure.

Tenses	Structures
1- Present simple (P.S)	a- S + am / is / are + V-ing
2- Present continuous (P.C)	b- S + V

III- In your copybook, write the number of the sentences in Activity I above which are in the present simple or in the present continuous.

a- Present simple :
b- Present continuous :



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LET'S KEEP IN MIND

1- Use the **present simple** to talk about facts or general truths.

Examples : Water **boils** at 100°C.

Africa **is** a continent.

2- The **present simple** is also used to talk about habits.

Example : Each year, African youngsters **migrate** in great numbers outside the continent.

3- The **present continuous** is used to talk about actions that take place while we describe them.

Example : Look ! The children **are smoking** cigarettes.

4- Use the **present continuous** to describe actions that have started and are not finished yet.

Example : I **am reading** an interesting book. I will lend it to you when I finish.

5- The **present continuous** can also be used to talk about future plans.

Example : I **am going** to Abidjan next week.

B LET'S PRACTISE

I- The passage below is about Jonathan's lifestyle. Put the verbs in brackets in the correct tense and form to make it meaningful. Example : 1- is

Jonathan **(1- to be)** a good student. He always **(2- to learn)** his lessons before going to class. He has done so well that he **(3- to be)** rewarded by the head of his school. He **(4- not / to smoke)** cigarettes and he never **(5- to drink)** alcohol. We can clearly see that Jonathan **(6- to reveal)** himself to be a good boy.

II- Choose the best option in brackets to make meaningful sentences.

Example : 1- is

1- Delinquency **(is / is being)** an antisocial behaviour.

2- Young people **(are destroying / destroy)** themselves with drugs nowadays.

3- Can you see how alcohol **(is having / has)** a negative effect on your behaviour ?

4- Uncle Thomas **(is travelling / travels)** at the moment.

5- Governments **(are seeking / seek)** solutions to address juvenile delinquency.

6- Some criminals often **(are taking / take)** drugs before committing a crime.

7- Ali and his friend usually **(are going / go)** to Abidjan for holidays.

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COMMUNICATION ACTIVITY

During a session of the English club of your school, the chairman asks you to discuss the issue of drug addiction. In groups of four,

- talk about the causes of drug addiction ;
- discuss its consequences ;
- propose some solutions to the phenomenon.



PRONUNCIATION

The final "s" at the end of verbs and nouns is pronounced in three different ways :

1- "S" is pronounced /s/ after the sounds /f/ ; /k/ ; /p/ ; /t/ like in ***coughs, attacks, stops and sits.***

2- "S" is pronounced /z/ after all the vowel sounds and /b/ ; /d/ ; /g/ ; /l/ ; /m/ ; /n/ ; /r/ ; /v/ and /w/ like in ***plays, robs, demands, digs, calls, condemns, calms, cares, graves, rows.***

3- "S" is pronounced /iz/ after the sounds /s/ ; /z/ ; /ʃ/ ; /ʒ/ ; /ks/ and /tʃ/ like in ***misses, rises, catches, pushes, faxes, etc.***

1- Practise saying the following words : *lives ; stares ; grows ; walks ; punishes ; puts ; uses ; smokes ; behaves ; dances ; studies ; rides ; taxes ; mourns ; taps ; organizes ; stabs.*

2- Write the above words in the table below according to the pronunciation of the final "S".

S → /S/	S → /Z/	S → /IZ/

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Lesson 3 Listening

LEAD-IN

Look carefully at the man in the picture below and say what type of person you think he is. Discuss with a partner.



TYPES OF PEOPLE

Hedonistic : a person is said to be hedonistic when he / she is devoted to the pursuit of pleasure and enjoyment.

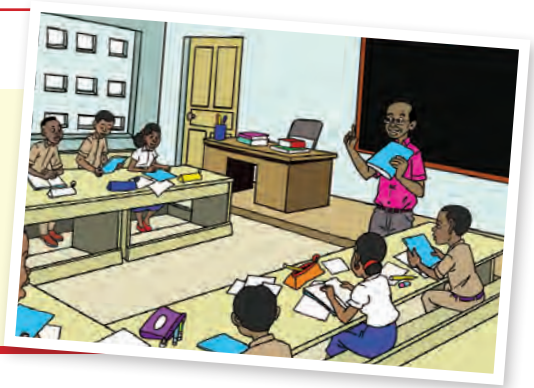
Promethean : a person is promethean when he / she is willing to take risks in order to create new things or do things in different ways, like Prometheus, the ancient Greek demigod who stole fire from Mount Olympus.

Adventuristic : an adventuristic person likes living things as an adventure and taking risks sometimes.

Individualistic : He / she thinks and does things in his / her own way rather than imitating other people.

Learning context

During the English class, the teacher makes his students of 2nde A from Lycée Moderne BAD Koun-Fao listen to a podcast about lifestyles so that they know about their personalities.



SPECIMEN

A **As you listen to the podcast, choose the best general idea.**

The audio is about :

1- hedonistic people ;

2- a study of science ;

3- a typology of lifestyles.

B **As you listen to the podcast again, say whether the statements below are true or false.**

1- Three studies on the typology of lifestyles are conducted.

2- The first study reveals three groups of lifestyles.

3- The first study is done on a group of students at a university.

4- Four lifestyles were found in the second study.

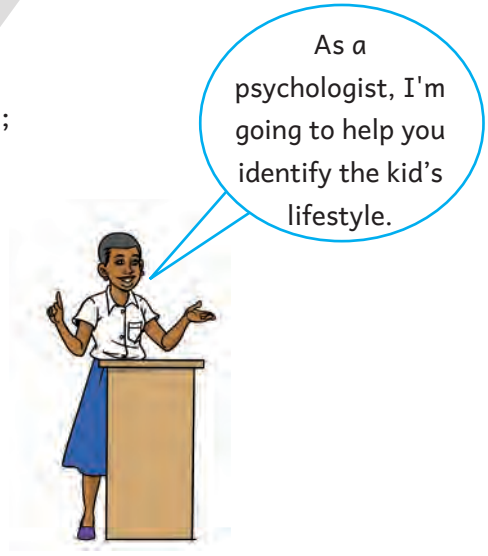
C **Listen again and complete the table below.**

LIFESTYLES	PEOPLE
Adventuristic	
Hedonistic	
Individualistic	
Promethean	

COMMUNICATION ACTIVITY

Your Liberian pen-friend is worried about her / his kid who always stays alone, refusing to be with other people of his age. As a psychologist, you decide to explain to her / his the reasons for this behaviour. In your talk,

- identify the kid's lifestyle ;
- explain the reasons for this behaviour ;
- mention the qualities of his lifestyle.



SPECIMEN

Lesson 4 Writing

a paragraph for describing a person

LEAD-IN

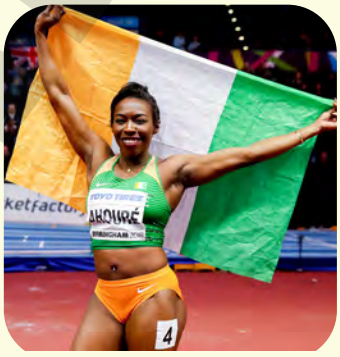
Read the paragraph below and answer the questions that follow.

1- What is the paragraph about ?

2- What does it do ?

3- What words give information about the person described in the paragraph ?

Born in Abidjan, in 1987 and now living in Oslo, in Norway, Murielle Ahouré is one of the greatest athletes that every Ivorian praises and feels proud of. She is the kind of person who can positively influence this younger generation to understand that courage and hardworking are the key to success. She is very patriotic. On the track, she always does her utmost to win and make the flag of our country flows high. She is so generous in the effort. She is our pride and the dream of any young girl of Côte d'Ivoire is to be like her.



Learning context

During one of the sessions of the English club of Lycée Coffi Gadeau of Tiébissou, the students of 2nde write a description of the person they like best to compete with the students in 1ere.



WRITING STRATEGIES

A paragraph describing a person should contain the followings :

I. Layout :

- A topic sentence (a sentence in which you can find the general idea. Generally, it is the first sentence of the paragraph).
- Supporting sentences (they give details about the general idea).
- A concluding sentence.

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II. Features of a person

Use adjectives for :

- **physical description :**

  Appearance : the facial features, height, weight, hair colour, eye colour ... (E.g : handsome ; well-built ...)

- **moral description :**

  Manners : the person's acts and behaviours ... . Character traits (E.g : hardworking ; generous ...)

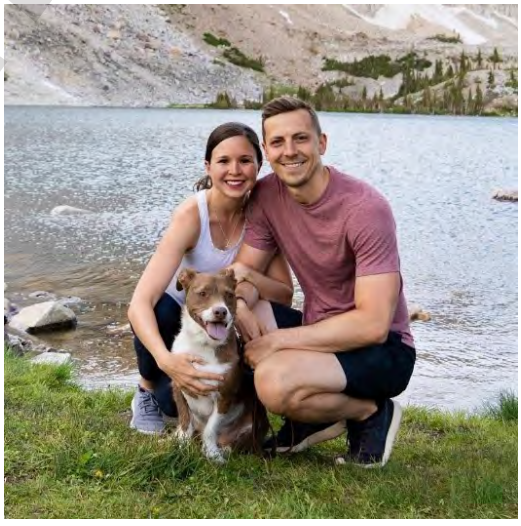
  Emotions : the person is choleric, phlegmatic, melancholic, or sanguine ...

A **Read the description below and identify the topic sentence, the supporting sentences, and the concluding sentence.**

Model text

A good friend

Michael is a brave and generous man who loves to travel. He has travelled to many countries and always brings wonderful stories and amazing photos to share with his many friends. The photos that he takes with his expensive camera are spectacular because he is very talented. He likes to take risks, so his stories are full of adventure. He is a good friend who tries to help others by sharing his knowledge of travel, cross-cultural misunderstandings, and culture shock. His courage to go and study English in another country was an inspiration to me when I decided to go to the same country. He helped me overcome my fears and gave me many tips for living in a new place. He also gave me the phone numbers of his friends in that country. It was Michael's fearless example and his willingness to share his experiences that made my trip so successful.



B **Read the descriptions below and say whether they are physical descriptions or moral descriptions. Example : 1- moral description**

1- Jonathan is a good-mannered man, intelligent and very responsible.

2- Ali is my best friend. He is tall, strong and has a very dark complexion.

3- She has the beautiful face of an innocent angel.

4- Léocadie has a strong character and always says what she thinks.

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C **Match the adjectives in Column A to their synonyms or definitions in Column B.**

Example : 1- e

COLUMN A : Adjectives	COLUMN B: Synonyms
1- arrogant	a- muscular ; athletic
2- open-minded	b- vicious ; atrocious
3- indulgent	c- authentic ; honest
4- choleric	d- affectionate
5- well-built	e- pretentious
6- handsome	f- tolerant
7- caring	g- attractive ; beautiful
8- wicked	h- who accepts new things
9- trustworthy	i- irritable

D **Describe one of your teachers using the adjectives in task C.**

Tips for writing a description

- First, choose the person you want to describe ;
- Second, describe the features of the person one by one ;
- Express your feelings about that person.

COMMUNICATION ACTIVITY

Your British friend would like to marry an African woman. He needs your help to make a good choice. Write a paragraph to suggest a beautiful lady you know, who can be a perfect wife for him. In your paragraph,

- draw the physical portrait of that lady ;
- make her moral description ;
- explain why you think she would be a good wife.

Check your production

Statements	Yes	No
1- Does your production have a topic sentence ?		
2- Does it have supporting sentences ?		
3- Does it have a concluding sentence ?		
4- Does it describe the physical appearance of the lady ?		
5- Does it contain adjectives to show your feelings about her ?		

SPECIMEN

Language corner

1 THE GERUND OR THE INFINITIVE

Gerunds and infinitives can replace a noun in a sentence.

A- Gerunds

1- They can be used after certain verbs including *enjoy, fancy, discuss, dislike, finish, mind, suggest, recommend, keep* **and** *avoid.*

Example : They enjoy **playing** tennis.

2- They can be used after prepositions of place and time.

Examples : I made dinner **before getting** home.

He looked unhappy **after seeing** his work schedule.

3- They can also be used as subjects or objects.

To replace the subject or object of a sentence, we can use the gerund.

Examples : Walking is a good exercise.

Lachlan **likes eating** coconut.

B- Infinitives

1- Infinitives can be used after many adjectives.

Examples : It is hard **to make** dinner in these conditions.

I find it difficult **to describe** my feelings about writing research essays.

2- Infinitives are also used to show purpose.

Examples : I left for Russia **to study** Russian.

I came to the office **to solve** the mystery of the missing keys.

Note : In idiomatic English, some verbs are followed only by a gerund, certain verbs by an infinitive, and others by either a gerund or an infinitive.

- **By a gerund**

  Examples : He admitted **stealing** the money.

  She denied **knowing** anything about the topic.

- **By an infinitive**

  Examples : I can't afford **to buy** this object at this price.

  They agreed **to help** us.

- **Either by a gerund or by an infinitive**

  Examples : He begins **working** at 10 a.m.

  He begins **to work** at 10 a.m.

SPECIMEN

LET'S PRACTISE

Choose the correct verb between brackets to complete each sentence below.

Example : 1- to wait.

1- She advises me (to wait/ waiting) until tomorrow.

2- I regret (to tell / telling) you my secret.

3- The athletes practise (to throw/ throwing) the ball.

4- We arranged (to meet / meeting) before dinner.

5- Don't hesitate (to ask / asking) for my help when needed.

6- He continues (to study/ studying) despite his car accident.

2 PHRASAL VERBS

A phrasal verb combines a normal verb with an adverb or a preposition to create an entirely new verbal phrase. The meaning of a phrasal verb is usually unrelated to the meaning of the words that comprise it, so think of a phrasal verb as an entirely new and independent word.

When used in a sentence, phrasal verbs act the same as other verbs for conjugation and placement, although they do have special grammatical rules about word order.

Example : I had flu but I **got over** it.

Getting over a prejudice at work is never easy.

TYPES OF PHRASAL VERBS

- **Transitive phrasal verbs**

They use a direct object just like normal transitive verbs.

Example : Charlie couldn't **put up with** the meowing cats any longer.

- **Intransitive phrasal verbs**

Likewise, intransitive phrasal verbs do not use an object.

Example : The regional director was late, so the sales team **went ahead** without her.

- **Separable phrasal verbs**

With transitive phrasal verbs, you can sometimes put the direct object in between the words.

Example : He forgot to **shut** the lights **off** before he left.

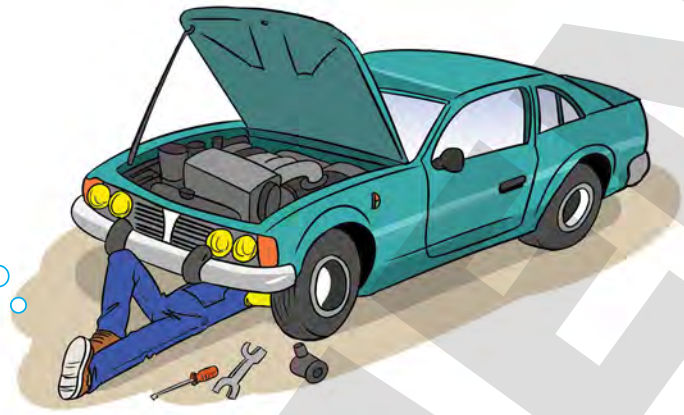
- **Inseparable phrasal verbs**

They cannot be split up and must be used together.

Example : The wayward son **carried on** without his father.

SPECIMEN

My car **has broken down** again. This is what happens when the car is too old.



LET'S PRACTISE

I- Match the phrasal verbs in Column A with their synonyms in Column B.

Example : 1- e

Column A	Column B
1- to put off	a- to provoke
2- to run away	b- to start
3- to give up	c- to escape
4- to break out	d- to demand
5- to call for	e- to extinguish
6- to check up	f- to abandon
7- to bring about	g- to examine

II- Fill in the gaps with the suitable phrasal verbs made from the activity above. Put the verbs in their correct tense and form.

Example : 1- broken down

1- The machine has ... again.
2- Mind your diet ! You are ... weight.
3- Roy ... to find a nearby mechanic.
4- I'll ... the contract when I finish.
5- John has to ... the living room before going out.
6- The planet is ... of energy.
7- Take heart ! Don't ... .

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

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

- **Set the scene** (It's good to see you all / I'm very pleased to be here / Thank you for coming)
- **Introduce yourself** (My name is ... / I am ... / I'm in form five / I am the speaker of the day / I'm today's speaker...)
- **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...)
- **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)
- **Use transitional phrases for the different parts :**

  a- First / To begin ....

  b- Second / Then ...

  c- After that / Next ...

  d- Finally / To conclude / In conclusion...
- **Thank the audience for their attention**
  - Thanks for your attention / time ...
  - Thank you for your presence...
  - Thank you for joining in ...

A ASSIGNMENT

For the next meeting of your school English club, you are asked to talk about the person who influenced you most.

In your talk,

- mention the relationship between you and your role model ;
- mention his / her qualities.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures below.
- In groups of four, prepare your intervention about the questions that follow.

SPÉCIMEN





1- What are the children doing ?
2- Do you think that they choose freely to do that ?
3- If the situation is reversed, do you think that they will still practise their present religions ?



Isidore Marie Auguste François Xavier Comte was a French philosopher and writer who formulated the doctrine of positivism. He claimed : "Man is, therefore, a product of society and he is what society makes of him."

- In your own words, restate Auguste Comte's quote.
- Do you agree with him ?
- Give two examples which justify his opinion.

PHASE 2

In groups of four, read silently the text and take notes on the points below.

"Our culture shapes the way we work and play, and it makes a difference in how we view ourselves and others. It affects our values, and what we consider right or wrong. This is how the society we live in influences our choices. But our choices can also influence others and ultimately help shape our society."

Adapted from https ://www.facinghistory.org/resource-library

- Give the general idea.
- Analyze the possible consequences of the influence of our culture.

SPECIMEN

PHASE 3

Listen carefully to the audio and take notes on the following points :

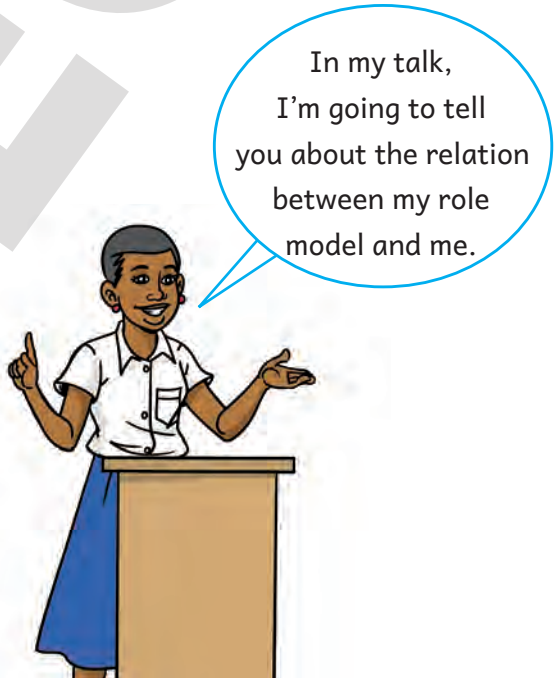
- the importance of good role models ;
- the most important role models for people ;
- the qualities of a good role model.

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 thruthworthy 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- Match the beginnings of the sentences labelled (1-2) to their suitable uses labelled (a-b).

Column A	Column B
1- The present simple tense is used	a- to talk about facts and general truths.
2- The present continuous is used	b- to describe actions in progress at the moment.

II- Put the verbs in brackets in the correct tense and form.

Example : 1- is reading

1- Dad (read) his newspaper in the living room.

2- The sun (rise) from the East and (set) to the West.

3- I (always / do) my homework before going to bed.

4- I can't go to school. It (rain) a lot this morning.

5- Kids (generally / walk) at ten months.

III- Put the verb into either the gerund (-ing) or the infinitive (with 'to') :

1- I don't fancy ... (go) out tonight.

2- She avoided ... (tell) him about her plans.

3- I would like ... (come) to the party with you.

4- He enjoys ... (have) a bath in the evening.

5- She kept ... (talk) during the film.

6- She helped me ... (carry) my suitcases.

IV- Your Liberian friend who is opening a new business in your country needs someone to manage it. He asks you to make the description of the perfect manager you would like to advise him.

1- Which type of description will interest your friend ?

2- Write the description of the person in 100 words maximum.

SPECIMEN

V- The texts below describe five personalities.

A- Read them and match each of them to its title.

Test 1

You value punctuation and grammar in your writing at all costs. This love of grammar goes straight into your texts as well as your emails. Odds are, you are thoughtful and analytical. You generally don't text often and like in-person conversations more. You are an excellent thinker and are rooted in logic more often than quick-impulse emotions. This all can be the reason why you take attention to the little details – although come on, it's proper grammar – and always make sure to end your sentences with a period.

Test 2

If you scatter your thoughts into several texts and simply text a sentence as soon as it comes to mind, you are likely seen as energetic and open. You likely are very popular and have many friends, so texting has become easy for you.

Test 3

If your texts are lengthy and thoughtful, odds are you are the type of person who understands the importance of context. You are usually thoughtful and you will generally have a lot to say. You are detail-oriented when solving problems. You are also excellent thinkers who look at all facts in detail before you make a decision.

Test 4

Do you often use emojis while texting? If so, you are often seen as open to showing your emotions and being truthful. You want others to know how you're feeling when using a message. No ambiguity here! To make sure the other person doesn't get the wrong idea about your message, you make sure to express the tone of your message with an emoji every now and then.

Test 5

If you love responding with one-word texts such as a quick 'good' or the notorious 'K', then your personality is likely one that is more reserved with their true feelings or thoughts. You may be the busy type who doesn't have a lot of time to respond, or you simply might not care enough to respond in detail, you're too busy living life ! You may be more introverted as well and enjoy spending a good amount of time alone rather than always socializing.

TITLES

a- Paragraph texts persons
b- Perfect Grammar writers
c- One-word Responses
d- Quickly Sending Multiple Short Texts
e- Emoji Texts Users

SPECIMEN

B- Consider the different personalities described in the paragraphs. Which one do you think best matches with your personality ? Justify your answer.

PROJECT TASK

CAMPAIGNING AGAINST DRUG ADDICTION AMONG YOUNG PEOPLE

In order to warn youngsters about the dangers of drug addiction, your team of four students decides to design a poster on the issue.

I- The preparation of your poster

The pictures, quotes, and slogans on your poster should :

1- name the different types of drugs ;
2- show the ways of using them ;
3- show some of their drawbacks.

II- The comment on your poster

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- explain how bad company and peer pressure usher some young people into this hell ;
7- end your presentation with a strong message or quote from your poster ;
8- thank the audience.

III- Questions and answers session

SPECIMEN

Unit 2

Health and lifestyle



The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.

– Mark Twain –

American humorist, novelist and travel writer 1835 - 1910.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing health and lifestyle
- Discussing ways to be in good health
- Discussing ways to have a longer life
- Expressing past finished actions
- Expressing past actions in progress
- Pronouncing the final "ed" at the end of the verbs in the past
- Writing an informal letter

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



C



1- What human organ is particularly affected by Cardiovascular diseases (CVDs) ?
2- What are some heart disease risk factors ?
3- Is there a hope to heal from CVDs ?

SPECIMEN

Lesson 1 Reading

LEAD IN

- ☑ Look at the pictures and say what the risk factors of CDVs can be.
- ☑ Are there non-medical solutions to CDVs ?

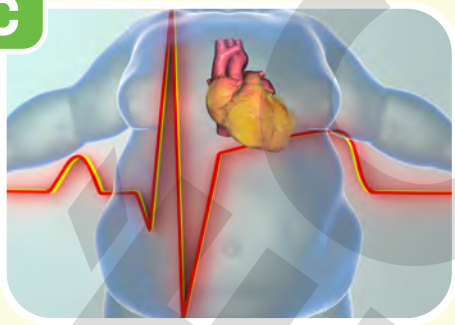
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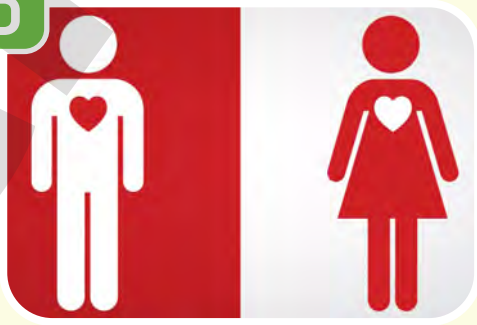
B



C



D



Learning context

On World Health Day, the students of your class pay a visit to the World Health Organization (WHO) office in your country. There, you are given a leaflet to read in order to learn more about Cardiovascular diseases (CVDs) and all issues related to them.



SPECIMEN

A **Scan the text below and answer the following questions.**

1- In which State of the USA does Claire live ?

2- Which sport did Claire practise to improve her health ?



Claire D'Andrea is an American woman who has suffered from High Blood Pressure. She has been recently interviewed by a representative of Measure Up / Pressure Down®(MU/PD R) to account for her experience. Here is her story.

MU/PD R : How did you find out that you had high blood pressure ?

Claire : My high blood pressure **diagnosis** came at a time in my life when I was very stressed. My husband's company had closed a few months earlier and he lost his job. We decided to locate to San Diego with our three children. My husband moved to California a year before we did, so I was **juggling work** as a nurse, caring for my son and two daughters, and taking care of responsibilities around the house, like cooking, cleaning or **shuttling** the kids to school and extracurricular activities. When I was 42, I was taking my daughter to ice skating practice when I started seeing kaleidoscope-like stars in my vision. My blood pressure at the doctor that day was 210/120, compared to a healthy blood pressure of 120/80. I was diagnosed with high blood pressure and worked with my provider to make healthy lifestyle changes and take medications as prescribed.

MU/PD R : Did your high blood pressure lead to other health concerns ?

Claire : About 6 months after my kids and I moved to California to join my husband, I was walking our dog when I felt an **unbearable** pain between my shoulder blades. An appointment with my primary care provider resulted in a normal Electrocardiography (EKG) and a referral to a cardiologist. There, I took a stress test that only lasted for three minutes of walking on the **treadmill**—I needed nitro and oxygen to recover. Three days later, I went to the hospital to have a coronary angiogram to have a stent put in my heart artery to restore blood flow through my **narrow** or blocked arteries. My hypertension was the only risk factor for my heart disease at the time.

MU/PD R : How has your health changed in recent years ?

Claire : Since the high blood pressure diagnosis and my coronary artery stent, I've gotten in much better control of my health thanks to focusing on my risk factors. Learning how to deal with emotion and stress was essential to improving my health. How did I do this ? I became a certified healing touch practitioner, teach others how to manage their stress, practise yoga regularly to improve both my mind and body, regularly meditate and write in a journal. I also help other women who have high blood pressure, heart diseases and other cardiovascular events by leading a WomenHeart Support Group in my community, which I have done for 10 years. I give public talks for WomenHeart about heart diseases and hand out literature and Red Bags of Courage at health events to educate other women and to teach them to learn to help themselves.

From https : //www.who.int/news_room/facts-sheets/detai/cardivascular_diseases-(cd)vds)

SPECIMEN

B **Read the text again and choose the best answers related to the words in colour.**

Example : 1-b

1- The word diagnosis could best be replaced by

a. medical check-up
b. check-up result
c. medical award

2- The expression juggling work is closest in meaning to

a. working
b. doing several works
c. changing work

3- The word shuttling could best be replaced by

a. closing
b. helping
c. driving

4- The word concerns is closest in meaning to

a. considerations
b. worries
c. interests

5- The word unbearable can best be replaced by

a. horrible
b. brave
c. favourable

6- The word treadmill refers to a device used for

a. practising sport
b. travelling
c. curing patients

7- The word narrow is closest in meaning to

a. horrible
b. huge
c. reduced

C **Fill in the sentences below with the suitable words or expressions from the box.**

Example : 6- diagnosis

narrow – shuttling – treadmill - juggle work – diagnosis - unbearable – concerns

1. My daughter, you know, for your first trip abroad, I have a lot ... .
2. He works as a driver in this hotel. He is used to ... tourists from the airport.
3. The pain was so hard and ... that he finally went to the hospital.

SPECIMEN

4. As his salary was not enough, he had to ... as a teacher and a tutor as well.
5. He doesn't like running on a ..., he prefers outdoor sport.
6. What was the ... after the doctor's check-up ?

D Read the text once more and choose the best option.

1- What can be understood from Claire's first sentence in the text ?

a. Her blood pressure was due to a bad diagnosis.
b. Stress can be seen as one of the causes of her high blood pressure.
c. Her high blood pressure gave her a lot of stress in life.
d. She has had high blood pressure and stresses her whole life.

2- Which of the activities was not part of Claire's work when her husband moved to California ?

a. Working in a hospital.
b. Making food for her family.
c. Cleaning and weeding the garden.
d. Taking the children to school.

3- When Claire says 'I started seeing kaleidoscope-like stars in my vision', she means :

a. she saw a kaleidoscope when walking.
b. she saw stars in the sky.
c. she used a kaleidoscope to watch skating.
d. her vision was getting damaged.

4- The phrase 'that day' in paragraph 3 refers to :

a. the day she started seeing stars in her vision.
b. the day her daughter started practising skating.
c. the day she went to the doctor for the first time.
d. the day she practised ice skating with a daughter.

5- When Claire was diagnosed with high blood pressure, she decided ...

a. to work with her provider at the hospital.
b. to live a healthy lifestyle only without medication.
c. to take medications as prescribed without caring about her lifestyle.
d. to take medications and live a healthy lifestyle as well.

SPECIMEN

6- In California, when Claire felt an unbearable pain between her shoulder blades, she …

a. first saw her primary care provider before seeing a cardiologist.
b. first saw a cardiologist before seeing her primary care provider.
c. only visited her primary care provider for a normal EKG.
d. only visited a cardiologist for a normal EKG.

7- Which of the following is not part of the treatment Claire received after she visited the cardiologist ?

a. She had a coronary angiogram.
b. She had a stent put in her heart artery.
c. She had her blood flow restored.
d. She had her arteries blocked.

8- The following are solutions Claire adopted to improve her health except one.

a. She went to practise Yoga regularly.
b. She helped people as a healing touch practitioner.
c. She became a teacher in a Yoga club.
d. She taught people to manage their stress.

9- Which of the followings is true about WomenHeart ?

a. It is an association for women to help one another.
b. It is a woman who has a strong heart.
c. It is a group of women that controls their hearts.
d. It is an important human organ for women.

COMMUNICATION ACTIVITY

Claire suffered from high blood pressure, and she needed to manage her stress. To be able to do that, she decided to 'teach others how to manage their stress'. In groups of 4 students,

- say why you think it is necessary to manage one's stress when suffering from high blood pressure ;
- guess why Claire decided to teach something she needed herself ;
- explain why you think teaching something you need yourself is the best way to succeed in practising it. (Give examples to justify your view)

SPECIMEN

Lesson 2 Speaking

LEAD-IN

The pictures below portray Claire's story. Look at them and answer the questions that follow.

A



B



- ☑ What is Claire doing in picture A ?
- ☑ Where is she in picture B ?
- ☑ What for ?

Learning context

During a discussion at your English club, one of your friends told you an interesting story in which he was doing an action when he was stopped suddenly. You liked the story so much that you all decided to tell your own stories in order to share them with your mates.



SPÉCIMEN

A LANGUAGE FUNCTION

Expressing past finished actions / Expressing past actions in progress

I- The sentences below are extracted from Claire's story.

- "**I was walking** our dog when I felt an unbearable pain between my shoulder blades".
- "My high blood pressure diagnosis **came** at a time in my life when I **was living** a hard time and very stressed".

II- Classify the verbs below under their corresponding tense.

was walking – arrested – got – felt – was living – came –were running – found - walked

PAST SIMPLE	PAST CONTINUOUS
- got	

III- Complete the structures below.

Tenses

1- Past continuous : **S + was / ... + V-ing**

2- Past Simple : **S + ... + ... or S + ...**

LET'S KEEP IN MIND

- The **past continuous** is used for an action in progress in the past.

  Example : While I **was walking** around the street, I met my cousin Peter.

- The **past simple** is used for an action that happens once in the middle of the action in progress.

  Example : While I was walking around the street, I **met** my cousin Peter.

B LET'S PRACTISE

I- Put the verbs in brackets in the appropriate tenses.

1- She ... (live) with her parents when she ... (decide) to look for another job.

2- The police ... (arrest) her because she ... (use) the phone while driving.

3- While I ... (have) lunch, my neighbour ... (ring) at the door.

4- Once I ... (walk) in Adjamé, and some young people ... (pick) my phone.

5- Claire and her husband ... (meet) while they ... (work) in the same company in Houston.

SPECIMEN

II- Complete these sentences with information about yourself.

1- I was chatting with my friend one day when, suddenly, ...

2- One day, while I was chatting with my dad ... .

3- My cellphone turned off when ... .

4- While I was ... .

5- I was ... .

6- Once I ... .

COMMUNICATION ACTIVITY

During a debate at your English Club meeting, one of your friends told you an interesting story in which he was doing an action when he was stopped suddenly. You liked the story so much that you all decided to tell your own stories. With your partner, take turns reading the sentences in Exercise II. Then ask questions about what happened next.

