

NOTE DE PRÉSENTATION

Bonjour cher(e) ami(e),

Je suis « **MY APC WORKBOOK** », ton support pédagogique. Je vais t'aider à travailler seul(e) et t'aider à apprendre quatre (4) compétences linguistiques de la langue anglaise à savoir :

1. Traiter des situations relatives à la communication orale (SPEAKING)
2. Traiter des situations relatives à la compréhension d'un texte écrit (READING)
3. Traiter des situations relatives à l'écoute (LISTENING)
4. Traiter des situations relatives à l'expression écrite (WRITING)

Ce support bien conçu pour toi est un outil de travail fort appréciable et très pratique. Il vient en appoint afin de répondre à toutes tes attentes dans l'apprentissage de la nouvelle approche pédagogique c'est-à-dire l'Approche par les Compétences (APC), aujourd'hui en classe de première. Il est ainsi l'œuvre de professeurs d'anglais bien expérimentés. Cependant il n'est donc pas l'ultime perfection, par conséquent tout apport des enseignants du secondaire sera le bienvenu.

En outre, « **MY APC WORKBOOK** » ne saurait ni remplacer ni se substituer aux documents officiels en vigueur au second cycle, mais très pratique, il répond aux besoins de tout apprenant dès la classe de première afin de mieux se préparer pour le test du baccalauréat à venir.

Les auteurs

UNIT 1: TRAVEL AND WORD TOURISM

LESSON 1: SPEAKING

Learning context: On the occasion of a student Exchange Programme in Cote d'Ivoire, some students of the English speaking club of College Appiah from Takoradi (Ghana) are visiting some tourist attractions in order to learn more about the cultural and tourist riches of Cote d'Ivoire.

ACTIVITY 1: Look at the picture below, discuss with your partner and name them, then answer to the question below.



1- What do they represent for their respective countries?

.....

2- What should you do if you want to discover these places?

.....

ACTIVITY 2: The pictures above are some tourist attractions in the world. Discuss with your partner and locate them.

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-

ACTIVITY 3: As you discuss with your neighbour, match each type of holidays related to tourism to its definition.

Column A	Column B	Column C
1- Activity holidays	a- You discover wildlife in amusing places	1-
2- Working holidays	b- Holidays which involve activities. You make new friends and learn something like painting, music, photography, pottery...	2-
3- Ecological holidays	c- Instead of staying in hotels, tourists live with a family in their own home. They are cheaper, friendly and much more interesting	3-
4- Home stay holidays	d- Enable you to travel very cheaply if you haven't got much money. You can work on farms and receive some pay and have free accommodation.	4-

ACTIVITY 4: Discuss with your partner and give short answers to the question below.

- 1- What is travel?
.....
.....
- 2- What is tourism?
.....
.....
- 3- What do you think about travel and tourism?
.....
.....
.....
.....
- 4- What can be the drawbacks and advantages related to tourism?
.....
.....
.....
.....
.....

UNIT 1: TRAVEL AND WORLD TOURISM

LESSON 2: READING

Learning context: *On the occasion of a student Exchange Programme in Ghana, the members of the English Speaking Club of your school are visiting some tourist attractions. Flyers are distributed to them about these sites. They read them in order to learn more about the cultural and tourist riches of Ghana.*

ACTIVITY 1: As you read quickly the text in three minutes, say what is it about?

.....
.....

TEXT: Ecotourism: What on Earth Is It?

Ecotourism can simply mean visiting a place where the nature — or ecology — is the main attraction. Ecotourism involves travel to natural habitats, places where the land and wildlife are the reason for visiting and may be in need of preservation. Sustainable tourism on the other hand is when tourists make a smaller impact on the place they are visiting. This means respect for the local culture as well choosing businesses that have sustainable practices. Ecotourism and sustainable tourism are ethically similar, and shouldn't be confused with adventure tourism, as tour packages that take visitors to national parks or reserves may not necessarily be operated by companies that are actively preserving or supporting the location. In countries like Australia, Sweden, Costa Rica and Kenya, ecotourism guidelines have been put in place, but elsewhere the classification is loose and tourism businesses can make use of the term without committing to the environment.

A legitimate ecotourism destination respects and supports the indigenous people of the area. Those of us who dream of an adventure in the Galapagos or taking wildlife photographs in misty jungle locations should look for an eco tour with a genuine operator so our tourist dollar goes towards the local community and conservation of the surrounding environment.

Just because we're on holiday — drinking cocktails at midday on a Tuesday or devouring a seafood banquet that would make Neptune tremble — doesn't mean we stop caring what happens to the empty bottles after our cocktail has been poured, and whether our seafood dinner has been fished using sustainable practices.

Holidays are supposed to be an escape from the responsibilities of work and home, but these days we don't want our fun to be at the cost of the environment and the community we are visiting. We can find holiday packages that support the local community and its environment, or we can take a sustainable approach, with special attention to supporting tourism businesses that take into account their impact on the environment. If we're not the ones taking out the recycling at our holiday destination, then who is?

Adapted from [PAINT THE WORLD GREEN](#) BY JESSIE KOLLEN- SEPTEMBER 6, 2016

ACTIVITY 2: Read the text again and match each word from column A to its meaning or definition in column B. Write your answers in column C like in the example.

COLUMN A	COLUMN B	COLUMN C
1- travel (line)	a- twelve o'clock	1 - <i>h</i>
2- wildlife (line)	b- place we are living in	2 -
3- similar (line)	c- vacation	3 -
4- guidelines (line)	d- people living in one area	4 -
5- environment (line)	e- identical, alike	5 -
6- holiday (line)	f- pleasure	6 -
7- midday (line)	g- animals and plants in their natural environment	7 -
8- fun (line)	h- journey	8 -
9- community (line)	i- principles	9 -

ACTIVITY 3: As you read the text once more, give short answers to the following questions

1- According to the text, what does Ecotourism mean?

.....
.....

2- How many types of tourism are mentioned in the text?

.....

3- What is Sustainable tourism?

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

4- In which countries guidelines have been set up?

.....

5- What are holidays supposed to be?

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

ACTIVITY 4:

A- Study the following sentences.

“Ecotourism guidelines **have been** put in place.”

“Ecotourism guidelines **have been putting** in place.”

Then rewrite the sentences below writing correctly the verbs in brackets

1- Hundreds of popular resorts around the world (*overdevelop*) in the last thirty years.

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

2- The tourist industry (*increase*) in most countries.

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

3- Tourists (*take*) more photographs and souvenirs.

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

4- Some tourists (*make*) friends with local people.

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

B- Write the following numbers either in figures or in words

10.000:

90.170:

1,220,401:

.....

1,000,000,000:

Seventy million:

Three hundred and five thousand:

One hundred and ninety nine thousand, five hundred and one:

25 %:

91.04%:

0.102%:

Fifty-five per cent:

Nine point seven oh two three per cent:

Thirteen point oh three per cent:

UNIT 1: TRAVEL AND WORLD TOURISM

LESSON 3: LISTENING

Learning context: On the occasion of a student Exchange Programme in Cote d'Ivoire, some students of the English Speaking club of College Appiah from Takoradi (Ghana) are listening to some texts about the impact of tourism.

ACTIVITY 1: Listen to the passage and say what it is about

.....
.....

ACTIVITY 2: Listen to the following texts and match each of them to the appropriate heading.

HEADING	TEXT NUMBER
A: OVERDEVELOPMENT	
B: POLLUTION	
C: DANGER TO WILDLIFE	
D: PRESSURE ON LOCAL RESOURCES	
E: DAMAGE TO FAMOUS HISTORIC BUILDING	

ACTIVITY 3: As you listen to the passage complete it with the missing words.

A hundred years (1).....tourism hardly existed. Very (2).....people travelled abroad. Now, (3)..... to the twentieth century travel revolution, as well as longer (4).....and bigger salaries, millions of people take at least one foreign (5)..... a year. Why shouldn't they? After all holidays are a (6).....chance to relax, have fun and explore new places. Plus, of course, they create new jobs and vital income for (7)..... all over the (8)..... Like many other beautiful countries, Cote d'Ivoire encourages (9)..... to come and visit the country.

UNIT 2: NATURAL RESOURCES

LESSON 1: SPEAKING

Learning context: On the occasion of the celebration of the World Environment Day, the English Speaking Club of your school is organizing a debate on the preservation of natural resources. In order to take part in this moment of exchange, the members of the English Club decide to get informed about this issue.

ACTIVITY 1: Look at the pictures below and name them



ACTIVITY 2: With your partner, discuss and answer the questions below.

1- In which group fall the pictures above?

.....

2- Why are they called so?

.....