Example :

A : I was chatting with my friend when suddenly we heard people shouting on the road.

B : What happened next ?

A : We rushed there to see and we noticed that some workers were on strike.

PRONUNCIATION

The pronunciation of the "ed" depends on the ending sound of the verb.

/t/ sound	/id/ sound	/d/ sound
When verbs end in the following sounds : k, s, ch, sh, f, p **Examples :** walked passed touched stopped hushed finished laughed	When verbs end in the following sounds : t, d **Examples :** wanted started intended decided recommended suggested	When verbs end in any of the remaining sounds. **Examples :** played grabbed laughed calmed called enjoyed loved

SPECIMEN

A **For each verb in bold in the text below say how the 'ed' sound would be said. Write 't', 'id' or 'd'.**

Example : hiked (-t)



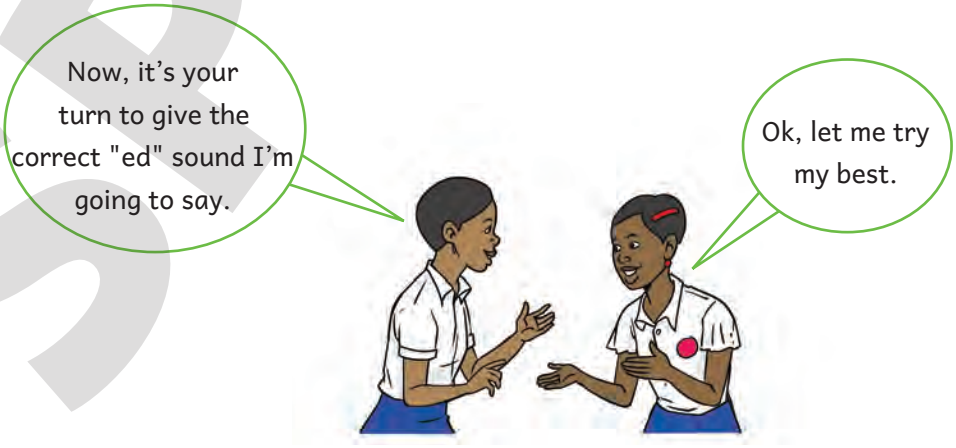
My roommate and I have **hiked** many of the trails in and around San Francisco. The first trail that we ever **hiked** was Angels Island. We **walked** for less than one hour before we **started** getting really thirsty, so we sat for a while and **enjoyed** the view of the Bay and **relaxed** before we **continued** our hike. It was so much fun ! The next hike that we **attempted** was the Batteries to Bluffs trail. During the hike, we **climbed** so many stairs ! When we got **tired,** we took breaks and sat and **watched** the dogs playing on the beach. The third hike we **tried** was in Briones Regional Park. We **loved** walking around the rolling hills ! We found an archery course and **practised** some archery : I **pretended** that I was in The Hunger Games. (Kidding !) When I thought about all the hiking we have done, I **realized** that hiking brought my roommate and me closer together. Before we **started** hiking, we didn't talk much about our personal lives : now, she is like a sister to me. I can't wait to go on more hikes with her in the future.

Adapted from Converse International School Language

B **With your neighbour, practise in turn reading the text without looking at the answers of Activity A.**

One student reads the words in bold in the text, the partner looks at the rule and notes the number of verbs which were mispronounced.

STUDENT A	STUDENT B
- MISPRONOUNCED VERBS	MISPRONOUNCED VERBS
-	-
-	-
-	-
-	-
- SCORE : / 15	SCORE : / 15



SPECIMEN

Lesson 3 Listening

LEAD-IN

Read the short text below and answer the questions.



The titanic sank in the Atlantic Ocean (15 April 1912).



Louise Signori

The woman you are about to learn about was born in 1912, a year filled with changes and Innovation. President Willian H. Taft was in office, the titanic hit an iceberg and sank in the ATLANTIC Ocean. And also that year Louise Signori was born in Manhattan. She lived in the Bronx since she was 14. Today her friends and neighbours threw a big celebration to mark her 107th birthday. Jessica Layton from CBS TV was there and learned Signori's secrets to her long life.

1- When was this text written ?

2- How old might Louise be today ?

3- What do you think might be the secret to her long life ?

Learning context

After reading a text about the importance of having a good lifestyle for good health, the students in your class decide to learn more about how to live longer. Therefore, they listen to an audio to get the information they need.



SPECIMEN

A Listen to the rest of the story and do the activities that follow.

I- As you listen to the story, fill in the blanks in the following paragraph with the missing words.



The birthday gathered a lunch feast for 100 friends, some of whom are decades younger than Louise. She has got no 1-... cane, she's not in the wheelchair and she does all her shopping and she is just 2-...', one of her neighbours says warmly. 'I think her 3-... with her neighbours in the community but also with her friends here at the Senior Center helped to 4-... her going'. Born in Harlem in 1912 and always 5-... of her Italian heritage. Louise moved to the Bronx as a young girl.

II- Listen to the passage again and choose the correct option for each statement about the audio.

1- Since her young age, Louise has been dancing for almost ...

a- days and nights.

b- every day.

c- on celebration days.

d- on days she plays Chess.

2- Which of the statements is true about Louise ?

a- She lives with her sister in her house.

b- She lives with her husband in her house.

c- She lives with nobody in her house.

d- She lives with her community in her house.

3- Louise says one of her secrets to longevity is that ...

a- she has never had a spouse.

b- she got married early.

c- her husband was a good man.

d- she doesn't take medicine.

SPECIMEN

4- What are the two challenges Louise has had in her life ?

a- She has suffered from Corona.

b- She has suffered from Pneumonia.

c- Some robbers came to her house.

d- She gave an assault in her apartment.

5- Which of the secrets to live a long life is not mentioned in the audio ?

a- Live without drinking too much soda.

b- Avoid eating cakes too much.

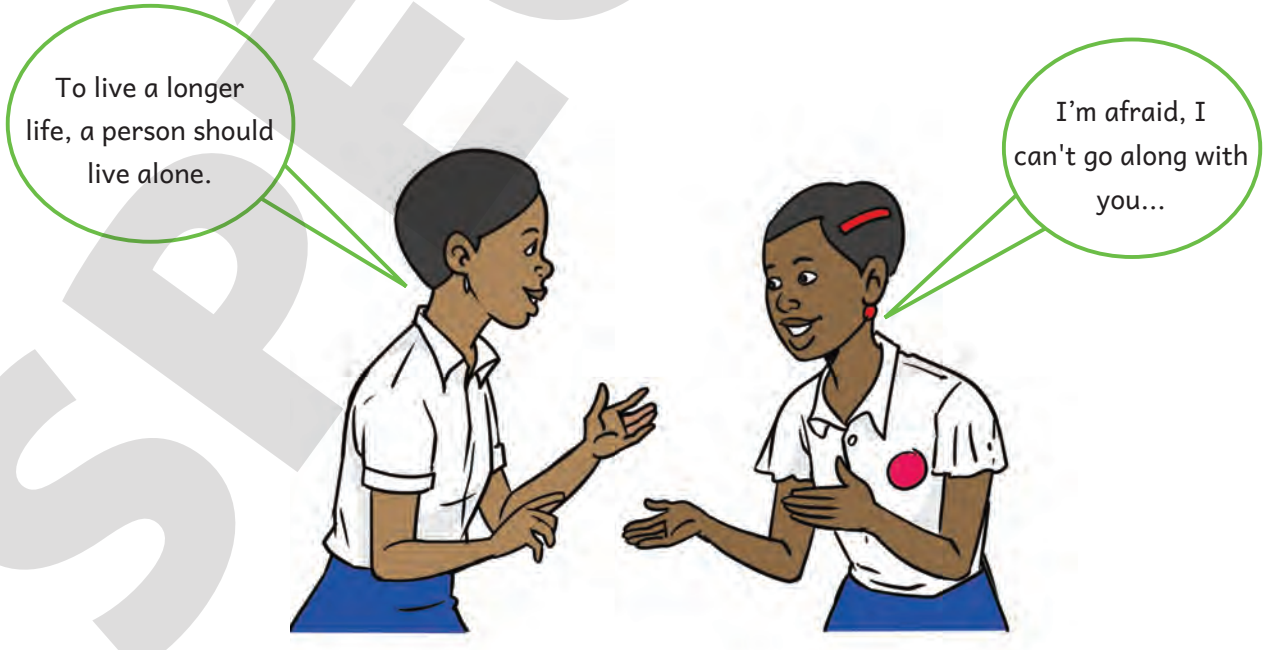
c- Keep far from stressing actions.

d- Visiting the doctor regularly.

COMMUNICATION ACTIVITY

You have recently attended a conference about longevity. Invited to that conference, Louise declared the following again :'' To live a longer life, a person should live alone''. Do you agree with that statement ? Write a paragraph giving your opinion. In your paragraph,

- give your opinion about Louise's say ;
- support your opinion with three (03) reasons ;
- suggest three (03) other tips to live longer.



SPECIMEN

Lesson 4 Writing

an informal letter

LEAD-IN

In small groups, discuss the following questions :

1. Have you ever written a letter ? On which occasion ?
2. Is there a difference between a letter to an authority and a letter to a relative or a friend ?

Learning context

You are about to take part in an English writing contest. For the contest, you will have to write an informal letter. During an English class, your teacher makes you discover how to deal with this type of letter.



WRITING STRATEGIES

PART	CONTENT
Your address	To be written on the top right to permit the addressee to answer your letter if necessary.
The date	Write the date when you are writing the letter.
Greetings	Use an informal formula here, adding the name of the addressee, or the relationship you have to him / her... **E.g :** *dear Paul ; dear brother*
Body	The body of the letter is composed of three main parts : **The opening :** Greet the addressee or ask informal questions about how he feels. Also add the reason for writing. **E.g :** *How are you doing ? I hope you are doing well.* *I am writing this letter to ... invite you to / tell you that ...* **The content :** Write details about the reasons why you are sending the letter. You can have more than one paragraph. Use short and simple sentences. **The closing :** You use an informal way to say goodbye to the addressee and invite him / her to respond to your letter. **E.g :** *Write back soon / Hope to read from you soon...*
Sign off	It is a way to come to the end of your letter, showing some affection to the addressee. **E.g :** *Best wishes / Take care / Lots of love... / Yours...*
Signature	Write your first name, nickname or put a hand signature.

SPECIMEN

A **Study the model letter below and answer the questions that follow it.**

PO Box 25 Cape Coast

May 25, 2022

Hi Ben,

Hope you're doing great. Since we last discussed the importance of living a healthy lifestyle, I've done a lot of research about it. I'm sending you this letter to tell you about my findings.

Here in Ghana, many people care for their health and lifespan as well. In the street, you can see people jogging early in the morning or in the evening. Also, a lot of campaigns are organized by the government to sensitize people to eat healthy food like fruits and vegetables. I have now decided to eat fruits only at dinner. I hope I will live as long as my grandfather who reached 102 years before passing away.

Tell me about you, Ben. What have you been able to do lately about improving your lifestyle ? Do you have some ideas to share with me ? I'll be looking forward to reading from you.

Take care of yourself and express my regard to your mum.

Big up Bro.

Your Friend Jeffrey.

1- Who is the writer of this letter ? Who is it addressed to ?

2- What is the relation between them ?

3- Does the writer use a formal style to write his letter ? Justify.

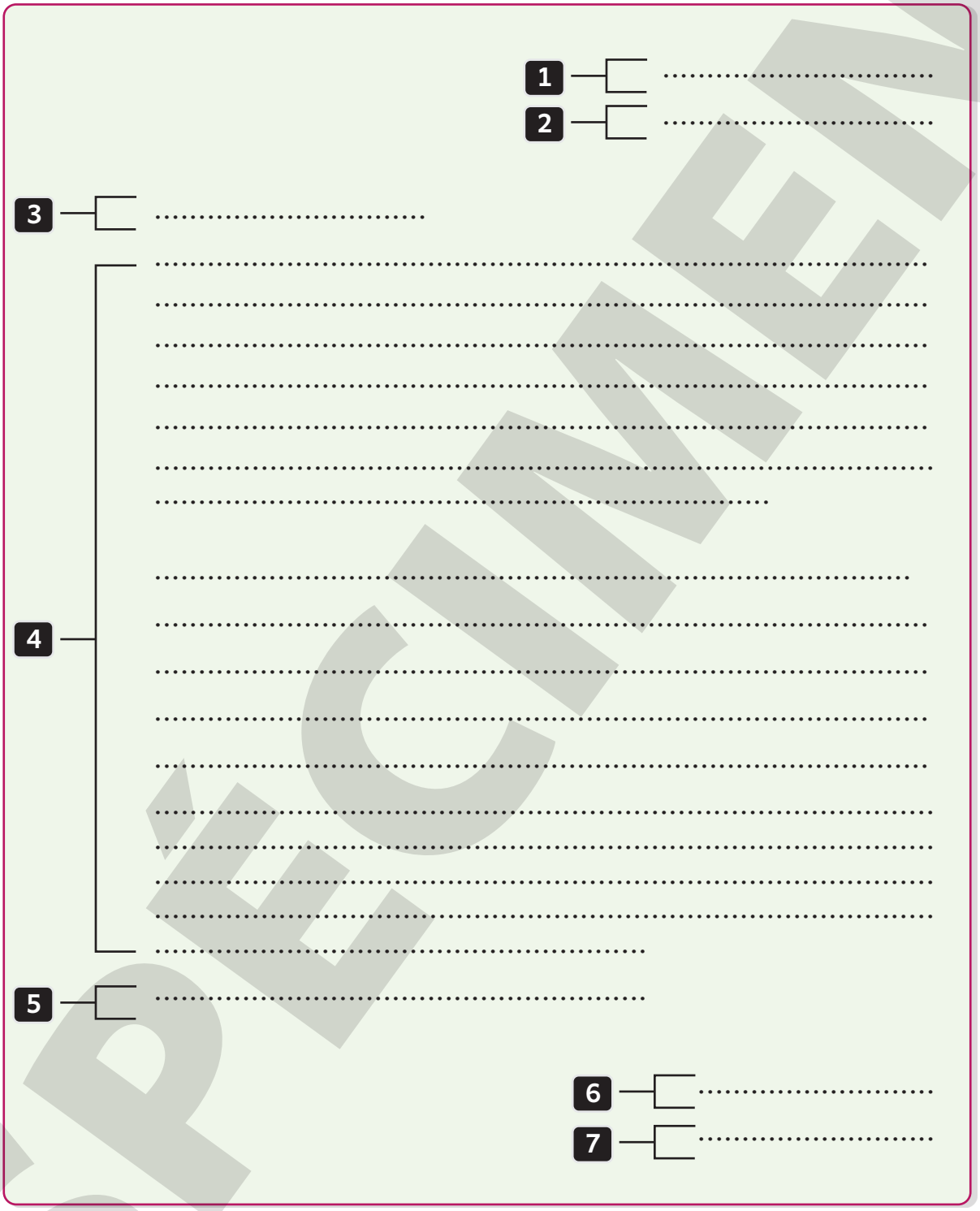
4- Do you think a similar style can be used when writing in a business context ? Justify.

5- Identify some types of people a letter can be addressed to using this writing style.



SPECIMEN

B **Below is an empty format of an informal letter. Say what each number represents.**



C **Write Ben's reply to his friend Jeffrey's letter.**

SPECIMEN

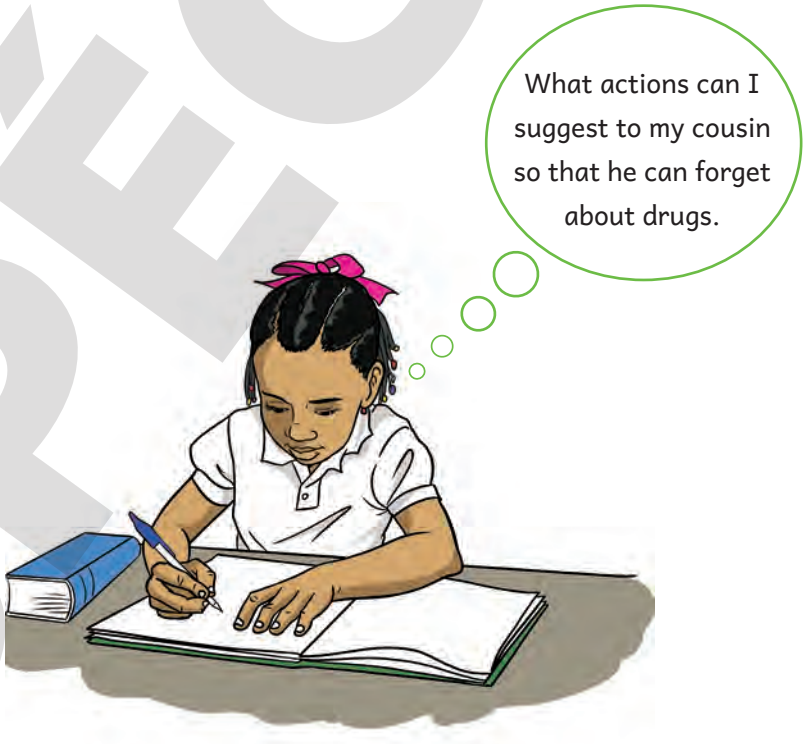
COMMUNICATION ACTIVITY

You have recently been contacted by your aunt who lives in California (USA) to help her give some advice to your cousin who has started behaving strangely. In her letter to you, she explained that your cousin has become a drug addict. Write a letter to him to help him overcome that situation. In your letter,

- point out the dangers of taking drugs ;
- suggest what actions he can take to forget about drugs ;
- promise him he will feel better if your advice is followed.

Check your production

Statements	Yes	No
1- Does your production mention a writer and a receiver's names ?		
2- Does it contain a date, a signature, a salutation and a sign off ?		
3- Does it mention at least three dangers of taking drugs ?		
4- Does it give ways to overcome the taking of drugs ?		
5- Does it use an informal style ?		



SPÉCIMEN

Language corner

1 ANTONYMS AND ADVERBS

I- ANTONYMS

An antonym is a word that means the opposite of a word.

Example : cold and **hot** are antonyms.

Give the antonyms of the following words : *good ; handsome ; efficient ; fat ; big ; dirty ; long ; slim.* **Example : 1- Good ≠ bad**

II- ADVERBS

An adverb is a word that modifies (describes) a verb, an adjective, another adverb, or even a whole sentence. Adverbs often end in -ly, but some, (such as fast) look exactly the same as their adjective counterparts.

Examples : Tom Longboat did not run **badly.**
He is **very** tall.
The race finished **too** quickly.
Fortunately, Lucy recorded Tom's win.

However, there is one type of verb that doesn't mix well with adverbs. Linking verbs, such as *feel, smell, sound, seem,* and *appear,* typically need adjectives, not adverbs.

Example : I feel **bad** about the situation. NOT, I feel **badly** about the situation.

LET'S PRACTISE

Answer the questions below.

1- What's the opposite of *to demolish ?*

a- to join / b- to fasten / c- to mend / d- to build

2- What's the opposite of *early ?*

a- soon / b- late / c- last / d- first

3- What's the opposite of *to lose ?*

a- to forget / b- to find / c- to search / d- to look for

4- What's the opposite of *above ?*

a- downstairs / b- below / c- under / d- over

5- What's the opposite of *rough ?*

a- sharp / b- heavy / c- hard / d- smooth

SPECIMEN

II- Turn the adjectives in brackets into adverbs to get meaningful sentences.

Example : a- loudly

a- Phillip sings (loud) in the shower.

b- My cat waits (impatient) for his food.

c- I will (serious) consider your suggestion.

d- The cat is (incredible) happy to have her dinner.

e- We will (slight) be late for the meeting.

2 USED TO / BE USED TO/ GET USED TO

A- USED TO : Subject + used to + verb (infinitive)

We use **used to + infinitive** to talk about a past situation that is no longer true. It tells us that there was a repeated action or state in the past which has now changed.

Example : When I was in village, I **used to work** on farms.

B- BE USED TO : Subject + be + used to + verb-ing (gerund)

We use **be used to + gerund** to talk about something we are familiar with ; something we have done or experienced many times before.

Example : She **is not used to eating** in such a restaurant.

C- GET USED TO : Subject + get + used to + verb-ing

We use **get used to** + **gerund** to say that one is starting to become accustomed to doing something.

Example : I**'m getting used to living** in a big city.

LET'S PRACTISE

Write the correct form of ''used to'' to complete the sentences below.

1- My grandmother ... staying at home alone because I work all day.

2- Today, many people ... working with a computer even at school.

3- Kipele has a new job in an export company. He must ... speaking English !

4- In primary school, we ... write on a slate. We had no notebook.

5- Etienne ... arriving early, and she opens the shop most of the time.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

- **Greet the audience** (Hi all / Hello everyone / Good morning ladies and gentlemen...)
- **Set the scene** (It's good to see you all / I'm very pleased to be here / Thank you for coming)
- **Introduce yourself** (My name is ... / I am ... / I'm in form five / I am the speaker of the day / I'm today's speaker...)
- **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...)
- **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)
- **Use transitional phrases to highlight the organization of your speech :**

  a- First / To begin ....

  b- Second / Then ...

  c- After that / Next ...

- Finally / To conclude / In conclusion...

  Thank the audience for their attention

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

A ASSIGNMENT

As part of the celebration of World No Tobacco Day, you decide to give a presentation about smoking in order to inform the students of your school about the challenges in that fight.

In your talk,

- give some reasons why people smoke ;
- mention some consequences of smoking ;
- describe the challenges in fighting against it.

B TIME TO GATHER INFORMATION

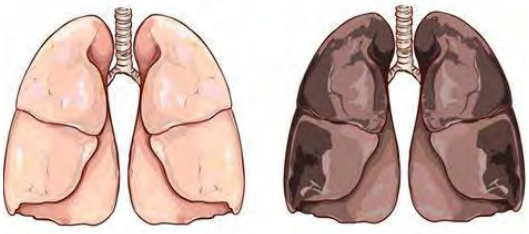
PHASE 1

In groups of four, find answers to the questions.

1- Which human organ is presented in these pictures ?

2- Which one seems abnormal ?

3- What can be the causes ?



SPECIMEN

PHASE 2

Read silently the text below and answer the questions that follow.

Should tobacco companies be banned ?

In 2013, the government collected $43.9 billion in tobacco tax revenue, and over half a trillion dollars since 1998 (this includes state and local taxes and settlement money). Thousands of farmers and industrial workers are employed by the tobacco industry. In the US, (as of 2013) 13,570 people worked in the tobacco manufacturing industry at a mean annual wage of $58,330. That is a lot of people with good jobs ! Skydiving and snowmobile riding cost lives, should they be banned? Ice cream is not essential to life and it causes health problems, should it be banned ?

Adapted from https : //www.historyandheadlines.com/10-reasons-tobacco-banned-banned

- What is your answer to the title ?
- Give arguments extracted from the text to defend your position.

PHASE 3

- Listen carefully to the audio.
- Take notes on the following point : "Should tobacco companies be banned" ?

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 thruthworthy evidence to help your listeners arrive at the correct conclusion ;
- In your conclusion, call for action against smoking.

SPECIMEN

UNIT REVIEW 2

Let's consolidate

I- Match the expressions related to lifestyle in Column A with their meanings in Column B.

Example : 1- e

Column A	Column B
1- to get into the habit	a- to do always the same thing in the same way.
2- old habits die hard	b- to stop bad habits, especially those that have an impact on someone's health.
3- to be a creature of habit	c- to stop doing something that has become a habit, especially if it is bad.
4- to kick a habit	d- it means that it is difficult to stop doing something that someone has been doing for a long time.
5- to break the habit	e- to begin to do something regularly.

II- Choose the best option for each statement below. (many options are possible.)

1- I can write an informal letter to :

a- a friend.

b- the headmaster of my school.

c- my father.

d- a cousin.

2- I can write an informal letter to :

a- apply for a job.

b- respond to a friend

c- congratulate a cousin who has passed an exam.

d- to give news to my mother.

SPECIMEN

3- To sign off an informal letter, I can use :

a- Yours, ...

b- Best wishes ...

c- Dear...

d- Take care ...

4- In the greeting of an informal letter, I can write :

a- Hi...

b- Dear friend,

c- Dear Director,

d- Dear Aunt,

III- Use the present simple, the past simple or the present continuous.

1- My mother ... (cook) dinner every day.

2- He ... (not, go) to school last year, he ... (be) five.

3- What ... (you, do) now ? - I ... (wash) my face and hands.

4- He ... (not, write) his home task at the moment. I ... (think) he ... (play) on the computer.

5- ... (she, eat) ice cream yesterday ?

6- We ... (usually, drink) coffee in the morning. But, now I ... (have) tea.

7- Little Melki ... (see) an elephant two days ago and ... (be) very surprised.

IV- Use *"usually", "used to", "be used to", "get used to"* to complete the sentences below.

1- I ... work in a bank, but now I'm working as a designer.

2- We ... go to the cinema very often.

3- We ... eat out every Saturday.

4- I ... getting up early. I've been doing it for 30 years.

5- I've been in France for a week and I ... driving on the right.

6- I'm not ... dinner at 6. In my country we eat later.

7- Do you ... go to the pub after work ?

SPECIMEN

PROJECT TASK

Smoking is said to be harmful to people's health, but some people smoke and governments keep giving authorization to tobacco companies to operate in countries. With your group, conduct a survey about the necessity to authorize or not to authorize tobacco companies in a country like Côte d'Ivoire. Then ask about the reasons that motivate people's choices.

I- The preparation of the survey

Identify the people you will interview.

1- Divide by gender or age range.

2- Prepare a research questionnaire (questions to be asked to get the results).

II- The survey

1- Go to the identified people to interview them.

2- Put your data in a table (see example below).

3- Calculate the percentage of people in favour of tobacco companies.

4- Calculate the percentage of people against tobacco companies.

5- Record reasons for choosing the idea defended.

II- Presentation of the survey results

1- Present the results of the survey per gender and age range.

2- Comment the results.

Example of a results table

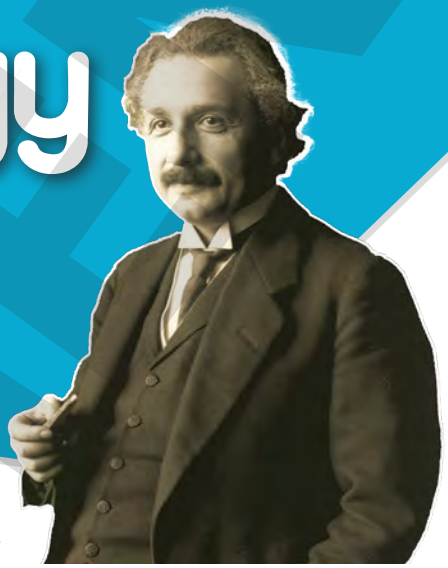
	Percentage of people in favour of tobacco companies	Percentage of people against tobacco companies	Reasons for the idea chosen
Boys			
Girls			
Students < 14 years old			
Students ≥ 14 years old Fields (L.8)			

SPÉCIMEN

Unit 3

Technology

«I fear the day that technology will surpass our human interaction. The world will have a generation of idiots.»



— Albert Einstein —

German-born theoretical physicist, developer of the theory of relativity (1879-1955).

UNIT OVERVIEW

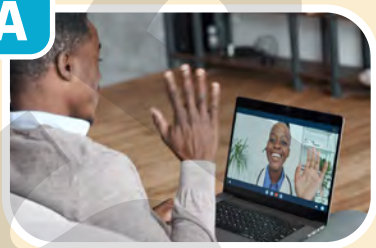
■ KEY STUDY POINTS OF THE UNIT

- Discussing the importance of technology
- Analysing the uses of technology devices
- Raising awareness about the misuse of technology devices and their dangers
- Writing an informal email
- Expressing recent actions / lasting actions
- Talking about past events
- Using prepositions : for ; from ; in ; of ; to ; at...

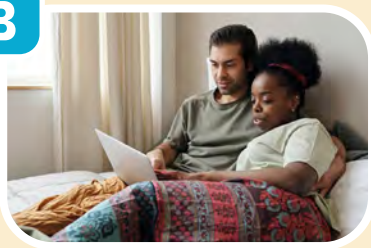
■ PICTURE ANALYSIS

Look carefully at the pictures below.

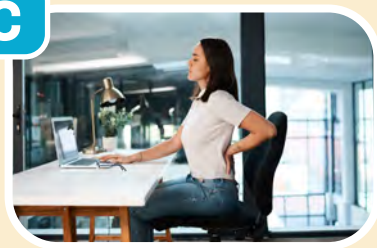
A



B



C



1- What are the pictures about ?

2- Say how useful technology can be basing on pictures A and B.

3- On the basis of pictures C give some drawbacks of technology.

SPECIMEN

Lesson 1 Reading

LEAD-IN



Look at the photo and answer these questions.

1- What are the people in the picture doing ?

2- What can be the advantages of TV for family members ?

Learning context

The students of Seconde C of Lycée Moderne of Bangolo read a text about Radio and Television in order to participate in a debate organized by the Coordinator of the English Clubs of the city. They share what they know about the advantages and disadvantages of TV and Radio.



A **Read the text quickly and select the correct ending.**

According to the text, Radio and Television are :

a- only useful for adults.
b- only useful for kids.
c- only useful for retired people.
d- only useful for everyone.

THE ADVANTAGES OF TELEVISION AND RADIO

Television and Radio are electronic systems of broadcasting. They are considered wonderful inventions of science. This technology affects the life of each human in the world. People cannot ignore watching television and listening to Radio ; especially children and adults have become so addicted to watching TV.

SPECIMEN

Television provides comprehensive varieties of entertainment for both adults and kids. Television provides the facility of entertainment at home where viewers can watch several types of serials, music, movies, and many more. The show gives relaxation to the mind and body. Television is a source of learning new things related to various fields. Educational programs, creative shows, and competitive programs give a lot of knowledge and information about education and technology. These shows, serials, and programs have become an essential part of our day to learning. Television is the only place where all members of the entire family can sit together. If an entire family sits together in an enjoying mood, they can discuss openly with integrity. Another advantage of television is that through it, we can learn and know the new styles of various regions, states, and countries. Television is significant for people, especially for old age people who are free and have much time to pass. Television is the best companion for old age and alone people.

Radio provides a huge selection of channels based on geographical location. Compared to TV, radio is a cost-efficient system. It covers a huge population. It is an easy way of spreading information and news.

Adapted from the Internet (Advantages & Disadvantages of Television for Students in 2000W (readingjunction.com)/ https://www.aplustopper.com/radio-advantages-and-disadvantages/)

B **Match the words in column A with their synonyms in column B according to the text.**

Column A	Column B
1- broadcasting (Line 1)	a- offers
2- addicted (Line 3)	b- productive
3- provides (Line 5)	c- films
4- entertainment (Line 5)	d- diffusion
5- movies (Line 6)	e- domains
6- fields (Line 7)	f- dependent
7- cost-efficient (Line 16)	g- amusement

C **Complete the following sentences with the words from column A in Activity B.**

E.g : 1 - broadcasting

1- On weekends, I watch TV ... by my favourite TV channel.

2- Many people cannot stop watching TV. They are said to be ... .

3- TV and Radio ... information to the population.

4- In the ... of technology, cellphones are the most used.

5- Novelas TV always show ... that tell love stories.

SPECIMEN

D **Read the text once more and complete the table with the correct information.**

Advantages of TV	Advantages of Radio
1- ... 2- ... 3- ... 4- ...	1- ... 2- ... 3- ... 4- ...

COMMUNICATION ACTIVITY

The students of your school have been invited to take part in a debate about the advantages and disadvantages of TV at the Embassy of Ghana next week. As the representative of your class, prepare the draft of what you are going to say. In your preparation,

- give your position about the usefulness of TV and Radio ;
- support your position by pointing out their advantages or disadvantages.



SPECIMEN

Lesson 2 Speaking

LEAD-IN

Look at the pictures below and answer the following questions.

1- What can you see in these photographs ?

2- Do you possess one ?

3- What do you use them for ?

A



B



C



D



Learning context

The students of Seconde C of Lycée Moderne Toulepleu are exchanging with their mates during a debate about the uses of computers. They share their experiences.



SPECIMEN

A LANGUAGE FUNCTION : Expressing recent actions / lasting actions

Read the dialogue below and answer these questions.

1- What tense is used in these sentences ?

2- What words go with it ?

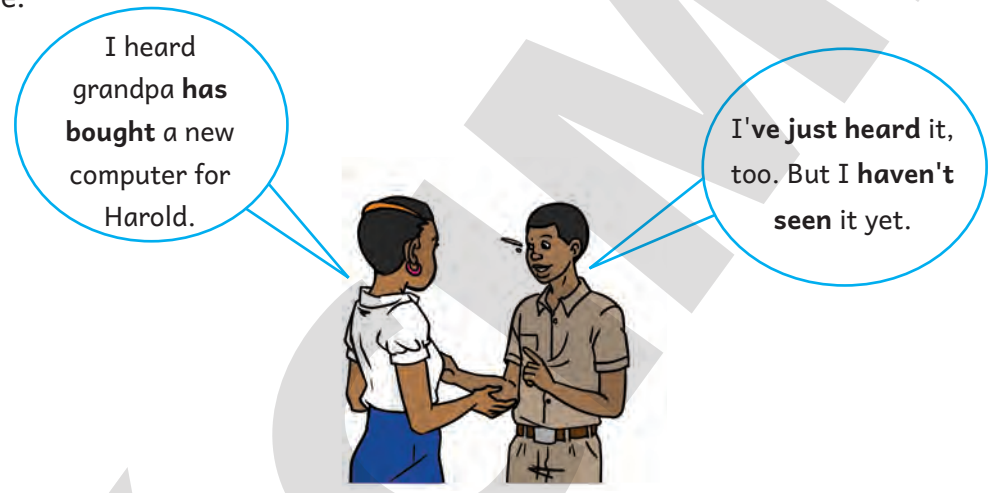
3- Point out the position of *"already ; yet ; just ; still ; for ; since"* in the sentences.