3- In how many groups can we classify natural resources?

.....

4- Give two examples of each of them.

.....

.....

ACTIVITY 3: During a debate in your English Club about the importance of natural resources, a member asserts that: **“if we continue to cut down more and more trees and destroy our forests, we will face a serious climate change”**.

As you discuss with your neighbour say in the following lines what you think about the member’s saying.

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

UNIT 2: NATURAL RESOURCES

LESSON 2: READING

Learning context: The students of 1ere D of College Boliadé Zoukougbeu are exploiting a text about natural resources in order to get informed on their importance.

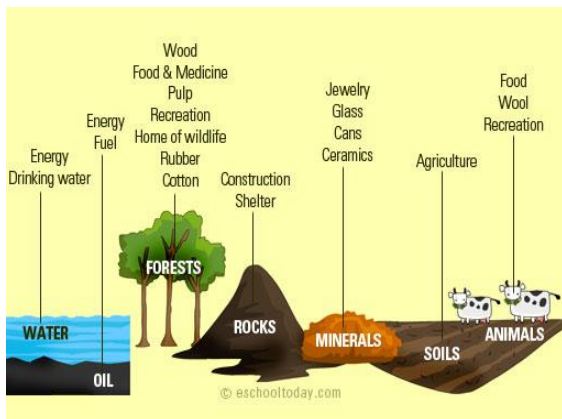
ACTIVITY 1: Read the text very quickly and choose the best option to complete the sentence.

The text is about.....

- a- The importance of renewable resources
- b- The importance of natural resources
- c- The importance of non-renewable resources

TEXT:

Ever since the earth was inhabited, humans and other life forms have depended on things that exist freely in nature to survive. These things include water (seas and fresh water), land, soils, rocks, forests (vegetation), animals (including fish), fossil fuels and minerals. They are called Natural Resources and are the basis of life on earth. Natural resources are all connected in a way. Therefore if one is taken away, it will affect the supply or quality of all others. For example, if water is eliminated from an area, the vegetation, soils, animals and even the air in that area will be affected negatively.



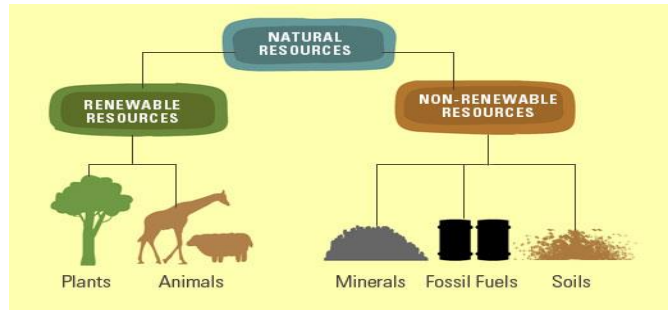
Natural resources can be consumed directly or indirectly. For instance, humans depend directly on forests for food, biomass, health, recreation and increased living comfort. Indirectly forests act as climate control, flood control, storm protection and nutrient cycling.

Sometimes, natural resources can be used as raw materials to produce something.

Transformation is a 'key word' in the

relation between humans and natural resources. For instance, we can use a tree from the forest to produce timber. The timber is then used to produce wood for furniture or pulp for paper and paper products. In this scenario, the tree is the raw material. Every item in your home was made from a raw material that came from a natural resource. The tea mug, electricity at home, bread, clothes, you name them: each of them came from a natural resource. Natural resources come in many forms. It may be a solid, liquid or gas. It may also be organic or inorganic. It may also be metallic or non-metallic. It may be renewable or non-renewable.

Renewable resources are those that are constantly available (like water) or can be reasonably replaced or recovered, like vegetative lands. Animals are also renewable because with a bit of care, they can reproduce offsprings to replace adult animals.



Non-renewable resources are those that cannot easily be replaced once they are destroyed. Examples include fossil fuels.

Minerals are also non-renewable because even though they form naturally in a process called the rock cycle, it can take thousands of years, making it non-renewable. Some animals can also be considered non-renewable, because if people hunt for a particular species without ensuring their reproduction, they will be extinct. This is why protection of our environment is a serious issue.

Adapted from <http://www.eschooltoday.com/natural-resources/what-is-a-natural-resource.html>

ACTIVITY 2: All the words below are from the text. As you follow the example, write their antonyms or opposites.