Johanne : I heard grandpa **has bought** a new computer for Harold.

Delmas : I **have** just **heard** it, too. But I **have not seen** it yet.

Johanne : Have you already **used** a computer ?

Delmas : Are you kidding me ? Dad bought me one last year. But still, I have used my smartphone ever since.



LET'S KEEP IN MIND

- The **present perfect** tense is used for past actions that are related to or continue into the present.

  Examples :

  - Call the doctor, grandma **has collapsed**.
  - I **have** just **eaten** ; thank you for your invitation.

- It is also used for actions that are still continuing or that indicate a change over time.

Note : The recent actions with the result in the present are used with "already" ; "yet" ; "just" ; "for" ; "since" ; "not yet" while the lasting action is used with "since" and "for".

Examples :

- We **have learned** English **for** years.
- They **have lived** here **since** 2021.

SPECIMEN

B LET'S PRACTISE

I- Reorder the following sentences to make them meaningful.

Example : a- For how many years have you used a computer ?

a- many / how / For / years / you / have / used / a / computer ?

b- computer / have / my / I / just / shut down.

c- used / I / my / Monday / haven't / computer / since.

d- The / has / put / not / his computer on / teacher / yet.

e- buy me a computer. / My father / has / gone / already / to the market to

II- Rewrite the following sentences twice, using "since" and "for".

Example :

a) I haven't seen you since Christmas.

b) I haven't seen you for 3 days.

1- I haven't seen you. (Christmas / 3 days)

2- We've learned about the importance of computers. (an hour / 4 o'clock)

3- She hasn't played games with the computer. (2 weeks / last week)

4- European students have used computers at school. (2000 / a long time)

COMMUNICATION ACTIVITY

You are invited to take part in a debate about the use of computer in the education of the youth. You prepare what you are going to say with some school friends. In your production,

- say how important computers can be for school children ;
- mention some harmful aspects of computers for children ;
- conclude by suggesting some balanced measures for a beneficial use of computers.

PRONUNCIATION

Stress :

1- Listen to your teacher.

afFOrd aBOUt aROUNd a DOg a LAdder a FRIend

2- Now take turn saying these words with your partner.

aloud	alike	afraid	adapt	across	avoid
above	abroad	asleep	a tent	a heap	a gate
a wolf	a wall	a month	a sign	a role	a heart

SPECIMEN

Lesson 3 Listening

LEAD-IN

1- Look at the photograph and tell the class what you can see.
2- Are these objects important to people ?
3- What do you use them for? (List 2 things you can do with these objects.)



Learning context

The students of Seconde C of Lycée Moderne of Sinfra are listening to a recording about the misuse of smartphones in order to participate in a debate organized by the Coordinator of English Clubs of the city. They share their experience about the nuisance of these small machines.



A **Listen to the passage and select the best option related to the general idea.**

In this passage, the speaker is pointing out :

a- the advantages and disadvantages of mobile phones.
b- the nuisance of mobile phones.
c- what a nuisance all types of phones are.
d- the disadvantages of public phones.

B **Read the statements below. Listen to the passage again. Then decide if they are true or false. Write T for true and F for false.**

a- In the 1980s, people did know mobile phones.
b- In those days, people could not communicate.
c- Before our modern days, people used to communicate with landline telephones.
d- Before the advent of smartphones, there was a telephone box in every home.
e- While using their mobile phones, people can ignore who they are talking to.

SPECIMEN

C **Read the following paragraph with missing words. Then listen to the passage once more and fill in the blanks with the words or expressions you hear.**

How important to you is your (1) ... ? Do you really need it ? In the 1980s there were no mobile phones. (2) ... still managed to phone their family and friends and do business. Of course, there were more (3) ... then. There was a telephone box pretty much on every street corner. I wonder whether (4) ... are a good or (5) ... thing. For sure, they are very (6) ... but they can also be a (7) ... . There's nothing worse than talking to someone and then they ignore you for ten minutes while they answer their (8) ... . I have even seen people on a date and one person (9) ... on the phone for 30 minutes. How would life change for you if you didn't have a mobile ? Would you miss listening to other people's (10) ... on the train ?

COMMUNICATION ACTIVITY

Your uncle who lives in the village had a conversation with you concerning smartphones. According to him, these machines are not important. As you don't agree with him, you decide to show him the importance of smartphones. In your talk,

- state two arguments your uncle puts forward ;
- write down four things smartphones can help you do as a student ;
- say how important smartphones can be to everyone.



SPÉCIMEN

Lesson 4 Writing

an informal email

LEAD-IN

Look at the photograph and answer the questions below.

1- What does this image refer to ?

2- What do you personally use to communicate with your friends and family members ?

3- Is this type of communication efficacious ?



Learning context

During a writing competition organized by the American Embassy in Lycée Moderne Tingrela, the students of 2nde A are asked to write an email to their Kenyan pen friends in order to show the advantages and drawbacks of the Internet.



WRITING STRATEGIES

CONTENT
From : Writer's email address (ids)
To : Receiver's email address (ids)
Cc : Other people receiving the same mail with visible addresses (ids)
Bcc : Other people receiving the same mail with invisible addresses (ids)
Subject : Title or the reason for writing
Greeting : Hi, Hello, Dear, etc.
Main content or message of the email : Introduction Development Conclusion
Closing statement : Ending
Signature : Writer's name

SPECIMEN

Read the informal email below and answer the following questions.

1- Who is the writer of this email ?

2- Why is he writing it ?

3- What are the advantages of the Internet ?

From : johnbaker@gmail.com
To : williamsmith@yahoo.fr
Cc :
Bcc :
Subject : The advantages of the Internet
Hi William,

It's been a while ! I hope you are fine. Thanks for your last email. Sorry, I didn't reply sooner because I've been very busy. I thought I'd drop you a line to tell you about the importance of the Internet.

Firstly, the Internet can let a person communicate with people virtually from any part of the world through the world wide web, social media or e-mail, without having to leave his room. E-mail allowed people to communicate in a minimum of times. It is now possible to send a message to any part of the world through a simple e-mail address and the message is delivered in a matter of seconds. The Internet also allows people within an organization to easily communicate and share information.

Secondly, information is probably the biggest advantage that the Internet offers. The Internet is a virtual treasure trove of information. Any kind of information on any topic under the sun is available on the Internet. Search engines like Google, and Yahoo are at your service through the Internet. There is a huge amount of information available on the Internet for just about every subject known to man, ranging from government law and services, trade fairs and conferences, market information, new ideas and technical support, the list is simply endless.

Briefly, the Internet is an essential instrument for today's students.

I'm looking forward to hearing from you.
All the best,
John

COMMUNICATION ACTIVITY

The Internet has become an essential instrument for today's population. But this instrument is doing more ravages among the young populations today because of its bad use. As the representative of the English Club of your school, write an email to raise awareness about its dangers to your American penfriend.

In your production,

- say what the Internet is ;
- mention the reasons why people use the Internet ;
- mention four dangers caused by the Internet in society.

SPECIMEN

Language corner

1 PREPOSITIONS : FOR, FROM, IN, OF, ON, TO, AT, WITH.

Look at these examples and say how these prepositions are used.

1- Can you wait **for** me to finish my lunch ?

2- I'm relying **on** my co-worker to answer all my emails while I'm **on** holiday.

3- Sun cream protects you **from** getting burnt.

4- I called them but they put me **on** the hold **for** 15 minutes.

5- Many dangers are linked **to** the misuse **of** technology devices.

PREPOSITIONS	VERBS
For	wait **for,** apologise **for,** apply **for,** ask **for,** prepare **for**
From	protect **from,** recover **from,** save someone **from,** suffer **from**
In	believe **in,** specialise **in,** succeed **in**
Of	approve **of,** die **of,** smell **of,** consist **of,** think **of**
On	depend **on,** base **on,** concentrate **on,** rely **on,** agree **on** something
To	listen **to,** introduce someone **to,** refer **to,** respond **to,** apologise **to** someone
With	agree **with,** provide **with,** deal **with**
At	Look **at,** arrive **at,** shout **at,** point **at,** aim **at**

LET'S PRACTISE

Select the best choice for each statement.

Example : 1- for

1- I applied ***(with-to- in-for)*** the job but I didn't get it.

2- I suffer ***(from- to – in- for)*** allergies.

3- Our company specialises ***(on-from- in-for)*** computer software.

4- I don't approve ***(in- for- with-of)*** hunting animals for their fur.

5- If you make so much noise, I can't concentrate ***(with- to- on- in)*** my work.

6- What kind of music do you like listening ***(with-on-to-for)*** ?

7- We're finding it difficult to deal ***(for-with-of-on)*** the stress.

SPÉCIMEN

2 TALKING ABOUT PAST EVENTS

The past simple is also used with phrases expressing past actions : *in the past, last year, yesterday, in 1995, etc.*

We use the past tense to talk about :

1- something that happened once in the past :

- I **met** my wife in 1983.
- They **got** home very late last night.

2- something that happened several times in the past :

- When I was a boy, I **walked** a mile to school every day.
- We **swam** a lot while we were on holiday.
- They always **enjoyed** visiting their friends.

3- something that was true for some time in the past :

- She **used to watch** TV when she **was** younger.

We often use expressions with "ago" with the past simple :

- I **met** my wife a long time **ago.**

Past simple questions

- **Did** you **live** abroad ?
- When **did** you **meet** your wife ?
- Where **did** you **go** for your holidays ?

LET'S PRACTISE

The sentences are about technology. They are in the past. Find the correct form of the verb in each sentence.

Example : 1- bought

1- I (buy) my first TV set in 1998.

2- There (be) Internet 30 years ago.

3- My father (like) watching TV when he was young.

4- Who (use) the Internet for the first time ?

5- Scientists (invent) new technology devices last year.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

- **Greet the audience** (Hi all / Hello everyone / Good morning ladies and gentlemen...)
- **Set the scene** (It's good to see you all / I'm very pleased to be here / Thank you for coming)
- **Introduce yourself** (My name is ... / I am ... / I'm in form five / I am the speaker of the day / I'm today's speaker...)
- **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...)
- **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)
- **Use transitional phrases for the different parts :**

  a- First / To begin ...

  b- Second / Then ...

  c- After that / Next ...

- Finally / To conclude / In conclusion...

  Thank the audience for their attention

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

A ASSIGNEMENT

You are chosen to present a speech on the impact of technology on teenagers at the next meeting of your school's English club. In your speech,

- name the different technology gadgets ;
- determine their uses ;
- describe the dangers young users are exposed to ;
- suggest some solutions to cope with these problems.

B TIME TO GATHER INFORMATION

PHASE 1

1- Look at this picture and name the technology gadgets you see.

2- Determine their uses.



SPECIMEN

PHASE 2

Read the text silently and do the task below.

Social media and mobile devices may lead to psychological and physical issues, such as eyestrain and difficulty to focus on important tasks. They may also contribute to more serious health conditions, such as depression. The overuse of technology may have a more significant impact on developing children and teenagers.

https://www.councilonrecovery.org/technology-misuse-abuse-addiction-among-teenagers

In groups of four, take notes on the points below :

- problem raised ;
- possible consequence.

PHASE 3

Listen to the audio and take notes on the points below :

- the benefits children get from technology ;
- the risks related to a bad use of technology.

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 reliable evidence to help your listeners to reach an agreement ;
- In your conclusion, appeal to your listeners to accept what they have learned.

SPECIMEN

UNIT REVIEW 3

Let's consolidate

I. Read the sentences about TV and Radio below and say whether they are true or false. Write T for true and F for false.

1- Both TV and Radio are sources of entertainment and information.
2- TV and Radio don't differ in many aspects.
3- Radio is portable (dynamic) while TV is not (static).
4- Radio provides feasibility to view the picture which lack in TV.
5- While tuned to Radio one need to use only ears but TV provides the choice to involve both your eyes as well as ears to absorb the information.
6- In terms of technology and trends, the radio is considered outdated.
7- TV has been a sophisticated tool ever.

II- Ask questions with « How long » :

Example : 1- How long have you been married ?

1- I am married.
2- I know Bob.
3- Messou and Tania Luke are married.
4- Madou is unemployed.
5- Those books are here.

III- Read this text and fill in the table below.

Advantages of technology	Disadvantages of technology

The technology world has been growing and flourishing in the interest in designing technologies that mediate and create a feeling of relatedness within interpersonal relationships beyond explicit verbal communication. Yet communication technologies such as cell phones, the Internet, and social networking sites still have gained a central feature in people's lives as tools for establishing and maintaining these relationships. For instance, over a billion text messages are sent through mobile phones around the world every day. With such advances in technology and communication, it changes how we relate to one another and the effect it has on relationships. Couples mention, for example, the importance of accessibility of one's spouse when there is an emergency when one partner is reaching out for contact, or if a partner is experiencing stress and needed reassurances or emotional soothing.

SPECIMEN

On the other hand, technology introduces the potential to misinterpret messages between patterns and may create barriers to problem-solving and intimacy development. For example, online gaming in relationships may disrupt intimacy processes and introduce feelings of exclusion from one area of their partner's life, potentially resulting in perceived neglect and jealousy.

Katherine M. Hertlein and Katrina Ancheta University of Nevada, Las Vegas, Nevada, USA

IV- As an expert in technology, you are sent to an area where people ignore the importance of technology. In order to sensitize them, you decide to talk about this great invention. In your intervention,

- say what technology is ;
- mention the different branches of technology and their advantages for human beings ;
- describe some of its drawbacks to warn about the bad use of technological devices.

V- The sentences below are about technology. For each write the correct past simple form of the verb.

1- You ... (to decide) to buy a new smartphone. ...
2- (he – to be) getting in trouble for his bad use of the internet ?
3- If I ... (to have) a computer, I would play online games.
4- What ... (they – to do) to stay in touch with him ?
5- He ... (to buy) a smartphone to keep in touch with his friends.
6- ... (we – to send) messages to our parents ?
7- Paul and Jane ... (to play) chess on internet last saturday.
8- How ... (you – to manage) to solve the internet issue ?
9- My friend ... (to grab) my hand to stop me from playing online games.
10-Where ... (I – go) wrong in my use of the social media ?

SPÉCIMEN

PROJECT TASK

THE FUTURE OF MANKIND WITH TECHNOLOGY

In order to raise awareness of the overuse of technology by teenagers, your team of four experts has decided to design a poster promoting a technology gadget free of danger for young users.

The preparation of your poster :

- **The pictures, quotes, and slogans on your poster should :**
  1- name that gadget ;
  2- say where it comes from ;
  3- show its use ;
  4- indicate how we can afford it ;
  5- mention some of its benefits ;
- **The comment on your poster**
  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- end your presentation with a strong message or quote from your poster ;
  7- thank the audience.
- **Questions and answers session**

SPECIMEN

Unit 4

Looking forward



"There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate."

— Barack Obama —

44th President of the United States, in office January 20, 2009 – January 20, 2017.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing sources of energy
- Raising awareness about climate change
- Discussing the impacts of Globalization
- Using modals
- Using the first conditional
- Pronouncing the "th" sound : /ð/ or /θ/
- Writing an article

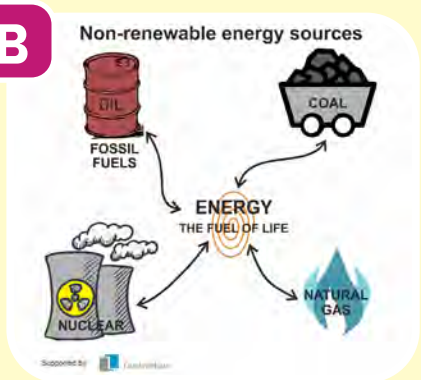
■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



☑ What are the pictures about ?

☑ What are the different sources of energy ?

☑ What makes them different ?

SPECIMEN

Lesson 1 Reading

LEAD-IN

- ☑ What can you see in these pictures ?
- ☑ Can life on earth be possible without it ?

A



B



C



D



Learning context

During a meeting of the English club of their school, the students of 2nde A 2 from Lycée Moderne Angré read a text about sources of energy in order to discuss the issue.



SPECIMEN

A **Read the text quickly and select the best title.**

a- The nature of energy ;

b- Natural and artificial gas ;

c- The nature and sources of energy ;

d- Fossil fuels and electricity.

All of our energy comes from the sun, which is our nearest star. The sun sends out huge amounts of energy through its rays every day. We call this energy solar energy or radiant energy. Without the sun, life on earth would not exist, since our planet would be totally frozen.

We use this solar energy in many different ways. The sunlight lets us see and warms us. The sun's energy is stored in coal, natural gas, water and wind. Coal, oil, and natural gas are known as fossil fuels.

Fossil fuels were formed over millions of years ago when the remains and fossils of prehistoric plants and animals sank to the bottom of swamps and oceans. These animal and plant remains were slowly covered and crushed by layers of rock, mud, sand, and water. The pressure of all those layers caused the plants and animals to break down and change into coal, oil and natural gas.

We use the energy in these fossil fuels to make electricity. We use electricity in many different ways. We light and heat our homes, schools and businesses use electricity, and to run computers, refrigerators, washing machines, and air conditioners, we use electricity. Our cars and planes run on gasoline, which comes from oil. As of the year 2013, most of the energy we use comes from fossil fuels.

However, fossil fuels are known as non-renewable sources of energy. They cannot be used over and over again. This means that one day they will run out.

Luckily, there are some renewable energy sources we can use, that we can keep using. Unlike non-renewable fossil fuels, they will not run out. Three forms of renewable fuels are; solar (coming from the sun) energy, water energy and wind energy. Solar energy can be caught through solar cells and solar panels. People put solar panels on the top of houses to help capture the sun's energy and transform it into heat and electricity. Water is also used to produce electricity. Dams capture the energy of falling water and turn it into electricity. The wind is the third form of renewable energy. Wind turbines can capture the energy of the moving air and turn it into electricity. All these renewable energy sources are essential for us because they will not run out, so we need to get better and better at using them.

Adapted from: https://www.essa-tlemcen.dz/wp-content/uploads/2018/02/What-is-Energy-and-Where...-Comprehension-Passages%E2%80%9D.pdf

SPECIMEN

B **Read the text again and match each word or expression from the text in column A with its meaning or synonym in column B. Example : 1- c**

COLUMN A	COLUMN B
1. huge (line 1)	a- went down, descended
2. frozen (line 3)	b- desintegrate
3. fossil fuels (line 5)	c- enormous, great
4. remains (line 6)	d- areas covered with water and trees
5. sank (line 7)	e- ice-cold, very cold
6. swamps (line 7)	f- energy obtained from dead plants and animals
7. break down (line 9)	g- finish
8. run out (line 15)	h- a body of water confined by a barrier
9. dams (line 20)	i- residues, rests

C **Read the text again and choose the correct answer for each question. Example : 1- c**

1- Where does all our energy come from ?

a- From the star / b- From the snow / c- From the sun / d- From the tree

2- How important is the sun to life on Earth ?

a- Life permits the sun to exist. / b- The sun is what permits the existence of life.

c- If we don't have life, the sun won't exist. / d- The sun depends on the planet.

3- What were fossil fuels formed from ?

a- They were formed from the bottom of swamps.

b- They were formed from layers of rock.

c- They were formed from the residues of plants and animals.

d- They were formed from coal, oil, and natural gas.

4- What are the three types of renewable energy mentioned in the text ?

a- Cell energy, panel energy, and top of houses energy.

b- Dam energy, water energy, and electricity.

c- Solar energy, water energy, and wind energy.

d- Wind energy, turbine energy, and air energy.

COMMUNICATION ACTIVITY

After reading a text on "Sources of energy", you discuss the issue with friends in order to suggest sustainable solutions. In your talk,

- say where all of our energy comes from ;
- name the two sources of energy that are available ;
- suggest the best for our planet and justify your answer.

SPECIMEN

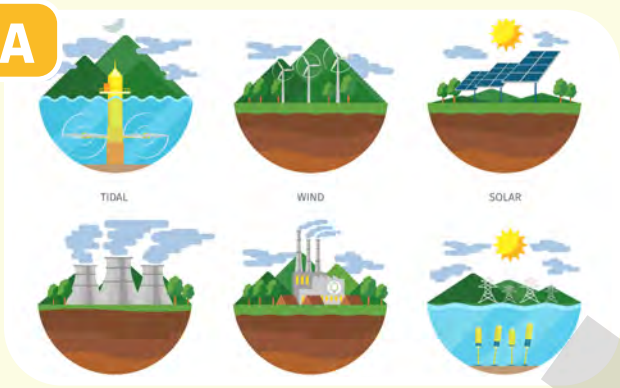
Lesson 2 Speaking

LEAD-IN

Look at the pictures and read the grid.

- What are they about ?
- What are the differences between renewable and non-renewable resources ?

A



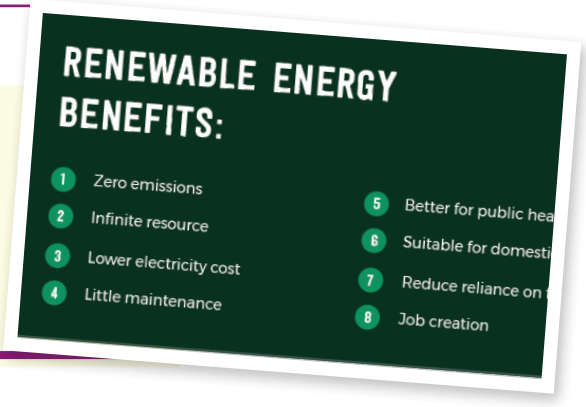
B



RENEWABLE RESOURCES	NON-RENEWABLE RESOURCES
1- can be easily recycled	1- take millions of years to form once exhausted
2- are also called ''inexhaustible resources"	2- are also called "exhaustible resources"
3- Eg : Air, water, forests	3- Eg : Fossil fuels, soil and minerals
4- are environment friendly as they do not release any harmful particles into the atmosphere	4- are not environment friendly as they release carbon dioxide, methane and other toxic gases while burning
5- are abundant in nature	5- are scarce in nature.

Learning context

During an English club session, the students of 2nde C1 from Lycée Municipal 1 Attécoubé are making predictions about sources of energy in order to warn people about their misuse.



SPECIMEN

A LANGUAGE FUNCTION : Making predictions using modals and first conditional

I- Predicting future events using modals (will, won't, may, might).

► Study the sentences below said by an environmental scientist.

- "I'm sure solar energy will be the best alternative by 2030".
- "Considering the latest data, fossil fuels won't exist by 2050".
- "By 2030, fossil fuels, like coal, oil, and natural gas may probably exhaust because of the huge demand".
- "I'm not sure, but due to the scarcity of natural resources in the next 50 years, people might leave the Earth for other planets".

DEGREES OF CERTAINTY		
100 % certain :	will / won't	(it is sure and certain)
70 % possible :	may	(possible but not sure)
40% possible :	might	(possible but unlikely)

II- Predicting the condition for something to happen using the first conditional

- **If** the planet **uses** renewable energy, climate change **will** not take place.
- **If** average temperatures **increase** by more than two degrees Celsius, irreversible environmental changes **will** take place.

LET'S KEEP IN MIND

1- Use **will / won't** to express future certainty (when you are sure about something that will happen).

Example : I **will send** you the money you lent me yesterday.

2- Use **may / might** to express future possibilities (when you're not sure about something that will happen).

Example : It **may rain** tonight.

3- Use the **first conditional** to show that something could possibly happen. It has the **present simple** after **"if"** and the **future simple** in the other clause.

Example : If dad comes earlier, we **will have** the diner at a Chinese restaurant.

SPECIMEN

B LET'S PRACTISE

I- Complete with the modal (will / won't/ may / might) that provides the meaning indicated in parentheses.

Example : 1- will

1- Giving up fossil fuels ... be dramatic to the world.

2- According to some scientists, the planet ... suffer from energy scarcity in the future.

3- For scientists, the world ... need 40 % of water by 2030.

4- With an increasing need for natural resources, the planet ... fail to cut its carbon intensity.

5- In 2023, things ... not be as good as they seem today.

6- Using green energy ... be beneficial to the planet.

7- Some scientists fear that global warming ... lead to rising sea levels.

II- Write the correct form of the verbs in parentheses.

Example : 1- grows

1- If the world population (grow) ... rapidly, natural resources will continue to decrease.

2- If the planet (increase) ... its carbon intensity, climate change will not take place.

3- If an energy source becomes scarce, its market price (rise) ... .

4- If we (not prevent) global warming, the world's natural resources will exhaust sooner.

5- If we use fossil fuels in moderation, they (not run out) ... .

6- If people (be) ... sensitized about sources of energy, we will save the planet.

COMMUNICATION ACTIVITY

During a session of the English club of your school, the chairman asks you to make predictions on sources of energy in order to raise awareness about the issue. In groups of four,

- give two challenges that will shape the future of the planet ;
- discuss the impact of these problems ;
- suggest solutions to deal with them.

SPECIMEN

PRONUNCIATION : Pronouncing the "th" sound.

There are two ways to pronounce the "th" sound in English :

1- voiced "th" → /ð/

a- At the beginning of the word : *that / the / their / them / them / these / they / thus*

b- In the middle of the word : *another / bother / gather / other / rather / rhythm*

c- At the end of the word : *breathe / smooth / bathe / with / soothe*

2- voiceless "th" → /θ/

a- At the beginning of the word : *thank / theater / theme / thesis / thigh / thing / thin / thief*

b- In the middle of the word : *author / birthday / healthy / nothing / strengthen / ethnic*

c- At the end of the word : *bath / fourth / cloth / south / youth / earth*

Practise saying the following phrases :

Thanks another / pathetic thought / ruthless father

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

/ ð /	/ θ /

SPÉCIMEN

Lesson 3 Listening

LEAD-IN

Study the three pictures below and answer the questions that follow.

- What are they about ?
- What can you infer about the three pictures ?
- According to you, how can we save the planet ?



Learning context

During the English class, the teacher makes his students of 2nde A from Lycée Moderne Sassandra listen to an audio about Global warming and climate change in order to discuss their main causes.



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

Global climate change is one of the greatest ... to the planet. (threads / threats / fresh)

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

1- Governments and scientists have ... that the problem is real and serious.

a- argued
b- disagreed
c- agreed

SPECIMEN

2- The 1990s were the … decade of the entire millennium.

a- hottest
b- oldest
c- hardest

3- Climate, if it changes at all, … so slowly that the difference cannot be seen in a human lifetime.

a- involves
b- evolves
c- loves

4- The Earth's environment is … and can be destroyed if we do not start population control.

a- final
b- fine art
c- finite

5- Also, population control helps … environmental problems.

a- alleviate
b- alienate
c- alienated

6- The alternative, letting the population … indefinitely could only hurt the environment.

a- grow
b- growth
c- grows

C **Listen again and say if the statements below are true or false.**

1- Climate change is a real menace to the planet.
2- Only scientists have agreed that it is a real problem.
3- Spring arrives exactly 15 days later than it did 30 years ago.
4- Generally, climate change doesn't take place rapidly.
5- The Earth's environment is limited.
6- Population growth causes the destruction of the Earth's environment.

COMMUNICATION ACTIVITY

You've just listened to an audio recording on the threat of climate change. In order to take actions and solve the problem, you decide to sensitize your friends on the issue. In your speech,

- name the greatest menace to our planet ;
- mention the causes of this danger ;
- suggest some solutions to prevent it.

SPÉCIMEN

Lesson 4 Writing

an article

LEAD-IN

In small groups, discuss the following issues.

- What kind of writing is an article ?
- Is an article a formal or an informal writing ? Justify your answer.
- Is there a difference between an article and a report ?

Learning context

During an English class, the teacher asks his students of 2nde to write an article about the actions of Man on the planet, as a contribution to the fight for the protection of the Earth.



WRITING STRATEGIES

- **Title / Headline :** Always propose an attractive title (It is written in capital letters)

NB : An article is made up of paragraphs.

- **Introduction :** Paragraph 1 : mentions the topic of the article. States your perspective.
- **Body / Development :**

- Consists of 2, 3 or 4 paragraphs.
- Each paragraph starts with a topic sentence (argument) + Supporting sentences (details + examples).

- **Conclusion :** Restates the main idea and call for actions
- **Signature** (writer's name)

SPECIMEN

A **Study the sample article below and match each number to its description.**

SOS, A PLANET IN CRISIS

Until recently, the world we live in has been improving because of technological advances. Unfortunately, the damages made to the Earth are more important. If we don't take drastic measures, our planet will be in crisis.

First, as technology advances, more factories are built. In fact, these factories dispose of toxic waste into natural water, which may be harmful to aquatic life. For example, in such polluted water, species like fish and marine plants will disappear gradually and become depleted.

Second, our forest is asking for help in desperation. As a matter of fact, this ecosystem is being destroyed every single day to satisfy the development needs of mankind. I mean, the forest is extracted from its main resource to make furniture, build roads, build new cities, etc. This situation contributes to the depletion of our environment and the extinction of rare species.

In a nutshell, our planet is really in danger. We should preserve it by exploiting with respect all its valuable resources. If we fail to do that and step now, the world will be at risk.

Arielle Sarah

1 2 3 4 5

CORRESPONDING NUMBER	DESCRIPTION
1- NUMBER 1	a- states and develops arguments
2- NUMBER 2	b- summarizes and makes recommendations
3- NUMBER 3	c- mentions the topic
4- NUMBER 4	d- writer's signature (name)
5- NUMBER 5	e- gives the title / heading

SPECIMEN

B **Answer these questions about the article.**

1- What is the article about ?
2- What are the two arguments developed in paragraphs 2 and 3 ?
3- Which words in paragraphs 2 and 3 the author uses to support his arguments ?
4- What does the author recommend in the last paragraph ?
5- Who wrote this article ?

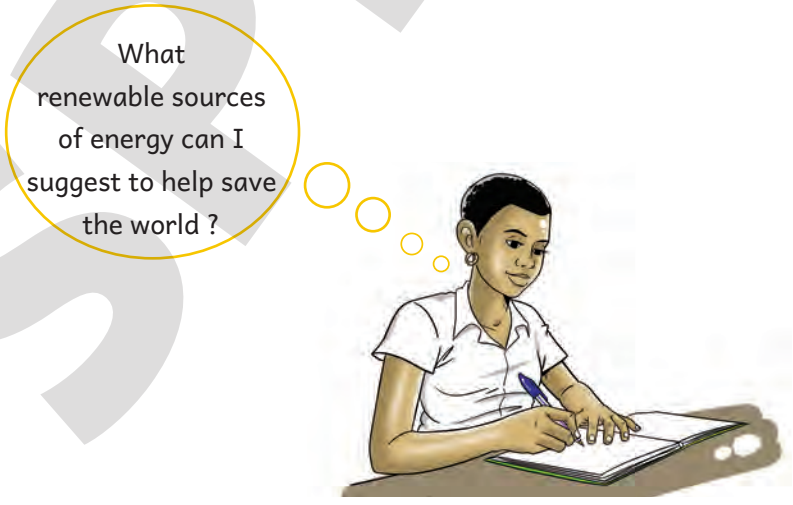
C **Study the article again and choose the best answer for each question.**

Checklist of an article	Yes	No
1- Is the title written in capital letters ?		
2- Does the introduction mention the reason for writing the article ?		
3- Does the body consist of paragraphs ?		
4- Does each paragraph develop an idea and support it with details and examples ?		
5- Does the conclusion restate the main idea and makes recommendations ?		
6- Is the article signed ?		

COMMUNICATION ACTIVITY

In order to help save the planet, you are asked to write an article on the dangers of non-renewable sources of energy. In your article,

- give two examples of non-renewable sources of energy ;
- say how they harm the planet ;
- suggest two renewable sources of energy and say how they can help save the world.



SPECIMEN

Language corner

SUFFIXES - able,- ist, - er,-or

SUFFIXES	EXAMPLES
-able	prevent**able** (able to be prevent). renew**able** (able to be created again).
-ist	pian**ist** (a person who plays the piano). biolog**ist** (a person who deals with biology).
-er	driv**er** (a person who drives a car).
-or	visit**or** (a person who visits a place or someone else).



LET'S PRACTISE

Form the appropriate words with –able, -er, -ist and -or, with the bracketed words, to complete the sentences below. Example : 1- non-renewable

1- Natural resources that are unable to be created again are ... (renew).

2- A person who deals with medicinal plants is an ... (herb).

3- A device used for observing, checking, or keeping a record of something is a ... (monitoring).

4- Materials that can be used again after they have been treated are ... (recycle).

5- A person who treats people's teeth is a ... (dental).

6- A person whose occupation is to instruct people in a school is a ... (teach).

7- When scientists are able to say what will happen in the future, the situation is ... (predict).

SPÉCIMEN

Free oral communication

COMMUNICATION STRATEGIES

- **Greet the audience** (Hi all / Hello everyone / Good morning ladies and gentlemen...)
- **Set the scene** (It's good to see you all / I'm very pleased to be here / Thank you for coming)
- **Introduce yourself** (My name is ... / I am ... / I'm in form five / I am the speaker of the day / I'm today's speaker...)
- **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...)
- **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)
- **Use transitional phrases for the different parts :**

  a- First / To begin ....

  b- Second / Then ...

  c- After that / Next ...

- Finally / To conclude / In conclusion...

  Thank the audience for their attention

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

A ASSIGNMENT

For the next meeting of your school English club, you've been selected to deliver a speech to raise awareness on the following topic **"We must take care of our natural resources".**

In your talk,

- show the importance of natural resources ;
- mention the main threat (s) to these resources ;
- explain how we must take care of them ;
- predict what will happen, if we fail to do so.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures below.

In groups of four, prepare your intervention about the questions that follow.

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World Population

Projected world population until 2100

1990 5.3 billion

2015 7.3 billion

2030 8.5 billion

2050 9.7 billion

2100 11.2 billion

Source : United Nations Department of Economic and Social Affairs. Population Division, World Population Prospects : The 2015 Revision
Produced by : United Nations Department Public Information

"The power of population is so superior to the power of the Earth to produce subsistence for Man, that premature death must in some shape or other visit the human race".

Thomas Robert Malthus
English economist and demographer (1766 - 1834)

1- In your own words, restate the opinion of Thomas Malthus.
2- Agree or disagree with his perspective.
3- Give two reasons to support your point of view.

PHASE 2

Read silently

As the world becomes more populous, urbanized, and prosperous, the demand for energy, food, and water will rise. But the Earth has a finite amount of natural resources that can be used to satisfy this demand.

In groups of four, take notes on the points below.

- Problem raised ;
- Possible consequences ;
- Author's feelings about the issue.

PHASE 3

Listen carefully to the audio.

Take notes on the following points.
suggested solution (s). / explanation of the solution (s) / consequence, if solution (s) not applied.

C TIME TO PLAN YOUR PRESENTATION

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

D TIME TO TALK

- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

SPÉCIMEN

UNIT REVIEW 4

Let's consolidate

I. Range each source of energy in the right category.

oil - solar energy - nuclear - geothermal - wind - coal - biomass - hydropower - natural gas

RENEWABLE SOURCES OF ENERGY	NON-RENEWABLE SOURCES OF ENERGY

II- Find the missing words for these sentences about sources of energy.

1- Solar energy comes from the ... .
2- Geothermal energy comes from ... inside the Earth.
3- Biomass comes from ... .
4- Hydropower comes from ... .
5- Fossil fuels come from the residues of plants and ... .

III- Complete the statements below with the correct forms of the verbs in the box.

to stop - to be - to end out - to be - not to adopt

1- If we protect the environment, life ... pleasant in the future.
2- Natural resources ... if we don't take care of them.
3- Definitively, the climate will change if governments ... new policies.
4- If you use renewable sources of energy, the planet ... a safe place.
5- We will keep the planet safe if we ... using fossil fuels energy.

IV- Reorder the words below to make meaningful predictions.

Example : 1- Scientists might find a new energy source.

1- find / Scientists / energy / might / new / a / source
2- completely / Solar / replace / may / energy / oil
3- gases / The / certainly / of / greenhouse / will / quantity / double
4- Robots / certainly / all / do / the / will / housework
5- spend / holidays / moon / on / their / may / People / the

SPECIMEN

V- You've just attended a conference on eleven Global Issues that will shape the future. You decide to write an article on climate change in order to sensitize people on the issue. In your article,

- define climate change ;
- mention two of its causes ;
- suggest drastic measures to solve the problem.

PROJECT TASK

A SOURCE OF ENERGY THAT WILL SHAPE A GREEN FUTURE FOR MANKIND

In order to raise awareness about the use of renewable sources of energy, your team of four experts has decided to design a poster promoting a source of energy that will shape a green future for mankind.

1- The preparation of your poster

The pictures, quotes, and slogans on your poster should :

a- name that source of energy ;
b- say where it comes from ;
c- show its use ;

2- Indicate how we can afford it

mention some of its benefits ;

3- The comment on your poster

a- greet your audience ;
b- introduce your team of experts ;
c- state the aim of your presentation ;
d- show the relevance of the issue ;
e- deliver your main points ;
f- explain what the future will look like with this source of energy ;
g- end your presentation with a strong message or quote from your poster ;
h- thank the audience.

4- Questions and answers session

SPECIMEN

Unit 5

Gender and Education



"When girls are educated, their countries become stronger and more prosperous."

— Michelle Obama —

An American attorney and author, first lady of the USA from 2009-2017.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing words related to illiteracy, educational systems
- Discussing words related to girls' education, early marriage
- Using the adverbs of manners
- Pronouncing the final "s" of words.
- Using adjectives and the suffix-al
- Using some and any
- Using the quantifiers : "much", "many", "a lot of", "a little", "a few"
- Expressing obligations and recommendations

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



1- What can you see in the pictures ?
2- Where are the girls in picture A ?
3- Who is the woman in picture B ?
4- According to you , what is she talking about ?
5- Is it important for girls to go to school ?

SPECIMEN

Lesson 1 Reading

LEAD-IN

Look at the pictures below and answer the questions.

1- What do they promote ?

2- Are you for or against it ?

A



B



Learning context

On the Women's Day, the students of Lycée Mamie Adjoua of Yamoussoukro receive articles from the *New York Time* magazine about girls' education. They read them in order to learn more about the importance of girls' education.



A Read the text below quickly and choose the best general idea.

The text is about :

1- the importance of boys' schooling.

2- the importance and disadvantages of girls' education.

3- the importance and problems of girls' education.

4- the importance of transforming communities.

SPECIMEN

GENDER EQUALITY IN EDUCATION BENEFITS EVERY CHILD

Investing in girls' education transforms communities, countries and the entire world. Girls who receive an education are less likely to marry young. And some educated girls lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families.

Girls' education **strengthens** economies and reduces inequality. It contributes to more stable, resilient societies that give all individuals – including boys and men – the opportunity to **fulfil** their potential.

But education for girls is about more than access to school. It's also about girls feeling safe in classrooms and supported in the subjects and careers they choose to pursue – including those in which they are often under-represented.

Despite evidence demonstrating how **central** girls' education is to development, gender **disparities** in education persist. Though there still exists some communities, where any girl has ever been sent to school.

Around the world, 129 million girls are out of school, including 32 million of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age. In countries affected by conflict, girls are more than twice as likely to be **out of school** than girls living in non-affected countries.

Only 49 per cent of countries have achieved gender parity in primary education. At the secondary level, the gap **widens** : 42 per cent of countries have achieved gender parity in lower secondary education, and 24 per cent in upper secondary education.

Adapted from https ://gdc.unicef.org/resource/girls-education

B **Choose the right meaning option for each word or phrase from the text. Write your answers like this : 1- b**

1- The word "strengthens" could be best replaced by :

a- accompagnies
b- reinforces
c- organises
d- compromises

2- The word "to fulfil" is closest in meaning to :

a- to explain
b- to facilitate
c- to make stronger
d- to develop

SPÉCIMEN

3- **The word "central" is closest in meaning to :**

a- very important
b- very intelligent
c- very successful
d- very impressive

4- **The word "disparities" could be best replaced by :**

a- disapearances
b- inequalities
c- disproportions
d- inabilities

5- **The phrase "out of school" could be best replaced by :**

a- guarantee school
b- abandoned school
c- overcome school
d- in school

6- **The word "widens" is closest in meaning to :**

a- creates
b- represents
c- confirms
d- augments

C **Complete these sentences below with words or phrases seen in Activity B.**
Example 1- out of school.

In Subsaharan Africa, many girls don't finish their school career. Most of them drop ... (1)... before reaching the second cycle. Although the government's efforts to explain how ... (2) ... girls' education is, some parents continue to think that sending girls to school is a waste of time. Their attitude is one of the reasons why the ... (3) ... between men and women keeps on ... (4) ... . As a solution, the government has favoured positive discrimination, allowing girls to ... (5) ... their skills and potential. Thus, positive discrimination has ... (6) ... girls' positions at school as well as in social and political domains.

D **Read the text carefully 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 line (s).**
Example : 1- F (L1-2)

1- Girls who receive an education are likely to marry young.
2- Educated girls earn higher incomes, but don't participate in the decision that most affect them.
3- Sending girls to school reinforces and makes stronger economies.

SPÉCIMEN

4- Girls' education only concentrates on their access to school.

5- Evidence demonstrates that gender inequalities continue.

6- Conflicts in some countries are one of the reasons why many girls abandon school.

7- Gender parity is higher in upper secondary education than in lower secondary education.

COMMUNICATION ACTIVITY

After reading this text on the importance of girls' education, you are invited by your Liberian penfriend to convince his uncle who wants to remove his 12 year-old daughter and marry her to an old man. The whole family is expecting your reaction. In your talk,

- say what girls' education is ;
- talk about the advantages of sending girls to school ;
- mention the drawbacks of girls' illiteracy.



SPÉCIMEN

Lesson 2 Speaking

LEAD-IN

Look at the pictures and say what they refer to. Justify your answer.

A



B



C



D



Learning context

During the English class, the teacher asks students to join their groups and debate on the necessity for children's rights to be respected by elders. He insists that the best groups will make a presentation before the audience of the next English Club session.



SPECIMEN

A LANGUAGE FUNCTION : Expressing quantities with "some" and "any"

The sentences below are extracted from the paragraph. Read them, then complete the sentences that follow with the words from the box.

- **Some** educated girls lead healthy, productive lives.
- Though there still exist **some** communities, where **any** girl has ever been sent to school.
- Are there **any** girls in your area who have dropped out of school ?

negative - quantifiers – affirmative – any - quantity

Some and any are used to express the **(1) ...,** the amount of something. When using "some" and "any", the exact number is not stated. They are called **(2) ...** ."Some" is used in **(3) ...** sentences , whereas **(4) ...** is used in **(5) ...** and interrogative sentences.

B LET'S PRACTISE

I- Fill in the gaps with "some" and "any". Example : 1- any

1- Are there ... school girls in the school yard ?
2- Please, buy me ... bread at the bakery.
3- I have ... tea, but I don't have ... sugar left.
4- ... parents refuse to send their daughters to school.
5- He would like ... help.
6- There aren't ... policemen in the street.
7- Charles doesn't have ... friends.
8- My sister has got ... interesting books about history.

II- The sentences below contain some mistakes. Find those mistakes and correct them.

Example : 1- some ... any

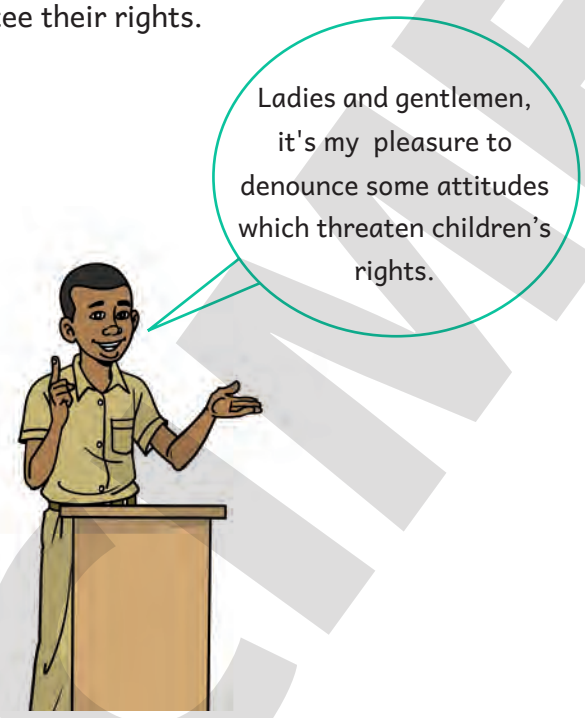
1- The teacher did not reward some students in his classroom.
2- Do you have some mangoes left ? I need any fruits.
3- In any scientific classes, you won't see some girls.
4- In the government, any women are involved in deciding for the development of the country.
5- Why didn't you invite some boys to our party ?
6- She wanted to have any information about the school fees, but unfortunately, she didn't get some.

SPECIMEN

COMMUNICATION ACTIVITY

For the upcoming Human Rights Day, the US Embassy in Côte d'Ivoire is organizing the best speaker contest on the following topic : ''What should be done to guarantee children's rights ?'' In your speech, as a competitor,

- describe the situation of children's rights in your country ;
- denounce some attitudes which threaten their rights ;
- make suggestions to guarantee their rights.



PRONUNCIATION : Pronouncing short /i/ and long /i : /

In English, there are two main ways of pronouncing /i/ the short /i/ and the long /i : /.

Short /i/	Long /i : /
i + consonant (sh**i**p, sp**i**t, s**i**t, **i**t)	e + a (s**ea**, s**ea**t, **ea**t)
y (at the end of the word) (unit**y**, happ**y**, boss**y**)	e + e (sh**ee**p, s**ee**, f**ee**ling)
re in (**re**gard, **re**organize…)	
de in (**d**ecide, **d**evelop…)	
ed in (plant**ed**, end**ed**, host**ed**…)	

Practise saying the following words : marry, speak, week, represented, overseas, synonym, history, lasted, disparity, fulfil, hungry, seventeen, seventy.

SPECIMEN

Lesson 3 Listening

LEAD-IN

Look at these pictures and answer the questions that follow.

1- Do you know these women ?

2- According to you, what do they have in common ?

A



B



Learning context

During the English class, the teacher makes his students of 2nde A from Lycée Moderne 5 of Daloa listen to a podcast so that they can raise their parents' awareness about the importance of girls' schooling.



A **As you listen to an extract, choose the sentence that best points out its general idea.**

The extract is about :

a- the activities of the UNESCO-Malala Centers to reinforce women's capacities in cooking in Guatemala.

b- the activities of the UNESCO-Malala Centers to facilitate women's education in Guatemala.

c- the activities of the UNESCO-Malala Centers to help women travel to Guatemala.

d- the activities of the UNESCO-Malala Centers to convince women to watch films about Guatemala.

SPECIMEN

B **Listen to the text extract and give a number to the following sentences in the order you hear them. Example : 1- e ; 2-...**

a- It is essential to listen to what girls and women want and need.	d- This fund was established in 2012.
b- It acknowledges the transformative power of education.	e- Economic problems and distance from schools limit girls' access to education.
c- They offer educational programs in the language of the participants.	f- Many participants had to register with their fingerprints.

C **Listen to the extract once more and decide whether the following statements are true or false. Write ''T'' for true and ''F'' for false.**

Number 1 is an example : 1-F

1- The UNESCO Center in Guatemala provides sustainable teaching programs in a rural area.
2- The programs in the participants' language contribute to their personal development.
3- In the last stage of the project, two participatory workshops were held.
4- The workshops were organized in April 2020.
5- At the workshops, the women registered with their fingerprints because they could not use computers.
6- Learning practical skills can help women generate their own income.

COMMUNICATION ACTIVITY

After listening to an extract on facilitating girls' education, you are asked to publish a message on the UNESCO Facebook page to talk about the means to facilitate girls' education. In your message,

- point out some difficulties faced by girls and women ;
- suggest some solutions to facilitate their education.



SPECIMEN

Lesson 4 Writing

Describing daily activities

LEAD-IN

Look at these pictures.

- What are they about ?
- Describe what the women are doing in each picture.
- Name some more women's daily routines you know.

A



B



Learning context

On women's Day, the American Embassy is organizing a writing competition in your school. To get prepared, you are asked to write about women's daily activities.



WRITING STRATEGIES

Describing a daily routine :

- **You should :**
  - say what the daily activities consist in ;
  - use the present simple.
- **List of linking words used to list the activities :**

  First / then / after that / next / finally ...

SPECIMEN

A **Read the paragraph below and answer the questions that follow.**

Oria is a courageous young girl. She left her parents to continue her studies at the University. She lives with her legal guardians in Abidjan. She usually wakes up early in the morning to do the house works before going to the University. First, she sweeps and cleans up the house. Then, she cooks breakfast and sets the table. She does her utmost to finish all of this before five o'clock. After that, she takes time to revise her lessons before taking her bath. Next, she packs some food into a neat, greets her legal guardians and rushes to the bus station. All this does not bother her because she always says that it permits her to learn how to keep her household when she will get married.

1- What is the paragraph about ?

2- What are Oria's daily activities ?

3- Underline the words or expressions used to announce the different activities.

4- What is the most used tense to describe her activities ?

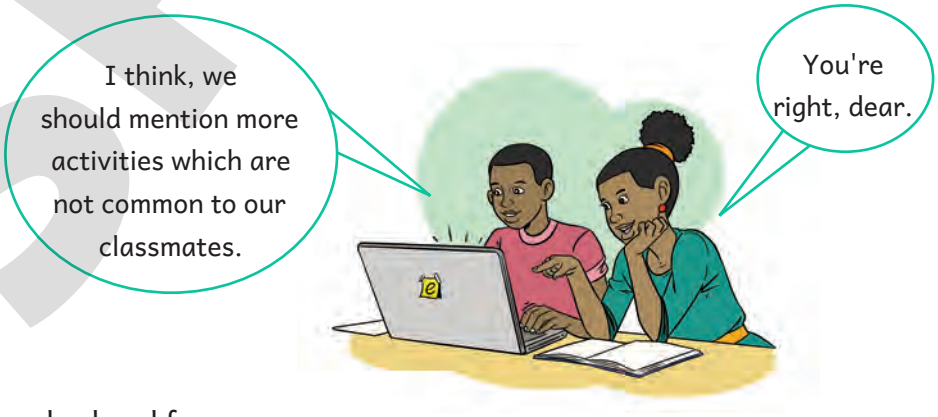
B **Below is the list of activities that students generally do every morning on weekdays. Describe your own morning routine using the appropriate linking words.**

- Take the breakfast
- Brush the teeth
- Say goodbye to the parents
- Take a shower
- Greet the parents
- Pray
- Wear the school uniform

COMMUNICATION ACTIVITY

During an English Club meeting, the chairperson asks you to write a description of your mother's daily activities for your school website. In your description,

- talk about the activities your mother does on weekdays ;
- describe the ones she does at the weekends.



SPECIMEN

Language corner

1 ADVERBS OF MANNER

STRUCTURE	EXAMPLE	DEFINITION	SOME IRREGULAR ADVERBS	
Adjective + ly	Quick + ly = quickly Different + ly = differently Easy + ly = easily Happy + ly = happily	Adverbs of manner describe how you do actions. They are generally placed after the main verb.	Adjective	Adverbs
			good early straight	well early straight

LET'S PRACTISE

Choose adjectives or adverbs of manner to complete the following sentences.

Example : 1- careful / carefully

1- Kadniel is **(careful / carefully).** He drives **(careful /carefully).**

2- Tortoises walk **(slowly / slow),** because they are **(slowly / slow).**

3- A **(cautiously/ cautious)** person usually speaks **(cautiously / cautious).**

4- Anne and Lydiane are **(quietly / quiet) ;** they are speaking **(quietly / quiet).**

5- Hereka plays very **(good / well).** He is a **(good / well)** player.

6- Parfait did a **(brilliant / brilliantly)** exam. He passed the exam **(brilliant / brilliantly).**

2 SUFFIX - al - ial - ual

Rules	Examples
1. We add the suffix **-al** to verbs to form nouns.	to renew = renew**al** to arrive = arriv**al**
2. We add the suffixes **-al**, **-ial**, or **-ual** to nouns to form adjectives.	• **-al** person = person**al** nature = natur**al** • **-ial** President = president**ial** Essence = essent**ial** • **-ual** Act = act**ual** Fact = fact**ual**

SPECIMEN

Alvine, a student in seconde C in Lycée Moderne 5 of Daloa, has some difficulties to find the use of the suffixes *– al – ial and – ual.* As his classmate, help him complete this activity. Number 4 is an example.

Nouns and verbs	Adjectives and nouns in -al -ial -ual
1- occasion	
2- intellect	
3- refuse	
4- refer	**referral**
5- commerce	

3 QUANTIFIERS (COUNTABLE AND UNCOUNTABLE)

RULES	STRUCTURE	EXAMPLES
A quantifier is a word that usually goes before a noun to express the quantity of the object. **1- Quantifiers for large quantities** (many, much, a lot of / lots of) **2- Quantifiers for small quantities** (a few, a little)	▪ **Many** + countable nouns ▪ **Much** + uncountable nouns ▪ **A lot of / lots of** + countable and uncountable nouns ▪ **A few** + countable nouns ▪ **A little** + uncountable nouns	▪ **Many** girls can succeed. ▪ People need **much** water to build the new school. ▪ **A lot of** pens ... . ▪ **A lot of** money ... . ▪ **A few** girls abandon school. ▪ They served him ***a little*** wine.

LET'S PRACTISE

Choose the suitable quantifier for each of the following sentences.

Example : 1- a little

1- KONAN Bah is drinking **(a few / a little)** coffee.

2- Oria and Hilkyane have bought **(many / much)** sweets for their birthday party.

3- Aké Paul needed **(much / many)** flour to bake his cake.

4- Mr OUREGA is offering **(a little / a few)** wine to his guests.

5- (A lot of / a little) parents now understand the importance to send girls to school.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

For the next meeting of your school's English club, you have been selected to deliver a speech to raise awareness on the importance of sending girls to school. In your talk,

- state the reason why some parents refuse to send their daughters to school ;
- explain the importance of sending girls to school ;
- mention the negative consequences if girls are not sent to school ;
- suggest what should be done to favour girls' education.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures below.
- In groups of four, prepare your intervention about the questions that follow.





1- Where are these people ?
2- Do you think that it is important to send girls to school ? Why or why not ?
3- What can be the negative consequences when girls don't go to school ?

SPECIMEN

PHASE 2

Read the text below and give short answers to the questions that follow.

Girls' education is a real problem in rural areas. For example, school girls have difficulties attending schools, because most of the time, there is only one school for many villages at a time. So children have to walk long distances to access this school. Therefore, school girls are often victims of violence and sexual aggression. To face this problem, the governments are trying to build schools closer to each community or village.

1- What difficulty does the text mention concerning school girls in rural areas ?

2- What are the dangers girls generally face on their road to school ?

3- Give the solution the governments are trying to implement.

PHASE 3

Listen carefully to the audio.

Take notes on the following points :

- the importance of single-sex schools ;
- the advantages of single-sex schools for girls.

C TIME TO PLAN YOUR PRESENTATION

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

D TIME TO TALK

- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

SPECIMEN

UNIT REVIEW 5

Let's consolidate

I- In competition with your neighbour, try to pronounce these words and classify them in the table below. One is done for you as an example.

peace - renew - solidarity - fit - please - feet - knit - relationship - bit - feed - depend - knee - kit - beach - hit - bee - steal - listen - it - sheep - still - system - heat - each - synonym - activity - fifteen - fifty - meet.

long /i/	short /i/
peace	

II- Fill in the gaps with « some ; any ; much ; many ; a lot of ».

Example : 1- some / a lot of

1- I am going to buy ... eggs.

2- They didn't make ... mistakes.

3- I can't pay. I haven't got ... money.

4- She can drink ... water, but she cannot drink coffee.

5- How ... English books have you got ?

6- Are there ... new students in the class ?

III- Fill in the gaps with « a few ; a little. »

Example : 1- a little

1- There will be ... rain this week.

2- I need ... sleep.

3- All we need is ... luck.

4- My friends knows ... English poems.

5- I speak ... French.

6- She has ... relatives.

SPECIMEN

IV- Choose a word in brackets to fill the gaps.

Example : 1- beautifully

1- They dance the ''Chachacha'' ... . (beautiful / beautifully)

2- She planned their trip to Greece very ... . (careful / carefully)

3- Jim painted the kitchen very ... . (bad / badly)

4- She speaks very ... . (quiet / quietly)

5- Turn the stereo down. It's too ... . (loud / loudly)

6- He skipped ... down the road to school. (happy / happily)

PROJECT TASK

CAMPAIGNING FOR GIRLS' EDUCATION

For the preparation of the celebration of Women's Day, UNESCO asks you to write a short message on a billboard to denounce parents who take out their daughters from school for early marriage. The best billboard will be exposed during the UNESCO conference in New York.

I- The preparation of your poster

The pictures, quotes, and slogans on your poster should :

- show the importance of girls' education ;
- show the negative aspects of not schooling girls.

II- The comment on your poster

- greet your audience ;
- introduce your team of experts ;
- state the aim of your presentation ;
- show the relevance of the issue ;
- deliver your main points ;
- explain how bad it is when girls don't go to school ;
- end your presentation with a strong message or quote from your poster ;
- thank the audience.

III- Questions and answers session

SPECIMEN

Unit 6

Citizenship



"Every good citizen adds to the strength of the nation."

— ***Gordon Bitner Hinckley*** —

An American religious leader and author (June 23, 1910 – January 27, 2008).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing words related to citizenship, volunteering
- Discussing words related to humanitarian acts, laws and NGOs
- Using the phrasal verbs with "up"
- Writing a formal letter
- Pronouncing -es endings
- Using relative pronouns *who, which, where, that*
- Using reciprocal pronouns *"each other", "one another"*

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



C



- What do these pictures have in common ?
- Can you cite three other actions that a good citizen should do ?
- Have you done some good actions at school ? What are they ?

SPECIMEN

Lesson 1 Reading

LEAD-IN

Answer the following questions.

- What does the term citizenship mean to you ?
- List some qualities of a good citizen.

A



B



C



D



Learning context

On a visit to their Nigerian friends in Lagos, the students of 2nde come across a brochure dealing with citizenship in a library. They decide to read it in order to behave accordingly.



SPECIMEN

A **Read the text below quickly and choose the best general idea.**

The text is about :

a- the sacrifice of a good citizen.

b- the will of a good citizen to shed blood.

c- the qualities of a good citizen.

d- the living standard of a good citizen.

DUTIES OF A GOOD CITIZEN

A good citizen has to imbibe many qualities. The fact that he has some duties and responsibilities to bear is true. But at the same time, he also enjoys some rights and privileges as a citizen of a free State. While he has every right to participate in the judicial, legal, political, religious and social affairs of the nation, he has also some responsibilities. He must not hurt the sentiments of others and must protect the weak from the strong. He is a person who abides by the rules of his society and country, and fulfills his responsibilities as a citizen.

Being loyal to the nation and the society, under all circumstances, is his first and foremost duty.

A good citizen must be ready to sacrifice his life for the sake of his motherland. He must love his nation and be a nationalist. He should have firm and deep faith in his motherland. He should obey the laws of the land. But he must also keep in mind the welfare of the State, the benefit of society and the long-term interests of the nation.

A good citizen must respect the cultural heritage of his country. He should respect the heroes, the prophets, the sages and the saints of his country. He must respect the race to which he belongs. He must always keep in mind the future of his country. He must raise the standard of living of his country by working honestly that is to try his best to remove bribery and corruption from society.

During times of aggression or foreign attacks, he must be ready to shed his blood for the sake of his motherland. Therefore, the defence of the country is the supreme duty of a good citizen. We should all strive to be good citizens because a good citizen is the one who is always broad-minded.

Adapted from https : // www.aplustopper.com/a-good-citizen-essay

B **Read the text and find the words whose definitions or synonyms are given below. The lines are indicated to help you.**

1- reflect (line 1)

2- respects (line 5)

3- honour (line 8)

4- country of origin (line 8)

5- well-being (line 10)

6- living condition (line 14)

7- extortion (line 15)

8- tolerant and receptive (line 18)

SPECIMEN

C **Complete the paragraph below with the words or phrases in the box below.**

Example : 1- broad-minded

Standard of living ; broad-minded ; abide ; sake ; bribery ; imbibe

Ivorians are known as 1- ... people because they are very tolerant. They will do anything they can for the 2- ... of their country. Since their first president Félix Houphouët-Boigny, they have been taught to 3- ... values such as tolerance and solidarity. In the past, Ivorians would 4- ... the laws of their nation and they were respected for that. But now, corruption and 5- ... are tarnishing this brilliant image of the Ivorian people. Though some will justify this increase of corruption by the degradation of 6- ... with the augmentation of the rate of poverty.

D **Read the text once more and answer these questions.**

1- Does a good citizen have some responsibilities ?

2- What must a good citizen do to others ?

3- What is the top or principal responsibility of a good citizen ?

4- How should a good citizen behave toward his beloved country ?

5- Should a good citizen respect the dead or alive personalities of his country ? How do you know it ?

6- What is the supreme duty of a good citizen ?

7- Why should everyone do his best to be a good citizen ?

COMMUNICATION ACTIVITY

Your English teacher asks you to give a presentation about the importance of volunteering. For your presentation, write a paragraph in which you :

- give the meaning of volunteering ;
- point out the importance of doing voluntary works ;
- describe some examples of voluntary work you can do in everyday life.



SPECIMEN

Lesson 2 Speaking

LEAD-IN

- What do the pictures refer to ?
- Which of the activities or actions have you recently done ?
- How did you feel ? Say why.

A



B



C



D



E



F



Learning context

During a conference held in their school on citizenship, the students of 2nde C1 of Lycée Mamie Adjoua of Yamoussoukro are amazed by their rights as citizens. They decide to learn more about them in order to discuss citizenship.



SPECIMEN

A LANGUAGE FUNCTION : Using relative pronouns

Study the sentences below from the text, paying attention to the words in bold.

1- He is a person **who** abides by the rules of his society and country, and fulfills his responsibilities as a citizen.

2- He must respect the race to **which** he belongs.

3- We should all strive to be good citizens, because a good citizen is the one **who** is always broad-minded.

LET'S KEEP IN MIND

- Use **who, whom, whose** and that to refer to people.
- Use **which, what** and **that** to refer to things, animals and objects.
- Use **where** to refer to places.
- Use **when** to refer to moments, periods and time.
- Use **why** to refer to reasons.

B LET'S PRACTISE

I- Fill in the blanks with an appropriate relative pronoun.

what, that, where, who, when, whose

Example : 1- where

1- This is the town ... I spent my childhood.

2- This is Alice ... you met last year.

3- The people ... live next door are not very friendly.

4- Do you know the reason ... our offer was rejected ?

5- I helped the girl ... car has broken down.

6- What did you do with the money ... your mother had lent you.

7- What is the name of the prison ... Nelson Mandela stayed ?

8- The patient ... had a serious injury was taken to hospital immediately.

II- Join the sentences with the suitable relative pronouns.

Example : 1- That is the man whom I spoke to the other day.

1- That is the man. I spoke to him the other day.

SPECIMEN

2- They elected a new mayor. His aim is to help the poors.

3- That is the city. I grew up there.

4- I met a woman. Her husband is a famous producer.

5- The bag is heavy. It contains a lot of presents.

COMMUNICATION ACTIVITY

As the representative of an NGO that fights for humanitarian actions, you have taken part in a conference on citizenship in New York. Back home, you receive a BBC journalist for an interview about good citizens' actions. Here is your skeleton conversation. With your partner,

- use the prompts below to fill in the missing parts ;
- role-play the conversation ;
- present it to the class.

The prompts

- *For sure ! We have for example blood donation, school and public services rehabilitation ;*
- *A good citizen is a person who actively participates in civil responsibilities and obeys the law ;*
- *I can say that volunteering actions are a real expression of solidarity :*
- *Well, I mean all the actions that an individual can do to impact positively on his or her community.*

The conversation

Journalist : Hello, Mr Kadniel ! How can you define a good citizen ?

You : (1) ...

Journalist : What do you mean by civil responsibilities ?

You : (2) ...

Journalist : Can you give us some precise examples of civil responsibilities ?

You : (3) ...

Journalist : What can you say to people who still hesitate to engage in volunteering ?

You : (4) ...

Journalist : Thanks and goodbye !

You : Goodbye !

PRONUNCIATION : Pronouncing -es endings

-es is put at the end of some plural nouns and verbs in the third person singular of the present simple. At the end of these words, **es** is pronounced /iz/.

Examples : He wash**es** the dish**es** ; he mix**es** ; it fuzz**es** ; the quizz**es**

Practise saying the following words paying attention to es at the end.

Catch**es** – fix**es** – wash**es** – box**es** – fox**es** – horse**s** – fax**es** – crise**s** – match**es** - watch**es**

SPECIMEN

Lesson 3 Listening

LEAD-IN

Listen to this song by Mickael Jackson.

- Look at the pictures and say whether the title of the song fits with the Earth.
- What actions can we undertake to heal the world ?

A



B



C



D



Learning context

In view of discussing citizenship and human rights at a conference organized in their school, the students of 2nde A2 of Lycée Municipal of Brobo listen to a recorded English program with their teacher.



SPECIMEN

A **As you listen to the extract, choose the sentence that best gives its general idea.**

This extract is about :

a- the characteristics of a good citizen.

b- the characteristics of a good student.

c- the journey of a good citizen.

d- the journey of a good student.

B **Listen to the extract again and decide whether these sentences are true (T) or false (F).**

Example : 1- T

1- There are many ways to ensure that one is a good citizen.

2- During this time, individuals are not facing racism.

3- Good citizens will work to encourage disparities between people.

4- Good citizens must take part in their community by aiding the others.

5- In order to be a good citizen one must create a sense of community for themselves only.

6- It is important that good citizens work to support inequality and injustice.

C **Listen to the extract again and choose the word that you hear.** **Example : 1- good**

How to be a good citizen

There are various ways to ensure that one is a **1- (good / cool)** citizen, especially in modern societies. During a time in which individuals are still **2- (facing / basing)** racism and sexism, alongside, other various **3-(aggressive / oppressive)** forces, good citizens will combat **4- (disparities / disadvantages)** between people to ensure that everyone is autonomous and **5- (respected / restricted).** Good citizens will also respect and take **6- (heart / part)** in their community and advocate for others by helping others, defending their **7- (lights / rights),** and believing that all people are equal.

COMMUNICATION ACTIVITY

As a chairperson of your English Club, you are invited to give a presentation to sensitize your friends about the actions they must do at school to be good citizens. In your talk,

- define the notion of citizenship ;
- say what actions a citizen must not do ;
- insist on actions that promote citizenship.

SPECIMEN

Lesson 4 Writing

a formal letter

LEAD-IN

1- What bad actions can people do that could make them bad citizens ?
2- What can be the consequences of their bad attitudes ?
3- What solutions can you propose to sensitize them ?

A



B



Learning context

In your school, some of your friends do not see the importance to take part in activities in their community. As the chairperson of the English club, you decide to write a letter to the representative of "Save the Children" to come and sensitize your friends.



WRITING STRATEGIES

- A formal letter should be concise, limited to two or three body paragraphs. In the first paragraph, introduce yourself and the purpose of your letter to tell the recipient what you're writing about quickly.
- The second body paragraph should give more details about the subject. It can be longer than the other body paragraphs.
- The last paragraph should summarize your point. It can also include a call to action if relevant. The writer may also find relevant to suggest actions.

SPECIMEN

A **Study the model letter.**

PO BOX 205,
Abidjan, Côte d'Ivoire

18 December 2022

The Representative
Save the Children,
Abidjan (Côte d'Ivoire)

Dear Sir,

I am writing to invite you to come and talk about the behaviours of citizenship. I am the chairperson of the English Club of my school and I want my friends to get rid of behaviours of bad citizens.

Firstly, I have noticed that some of my friends have traits of bad citizens. In fact, they don't take part in the activities of the community. For them, it is a waste of time. **For instance,** last week, they refused to participate in the clean-up day organized by the English club. Only a few of them took part in this community activity. **In addition,** they do not obey the law and regulations. As a matter of fact, they are rude, arrogant and unreliable. This situation sets them aside from the activities of the community. **For example,** when the Secretary of the English Club invited them to join in the clean-up day, they told him that they were neither gardeners nor garbage collectors. When they decided to join the event, they bothered the others and prevented them from doing the activity.

Unfortunately, these detrimental behaviours do not contribute to the development of the community and the country. As a consequence, voluntary actions are not promoted and our school district is not benefiting from collective development initiatives.

There is an urgent need to change this situation. Our community needs the contribution of all citizens to be a strong and prosperous one. We believe that as the representative of 'Save the Children', you are the right person to raise the awareness of our friends on citizenship and turn bad citizens into good ones.

I look forward to hearing from you.

Sincerely,

Arielle Sarah

SPECIMEN

B **Match each numbered part of the letter with its description from the box.**

Closing formula / signature / opening formula / writer's address / date / point of the letter / solutions / consequences / details about the point / receiver's address

E.g : 1- writer's address

C **Answer the following questions about the model letter.**

1- Who is the writer of this letter ?

2- What is the position of the receiver ?

3- Is it a formal or an informal letter ?

4- What is the main point of the letter ?

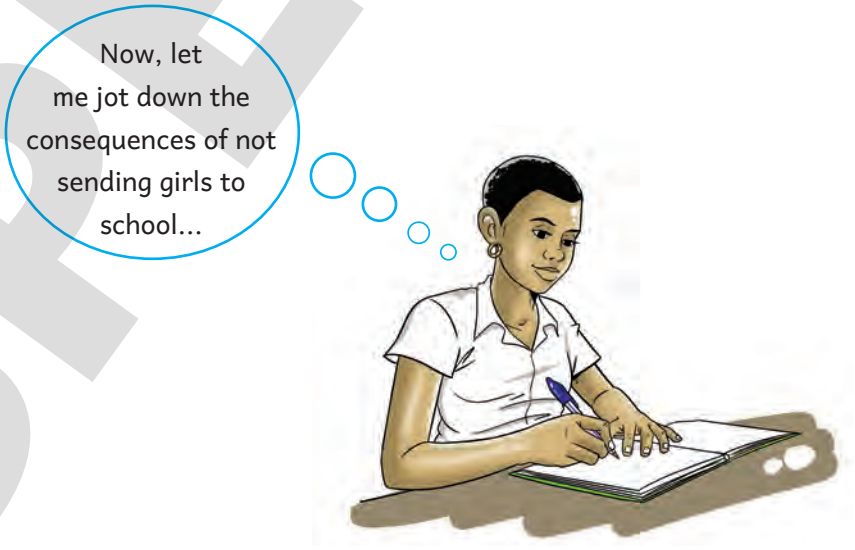
5- Is there an opening formula ?

6- What is the closing formula ?

COMMUNICATION ACTIVITY

During the last holidays, you went to a Liberian village where villagers refuse to send their girls to school. Write a letter to the Liberian ministry of education to denounce this situation. In your letter,

- explain the reasons why they refuse to send their daughters to school ;
- mention the consequences of this practice ;
- suggest some solutions to put an end to it.



SPECIMEN

Language corner

1 PHRASAL VERBS WITH "up"

VERBS	PREPOSITION	PHRASAL VERBS	MEANING
give	up	give **up**	abandon
take		take **up**	start
set		set **up**	arrange
look		look **up**	find / search for
keep		keep **up**	continue at the same rate
screw		screw **up**	make a mistake

LET'S PRACTISE

I- As you read the sentences below, containing the phrasal verbs, choose the correct meaning of each of them. Example : 1- b- had to wait

1- We were held up in the traffic for four (4) hours. In this sentence, held up means :

a- called / b- had to wait / c- given

2- Can you turn up the music ? It is not loud enough. In this sentence, turn up means :

a- keep the volume stable / b- diminish the volume / c- increase the volume

3- She brought up a new topic on the political situation of her country. In this sentence, brought up means :

a- introduced / b- met / c- named

4- After the rain, the sun shows up and the weather becomes clear. In this sentence, shows up means :

a- leaves / b- plays / c- appears

5- Ashley felt sad after she broke up with her boyfriend. In this sentence, broke up means :

a- separated / b- called / c- spoke

II- Fill in the gaps with the right verbs from the box to make the sentences meaningful.

Example : 1- cheer

grew – catch – cheer – clean - break - stood – giving – speed – speak - go

1- Why are you in such a bad mood ? ... up, things can't be that bad ?

SPECIMEN

2- When the headmaster came in ? Most of the students ... up, but those in the back row remained seated.

3- She's become a bit deaf with old age, so you'll have to ... up.

4- I was born in Brobo, but I ... up in Daloa.

5- The weather was so bad last summer that the price of tomatoes has ... up.

6- I have missed a lot of classes. I really need to ... up. Can I borrow your copybook ?

7- Time is nearly up, we need to ... up unless we will be late at school.

8- My girlfriend has decided to ... up with me.

9- I have tried it ten times without success, I am ... up.

10-Look at the mess you made. ... it up now !

2 "EACH OTHER" AND "ONE ANOTHER" VERSUS REFLEXIVE PRONOUNS

	EACH OTHER AND ONE ANOTHER	REFLEXIVE PRONOUNS *(myself- yourself- himself-herself- itself- ourselves- yourselves- themselves)*
Use	When **two** or **more** people do the same thing.	For the object of a verb when it refers to the same noun as the subject of that verb.
Signs	A ⇄ B	A ↻
Examples	Konan Bah helped Alvine and Alvine also helped Konan Bah. Konan Bah and Alvine helped **each other.**	Eureka pours some drink for Eureka. Eureka pours **himself** some drink.

LET'S PRACTISE

Complete the sentences with "each other","one another" or reflexive pronouns.

Example : 1- herself

1- Oria can ride this bicycle ... .

2- Anne and Lydiane made this delicious cake ... .

3- Alvine and Hilkyan know ... quite well.

4- Kadniel and Dylan are helping ... with their homework.

5- Some people only think of ... .

6- Paul Aké and Narcisse are still angry. They are not talking to ... .

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

During a video call with your Ghanaian penfriend, he stated : ***"I don't know why people do voluntary work, this is useless"***. You don't agree with him. You decide to convince him about the importance of volunteering. In your talk,

- give the actions of a good citizen ;
- list some voluntary works you can do at school ;
- show the importance of doing voluntary work ;

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures below.
- In groups of four, prepare your intervention about the questions that follow.

1- Have you already done one of these actions ? If yes, which one ?

2- Do you think it is important to do these activities in your community ? Why or why not ?

3- How can you convince your friend about the necessity of these actions ?



PHASE 2

Read the text below and give short answers to the questions that follow.

In African schools, students are not really involved in voluntary actions. Most of the pupils or students ignore the importance or necessity of volunteering. But, I personally think that this could help make the school clean. For example, students can clean the school yards, take care of green spaces, avoid

SPECIMEN

wasting water and take good care of the school benches. For this to be possible, doing voluntary actions should be included in the school curriculum and be a requirement for grading.

1- What is the text about ?

2- List some good actions pupils can do at school.

3- What solution did the author propose ?

PHASE 3

Listen carefully to the audio.

Take notes on the following points :

- Some good volunteering actions ;
- The outcome of the celebration volunteering day.

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 thruthworthy 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 6

Let's consolidate

I- Choose the correct relative pronoun to complete the sentences below.

Example : 1- who

1- An emancipated woman ... knows her rights, participates actively in her family's welfare.

2- This is the school ... only girls are sent.

3- That's the man ... daughter abandoned school last year.

4- There is a school ... we have to build.

5- The boy, ... bike is broken is crying.

6- Meiway ... daughter plays the guitar is a musician.

7- That's the house ... I wanted to buy.

II- Complete the crossword with the synonyms of the words indicated below (see picture).

1- well-being

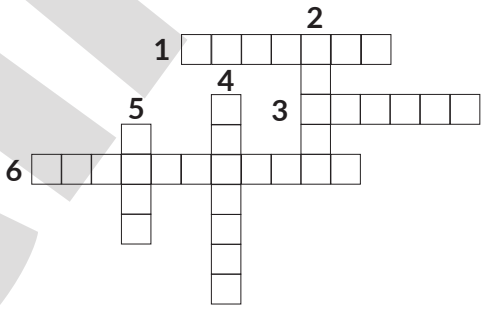
2- respect

3- reflects

4- corruption, extortion

5- honour

6- tolerant, easy going



III- You came across a hospital in your hometown that desperately needed donations for poor children that were hospitalized there. Consequently, you volunteered to do something to help those children. In a talk with a partner,

- say what a good citizen should do in such a situation ;
- describe the actions you took to save the day ;
- give your opinion about volunteering.

SPÉCIMEN

PROJECT TASK

CAMPAIGNING FOR A GOOD CITIZENSHIP

In order to encourage people about citizenship, write a song in which you promote the qualities of a good citizen. The best song will be played with the famous Nigerian singer Yemi Alade, in Abuja, during the celebration of Citizen Day.

I- The preparation of your song

In your song,

- mention what a good citizen is ;
- list some actions of a good citizen ;
- state some benefits of citizenship.

II- The presentation of your song

- greet your audience ;
- introduce your team of artists ;
- state the aim of your song ;
- show the relevance of the issue ;
- sing your song before the audience ;
- end your presentation with a strong message or quote from your song;
- thank the audience.

III- Questions and answers session

SPECIMEN

Unit 7

Sports



You'll never know what you're capable of until you take that first step and just go for it".

— Natasha Monique HASTINGS —

American 400-meter track and field sprinter.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Raising awareness about the importance of sports and games in the development of individuals
- Talking about sports, qualities and values of sports, playing grounds and equipment
- Using collocations with "come"
- Expressing conditions (types 1 and 2)
- Using "so" and "such" in exclamative sentences
- Writing an argumentative essay

■ PICTURE ANALYSIS

Look carefully at the pictures below.

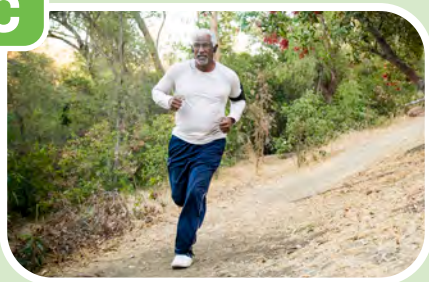
A



B



C



1- Where are the people in picture B ?

2- Are the three pictures correlated ? How ?

3- Is it important to practise sports and games at old age ? Justify.

SPECIMEN

Lesson 1 Reading

LEAD-IN

- What are the people in the pictures doing ?
- What sports are they practising ?
- List some advantages of practising sports.

A



B



C



D



Learning context

During an English class, the students of 2nde A from Lycée Moderne 1 of Bondoukou read a text about sports in order to discuss their importance in the development of individuals.



SPECIMEN

A **Read the text below quickly and choose the best title.**

1- Parents' questions about sports and games
2- The importance of practising cricket
3- The importance of sports in a student's life

Whenever it comes to sports, we often come across a common question: "What is the importance of games in a student's life?". No matter how much we say that studies are important, we can't deny that sports help in the overall development and growth of a student.

The students who are very much engaged in sports activities have a bonding capability. Here, they have to work as a team, which teaches them how to enhance a social relationship - which is also an important parameter of life.

Sports teach students to be emotionally strong. Most students often have to deal with some other emotional issues in their life, either at home or in school. The skill they develop through sports helps them to accept all defeats as well as wins. Hence, students who love games and sports are in a much better position to deal with tough situations.

Skills like teamwork, leadership, patience, discipline, learning from failure, Sportsmanship, etc., are developed only when children play sports regularly, and these skills are equally important when it comes to studies and management. So, we can call it a crucial thing when it comes to skill-building.

We often come across many children who are good at sports but not so good at studies. Also not to mention the countless sports type. So, such students who don't have that much interest in studies can make their career in sports as they value the importance of games in student's life.

"All work and no play makes Jack a dull boy", we all have been familiar with this proverb. From helping your child maintain good health to helping them to increase self-esteem and mental alertness, sports and games do it all. Games like Cricket, Tennis, and football are must-play games at the school level.

It is the responsibility of schools and institutions to train all the students in different games right from the primary section. Books indeed develop our minds, but games develop our bodies too. Games are the best media to help children reach new heights, be it scoring good marks in exams, be it staying fit and healthy, or be it completing the syllabus. Apart from education, games also provide the mental, physical, and psychological development of a student. To bring up a healthy spirit of competition among the students, to build up decision-making skills, and also to ensure the all-rounder personality of a student – games, and sports have been introduced and are applicable now in every school and college.

Not just these, there are even hundreds of benefits and advantages of sports and games !

Adapted from https ://www.orchidsinternationalschool.com/blog/sports/importance-of-sports/

SPECIMEN

B **The words or expressions in column A are from the text. Match them with their definitions or meanings in column B.**

Example : 1- f

COLUMN A : Words from the text	COLUMN B : Definitions or meanings
1- come across (Line 1)	a- incalculable, innumerable
2- deny (Line 3)	b- connecting
3- overall (Line 3)	c- guarantee
4- bonding (Line 4)	d- summit
5- enhance (Line 5)	e- stupid, not animated
6- skill (Line 8)	f- discover
7- failure (Line 11)	g- complete
8- countless (Line 16)	h- refuse
9- dull (Line 18)	i- competence
10-heights (Line 24)	j- opposite of success
11-ensure (Line 27)	k- augment ; boost

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

1- Is teamwork good for children? Justify.

2- List four (4) skills that teamwork teaches children.

3- Which games are important at school ? Why ?

4- What is the main benefit of sports for the body ?

5- According to the text, how are sports important for students ?

COMMUNICATION ACTIVITY

As the representative of the Sports Club of your school, you are invited by BBC to talk about the importance of practising sports at school. In your speech,

- talk about some types of sports and games you practise ;
- give some advantages of practising these sports and games for the development of students.

SPECIMEN

Lesson 2 Speaking

LEAD-IN

- Name the objects in the pictures below.
- What sport or game are they related to ?

A



B



C



D



Learning context

During an English club session, the students of 2nde A2 from Lycée Moderne Man are discussing sports in order to talk about the equipment and places where to practise them.



SPECIMEN

A LANGUAGE FUNCTION : Expressing conditions type 1 and 2

1- Read and analyse the sentences below.

- **If** I **have** your talent, I **will be** a professional athlete.
- I **would be** a professional athlete **if** I **had** your talent.

2- Match the beginning of the rule labelled (1-2) with the endings labelled (a-b)

1- If clause + Present simple	a. Main clause + Conditional (WOULD + VERB)
2- If clause + Past simple	b. Main clause + Future (WILL + VERB)

3- Decide which rule above expresses condition type 1 and which one expresses condition type 2.

Condition type 1 : ...

Condition type 2 : ...

LET'S KEEP IN MIND

Condition type 1 : Main clause + future (will + verb) and If clause + present simple tense

E.g : If the athletes **train** hard, they **will win** the competition.

Condition type 2 : Main clause + conditional (would + verb) and If clause + past simple.

E.g : If I **had** the talent of Mireille Ahouré, I **would be** a professional athlete.



SPECIMEN

B LET'S PRACTISE

I- The sentences below are expressing condition type 1. Put the verbs in brackets in the correct tenses and form.

Example : 1- pass / will score

1- If you (to pass) the ball, I (to score) a goal.
2- You (to keep) fit if you (to practise) sports.
3- If the boy (to train) hard, he (to become) a professional athlete.
4- If we (to have) a ball, we (to play) a football match.
5- They (to come) on time if they (to hurry) up.

II- Identify the condition type in each of the sentences below.

Example : 1- type 2

1- I would have a very good grade if I took the test.
2- When you are a good sportsman, you are alert in decision-making.
3- If you initiate your child to sports, it will help him a lot.
4- Milan would be the top scorer if he played in the tournament.
5- If you were in my shoes, you would be disappointed.

COMMUNICATION ACTIVITY

During a session of the English club of your school, you decide as the chairman to make your mates aware of the importance of team sports in the development of people's personalities. In your speech,

- mention some team sports ;
- state the benefits of such sports ;
- encourage your mates to practise sports.

PRONUNCIATION : Pronouncing [ð] like in "that" and [Θ] like in "healthy"

[ð] and [Θ] are made by the same letters ***"th"***. One is ***voiced [ð]*** and can be found in structure words like ***this, that, those, these, then, there, than.*** It is pronounced with ***the vocal cords. [Θ]*** is unvoiced and is most of the time present in content words like ***mouth, teeth,*** etc.

Practise saying these phrases : At **th**ree-**th**irty on **Th**ursday, a **th**ousand of **th**ose **th**rilling **th**inkers will ga**th**er.

SPECIMEN

Lesson 3 Listening

LEAD-IN

Look carefully at the picture.

- What are these people doing ?
- How do they feel at the moment ? Why ?



Learning context

During a conference organised by the British Council about sports and games at school, the members of the English Club of your school listen to some audios to get informed about the benefits of sports and the equipment needed to practise them.



A **As you listen to the podcasts, choose the correct answer.**

The podcasts talk about :

a- Rugby, swimming, cycling and poker.
b- Chess, football, cricket and swimming.
c- Swimming and football.

B **As you listen to the podcasts again, decide whether the statements below are true or false. Write T for true and F for false.**

1- Karash's favourite sport is chess.
2- Cricket is played by men only.
3- Julia feels relaxed when she is swimming.
4- Chess is a physical game.
5- Rodney dislikes all the other games except football.

SPECIMEN

C **Listen again to the podcasts and complete the table below.**

Sports	Equipment
Swimming	
Cricket	
Chess	
Football	

COMMUNICATION ACTIVITY

During a meeting of the English club of your school, the chairman asks the students of 2nde to talk about their favourite sports and games. In groups of four (4), takes turns and talk about your favourite sports and games. In your intervention,

- identify your favourite sport or game ;
- mention the equipment needed to practise the game or the sport ;
- explain why you love this game or sport stating its benefits ;



SPÉCIMEN

Lesson 4 Writing

an argumentative essay

LEAD-IN

- What types of sports do you know ?
- Which one do you prefer ?
- Give your reasons.

Learning context

During an English class, the teacher asks the students of 2nde to write an argumentative essay about the topic : "Are you for or against boxing ?", in order to know their opinion about the topic.



WRITING STRATEGIES

In an **argumentative essay,** your job is to make the reader agree with your opinion about a controversial topic. You have to :

- introduce the topic ;
- state your opinion ;
- give reasons to support your opinion ;
- argue against the opposite opinion ;
- conclude by restating your opinion.

Overall, you must convince the audience that your side of the argument is correct. To convince the audience, your essay must be balanced ; it must include :

- your viewpoint ;
- the opposing viewpoint or counterargument.

SPECIMEN

A **Read the model text below and answer the questions that follow.**



The game of football is being attacked. We see it every day in the headlines and on the news. The medical concerns are obvious. The game has taken more than its share of criticism. Even President Barack Obama said that if he had boys, he wouldn't let them play football. Lebron James publicly said no football in his house. So the question is asked all the time : "Why would anyone want to play football ? And why would anyone let their kids play ?"

Here is my answer. I believe there's practically no other place where a boy is held to a higher standard than football. Football is hard, it's tough, it demands discipline, it teaches obedience and it builds character. Football is a metaphor for life.

This game asks just a boy to push his limits. And I believe the most critical place for football is at the youth and high school levels. For 97 per cent of football players, the pinnacle of their career is the high school game. Few players ever go on to the college level. Even fewer make it the pros.

For a lot of kids, it's not until it's all said and done, and they look back on it several years later, that they realise the difference the sport made in their lives. They are proud of playing the game. Have you ever met anybody who accomplished four years of high school football, and at the end of that run said : 'Man, I wish I wouldn't have played?' It doesn't get said. Football players aren't perfect. Nobody is. But millions of former players, one by one can recount the life-altering principles they learned from football. They know the value of football. That's why high school football and particularly high school coaches play such a vital role in our society.

So, despite what people say and think about football, their arguments are not valid because football is a pride of our great nation.

1- What type of text is it ?

2- What does it do about football ?

3- Find the following elements in the text :

- Introduction ;
- Opinion opposite to the author's ;
- The author's position and arguments ;
- Conclusion.

SPECIMEN

B **Read the different paragraphs labelled A, B, C and D and put the letters in the correct order to get an argumentative essay.**

A



Despite what is said, boxing remains for me a brutal and violent sport. Who can be proud to see his kid damaging the face of his fellow with his fists without any reason instead of befriending him ? Boxing promotes violence in a world where there is already too much violence. Boxing also destroys lives. Every time a fighter courageously steps into the ring, they put their lives at risk. For instance, a study reveals 223 boxing-related deaths in the 1920s and 103 in the 2000s. What is more insane is that this sport puts two people in conflict for no apparent reason except that for money whereas the other sports promote friendship. Boxing creates rivalries. Finally, boxing jeopardizes the health and well-being of boxers. The images of the great Muhammed Ali trembling with all his body are still fresh in our minds. After his career, he developed a lot of physical and mental diseases.

B



Boxing is a sport I am still wondering what it is worth. What is the sustainable reason which can make a person beat with extreme violence a person he doesn't know before and who can a good friend in other circumstances ?

C

For all these reasons, boxing is not a good sport as it doesn't teach good values to young people.

D



People who love boxing argue that is the sport of real men. A boxer is a strong man, a courageous person who faces his fears and makes his way through. This is what life shows us sometimes. So get kicked from life just like in boxing but we have to be stoic, get up and fight back. A boxer can get knocked out lying in the ring for a moment but he stands up again and fights back. This sense of life is obvious in boxing. Another reason they put forth is that boxing is one of the well-paid games. Boxers earn huge sums of money. As an example, Mayweather received $100 million for his last fight.

SPECIMEN

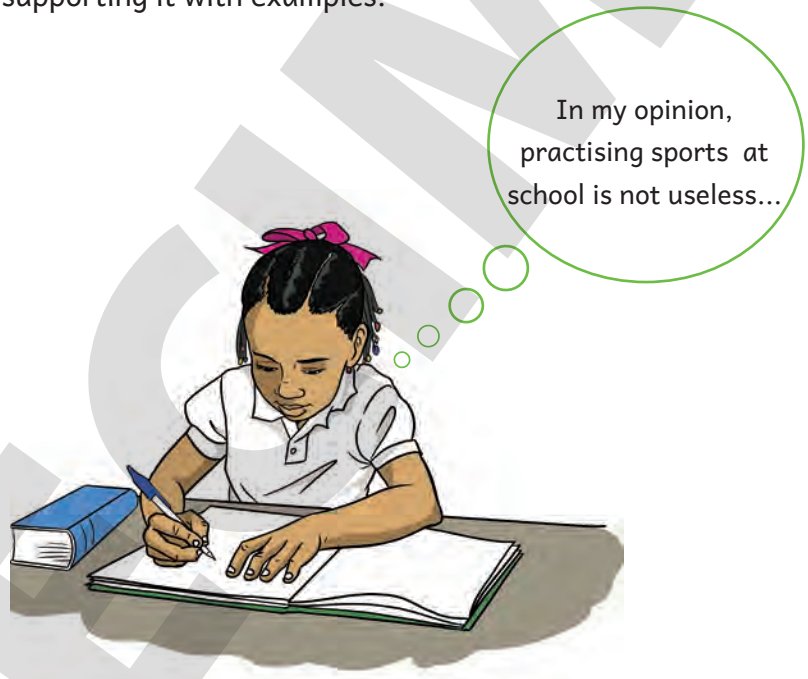
C **Identify each section in Activity B by its heading.**

Example : B- Introduction

COMMUNICATION ACTIVITY

Following a sport debate on BBC, you hear one of the debaters saying that practising sports at school is useless. He argues that it is dangerous for the kids because they get hurt sometimes and it is time-consuming. You disagree with that assertion. You decide to write an argumentative essay about the topic to be published in the ***"GUARDIAN".*** In your piece of writing,

- mention the counterargument ;
- state your opinion ;
- explain your opinion supporting it with examples.



Check your production

Statements	Yes	No
1- Does your production have an introduction ?		
2- Does it mention the opposite's position ?		
3- Does it give details and examples to support your opinion ?		
4- Does it have a conclusion ?		

SPÉCIMEN

Language corner

1 "SO" AND "SUCH" IN EXCLAMATIVE SENTENCES

I- So + adjective / adverb

We use this structure to make exclamations or to express a superlative idea.

Example : Wow ! You're **so beautiful !**

That tree is **so tall !**

This song is **so cool,** I love it !

II- Such a + (adjective) + noun

It expresses the same idea as ***so***, but it is used with nouns (with or without a companion adjective)

Examples : This is **such a house !**

This is **such a big house !**

LET'S PRACTISE

1- Complete the sentences with "so" or "such".

a- I feel ... confused about the situation !

b- The man is ... a good speaker !

c- This game is ... amazing !

d- You're ... well dressed.

e- Ronaldinho was ... a good player !

f- The teacher was ... happy this morning !

2- Make four (04) sentences using "so" and "such".



SPECIMEN

2 COLLOCATIONS WITH "COME"

A collocation is a group of two or more words that are almost always put together to create a specific meaning.

Example : We often **come across** a common question.

LET'S PRACTISE

1- Use the following words and make seven (07) collocations with "come": *close ; in ; on ; to ; with ; a conclusion ; a decision ; an agreement ; into ; complete ; late ; a compromise ; an end ; life ; attack ; time ; under ; power ; cheap.*

Example : 1- come close.

2- Match each collocation in Column A with its meaning in Column B.

Example : 1- d

Definitions	Yes
1- Come close	a- to describe your status or position in a competition.
2- Come first	b- to make a confession, to tell the truth about something that you have kept secret.
3- Come to terms	c- to arrive before the time that was arranged or expected.
4- Come clean	d- almost do something or to almost achieve something.
5- Come to light	e- to reach an agreement, to reach a compromise.
6- Come early	f- to arrive ready beforehand for a specific purpose, as for an event or occasion.
7- Come to mind	g- to arrive after the expected, proper, or usual time.
8- Come late	h- to arrive at a particular designated time, neither especially early nor late.
9- Come on time	i- to think of something without making any effort.
10-Come prepared	j- to be revealed.

SPÉCIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

On the Health Day celebration organized by the English club of your school, you have decided to give a talk about the importance of practising sports regularly. In your talk,

- list some types of sports ;
- identify the ones you practise ;
- explain their advantages to the body.

B TIME TO GATHER INFORMATION

PHASE 1

Study carefully the pictures below.

In groups of four, prepare your intervention about the questions that follow.







- What do you see in the different pictures ?
- What types of sports are they ?
- Cite three more examples of collective sports and three individual sports.
- Which type of sport is more practised in your country ?
- Do you think it's good to teach sports at school ? Why ?

SPECIMEN

PHASE 2

Read silently

Play is learning for children. It is how they get to know their world. Children use play to solve complex problems like grasping a ball escaping from their hands or displaying joy after an accomplishment and frustration when required to try again and again. Children make noise and their environment responds gleefully; this simple back and forth from loved ones serves as the foundation for early literacy, self-regulation, hand-eye coordination providing the groundwork for communication, forming friendships, and a deeper understanding that as they grow, their knowledge of the world through playful experiences also grows.

Adapted from https://www.educationethiopia.org

- **In groups of four, take notes on the points below :**

  1- The importance of play in the life of children ;

  2- Some advantages of play for children.

PHASE 3

Listen carefully to the audio.

Take notes on the following points.

- the importance of sports for students.
- the advantages of practising sports
- the values that sports teach

C TIME TO PLAN YOUR PRESENTATION

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

D TIME TO TALK

- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

SPECIMEN

UNIT REVIEW 7

Let's consolidate

I- Use the right words or expressions from the box to complete the sentences below.

Example : 1- performance

talents ; promising ; performance ; team work ; fans ; stars

1- Egypt won the ACN seven times, what a ... !

2- Madagascar is a ... team. In the future, they will be a great football nation !

3- Didier Drogba and Samuel Eto'o are african famous football ... .

4- Many african ... prefer to go to Europe to continue their careers.

5- African ... are very passionate. They love their teams in good or bad times.

6- Playing football is a ... . It is not an individual work.

II- The sentences below express conditions. Put the verbs in brackets in the correct tenses.

Example : 1- will play

3- If we have the necessary equipment, we (play) a football match.

4- You (have) a happier mood if you played the game.

5- The students will come across the benefits of sports if they (train) regularly.

6- If you (do) boxing, you will learn more about life.

7- If we (participate) in the tournament, we would win the trophy.

III- Put the adjectives in brackets in their correct form of comparative or superlative.

Example : 1- the most popular

1- Football is (popular) game in the world.

2- Haaland is (strong) than Mbappe.

3- Golf equipment is (expensive) than Basketball equipment.

4- Ronaldinho was (good) football player in 2006.

5- The boys are (concentrated) today.

6- American football is (violent) of all games.

SPECIMEN

IV- Your neighbour informs you that he finds it difficult to understand the meaning of the collocations with «come». Help him by matching the collocations in column A to their definitions or meanings in column B. Example : 1-b

COLUMN A : Collocations with "come"	COLUMN B : Meanings
1- Come closer	a- arrive at a particular designated time
2- Come over	b- move towards somebody or something
3- Come late	c- separate, break into pieces
4- Come to an end	d- visit
5- Come clean	e- agree with somebody or something
6- Come on time	f- arrive after the due time
7- Come apart	g- tell the truth
8- Come to an agreement	h- stop, reach an end

V- Complete the sentences below with the collocations with "come" in the box below. Put "come" in the suitable tense and form when necessary. Example : 1- come over

come late – come apart – come clean – come closer – come over

1- I invited my neighbour to ... my house next week.

2- Ibrahim is not punctual. He always ... to the meetings.

3- This table .... You can store it away when you don't use it.

4- This situation is our fault and we ... about it.

5- Please, ... so that I can hear you better.

VI- Fill in the gaps with ''so'' and ''such'' to make meaningful sentences.

1- She is ... clever !

2- These are ... beautiful flowers !

3- It's ... a boring film !

4- You're ... a fool !

5- This film is ... boring !

6- They are ... nice people !

7- My brother is ... a clever boy.

8- They were ... delighted to meet their favourite author.

9- My sister's boyfriend is ... a rude character.

SPECIMEN

PROJECT-TASK

RAISING AWARENESS ABOUT THE IMPORTANCE OF SPORTS IN EDUCATION

In order to sensitize your fellow students on the importance of sports in the learning process, your group has decided to give a presentation on the topic.

I- The preparation of your presentation

Your presentation should :

1- define sport ;

2- give some examples of sports ;

3- quote some of their advantages.

II- The presentation of your work

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- explain how important sports are in school children's lives ;

7- end your presentation with a strong message or quote from your poster ;

8- thank the audience.

III- Questions and answers session

SPECIMEN

Unit 8

Science



"Genetics is about how information is stored and transmitted between generations".

— John Maynard Smith —

British theoretical and mathematical evolutionary biologist and geneticist.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Raising awareness about the importance and the development of genetics
- Describing graphs and charts
- Using prepositions of movement
- Forming nouns with the suffixes (o)logy and (o) logist
- Expressing purpose with "to", "in order to", "so that", "so as (not) to"
- Using the article "the" or Ø
- Reporting a speech
- Pronouncing the words ending in -ology

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



C



1- What are the different pictures about ?

2- What do you call the science that studies genes ?

3- Is it possible to recover from genetic abnormalities with the development of science ? Justify.

SPECIMEN

Lesson 1 Reading

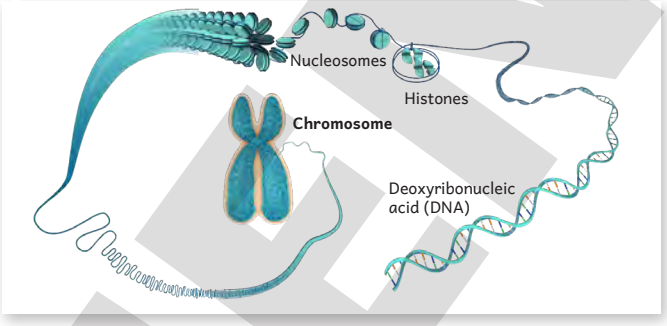
LEAD-IN

Look at the picture on your right and answer the questions.

1- Name the phenomenon that this picture describes.

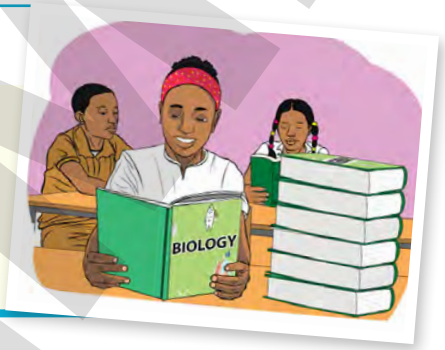
2- What is DNA ?

3- What is a chromosome ?



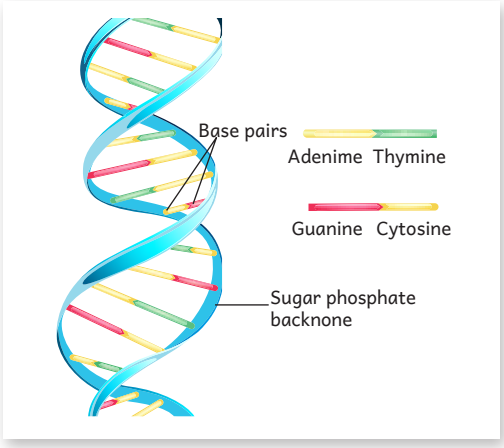
Learning context

During an English class, the students of 2nde A from Lycée Moderne 1 of Man read texts about genes in order to discuss their functioning in our body.



A **Read the texts below quickly and say what DNA, a gene and a chromosome are.**

TEXT 1 : What is DNA ?



DNA, or deoxyribonucleic acid, is the **hereditary** material in humans and almost all other organisms. Nearly every cell in a person's body has the same DNA. Most DNA is located in the cell nucleus (where it is called nuclear DNA), but a small amount of DNA can also be found in the mitochondria (where it is called mitochondrial DNA).

The information in DNA is **stored** as a code made up of four chemical bases : adenine (A), guanine (G), cytosine (C), and thymine (T). Human DNA consists of about 3 billion bases, and more than 99 per cent of those bases are the same in all people.

The order or sequence of these bases determines the information available for building and maintaining an organism, similar to how letters of the alphabet appear in a certain order to form words and sentences.

DNA bases **pair up** with each other, A with T and C with G, to form units called base pairs. Each base is also attached to a sugar molecule and a phosphate molecule. Together, a base, sugar,

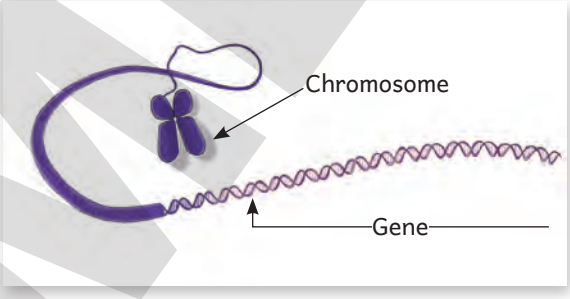
SPECIMEN

and phosphate are called a nucleotide. Nucleotides are arranged in two long **strands** that form a spiral called a double helix. The structure of the double helix is somewhat like a **ladder,** with the base pairs forming the ladder's rungs and the sugar and phosphate molecules forming the vertical sidepieces of the ladder.

An important property of DNA is that it can replicate, or make copies of itself. Each strand of DNA in the double helix can serve as a pattern for **duplicating** the sequence of bases. This is critical when cells divide because each new cell needs to have an exact copy of the DNA present in the old cell.

TEXT 2 : What is *a* gene ?

A gene is the basic physical and functional unit of heredity. Genes, which are made up of DNA, act as instructions to make molecules called proteins. In humans, genes vary in **size** from a few hundred DNA bases to more than 2 million bases. The Human Genome Project has estimated that humans have between 20,000 and 25,000 genes.

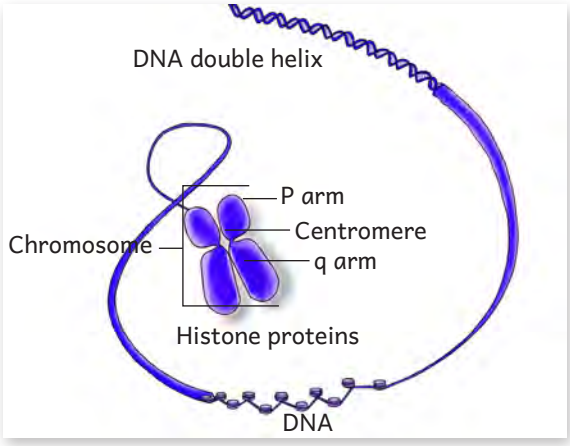


Every person has two copies of each gene, one **inherited** from each parent. Most genes are the same in all people, but a small number of genes (less than 1 per cent of the total) are slightly different between people. Alleles are forms of the same gene with small differences in their sequence of DNA bases. These small differences contribute to each person's unique physical features.

Genes are made up of DNA. Each chromosome contains many genes.

TEXT 3 : What is *a* chromosome ?

In the nucleus of each cell, the DNA molecule is packaged into thread-like structures called chromosomes. Each chromosome is **made up** of DNA tightly **coiled** many times around proteins called histones that support its structure. Chromosomes are not visible in the cell's nucleus, not even under a microscope when the cell is not dividing. However, the DNA that makes up chromosomes becomes more tightly packed during cell division and is then visible under a microscope. Most of what researchers know about chromosomes was learned by observing chromosomes during cell division. Each chromosome has a constriction point called the centromere, which divides the chromosome into two sections, or "arms." The short arm of the chromosome is **labelled** the "p arm." The long arm of the chromosome is labelled the "q arm." The location of the centromere on each chromosome gives the chromosome its characteristic shape and can be used to help describe the location of specific genes.



DNA and histone proteins are packaged into structures called chromosomes.

SPÉCIMEN

B **Read the three texts again and match the words or expressions in column A taken from the texts with their definitions or meanings in column B. Example : 1- d**

COLUMN A	COLUMN B
1- hereditary *(Text 1, line 1)*	a- composed
2- stored *(Text 1, line 7)*	b- transmitted
3- pair up *(Text 1, line 15)*	c- multiplying
4- strands *(Text 1, line 17)*	d- passed on as an inheritance
5- ladder *(Text 1, line 18)*	e- couple up
6- duplicating *(Text 1, line 22)*	f- turned into spiral
7- size *(Text 2, line 4)*	g- kept
8- inherited *(Text 2, line 8)*	h- defined; named
9- made up *(Text 3, line 3)*	i- strings
10-coiled *(Text 3, line 4)*	j- dimension
11-labelled *(Text 3, line 14)*	k- hierarchy

C **Read the texts again and say whether the statements below are true or false. Write T for true and F for false and give the line reference to justify your answers. Eg : 1-T (T1 - L1)**

1- DNA is inherited from parents.
2- The DNA in the cell nucleus is called mitochondrial DNA.
3- DNA is formed by four chemical bases.
4- The bases in human DNA are all different from one person to another.
5- In DNA bases, guanine pairs up with cytosine.
6- Sugar and phosphate molecules are not part of the structure of the DNA.
7- DNA can copy itself.
8- The human body has 25,000 genes.
9- The differences in the allele contribute to human uniqueness.

COMMUNICATION ACTIVITY

Invited by the Science Project of the English club of Tema Grammar School, in Ghana, you are asked to deliver a conference as a specialist on the functioning of the human body to the students of 2nde C. In your speech,

- define DNA ;
- determine the relationship between DNA, genes and chromosomes ;
- explain how all of them work to make human features.

SPECIMEN

Lesson 2 Speaking

LEAD-IN

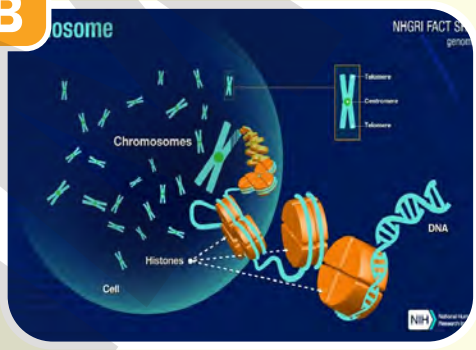
Look carefully at the pictures and answer the questions below.

- Do the people in picture A look the same ?
- What differences can you notice between them ?
- Pictures C and D present twins. What comments do their physical appearances inspire to you ?

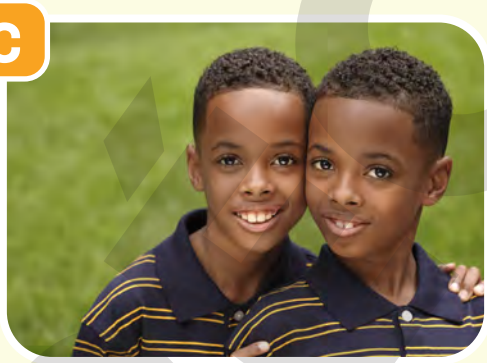
A



B



C



D



Learning context

During an English class on science, the students of 2nde C2 from Lycée Moderne 1 of Korhogo discuss topics related to genes, in order to discuss how they determine human physical unique feature.



SPECIMEN

A LANGUAGE FUNCTION : Reporting a speech

I- Look at the sentences below and try to analyze them.

1- 'I love the Toy Story films,' she said.
2- He asked me if I worked as a waiter.
3- 'Come closer!' he ordered the boy.
4- He ordered the boy to come closer.
5- She said she loved the Toy Story films.
6- She inquired what I was doing.
7- 'Did you work as a waiter?' he asked me.
8- 'What are you doing ?' she inquired.

II- Give the number

1- Direct speech sentences : 1 ; ...
2- Indirect speech sentences : ....

LET'S KEEP IN MIND

Reported speech is when we tell what another person said.

Direct speech : 'I work in a bank,' said Daniel.

Indirect speech : Daniel said that he worked in a bank.

Changes which occur when reporting :

1- Tenses

DIRECT SPEECH	INDIRECT SPEECH
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Future	Conditional
Past simple	Past perfect

2- Adverbs

DIRECT SPEECH	INDIRECT SPEECH
Here	There
Yesterday	The day before / the previous day
Today	That day
Now	At the moment
Tomorrow	The following day / the next day

SPECIMEN

3- Pronouns

DIRECT SPEECH	INDIRECT SPEECH	DIRECT SPEECH	INDIRECT SPEECH
I	He / she	My	His / her
You	I	Your	My
He	He	His	His
She	She	Her	Her
It	It	Its	Its
We	They	Our	Their
You	We	Your	Our
They	They	Their	their

NOTE : Tense changes happen when the verb introducing the reported sentence is in the past. In case the introductory verb is in the present, no need to change the tense.

E.g : Colombe **said** : ''Ann **is** talking to me.''

Colombe **said** that Ann **was** talking to her.

Mira **says** : ''Elie **is** my brother''.

Mira **says** that Elie **is** her brother.

B LET'S PRACTISE

I- Report the sentences below.

Example : 1- Jamila told me that she travelled a lot in her job.

1- Jamila told me : 'I travel a lot in my job'.

2- 'Where is the quickest way to the station ?' the man asked me.

3- 'Have you studied genetics ?' she asked me.

4- 'I am leaving now.' he informed me.

II- Write the numbers of reported speech sentences.

1- I am going home.

2- He told me he was going home.

3- She asked me if I came from Côte d'Ivoire.

4- Leave me alone !

5- The teacher ordered the boy to clean the board.

SPECIMEN

COMMUNICATION ACTIVITY

You discussed with a geneticist about his job. During a session of the English club of your school, the chairman asks you to report his words to the members of the club.

- Report the sentences ;
- Tell the club's members what the specialist told you.

1- 'What do you want to know ?' the geneticist asked me to begin.

2- 'Genetics is the branch of science that studies genes,' he taught me.

3- 'Follow me in the laboratory,' he asked me.

4- 'Do you see all these machines ?' he asked me.



PRONUNCIATION : Stress in words ending in "ology"

In general, the first "o" in the suffix "ology" is stressed in English.

Example : astrology ; biology ; phonology

Practise saying these words : technology ; psychology ; geology ; criminology ; zoology ; physiology

SPECIMEN

Lesson 3 Listening

LEAD-IN

Look carefully at the pictures.

1- What scientific innovations can you see ?

2- How do they impact our lives ?

A



B



C

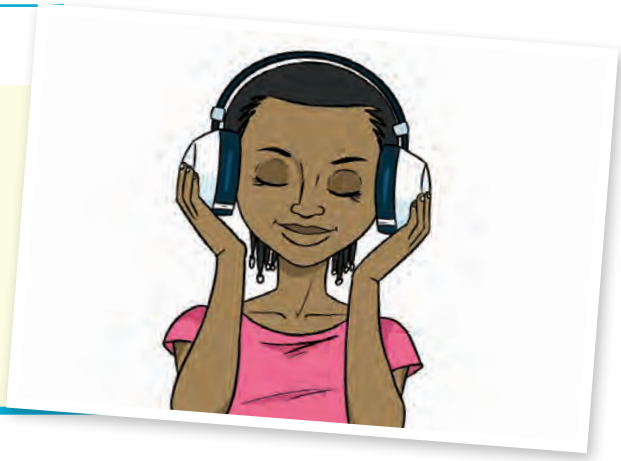


D



Learning context

During one of the meetings of the English club of their school, the students of 2nde C2 from Lycée Moderne 1 of Kounahiri listen to an audio recording about science, in order to know what it brings about to our lives.



SPECIMEN

A **As you listen to the podcast, choose the correct answer.**

The audio is about :

a- the advantages and disadvantages of science and technology.

b- genetics.

c- the cure of many diseases.

B **As you listen to the podcast again, say whether the statements below are true or false. Write "T" for true and "F" for false.**

1- Science created inventions that improve the quality of life.

2- Without science, all diseases in the past would be defeated.

3- Science cannot improve communication and education.

4- The development of medicine helped make human life longer.

5- Science has also created bombs which menace our life today.

C **Listen again and complete the paragraph with the missing words.**

By discovering (1)..., scientists can create something that can immeasurably (2)... the quality of life ; for example, (3)..., telephones, televisions, planes and the list go on. With the discovery of these inventions, people can achieve their aspirations much more easily. Science is the only (4)... of man against diseases. Without the inventions of science and the ceaseless efforts of scientists, many (5)... such as malaria, cancer etc. were considered (6)... diseases in the past would not be defeated.

COMMUNICATION ACTIVITY

During a meeting of the English club of your school, you are asked to give a presentation about the advantages and disadvantages of the development of science in order to sensitize young generations about the best use of its inventions. In your intervention,

- talk about the advantages of science and technology ;
- enumerate some of their drawbacks ;
- explain the real purpose of the development of science and technology.

SPECIMEN

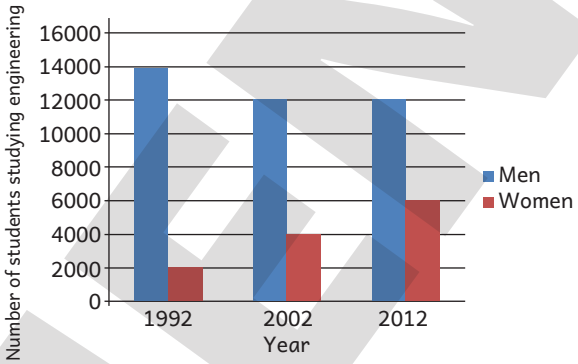
Lesson 4 Writing

Describing graphs and charts

LEAD-IN

Look at the picture and answer the questions.

- What do you call it ?
- What is it used for ?



Learning context

During a meeting of the English club of their school, the students of 2nde C2 are describing some graphs and charts about scientific data, in order to understand how science revolutionized our lives.



WRITING STRATEGIES

To describe diagrams or any other type of graphs, as clearly as possible, you should name each visual element. For example :

- The vertical axis shows ...
- The horizontal axis represents ...
- This curve illustrates ...
- The solid line shows ...
- The shaded area describes ...
- This coloured segment ...

A Model essay

The bar chart illustrates the number of men and women studying engineering at Australian universities between 1992 and 2012 at 10-year intervals.

It can be seen that the number of male students fell slightly from 14,000 in 1992 to 12,000 in 2002, and then remained at the same level through the following decade. The number of female students is relatively low starting at 2,000 in 1992. However, while the number of

5

SPECIMEN

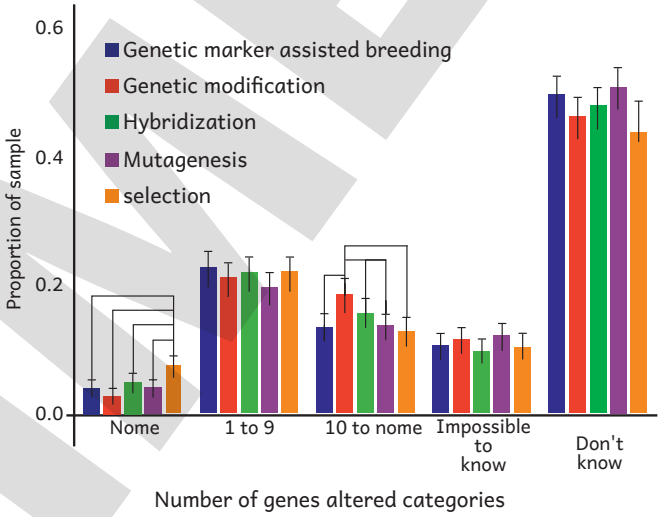
men decreased, the number of women increased. Female students grew steadily by 2,000 students each decade. This led to a rise in the total number of engineering students from 16,000 to 18,000 in this period.

Men continue to make up the majority of students. However, the proportion of female students increased sharply in this period. In 1992, there was one woman for every seven men, but by 2012 this had narrowed to one woman for every two men.

Overall, we can see a clear upward trend in the number of female engineering students in Australian universities, while the number of male students seems to have levelled off.

B Complete the different sections with the information from the description of the graph.

1- Verbs that mean "to increase" : ....
2- Verbs that mean "to decrease" : ...
3- Nouns that express an increase : ...
4- Nouns that express a decrease : ...
5- Adjectives that describe changes : ...
6- Adverbs that describe changes :



Data can be represented in many ways. The 4 main types of graphs are a bar graph or bar chart, line graph, pie chart, and diagram.

C How to describe bar graphs

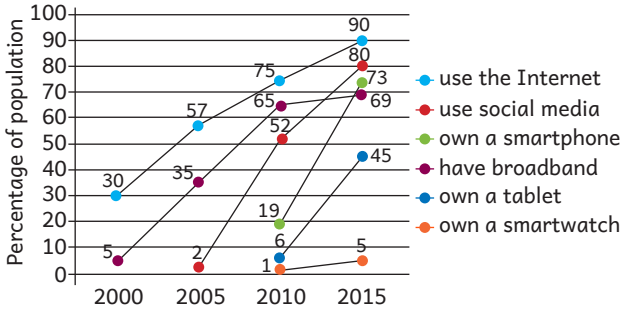
Bar graphs divide the data into separate bars and let you track progress over time. To describe the graph, follow the trend from left to right and describe if it goes down, up, or stays the same.

D How to describe line graphs

A line graph plots data in a single line over time. To describe the graph, follow its progress along the horizontal access and describe whether it goes down, up, or stays the same.

To express the movement of the line, you should use appropriate verbs, adjectives, and adverbs depending on the kind of action you need to show. For this, you should use the following vocabulary :

The graph shows informations about technology usage in the UK over time. Summarise the information by selecting and reporting the main features. Make comparisons relevant.



Verbs : rise, increase, grow, go up to, climb, boom, peak, fall, decline, decrease, drop, dip, go down, reduce, level up, remain stable, no change, remain steady, stay constant, stay, maintain the same level, crash, collapse, plunge, plummet.

Adjectives : sharp, rapid, huge, dramatic, substantial, considerable, significant, slight, small, minimal, massive.

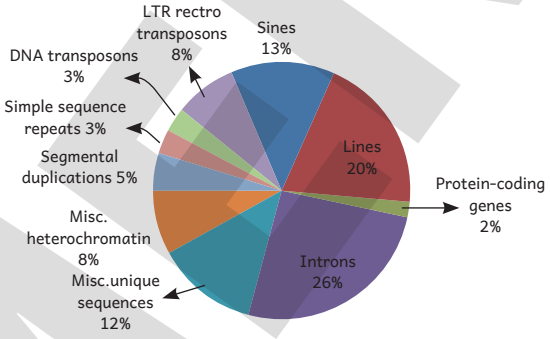
SPECIMEN

Adverbs : dramatically, rapidly, hugely, massively, sharply, steeply, considerably, substantially, significantly, slightly, minimally, markedly.

There is also a list of adverbs to describe the speed of a change : rapidly, quickly, swiftly, suddenly, steadily, gradually and slowly.

E How to describe pie charts

A pie chart divides data into separate sections to show which individual parts make up the whole. To describe the chart, compare each "slice" of the chart to the others to determine what share of the total each category has.



Components of the Human Genome

The following comparison words can be used interchangeably : to compare / compared to / as opposed to / versus / more than / the majority of / only a small monitory / greater than / less than

F How to describe diagrams

A diagram is a plan, drawing, or outline created to illustrate how separate parts work and overlap at the connecting points.

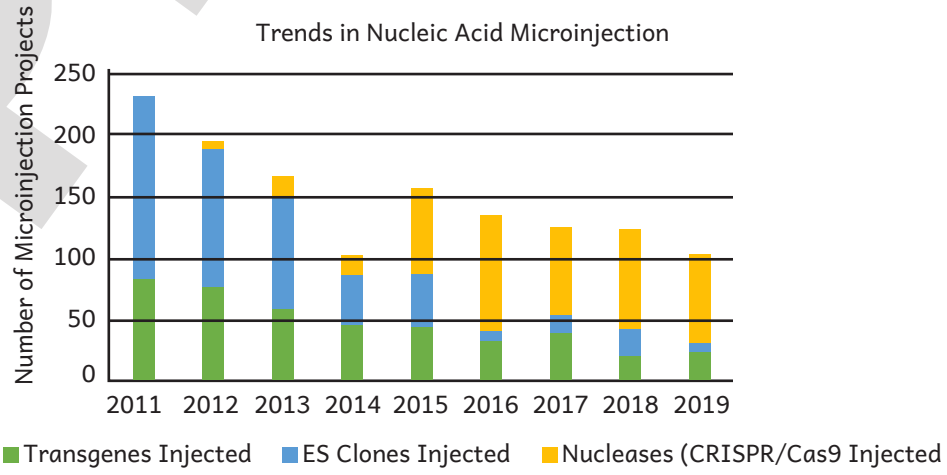


G Put the words below in the correct column

rise, plunge, dramatically, increase, grow, rapidly, crash, go up to, collapse, hugely, climb, boom, sharply, slightly, peak, fall, steeply, decline, significantly, decrease, considerably, drop, dip, go down, reduce, level up, substantially, plummet.

VERBS THAT MEAN "TO INCREASE"	VERBS THAT MEAN "TO DECREASE"	ADVERBS THAT DESCRIBE CHANGES

2- Describe the graph below.

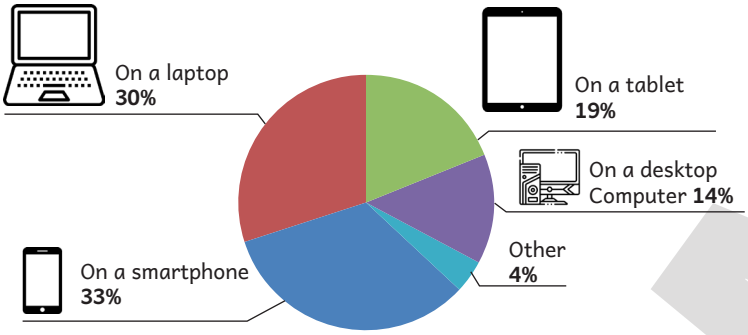


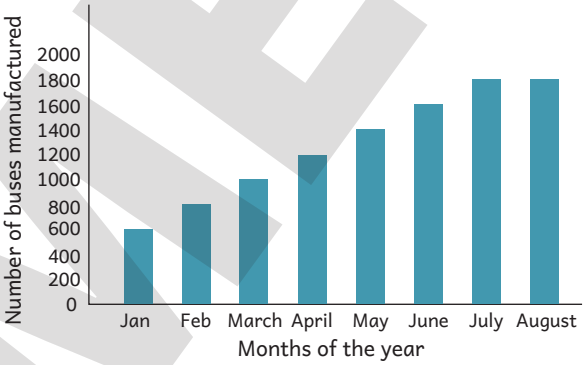
SPECIMEN

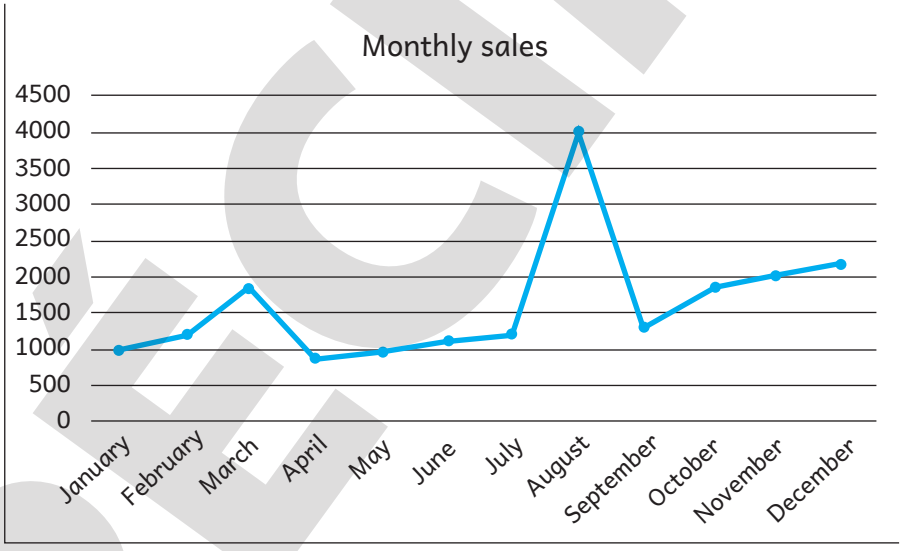
COMMUNICATION ACTIVITY

Taking part in an International English Language System (IELTS) test, you are asked to describe three graphs about different scientific fields. In groups of three,

- identify each graph ;
- describe the three graphs ;
- take turns and make the presentation before the class.







Use a cross (X) to check your production.

Statements	Yes	No
Does your production have an introduction ?		
Does it use adjectives to describe the changes ?		
Does it make use of adverbs ?		
Does it have a conclusion ?		

SPECIMEN

Language corner

1 THE SUFFIXES (O)LOGY AND (O)LOGIST

Nouns that end in **"ology"** refer to a science or a branch of knowledge.

Examples : biology, technology, psychology, methodology, sociology, ecology, pathology ...

Nouns ending in the suffix **"ologist"** refer to an expert in a particular area of scientific study.

Examples : archaeologist, biologist, psychologist, zoologist, ecologist ...

LET'S PRACTISE

I- Match the words endings in "ology" in Column A with their definitions in Column B.

COLUMN A	COLUMN B
1- Psychology	a- the branch of molecular biology that studies the use of microorganisms to perform special industrial processes.
2- Biotechnology	b- the system of methods followed in a particular discipline.
3- Technology	c- the application of knowledge and usage of tools and techniques to control one's environment.
4- Methodology	d- the science of mental life.
5- Biology	e- the science that studies living organisms.

II- For each word in column A of activity 1, write the word referring to its specialist.

Example : 1- psychology = psychologist

2 USING PREPOSITIONS OF MOVEMENT

- A preposition of movement is a word that describes the direction and manner of movement of a person or object. These prepositions are used to indicate where an object is moving from, where it is moving to, or how it is moving. Common examples of prepositions of movement include **"to," "from," "through," "across," "over," "under," "behind," and "in front of."**

- Prepositions of movement differ from prepositions of place, which describe where something is located. For instance, **"in," "on," and "at"** are prepositions of place, while **"to," "from,"** and **"across"** are prepositions of movement.

Study the sentences below and analyse them.

It took us three days to drive **across** the desert. / They walked **around** the town for an hour.

SPECIMEN

LET'S PRACTISE

Fill in each gap with the suitable preposition of movement from the box.

up ; through ; to ; under ; over ; towards ; into ; onto ; off

Example : 1- into

1- He got ... the car and closed the door.
2- Please take your papers ... my desk.
3- They went up ... the stage.
4- The cat jumped ... the wall.
5- Does this train go ... London?
6- The train goes ... a tunnel under the hill.
7- At last, she could recognize the person coming ... her.
8- The mouse ran ... the chair.
9- Jack and Jill ran ... the hill.

3 EXPRESSING PURPOSES WITH " in order (not) to" ; "so that" "so as (not) to"

I- Study the samples of sentences below and analyse them.

a- DNA bases pair up with each other **in order to** form units called base pairs.

b- DNA bases pair up with each other **so that** they can form units called base pairs.

c- The strand of DNA replicates **so as to** have its exact copy.

d- DNA is different **so as not to** make identical people.

II- Match the beginning of the rules labelled (1-3) to their correct endings labelled (a-c)

1- Use "to" or "in order to" or "so as to"
2- We use "so that"
3- To express negation in the purpose

a- put "not" between "order" and "to" or "as" and "to".
b- + verb (infinitive) to express purpose.
c- + a clause to express purpose.

LET'S PRACTISE

Complete the sentences with "so that" or "so as to". Example : 1- so as to

1- Science develops ... meet people's needs in all domains of life.
2- Geneticists conduct research ... they can cure gene abnormalities.
3- DNA alters ... match with the new conditions of living.
4- We are discussing genes ... we can understand their functioning.
5- Doctors meet ... they can operate on the patient.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

For the next meeting of your school English club, you are asked to deliver a speech on how the advances in science change positively mankind's life.

In your talk,

- list fields of science where the advances are important ;
- mention the advantages of these advances ;
- tell how you see the future of science.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures and read the short text below.
- In groups of four, prepare your intervention about the questions that follow.

A



B



C



Carl Edward Sagan was an American planetary scientist, astrobiologist, author and science communicator. He claimed : "Advances in medicine and agriculture have saved vastly more lives than have been lost in all the wars in history."

- What is happening in picture A ? What do you call this activity ?
- Name the activity that is taking place in picture B.
- How did we move from the type of medicine in picture A to the one in picture B ?
- Do you agree with Carl Edward Sagan. Justify your answer ?

SPECIMEN

PHASE 2

Read silently

Tremendous advances have been made in many areas of healthcare. Cell and gene therapies are now able (available) to cure aggressive hematologic cancers or other very serious conditions, and even to avoid blindness. Genomic sequencing is much better and more cost-effective than even a few years. Most recently, artificial intelligence (AI) in healthcare has reached a level of maturity that opens unprecedented perspectives in terms of precision and performance for medicine.

Adapted from https : //www.ncbi.nlm.nih.gov

- **In groups of four, take notes on the points below :**
  - List the advances in medicine ;
  - Point out the implications of such advances.

PHASE 3

Listen carefully to the audio. Take notes on the following points :

- The successes of gene therapy ;
- The diseases targeted by National Health Service (NHS) using gene therapy ;
- The future fight of gene therapy.

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 thruthworthy 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 8

Let's consolidate

I- Complete the gaps in each sentence with the suitable preposition of movement from the box. Example : 1- into - out of

through ; from ; up ; across ; into ; away from ; down ; on to ; past ; out of ; off ; under ; towards ; around ; over

1- James Bond came ... the room and took his gun ... his pocket.
2- He walked ... the table and moved ... the window.
3- They saw someone running ... the school, ... a car and towards the road.
4- They went up ... the roof.
5- He jumped ... the platform and ran ... the rails just before the train arrived.
6- The prisoners squeezed ... the window, ran ... the grass and escaped ... the fence.
7- Jack and Jill walked ... the hill. Pretty soon they were tumbling ... the hill.
8- Did you walk here ... home ?

II- Put the sentences below in the reported speech.

Example : 1- The boys said that they had been cleaning the school.

1- The boys said : 'We have been cleaning the school.'
2- 'Come to my birthday party,' Ali told his friends.
3- 'Don't care about them,' the old man advised the girls.
4- The man asked me: 'What is your favourite subject at school ?'
5- 'Do you like technology ?' Mohamed asked his brother.
6- 'You will work in the laboratory tomorrow,' the teacher informed his pupils.

III- Complete the gaps in each sentence with "the" or "Ø" to make it meaningful.

Example : 1- The

1- ... psychologist I visited last week is really weird.
2- ... book I am reading is about genetics.
3- ... genetics is very important for human beings.
4- ... technology is ... branch of science which invents useful means.
5- ... children are interesting from about ... age of two.

SPECIMEN

IV- After attending a conference about genetics, the chairman of the English club of your school asks you to report it to the other members of the club. In your report,

- define genetics ;
- tell the relationship between chromosomes, genes and DNA ;
- explain the importance of genetics.

PROJECT TASK

PREPARING A TALK ON THE ADVANCES IN MEDICINE

In order to inform the members of your English Club about how the advances in medicine improve the quality of life of people, you decide to prepare and give a talk on the topic with your group.

I- The preparation for your talk

The pictures, quotes, and slogans on your poster should :

1- name some incurable diseases of ancient times ;

2- cite the different fields of medicine which help treat them successfully today ;

3- explain how all these advances help improve the quality of life.

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- explain how the advances in medicine improve the quality of life of people ;

7- end your presentation with a strong message or quote from your poster ;

8- thank the audience.

III- Questions and answers session

SPECIMEN

Unit 9

Wildlife

"The wildlife and its habitat cannot speak, so we must and we will."



— Theodore Roosevelt —
26th U.S. President from 1901 to 1909.

UNIT OVERVIEW

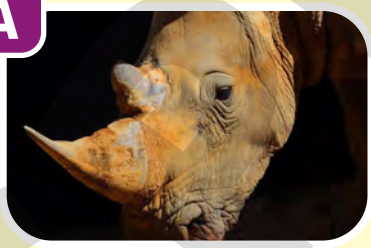
■ KEY STUDY POINTS OF THE UNIT

- Discussing endangered species
- Raising people's awareness about the importance of wildlife in Africa
- The usefulness of parks and reserves
- Using the passive voice for impersonal actions
- Prefix and suffix
- Pronouncing words ending in - ity

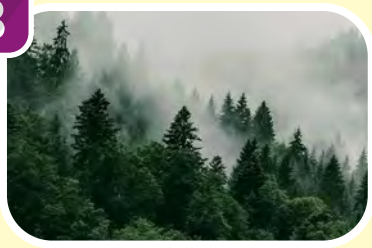
■ PICTURE ANALYSIS

Look carefully at the pictures and answer the questions below.

A



B



C



D



1- What can you see in each picture ?
2- What are they about ?
3- What's wrong with the animal in picture D ?
4- Is it permitted to kill these animals ? Justify.

SPECIMEN

Lesson 1 Reading

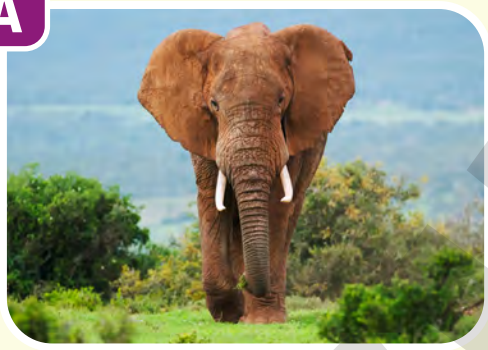
LEAD-IN

Look carefully at the pictures.

1- What do you call all these animals ?

2- Say whether they are endangered or not.

A



B



C

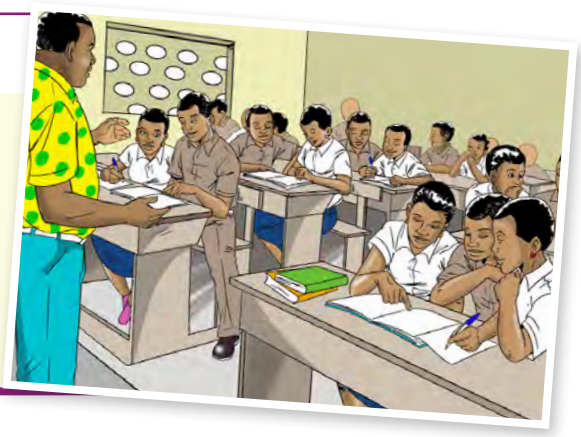


D



Learning context

The students of 2nde A1 of Lycée Moderne 2 Bernard Zadi Zaourou of Soubré are preparing a presentation about endangered wild animals in Africa. So, they read a text regarding the topic to collect a lot of information.



OPEN

A **Read the following text and choose the option that best summarises it.**

Animals in the Kruger National Park are in danger because of :

a- bushfires that kill them.

b- deported rhinos.

c- illegal hunting activities.

d- wildlife agencies.

THE POACHING CHALLENGE : THE CASE OF KRUGER NATIONAL PARK

South Africa is home to more than 70 percent of the world's rhinos, including 90 percent of Africa's 20,000 white rhinos and 40 percent of the extremely rare black rhino. The majority of these animals reside in South Africa's Kruger National Park (KNP). At some 2 million hectares, KNP is about the size of Israel. It shares a 356-kilometer border with Mozambique's Lebombo Mountains.

Patrolling and monitoring this region are costly and difficult during even the best of times. Now, however, the park, and many like it across Africa, is being flooded by growing numbers of armed poachers. Many of these poachers have little training. Yet a substantial number work in sophisticated formations to evade detection and more effectively hunt their prey. Some are armed with automatic rifles and operate at night. Regardless of their sophistication, the sheer numbers are enough to overwhelm wildlife management agencies and ranger teams, even in comparatively well-resourced South Africa. In 2013, 86 poachers were arrested and 47 died during clashes with South African authorities just in KNP.

The support and complicity of some local communities, whether as poaching recruits or simply by ignoring illegal hunting activities, further complicates anti-poaching efforts. Surveys conducted in towns near Kruger found that 16 percent of **respondents** knew poachers living within their communities. Most respondents viewed poaching as a **threat** and 68 percent said they would be willing to identify **offenders** if they could be protected and poachers were **jailed.** However, fear of reprisals prompted many, even community leaders, to remain silent. Some respondents believed that police and rangers were directly involved in poaching. Similar dynamics are unfolding in Africa's other poaching hotspots.

In 2012, South Africa's Department of Environmental Affairs increased the number of deployed rangers in Kruger from 500 to 650. Command-and-control structures were streamlined and specialist units commissioned to analyse **intelligence** to increase response times against more mobile and sophisticated poachers. Expanded air services, canine capabilities, and several night operation **enhancements** have also helped. Collaboration with the South African Army, Air Force, and police have similarly been improved and institutionalized. Community programs have been launched to educate and foster local cooperation.

Philip Muruthi, in African Wild Foundation, July 2005. PP 2-3

SPECIMEN

B **The words in Column A are from the text. Match each of them with their synonyms or definitions in Column B.** **Example : 1- e**

COLUMN A	COLUMN B
1- flooded (Line 6)	a- chase
2- poachers (Line 7)	b- animals and plants
3- evade (Line 8)	c- escape
4- hunt (Line 8)	d- illegal hunters
5- rifles (Line 9)	e- inundated
6- wildlife(Line 10)	f- machine guns
7- ranger (Line 10)	g- guard
8- surveys (Line 14)	h- augmented
9- reprisals (Line 18)	i- investigations
10- hotspots (Line 20)	j- violent places
11- increased (Line 21)	k- acts of vengeance

C **Complete these sentences with the correct words in colour from the text.**

Example : 1- jailed

1- Rangers are the protectors of wildlife. So, when they catch a poacher, he runs the risk to be sentenced and ...

2- Local communities contribute to the protection of wild animals. Some participate in the collection of ... in the fight against poachers.

3- Rangers are constantly on patrol to eradicate the ... against protected animals and bring ... to justice.

4- The participants in the survey about poachers operate, answer a number of questions. They are ... and the information they give helps local authorities in the ... of measures and precautions.

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D **The statements below are about the text. Read them and decide whether they are true or false. Write T for true and F for false, then indicate the line(s) to justify your answer.**

Example : 1- T (L 1-2)

1- South Africa has more than half of the world's rhinos population on its land.

2- Kruger National Park is bigger than Israel.

3- Only Kruger National Park is flooded by poachers.

4- Some poachers were killed during a fight with the rangers.

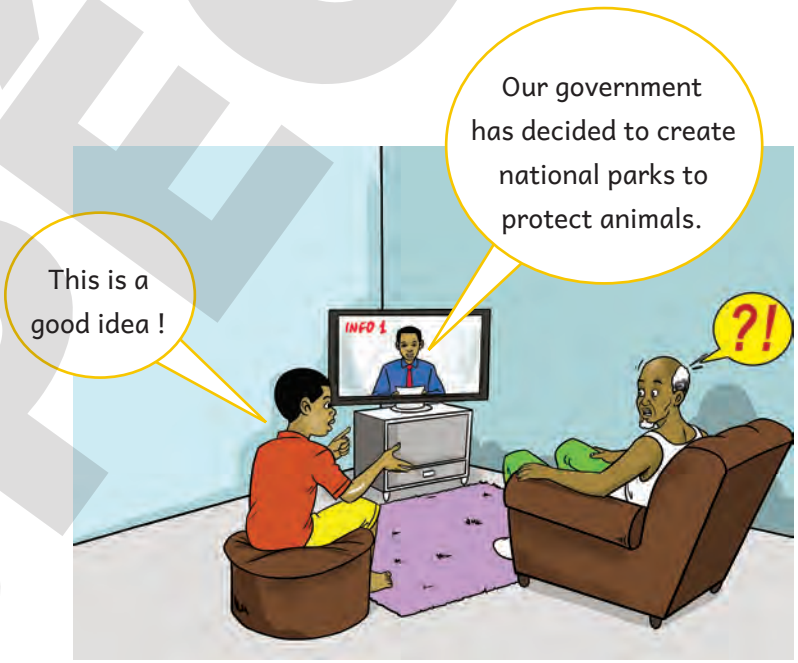
5- Some communities help the poachers.

6- Community leaders remain silent because they are not paid.

COMMUNICATION ACTIVITY

Your uncle, who is a farmer, does not understand why governments in many African countries have decided to create parks to protect animals, whereas there is no more land to grow food for people to eat. With your partner, prepare a dialogue and roleplay it. In your dialogue,

- state the importance of parks for local communities and the country ;
- highlight some dangers of killing animals or creating plantations in parks ;
- explain why it is important to protect animals ;
- suggest some solutions to end poaching.



SPÉCIMEN

Lesson 2 Speaking

LEAD-IN

Look at the pictures. What are they about ?

Can you guess why the animals are killed. Justify your answer.

A



B



C



D



Learning context

A group of students from Lycée Moderne of Adiaké is visiting a park in South Africa after they have won a competition about how to preserve wild animals. During their visit, they see a dead elephant killed by some poachers. So, they want to know why protected animals are killed by poachers.



SPECIMEN

A LANGUAGE FUNCTION : Using the passive voice for impersonal actions

I- Read and analyse these sentences extracted from the text.

- "The park, and many like it across Africa, is being flooded by growing numbers of armed poachers."
- "They could be protected."
- "Collaboration with the South African Army, Air Force, and police have similarly been improved."

II- Say which of these sentences are in active or passive voice.

1- This rhino has been killed.

2- Look ! That rhino is running away.

3- Rangers should protect endangered animals.

4- Rangers should be well-trained and well-equipped by states.



LET'S KEEP IN MIND

The Passive voice is used to insist on what is done rather than who does the action. It is only possible to convert a sentence from an active voice into a passive voice if it has a direct object. The subject is the receiver of the action and verbs are always preceded by "BE" and are in their Past Participle form.

STRUCTURES :

Rule 1 : subject + be (conjugated into the tense of the active) + the past participle of the verb (+ object).

E.g : The elephant **is killed** by poachers.

Rule 2 : subject + modal + be + past participle of the verb (+ object).

E.g : They **could be protected.**

SPÉCIMEN

B LET'S PRACTISE

I- Choose the correct form of the verb between parentheses. Example : 1- are caught

1- The poachers (had caught / are catching / have caught / are caught) by the rangers of the park.

2- Endangered animals (have been protected / has been protected) by rangers and states institutions.

3- In Kruger National Park, hunting (are forbidden / has forbidden / is forbidden / have forbidden).

4- Last years, some elephants and rhinos (had brought / were brought / have brought / are brought) into the park thanks to international cooperation.

5- Since the creation of Kruger National Park, rhinos (have considered / have been considered / are considered / were considered) the most flourishing species.

II- Read this text below about poaching and complete it with the phrases from the box.

Example : 1- can be prevented

must be initiated ; can be prevented ; are associated ; should be created

Poachers (1) ... from killing the animals in Kruger National Park if strong measures are taken and if the local and nearby communities (2) ... to the projects. Poverty and ignorance being the main causes of poaching, jobs (3) ... to empower villagers to earn their living legally without breaking laws. Campaigns of sensitisation (4) ... to reach a wider audience about the importance of wild animals for the present and future generations.

III- Complete the paragraph from a wildlife conservation blog. Use active or passive forms of the verbs in parentheses. Example : 1- visit

Supporters of zoos ought to (1. visit) zoos more often. If they spent more time observing zoo animals, they might (2. realize) that wild animals shouldn't (3. keep) in captivity. Zoo proponents argue that animals bred in zoos can (4. use) to increase wild populations and that these breeding programs can (5. save) species from extinction. However, the responsibility for the survival of wildlife cannot (6. give) to zoos. Governments must (7. hold) responsible for the well-being of the planet. Too often, politicians promise that the environment will (8. protect), but this does not happen. Many species that are now extinct could (9. save) if governments had acted responsibly at the time. The public must (10. demand) action from their elected officials. Act now !

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COMMUNICATION ACTIVITY

You are the chief of a group of rangers. Your team has been sent to protect an important park where many endangered animals live. But, despite your presence, poachers continue to kill animals. A journalist has come to interview you about what can and should be done to ameliorate the situation. Prepare the conversation with your partner and present it to the class. Use these ideas :

- Rangers should be trained ;
- They should be provided with sophisticated weapons ;
- New rangers should be recruited ;
- Local communities should be involved in the fight against poachers ;
- Poachers should be given job training opportunities.



PRONUNCIATION : Pronouncing words that end in -ity

Look at these words and tell the class what their similarity is : *Majority, complicity, community*

Words that end in **-ITY** have the stress on the third syllable from the ending.

Examples : ma**jo**rity, com**mu**nity

1- Practise saying these words aloud for the class. Which syllables bear the word stress ?
society, culpability, activity

2- Is the stress on the right syllable in these words ? The stressed syllables are in bold. Correct it where necessary.
***na**tionality, simp**li**city, generos**ity,** cav**i**ty, in**di**viduality, **pro**bability*

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Lesson 3 Listening

LEAD-IN

Look at the picture.

Say where the action is taking place.



Learning context

During a visit to the National Zoo of Ghana, the students of 2nde C2 from Lycée Moderne 3 of Agboville are having a conversation with their Ghanaian friends about the importance of Zoos, in order to give their opinion.



A **As you are listening to the podcast, take notes and answer this question.**

What are Lee and Larissa talking about ?

B **Listen to the conversation again and choose the correct option for each expression.**

1- "Take a walk by the lake" means :

a- take a basin to the lake.

b- walk along the lake side.

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c- take a rest by the lake side.

d- walk across the lake to the other side.

2- What does Lee mean when she says ;

"Actually, I'd rather not''.

a- now, I'm busy.

b- now, I don't know.

c- in fact, I'm interested in it.

d- in fact, I'm not interested in it.

3- What does Lee mean by "I think zoos ought to be banned" ?

a- zoos should be encouraged.

b- zoos should be promoted.

c- zoos should be built.

d- zoos should be banished.

4- What does "breeding programs" mean ?

a- reproduction programs.

b- bread making programs.

c- house building programs.

d- resting programs.

C Listen to the conversation once more time. Take note and answer these questions.

1- Is the zoo closed ?

2- Why doesn't Lee like zoos ?

3- Do Lee and Larissa agree about zoos ?

4- What's Larissa's point of view ?

5- What's Lee's ?

COMMUNICATION ACTIVITY

Some people say that zoos are important for the preservation of endangered species. Some other people support the contrary. What is your position ? In a dialogue with your partner, give your point of view. Try to convince your friend who thinks that zoos are useless. You may use the following ideas :

- Save endangered species ;
- Permit new and future generations to know about endangered species ;
- Create jobs.

You can add your own ideas.

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Lesson 4 Writing

an argument essay

LEAD-IN

Read texts A and B then answer the questions that follow.

Learning context

The World Wildlife Fund (WWF) is organizing a writing competition about the best way to protect wild animals. The students of 2nde A1 from Lycée Moderne 2 Bernard Zadi Zaourou are taking part in this competition. They are asked to write an argument essay giving their viewpoint on whether zoos are the best way of protecting endangered wild animals.



WRITING STRATEGIES

Introduction :

- Explain the importance of the issue ;
- Summarize the opposing side's arguments very briefly ;
- Provide a thesis statement which recognizes your disagreement with the other side's argument and states your position clearly.

Body :

Paragraph 1 :

- State your topic sentence plus your first argument ;
- Support your points with facts and examples.

Paragraph 2 :

- State your topic sentence plus your second argument ;
- Support your points with facts and examples.

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Paragraph 3 :

- State your opponent's argument and counter that argument directly with your points of rebuttal ;
- Support your points with facts and examples.

Paragraph 4 : (optional)

- If you have additional points to strengthen your argument that does 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.

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.

TEXT A

Wildlife is rapidly disappearing, mostly because of human activity. When humans cut down forests and build farms, highways, cities and shopping malls, animals lose their habitats. They are also threatened by pollution and global warming. As the world population grows, animal extinctions are occurring faster than at any time in the Earth's history. But there is hope. Zoos are helping to save endangered animals and their habitats.

Zoos provide a safe environment where endangered can survive and thrive. In most zoos animals live in enclosures that closely match their natural habitats. For example, penguins at the Detroit Zoo have over 300,000 gallons of very cold water to swim in with simulated waves, ice and snow. Enclosures that match their natural habitats allow animals to behave as they would in the wild. Zoos provide for the animals' physical needs, but they are also committed to their emotional well-being. At the Brookfield Zoo in Chicago, scientists measure stress levels in leopards. High stress is associated with problem behaviours like excessive pacing and tail-biting. They found that stress levels decrease when climbing and hiding spaces were added to the leopard enclosures. Both examples demonstrate that zoos work to provide happy, healthy homes for endangered animals.

TEXT B

For decades zoos kept animals in small cages, usually alone and with nothing to do. In those days, animals were easy to obtain in the wild and easy to replace when they died. By the 1970s, however, populations in the wild were decreasing rapidly, and zoos began to focus on conservation. Over the years, they learned to take better care of their animals, and cramped cages were replaced by natural-looking habitats. On the surface, zoos seem to be doing good work. But a closer look reveals that zoos actually do more harm than good.

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Despite living in enclosures that resemble their native habitats, most zoo animals can't live like they would in the wild. An article in Zoo Biology explains that gorillas in the wild spend their days feeding on leaves and vines. In zoos, gorillas are fed primate biscuits, fruits and vegetables. These are higher in calories than what wild gorillas eat. Moreover, because they spend less time feeding, zoo gorillas are less active than wild gorillas, and many become overweight and unhealthy. There are other examples: lions can't hunt, bears can't hibernate, and eagles can't soar. Rob Laidlaw is a biologist who monitors the care that zoos provide. He explains that natural animal habitats are too complex for zoos to match exactly. Both pieces of evidence suggest that zoo life will always be different from life in the wild, often with negative impacts on an animal's well-being.

1- Which text is in favour of the existence of zoos ?
2- What are the author's arguments in text A ?
3- Which text is against the existence of zoos ?
4- What are the author's arguments in text B ?

A Model essay

Zoos are having to work harder for funding and many are going out of business because they cannot afford to maintain the animals or the zoo habitats in which the animals live. Fewer people are going to zoos because they don't like to see animals in captivity. The issue of whether or not zoos should exist is once again a hot topic.

One argument in favour of zoos is that they bring people and animals together. Zoos educate the public and develop an appreciation of wild animals. This exposure and education motivate people to protect animals. Another argument in favour of zoos is that they save endangered species by bringing them into a safe environment, where they are protected from poachers, habitat loss, starvation and predators. This must be a good reason for keeping wild animals in zoos! Perhaps the most important argument in favour of zoos is that many of them have breeding programs for endangered species. In the wild, endangered species might have trouble finding mates and would soon become extinct without the help of zoos. From the above arguments, it is clear that there are some important advantages to keeping wild animals in zoos.

However, there are also several disadvantages. One argument against zoos is the fact that animals in captivity suffer from stress and boredom. It is a well-known fact that animals that live in zoos have much shorter lives. The confinement in small enclosures leads to poor mental and physical health in zoo animals. Another argument against zoos is that, far from helping endangered species, actually removing individuals from the wild to keep in zoos further endangers, rather than protects the species because the remaining individuals in the wild will have more difficulty finding mates. Surely many would oppose keeping animals in zoos just for this very reason! A final argument against zoos is that they are often located in highly populated areas. Animals have been known to escape their enclosures, endangering the local population as well as themselves.

In conclusion, there are clearly good reasons both for and against keeping wild animals in zoos. The arguments against are certainly very serious and I know that I personally do not like to see wild animals kept in cages, however, on balance I believe that the advantages of keeping wild

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animals in zoos outweigh the disadvantages. It is important for people, particularly children to see and be educated about wild animals so that they can appreciate them and be motivated to protect them. Breeding programs in zoos provide hope for the future so that endangered species can be protected and future generations of human beings can continue to enjoy the wonders of nature.
30 It is our responsibility to protect wild animals and I believe that zoos are mainly doing just that.

B **Read the text and answer the questions below.**

1- What's this text about ?

2- What are its different parts ?

3- Is the author for or against zoos ?

4- What are the arguments of those who are in favour of zoos ?

5- What are the author's arguments?

6- What is his final position ?

C **Task setting :**

Are zoos really the unique best means to preserve endangered animals ?

Follow the example of the model text and write your own arguments in a text of 15 lines giving arguments for and arguments against.

COMMUNICATION ACTIVITY

You are sitting for an international competition to enter a prestigious university in London. This topic is given to you : "Should states spend a lot of money on building zoos ?"

Write an essay showing both sides.

The best production will earn a scholarship for academic studies.



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Language corner

PREFIX AND SUFFIX

A- WHAT IS A PREFIX ?

A Prefix is a word that is added at the beginning of the root word to form a new word. A prefix modifies the meaning of the word.

Prefix example :

Un (Prefix) + Happy (Root Word) : **Un**happy (new word)

List of some Prefixes in English		
Prefix Word	**Meanings**	**Prefix examples**
a	without	**a**moral, **a**political, **a**typical
anti	against, opposing	**anti**-war, **anti**-bacterial
auto	self	**auto**-dial, **auto**-rotate

B- WHAT IS A SUFFIX ?

Like Prefixes, Suffixes are also words that are added to the root word to form a new word but suffixes are added at the end of the root word.

Suffix example :

- Happy (root word) + ness (Suffix) : Happi**ness** (New word).

List of some Suffixes in English		
Prefix Word	**Meanings**	**Prefix examples**
-able, ible	can be done	do**able**, identifi**able**, predict**able**, poss**ible**
-al, ial	has property of	person**al**, part**ial**, leg**al**
-ee	a person affected by something	employ**ee**, interview**ee**, train**ee**, address**ee**

LET'S PRACTISE

Add prefixes or suffixes to these words to create new ones. You can form as many words as possible. Example : 1- Unhappy, happiness

1- happy / 2- forest / 3- poach / 4- protect / 5- employ

6- courageous / 7- build / 8- plant / 9- employ / 10- normal

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Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

For the next English class, your teacher asks you to write and then read a description of two emblematic endangered animals in Africa for your classmates to guess what they are. In your description,

- say where these animals live ;
- point out what their diets are and why they are important.

B TIME TO GATHER INFORMATION

PHASE 1

- Study these pictures attentively.
- With your partner answer the questions that follow.

A



B



C



1- What do you call each animal ?

2- What do these pictures represent ?

PHASE 2

Form groups of four students and discuss this quote by A.D Williams : “Animals have no voice, they can’t ask for help, they can’t ask for freedom, they can’t ask for protection. Humanity must be their voice.”

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PHASE 3

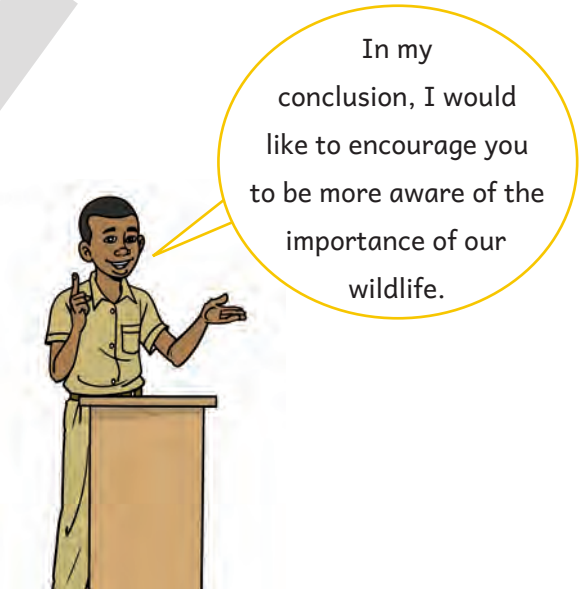
- Share your understanding of the saying with the members of the group.
- Jot down any ideas proposed by the members of the group.
- Take notes.

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 thruthworthy evidences to help your listeners arrive at the correct conclusion
- In your conclusion, appeal to your listeners to accept what they have learned.



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UNIT REVIEW 9

Let's consolidate

I. Match the sentences in Column A with their meanings in Column B. Consider the words or expressions in bold. Example : 1- B

COLUMN A	COLUMN B
1- Gorillas' ***natural habitat***, the Indonesian rainforest, is being destroyed at a frightening speed, and over half of the rainforest has already been destroyed.	A- a situation in which wild animals are kept by people.
2- Humans helped the young apes learn essential orangutan skills that they would have learned from their mothers if they had not been raised ***in captivity***	B- home for animals and plants.
3- In ***the wild,*** young orangutans stay with their mothers for eight years	C- a type of animal or plant that may soon become extinct.
4- Today, orangutans are an ***endangered species.***	D- the act of letting an animal leave the place where you have been keeping it.
5- On the day of their ***release,*** they were taken deep into the forest.	E- people who take things into or out of a country illegally to earn money.
6- Smugglers sell the young apes to people who don't care that these animals are not meant to be pets	F- a specific environment where a species typically originates from.

II- Read this passage and rewrite it starting with the underlined words or phrases. You will need to change the structure of the sentence sometimes.

Example : In many regions of the world, the damage that can be caused by wildlife species is managed by regulated harvesting or cropping.

In many regions of the world, wildlife species and the damage they can cause are managed by regulated harvesting or cropping. A policy of sustainable harvest needs to include some means of scientifically monitoring populations, using methods sensitive enough to detect significant declines. The programmes should have prescribed, enforceable limits on the number and type of animals that can be harvested, as well as on the timing, location and methods of hunting, and allow for the distribution of benefits, such as meat, to stakeholders.

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III- Choose the option that best defines each word. Example : 1- b

1- brainless

a- intelligent / b- stupid / c- brave / d- slave

2- countless

a- too many to be counted / b- very few / c- uncountable / d- counter

3- colourless

a- full of colours / b- painted in black / c- without colour / d- bright

4- defenceless

a- protected / b- with protection / c- guarded / d- having no protection

5- faultless

a- perfect / b- bad / c- damaged / d- mistakes

PROJECT TASK

AFRICA'S EMBLEMATIC ANIMALS, A TREASURE FOR THE NEW GENERATIONS

Your class is participating in an international project with some European students who have never come to Africa. They would like you to make a poster about some emblematic African wild animals like rhinos, lions, elephants, cheetahs, giraffes and most others. With your classmates, prepare your posters on which :

1- you will describe those animals through pictures ;

2- talk about their natural habitats and mention the dangers they are facing ;

3- suggest some ideas to protect them ;

4- say how useful they are for Africa and for the new generations ;

5- invite your European friends to come and visit those animals in their natural habitats.

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Unit 10

Culture and Civilization



"A people without the knowledge of their past history, origin and culture is like a tree without roots".

— Marcus Mosiah Garvey —

A Jamaican political activist, publisher, journalist, entrepreneur and orator (1887-1940).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing African traditions
- Promoting traditional musical instruments
- Using antonyms and adverbs
- Using the present perfect continuous to describe unfinished actions
- Using the past simple to describe past events
- Pronouncing "the" before nouns

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



C



1- What are the people doing in each picture ?
2- What are the pictures about ?
3- Are African cultures important ? Why or why not ?

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Lesson 1 Reading

LEAD-IN

Look at the pictures.

1- What dances are they ?

2- Where are they originated from ?

3- On what occasion do people dance them ?

A



B



C



D



Learning context

On the National Cultural Day in their school, the 2nde A2 students of Lycée Charles Bauza Donwahi of Soubré are reading a text to know more about the traditional heritage of their country, in order to discuss traditional values.



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A **Read this text quickly and choose the option that best summarises it.**

The text is about :

a- the Zaouli village
b- the Zaouli masks
c- the Zaouli ceremony
d- the Zaouli heritage

The Zaouli

According to the Guros, the masks that did not originate from the animal spirits are entertainment masks, and among them are Sauli (Zaouli), Flali and Wali. The essential dance activity for the Zaouli mask is the rapid-fire movement of the feet. Dictated by the rhythm of the drums for both the Zaouli figure and the head movements of the forest dancers, this dance has always been performed with high speed and is very dynamic (Poynor). "Zaouli masks are topped by multifigured compositions, the subjects of which often have nothing to do with the dance itself. The purpose of the superstructure seems to be to introduce an element of surprise into the entertainment and to increase its attractiveness" (Poynor 173). The Zaouli mask that Mamadou had made in the Cote d'Ivoire for the purposes of the residency was a long, orange-colored, smiling visage. The top of the mask was adorned with a figure of the sacred panther and a ram flanking the gray-suited figure of Felix Houphouet-Boigny first and long-time President of Cote d'Ivoire (1960-1993), and affectionately referred to as «Le Vieux,» or «the old man.» Zaouli is female yet the Zaouli performer is always male. The cross-gender mask has been performed on many different occasions to amuse people : during holidays, for the entertainment of visitors to the community, to collect food from the community members during the initiation process, and also in some funeral ceremonies. Zaouli has a young sister called Flali. This mask, also performed exclusively by men, shares many characteristics of Zaouli, including the actual mask. It is entirely the dance activity that distinguishes Flali from her sister, Zaouli. Flali shows more charm and flirting in her performance. She uses a high proportion of upper back articulation in her dance, contrasting the forceful footwork-based that characterizes Zaouli. The performance of Flali is a deep play on movement characteristics of a woman and the dance becomes exaggeratedly feminine and more delicate than a female dancer, and of Zaouli's for that matter.

Adapted from Juliana Azoubel. The Cote d'Ivoire Mask Tradition from the Viewpoint of Dance Ethnology: Dancing the Gap between Spirit and Human Worlds. Journal of Undergraduate Research Volume 1, Issue 6 - March 2000.

B **Read the text again and find the words or expressions whose synonyms are given below.**

Example : 1- originate from

1- come from (Line 1)
2- fun (Line 1)
3- conditioned (Line 3)
4- tam-tams (Line 3)

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5- acceleration (Line 5)

6- beauty (Line 8)

7- decorated (Line 10)

8- dancer (Line 12)

9- has (Line 16)

10-vigorous (Line 19)

C **This text is about the Zaouli dance. Fill in the gaps with the words from the box to make it meaningful. Example : 1- performances**

perform ; ancestors ; performances ; foreign ; mask ; transformation

During the November 18th (1) ... and the many rehearsals leading up to it, I observed the similarities and differences between the two masks. The feminine gestures, which were so (2) ... to Mamadou's natural way of moving and acting, only reconfirmed for me the dramatic (3) ..., which the mask wearer undergoes. As Mamadou said, «You should be born to wear and dance with the (4) ... . Not everyone can do it.» He is considered an expert in the Zaouli and Flali masks. Although these masks are not representative of spirit (5) ..., Mamadou describes himself as one of the few in his community who has permission to (6) ... and speak about them.

D **Read these questions and find their answers in the text.**

1- What are the kinds of Zaouli masks mentioned in the text ?

2- How is the Zaouli dance ?

3- When does the Zaouli mask perform ?

4- What differentiates Flali from her sister Zaouli ?

COMMUNICATION ACTIVITY

During a meeting of the English Speaking Club of your school, you are asked to work in groups to prepare a text about the description of a traditional ceremony in your country. With the members of your group, discuss and prepare your text to be read to the rest of the class. In your text,

- name the traditional ceremony ;
- indicate where it takes place every year ;
- mention the people who participate ;
- say how people dress and what they eat.



SPECIMEN

Lesson 2 Speaking

LEAD-IN

Look at the pictures.
What are they about ?

A



B



C



D



Learning context

During the English Speaking Club meeting, the students of 2nde C2 of Collège Moderne Soubré are watching a documentary about some African cultural practices. At the end of the documentary, they're asked to debate on whether Africans should come back to their roots or not.



SPECIMEN

A LANGUAGE FUNCTION : Expressing finished and unfinished actions

I- Analyse the sentences below. Are they finished or unfinished actions ? What tense is each of them?

a- Some African tribes **have been promoting** their cultures for ages.

b- We **were** at a Zaouli ceremony last month.

c- I **saw** a traditional mask on a minibus yesterday.

II- Decide which tense suits each of these situations.

1- He danced Goli when he was a little boy. He is still dancing Goli today at the age of 27.

2- My uncle beat the talking drum. My uncle is no more.

3- Tourists started visiting Gouros' villages some years ago. Tourists continue to visit Gouros' villages.

4- In 2005, a troup of Zaouli dancers was invited to London.

LET'S KEEP IN MIND

I- The present perfect continuous

Use **the present perfect continuous** to talk about actions that started in the past and still continue in the present time. It can also be used to emphasize the fact that a recent event continued to happen for some time or has an impact on the present time.

E.g : People from Grand-Bassam **have been celebrating** the Abissa festival for ages.

II- The past simple

We use **the past simple** for events that happened and finished in the past.

E.g : People from Grand-Bassam **celebrated** the Abissa festival for the first time many years ago.

B LET'S PRACTISE

Choose the correct form of the verbs in brackets to make these sentences correct.

Example : 1- have been attending

1- We (have been attending / have attended / attended / had attended) this ceremony since morning.

2- Tra Bi, the great Zaouli dancer, (has danced / had danced / was dancing / has been dancing) Zaouli since he was a little boy.

3- Gouro people (has been / have been / had been / are being) entertaining tourists with Zaouli dance for years.

4- African traditions and cultures (have been / have being / were / had) our identity in the past.

SPECIMEN

COMMUNICATION ACTIVITY

In a discussion at the English Speaking Club, the chairperson says : "Africa is rich in its traditions and cultures. But today's generations seem not interested in our cultures."

- What aspects of your culture would you like to change ?
- What aspects of it would you accept to keep and follow or ameliorate ?



PRONUNCIATION : Pronouncing "THE" before words

The pronunciation of the article "THE".

" THE " is pronounced /ðə/ or /ði /.

- /ðə/ is used before a word starting with a consonant.

E.g : The /ðə/ Zaouli dance.

- /ði / is used before a word starting with a vowel sound.

E.g : The /ði / initiation ceremony.

1- Read these phrases aloud.

the weather ; the Indian ; the ceremony ; the initiator ; the income, the invention

2- How would you pronounce THE before these words ? Write /ðə/ or /ði /.

university, house, honourable man, hour

SPECIMEN

Lesson 3 Listening

LEAD-IN

Look at the pictures.

- What are the people doing ?
- What sort of instruments are they playing ?

A



B



Learning context

During an English class, the students of 2nde A3 from Lycée Moderne Bernard Zadi Zaourou of soubré, listen to an audio about African traditional instruments in order to learn more about their importance.



A **Listen carefully to the interview between a journalist and Fana Soro. What is Soro's job ?**

Fana Soro is a :

a- journalist

b- flute teacher

c- drum teacher

d- dance teacher

SPECIMEN

B **As you listen to the interview again, select the right words you hear.**

Example : 1- drumming

1- What is it about … that makes people so happy ?

a- dreaming / b- drilling / c- drumming

2- The Djembé only produces three … . So, a lot of the creativity falls on the artist.

a- tunes / b- turns / c- torn

3- This means drumming is …

a- tailor / b- tenor / c- tailored

4- The Djembé is a drum that talks with the musician and energizes everyone who hears its …

a- bit / b- beat / c- bet

5- What responsibility do you feel you have to share your traditions and your music with the rest of the … ?

a- word / b- work / c- world

6- It takes a … village to raise a child and I am responsible for doing my part !

a- all / b- hole / c- whole

C **As you listen to the passage again, decide whether these statements are true or false. Write T for true and F for false. Example : 1- F**

1- The Djembé produces two tones.

2- The Djembé speaks to the emotions of the drummer.

3- If you are happy, the sound of Djembé will be angry.

4- In traditional villages, only the family raises the children.

COMMUNICATION ACTIVITY

Your Ghanaian penfriend would like to know the importance of some traditional musical instruments in your customs. Write him a letter in which you will :

- mention the name of one traditional musical instrument of your region ;
- explain its role in the community ;
- specify the occasion when it is played.

SPECIMEN

Lesson 4 Writing

Describing events

LEAD-IN

Look at this photograph, and with your partner, answer the following questions.

1- What ceremony can it be ?

2- How are the dancers dressed ?

3- Do you know about similar ceremonies ?



Learning context

The students of 2nde C2 from Lycée Moderne of Tiassalé are studying a text with their teacher during an English class, in order to learn how to describe a traditional ceremony in the past.



WRITING STRATEGIES

Tips for describing an event :

- First, choose the event you have to describe ;
- Second, mention the place where it happened.
  - Name the participants. Say how they were dressed and describe their feelings ;
  - Say what they ate ... ;
  - Use adverbs of time such as **after, before, during, while, when, until.**
- Finally, conclude by giving your impressions and say how important the event is for your community.

Note : The description should be structured within a paragraph which has at least :

- a topic sentence (a sentence in which you can find the general idea. Generally, it is the first sentence of the paragraph) ;
- supporting sentences (sentences which give details about the general idea) ;
- a concluding sentence.

SPECIMEN

A **Read this text and answer the questions that follow it.**

The feast of the new yam was held every year before the harvest began to honour the earth goddess and the ancestral spirits of the clan. New yams could not be eaten until some had first been offered to these powers. Before the day of the celebration, men and women, young and old, looked forward to the new yam festival because it began the season of plenty— the new year. Before the festival, on the last night, yams of the old year were all disposed of by those who still had them. After that, the new year had to begin with tasty, fresh yams. During the festival, all the cooking pots, calabashes and wooden bowels were thoroughly washed, especially the wooden mortar in which yam was pounded. Yam foo-foo and vegetable soup was the chief food in the celebration. People were dressed in their most beautiful clothes. Young, old and neighbouring villages participated in the celebration. While some people were eating, some other people were dancing. No matter how heavily the family ate or how many friends and relations they invited, there was always a huge quantity of food left over at the end of the day.

The new yam festival always ended with smiles on every guest's face and it marked not only the beginning of the new year but also set or strengthened the ties between people.

Adapted from Things Fall Apart by Chinua Achebe

1- What event is described in the text ?

2- When did it take place ?

3- Who were the participants ?

4- What were their feelings ?

5- How were they dressed ?

6- What was the importance of this festival ?

B **The words in red show time paragraph in the text. They help to give coherence to the happenings, when relating a story. Complete these sentences with : while, before, after, until, during. Example : 1- during**

(1) ... the ceremony, we were not allowed to speak to the warriors. So, we were obliged to wait (2) ... the procession was over. But (3) ... the celebration, warriors could speak to their parents and friends. On the eve of the celebration, warriors spent the night in the sacred forest (4) ... their trainers were preparing their outfits in a special hut. (5) ... before a young boy became a warrior, he had to pass through this initiation which permitted him to become a man and have a wife.

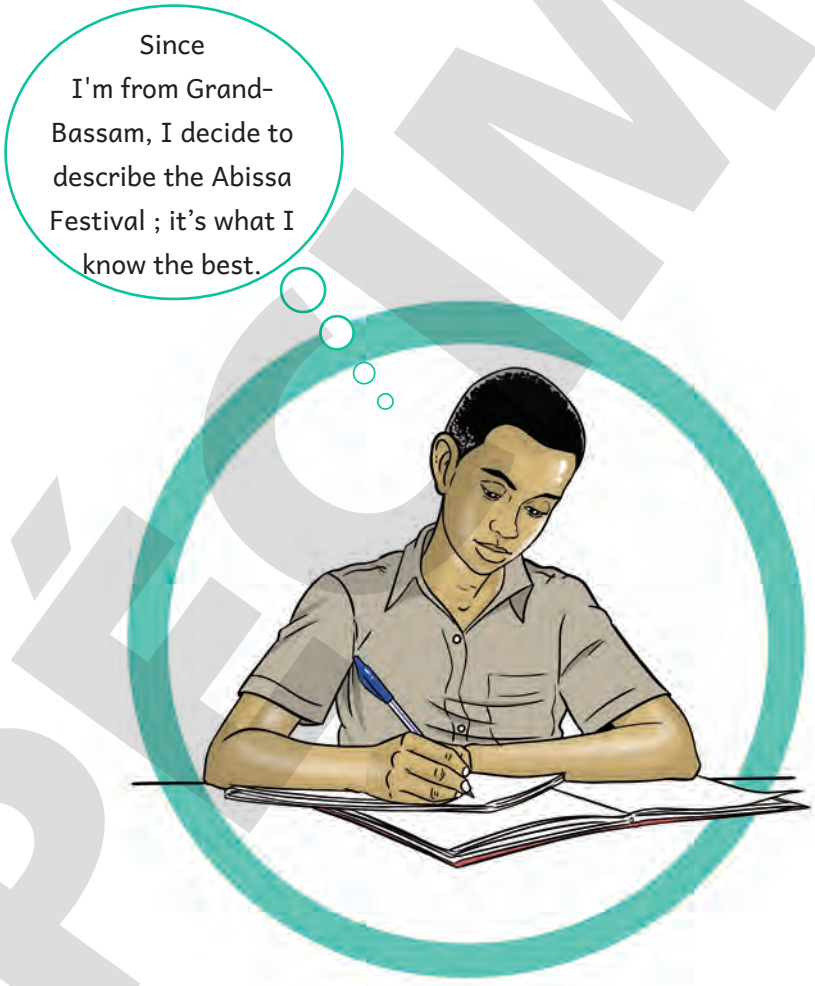
SPECIMEN

COMMUNICATION ACTIVITY

After studying the model text with your English teacher, she / he asks you to write a text describing an event that took place in your region. In your text,

- name the event ;
- indicate the period it took place ;
- specify the people who were involved ;
- describe their feelings.

Note : in your writing, *use first, before, after, until, while* and *during.*



SPÉCIMEN

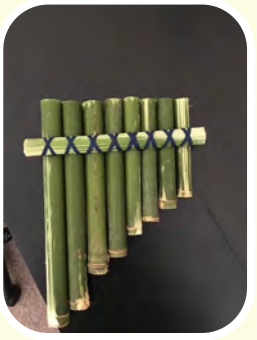
Language corner

1 SOME AFRICAN MUSICAL INSTRUMENTS













What traditional musical instruments do you have in your region? Name some and tell the class their importance for your people.

2 ANTONYMS AND ADVERBS

I- ANTONYMS

An antonym is a word that means the opposite of a word.

E.g : cold and **hot** are antonyms.

Give the antonyms of the following words : *good ; handsome ; efficient ; fat ; big ; dirty ; long ; slim.* **Example : 1- Good ≠ bad**

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II- ADVERBS

An adverb is a word that modifies (describes) a verb, an adjective, another adverb, or even a whole sentence. Adverbs often end in -ly, but some, such as "fast", look exactly the same as their adjective counterparts.

E.g : Tom Longboat did not run **badly.**

He is **very** tall.

The race finished **too** quickly.

Fortunately, Lucy recorded Tom's win.

However, there is one type of verb that doesn't mix well with adverbs. Linking verbs, such as ***feel, smell, sound, seem, and appear,*** typically need adjectives, not adverbs.

E.g : I feel **bad** about the situation. NOT I feel **badly** about the situation.

LET'S PRACTISE

I- Choose the correct answer.

1- What's the opposite of *to break ?*

a- to join / b- to fasten / c- to mend / c- to build

2- What's the opposite of *early ?*

a- soon / b- late / c- last / d- first

3- What's the opposite of *to lose ?*

a- to forget / b- to find / c- to search / d- to look for

4- What's the opposite of *over ?*

a- downstairs / b- below / c- under / d- above

5- What's the opposite of *rough ?*

a- sharp / b- heavy / c- hard / d- smooth

II- Turn the adjectives in brackets into adverbs to get meaningful sentences.

E.g : 1- loudly

1- Phillip sings (loud) in the shower.

2- My cat waits (impatient) for his / her food.

3- I will (serious) consider your suggestion.

4- The cat is (incredible) happy to have his / her dinner.

5- We will (slight) be late for the meeting.

SPECIMEN

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

For the next English Club of your school, your group is asked to make a presentation about your cultures and traditions.

In your presentation,

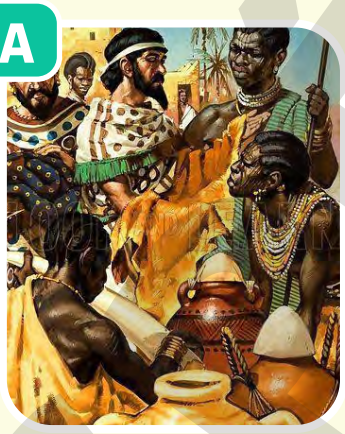
- describe them ;
- talk about their importance ;
- mention their positive aspects.

B TIME TO GATHER INFORMATION

PHASE 1

- Study these pictures attentively.
- With your partner answer the questions that follow.

A



B



C



- What can you see in each picture ?
- What do these pictures represent ?

SPECIMEN

PHASE 2

Form groups of four students each. Discuss this saying:" Our culture is our identity. A people without any culture is like a person with no identity".

PHASE 3

- Share your understanding of the saying with the members of the group.
- Jot down any ideas proposed by the members of the group.
- Take notes.
- mention African traditional dances, practices, and values. And say how useful they are for the new generations.

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 thruthworthy 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 10

Let's consolidate

I. Turn these verbs and nouns into nouns by adding -ance, -ment, -ation, hood.

1- To procrastinate
2- To indicate
3- To remember
4- To rely
5- Neighbour
6- To destinate

II- Rewrite these sentences in the present perfect continuous tense to build unfinished actions.

1- She has lived here for 10 years.
2- They have waited for her since this morning.
3- He started learning English in form 1. Now he is in lower sixth so he ... .

III- Write the verbs in brackets in the correct tense.

We (1. go) to a traditional marriage yesterday. There (2. be) the members of two families. The ceremony (3. be) to start at 8 in the morning, but because of the rain, it finally (4. start) one hour later. The groom (5. be) a friend of mine and the bride (6. be) his college classmate. They (7. meet) during a poetry class and everybody (8. know) they would end up in marriage.

IV- What can't you tolerate from your best friend ? Why ?

PROJECT TASK

OUR CULTURE, OUR IDENTITY !

Africa has a diversity of cultures and traditions. Unfortunately, the new generations know nothing or less about our cultures. In groups, prepare and present some cultural events of your country showing how these events are important for your people. Mention some traditional practices and dances that unite people and represent the identity of these people. Present this project in some sketches.

1- Greet your teacher and your classmates.
2- Name the cultural event(s) and say where it takes place.
3- Mention the participants and say how they are dressed.
4- Tell who the people who participate in it are.
5- Use sequence markers such as: first, second, next, then, finally etc.
6- Say why this event is important for your community.

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MY ENGLISH TESTS

TEST 1

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities.

Nigeria still records one of the highest rates of abortions globally, with an average of 25 per 1,000 women of reproductive age, and an estimated 1.25 million abortions annually. Induced abortion is usually a last resort while trying to deal with unintended pregnancy in about 56% of cases. Young people bear the greatest burden of induced abortions. In a study conducted in Ogun State, Nigeria, among abortion seekers, 43% of the women presenting for repeated induced abortion were aged 15–24 years. This high proportion also indicates that they might not have received adequate post-abortion care and counselling that should have included offering them contraceptives. Furthermore, young people often do not have the financial means to procure abortions and are left with no other option than to obtain abortion services from non-qualified persons at a lower cost. Unsafe abortion is a very important cause of maternal mortality in Nigeria, and is estimated to account for about 11% of maternal deaths in the country. Equally, induced abortion is more common in urban areas, mostly due to access to more health facilities and illegal abortion service providers as well as the increased economic pressure of urban life.

Abortion laws in Nigeria are restrictive; termination of pregnancy is a criminal offence except in instances where the mother's health is in jeopardy. Therefore, community dialogue around the issue of abortion often revolves around legality and other social issues. Studies show that community members generally perceive induced abortion to be a common practice, especially in southwest Nigeria. However, some cultural disapproval of induced abortion is present as it is perceived as the killing of a fetus or potential human being. This further constrains young people with unwanted pregnancies to procure abortions from non-health professionals and in unsanitary environments. Moreover, the use of local abortifacients including bitter leaf water, herbal concoctions, lime, potash, ogogoro, (a local alcoholic gin) or other drinks such as salt and vinegar and so on frequently results in failed attempts or incomplete expulsion of the fetal products with dire consequences for the health of the pregnant woman. Unfortunately, these "home remedies" have wide appeal among adolescents because they can be self-administered, often away from the prying eyes of other family members. [...]

Adapted from https://openresearchafrica.org/articles/3-2

A. VOCABULARY CHECK (10%)

The words or phrases in column A are from the text. Match them with their synonyms or meanings in column B. One option in column B is not concerned. Do like this : 1- d

SPECIMEN

Column A	Column B
1- highest (Line 1)	a- city
2- bear (Line 4)	b- health
3- burden (Line 4)	c- obliges
4- counselling (Line 7)	d- most important
5- urban (Line 12)	e- horrible
6- jeopardy (Line 15)	f- curious
7- constrains (Line 19)	g- endure
8- dire (Line 24)	h- guidance
9- prying (Line 26)	i- responsibility
	j- danger

B. COMPREHENSION CHECK (30%)

Read the text again and say whether the statements below are true or false. Write T for true and F for false. Then justify your answers by giving the line references.

Example : 1-F (Line 1-2)

1- 1,000 women practise abortion in Nigeria.

2- Young people are the big part of the society that practises abortion.

3- In Ogun State, the youngsters practising abortion are 24 years old.

4- Unsafe abortion can kill women.

5- It is easier to access abortion services in the city.

6- In Nigerian law, abortion is not a crime.

7- In southwest Nigeria, abortion is more accepted.

8- Some cultures in Nigeria condemn abortion.

9- Traditional remedies to abortion are always effective.

PART TWO : LANGUAGE IN USE [30%]

TASK A

The paragraph below is about alcohol and teenagers. Choose the best option in brackets to make the paragraph meaningful. Do like this : 7- delay

If you've **(1- discovering / discovered)** your child or teen is **(2- drinking / drank)** alcohol, it's normal to **(3- feeling / feel)** upset, angry, and worried. Underage **(4- drink / drinking)** can

SPECIMEN

have serious implications that may not show up until later in your child's life. **(5- Use / Using)** alcohol at a young age can **(6- impacts / impact)** how a teen's brain develops, disrupt their sleeping patterns, **(7- delaying / delay)** puberty, make it harder to concentrate at school, and even increase their risk for liver and heart disease, high blood pressure, and certain types of cancer.

TASK B

The sentences below talk about people's actions. Use the words in brackets to complete them with either an adjective or an adverb. **Example : 1- well.**

1- Mary Jane always pays her workers ... . (good)

2- Are you feeling OK ? You're ... eating. (hard)

3- The refrigerator smells ... . We need to clean it right away. (terrible)

4- The boss is going to arrive ... . We need to clean up this mess. (soon)

5- Why did he speak so ... to us ? (angry)

6- His ... expenses are very high. (month)

7- I am ... disappointed in you. (definite)

PART THREE : WRITING (30%)

Do **only one** task in Not more than 25 lines.

TASK A

Facing the high death rate caused by traditional abortion among the young population, the NGO "SAVE OUR LIVES" sent you to a Nigerian village to raise people's awareness about the issue. Write your speech in which you :

- enumerate the traditional methods of abortion ;
- describe its consequences ;
- suggest some solutions to avoid the drawbacks of traditional methods of abortion.

TASK B

Facing the phenomenon of drug addiction among youngsters, a British famous newspaper decides to dedicate its weekly health section to raise awareness about the topic. The editor asks the English club of your school to write about it. You have been designated by the chairman to do it. In your article,

- state how young people get involved in drug addiction ;
- depict the consequences of that situation on their studies and health ;
- propose them some solutions to avoid drug addiction.

SPECIMEN

TEST 2

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities.

THE IMPORTANCE OF SPORTS

In our lives, sports are quite significant. Everyone is aware of how crucial sports and games are to daily life. Sports are a part of a child's life from birth. Mothers and numerous other family members spoil and amuse their kids. Until he learns to sit, the child plays by shaking his legs and arms. He adjusts how he plays games as he ages. Therefore, we might claim that sports begin the moment we are born.

Animals and humans participate in various games together. There are competitions for sports, including polo, horseback riding, and more. The distinction is that games and sports are more significant in daily life. Play and laughter are tied to our minds and body since sports have a favourable impact on us all the time.

Work and play should be kept in a healthy balance. The lack of games and sports would make work burdensome. Our daily lives and routines should include a good deal of physical activity, games, and sports. We shouldn't be overfed or famished since study is food for the mind, and exercise is food for the body. Playing games frequently helps us stay in good health. They keep us energized, vigilant, focused, lively, and courageous. Games foster a sense of teamwork, good sportsmanship, and calmness. A player is unfazed by victory or defeat. They instill a spirit of exploration, endurance, tolerance, and cooperation.

Sports and games can be quite important in improving how the world perceives us. Unfortunately, games are only considered a kind of amusement in India. It isn't very comfortable for our teams to return empty-handed, without even a gold or silver medal, because they are not treated properly, and nothing has been done to advance them to acceptable levels.

From the Ocean Conference. United Nations, New York, June 2017.

A. VOCABULARY CHECK (10%)

The words or sentences below are the meanings or synonyms of words from the text. Find them and match them with their synonyms or meanings. The line references are given to help you.

Example : 1- everyday : daily

1- everyday (Line 2)
2- attached (Line 8)
3- absence (Line 10)
4- difficult (Line 11)
5- hungry (Line 12)
6- concentrated (Line 14)
7- promote (Line 14)
8- cooperation (Line 14)
9- unperturbed (Line 15)

SPECIMEN

B. COMPREHENSION CHECK (30%)

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

1- Are sports important for humans ? Justify.

2- How do children learn to play ?

3- What are exercises for our body, according to the text ?

4- Name 2 games played by humans and animals together.

5- How is work without playing ?

6- What are the advantages of playing regularly ?

7- What do games do to humans ?

8- How are sports and games considered in India ?

PART TWO : LANGUAGE IN USE [30%]

TASK A

Your junior brother has to deal with an activity about collocation with "come". But, he does not understand well the lesson. Help him complete the sentences with the collocations from the box, to get meaningful sentences. Put the verbs in the correct tense and form.

Example : 1- comes apart

come to a decision ; come close ; come to an agreement ; come to an end ; come into play ; come apart ; come on time

1- This desktop ... . To use it, you have to mount it first.

2- The two parties have finally ... today.

3- I am disappointed that my internship has ... .

4- The performance starts at 7 p.m. . Please, ...

5- When the new policy ..., no one will smoke outdoors.

6- This fat boy has ... getting diabetes. He has been lucky to be treated on time.

7- After days of reflection, I have ... : I will quit smoking.

SPECIMEN

TASK B

The paragraph below is about sports. But, there are six (6) mistakes in it. Find them out and correct them.

Example : There are many kinds ...

There is many kinds of sports that are undertaken by a wide variety about people. Some people do sports for her career and others people do sport for enjoyment and recreation. Some sports, like cricket, require the used of a lot of equipment, while other need very little, in order to successfully play a game in that sport.

PART THREE : WRITING (30%)

Do **only one** task in Not more than 25 lines.

TASK A

During a session of your school English club, the chairman asks you to write a paragraph to show the importance of sports in our daily life. In your paragraph,

- list some types of sports ;
- give the advantages of each type of sport ;
- explain the positive impact of sports on our health.

TASK B

During an English club meeting, the chairman asks the students of 2nde to discuss this topic : *"For or against the teaching of sports at school ?"* As a student of the class, you take part in the discussion. Write an argumentative essay in which you,

- choose your position ;
- give counterarguments to your position ;
- support your position with arguments and examples.

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TEST 3

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities that follow it.

Wildlife conservation is the practice of protecting plant and animal species and their habitats. As part of the world's ecosystems, wildlife provides balance and stability to nature's processes. The goal of wildlife conservation is to ensure the survival of these species, and to educate people on living sustainably with other species.

The human population has grown exponentially over the past 200 years, to more than seven billion people today, and it continues to rapidly grow. This means natural resources are being consumed faster than ever by the billions of people on the planet. This growth and development also endanger the habitats and existence of various types of wildlife around the world, particularly animals and plants that may be displaced for land development, or used for food or other human purposes. Other threats to wildlife include the introduction of invasive species from other parts of the world, climate change, pollution, hunting, fishing, and poaching.

National and international organizations like the World Wildlife Fund, Conservation International, the Wildlife Conservation Society, and the United Nations work to support global animal and habitat conservation efforts on many different fronts. They work with the government to establish and protect public lands, like national parks and wildlife refuges. They help write legislation, such as the Endangered Species Act (ESA) of 1973 in the United States, to protect various species. They work with law enforcement to prosecute wildlife crimes, like wildlife trafficking and illegal hunting (poaching). They also promote biodiversity to support the growing human population while preserving existing species and habitats.

National Geographic Explorers, like conservation biologists Camille Coudrat and Titus Adhola, are working to slow the extinction of global species and to protect global biodiversity and habitats. Environmental filmmakers and photographers, like Thomas P. Peschak, are essential to conservation efforts as well, documenting and bringing attention to endangered wildlife all over the world.

Adapted from https : //education.nationalgeographic.org/resource/wildlife-conservation

SPECIMEN

A. VOCABULARY CHECK (10%)

The words 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. Example : 1- c

Column A	Column B
1- wildlife (Line 1)	a- augment
2- goal (Line 3)	b- different varieties of plants and animals in a region
3- sustainably (Line 4)	c- animals, plants not normally domesticated
4- grow (Line 6)	d- aggressive
5- threats (Line 10)	e- objective
6- invasive (Line 11)	f- application
7- poaching (Line 12)	g- climate
8- enforcement (Line 17)	h- illegal hunting of animals
9- biodiversity (Line 20)	i- constantly
	j- menaces

B. COMPREHENSION CHECK (30%)

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

1- What is wildlife conservation ?

2- Is wildlife important ? Justify your answer.

3- What is the objective of wildlife conservation ?

4- How does population growth impact natural resources ?

5- Cite five dangers faced by wildlife.

6- What international organizations help in wildlife conservation ?

7- What is ESA ? What is its role ?

8- What is the contribution of filmmakers and photographers to wildlife conservation ?

PART TWO : LANGUAGE IN USE [30%]

TASK A

The text below is about wildlife. Fill in the gaps with the words from the box to make it meaningful. Do like this : 1- to

by – than – and – to – that – what – in

SPECIMEN

In order (1) ... get a better sense of the importance of wild animal suffering, we need to be aware (2) ... many animals have lives filled with suffering, like the ones described above. Such cases are much more numerous (3) ... what we might initially believe. We can see this (4) ... examining how animal populations evolve, and (5) ... their mortality rates in their youth are. This is studied by different fields (6) ... biology, examining the animals' population dynamics (7) ... life histories.

TASK B

The sentences below are about wildlife. Put each of them in the passive voice.

Example : 1- The poachers are being tracked by wildlife scouts.

1- Wildlife scouts are tracking the poachers.

2- Poachers killed numerous leopards last year.

3- All nations will forbid poaching soon.

4- Wildlife organizations prosecute illegal hunters.

5- Governments must vote on laws to protect wildlife.

6- WWF save the life of a baby bear.

7- National Geographic Channel campaigns for the preservation of biodiversity.

PART THREE : WRITING (30%)

Do **only one** task in Not more than 25 lines.

TASK A

As the chairman of the English club of your school, you have to deliver a speech on wildlife in Liberia, in order to raise the local population's awareness about wildlife conservation.

While you write your speech,

- list the threats that endanger wildlife ;
- state some solutions to preserve wildlife ;
- explain why it is important to preserve biodiversity.

TASK B

On a visit to Ghana, you come across a local forest that is being destroyed illegally by a timber company. Your Ghanaian friend who is illiterate asks you a letter on his behalf to complain about it to the Minister of the Environment. In your letter,

- state what the timber company is doing ;
- mention the consequences of the destruction of the green cover ;
- ask the Minister of the Environment to take measures to solve the problem.

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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

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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

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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

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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	(se) rétrécir, aussi shrink/shrunk / shrunk
95.	shut	shut	shut	fermer
96.	sing	sang	sung	chanter
97.	sink	sank	sunk	enfoncer/couler, aussi sink/sunk/sunk
98.	sit	sat	sat	s'asseoir, etc.
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

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105.	spell	spelt	spelt	épeler/orthographier
106.	spend	spent	spent	dépenser
107.	spill	spilt	spilt	(se) renverser/(se) répandre
108.	spin	spun	spun	faire tourner, aussi spin/span/spun
109.	spit	spit	spit	cracher, aussi spit/spat/spat
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	stunk	puer, aussi stink/stank/stunk
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

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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

Allow (verb) : permettre

Available (adj) : disponible

Awareness (noun) : conscience

B

Bribery (noun) : corruption

Bride (noun) : la mariée

Bonding (adj) : liant

Broad-minded (adj) : ouvert d'esprit

C

CEO (abbreviation of Chief Executive Officer) : PDG (Président Directeur Général)

Channel (noun) : chaîne (de télévision ou de radio)

Childhood (noun) : enfance

Convenient (adj) : commode

D

Disappointed (adj) : deçu (e)

Disrupt (verb) : pertuber, déranger

E

Earn (verb) : gagner (de l'argent ou sa vie)

Enclosure (noun) : enclos

Endangered (adj) : en danger, menacé(e)

Enhance (verb) : augmenter, accroître

Enough (adv) : assez

Ensure (verb) : (s') assurer

Extinct (adj) : éteint

F

Fearless (adj) : sans peur, intrépide, brave

Fellow (noun) : ami, camarade

Fingerprint (noun) : emprunte digitale

Fist (noun) : poing

Flourish (verb) : fleurir

Foremost (adj) : leader, principal, le plus en avant

Frightening (adj) : effrayant

Frozen (adj) : gélé

H

Hard (adj) : difficile, dur

Headline (noun) : titre (d'un journal, un texte)

Heart (noun) : cœur

Honestly (adverb) : honnêtement

Household (noun) : ménage, famille

Huge (adj) : très grand

Hurry up (verb) : (se) dépêcher

I

Inquire (noun) : demander, se renseigner

J

Jeopardize (verb) : compromettre, mettre en danger

Juggle (verb) : jongler

Juvenile deliquency (noun) : déliquence juvénile

K

Kid (noun) : enfant

Knock (verb) : taper, frapper

L

Lifetime (noun) : durée de vie

Lower (adjective) : plus bas

M

Magnate (noun) : magnat

Mind (noun) : esprit

Monitor (verb) : surveiller

Mood (noun) : humeur

Motherland (noun) : patrie

N

NGO (abbreviation of Non-Governmental Organization) = ONG (Organisation Non-Gouvernementale)

O

Overcome (verb) : surmonter, vaincre

Over-the-counter (locution) : (medicament) sans ordonnance

Overwhelm (verb) : submerger, dépasser

P

Proud (adjective) : fier(e), orgueilleux(se)

Purpose (noun) : but, objectif

Q

Queue (verb) : faire le rang

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R

Renewable (adj) : renouvelable

Rewarded (adj) : primé (e), récompensé

Robber (noun) : voleur

S

Save the day (verb) : sauver la situation

Shed (verb) : verser (du sang, des larmes)

Shuttle (verb) : faire la navette

Smuggler (noun) : contrebandier

Soar (verb) : monter en flèche

SOS (abbreviation Save Our Soul) : Sauver nos vies

Suddenly (adverb) : soudainement

Sunlight (noun) : lumière de soleil

Strength (noun) : force

Strive (verb) : s'efforcer

T

Teenager (noun) : adolescent

Thoroughly (adv) : soigneusement

Though (locution) : bien que

Thread (noun) : fil

Through (adv) : par, à travers

Tip (noun) : astuce

Try (verb) : essayer

U

Uniqueness (noun) : unicité

Utmost (noun) : maximum

W

Wallet (noun) : portefeuille

Weapon (noun) : arme

Wildlife (noun) : faune

Willingness (noun) : volonté

Wonder (verb) : se demander

Workshop (noun) : atelier

Worth (adj) : digne d'intérêt

Y

Youngster (noun) : jeune

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