- 1- humans:
- 2- called:
- 3- connected:
- 4- affected:
- 5- directly:
- 6- comfort:
- 7- used:
- 8- organic:
- 9- available:

ACTIVITY 3: As you read the text once more, give short answers to the questions below.

- 1- What is something that exists freely in nature?
.....
- 2- What forms can natural resources take?
.....
.....
- 3- To what extent are renewable resources different from non-renewable resources?
.....
.....
.....
.....
- 4- Why are mineral and some animals considered as non-renewable resources?
.....
.....
.....

UNIT 2: NATURAL RESOURCES

LESSON 3: LISTENING

Learning context: *On the occasion of the celebration of the World Environment Day, the students of 1ere A of College Boliadé Zoukougbeu are listening to some texts on the preservation of natural resources in order to discuss the issue.*

ACTIVITY 1: Listen to the passage your teacher is going to read and choose the best option to complete the sentence.

The text is about.....

- a- Water pollution
- b- Atmosphere pollution
- c- Air pollution

ACTIVITY 2: As you listen to the passage, say what it is about.

.....

ACTIVITY 3: Listen to the passage once more and decide if the following sentences are *True (T)* or *False (F)*.

- 1- Over half of the entire world's tropical forest has already been restored.....
- 2- W can find tropical forest in three parts of the world.....
- 3- There are many tropical forests left in Haiti.....
- 4- Billions of hectares are being burned each year.....
- 5- Here in Africa the situation is acceptable.....
- 6- 85 % of Cote d'Ivoire's forest has already disappeared.....

ACTIVITY 4: Listen to these paragraphs related to environmental problems and match them to the suggested solutions below

Suggested solutions	Number of paragraphs
A- DIRTY WATER	
B- SOIL EROSION	
C- DESTRUCTION OF RAINFOREST	
D- AIR POLLUTION	
E- POLLUTION THROUGH LITTER	

LESSON 4: WRITING

Learning context: *In this globalized world, it is harder and harder to protect our environment. In order to involve students in reflecting on the issue, the English Writing Club of your school organizes an essay competition asking you to write about actions people can do to its environment safe.*

ACTIVITY 1: As you read the article below, with your partner discuss and answer the questions that follow.

THE GREEN BELT MOVEMENT

In our 2015 Annual Report we welcome you to read the stories of change embodied in our programmes and projects, and the partnership that have enhanced the way we work. In 2015, the Movement provided training to over 200 rural women and community-based organizations who have in turn trained over 20,000 members of their communities in natural resource management and impacted thousands of others.

Involvement in peace initiatives, smart water projects, livelihoods, climate change, rehabilitation of degraded lands and still ensuring that tree planting remains our entry points that we do. The Green Belt Movement is positioned and prepared to engage in landscape restoration as an integrated environmental management strategy.

Yet, we remember the words of Professor WangariMaathai, our founder: *“you can not protect theenvironment unless you empower people, you inform them, and help them understand that these resources are their own, that they must protect them”*.

That’s why she founded the Green Belt Movement to plant trees, to enable the rural population to grow enough firewood for themselves and above all to push back the desert.

Wanjira Mathai, Green Belt Movement Chair, Annual Report 2015

Questions:

- 1- What’s the heading of this article?

.....

- 2- How many parts could you recognised? Identify them

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

ACTIVITY 3: The Ministry of Environment of your country is organising a writing competition about the topic: ***“Save our environment”***. As members of your English Writing Club, you are asked to take part to this competition.

In groups of four students, write an article to be published in the Ministry of Environment magazine.

In your article:

- talk about natural resources and their use
- suggest actions that can be done to save environment

(Not more than 20 lines)

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

UNIT 3: DEADLY VIRUSES AND DISEASES

LESSON 1: SPEAKING

Learning context: Your school is organizing a healthy day to raise students' awareness about the dangers caused by certain viruses and diseases on our lives. Your English Club designs a stand with a poster about the topic of campaign and comments it to the visitors.

ACTIVITY 1: In column A are some diseases. Discuss with your partner and match them with their corresponding viruses or pathogens in column B. Follow the example.

Column A	Column B	Answers
1- Ebola fever	a- Influenza virus, H5N1	1 – h
2- AIDS	b- Plasmodium falciparum	2 -
3- Hepatitis	c- Vibrio cholerae	3 -
4- Tuberculosis	d- Human immunodeficiency virus	4 -
5- Cholera	e- Salmonella typhi	5 -
6- Malaria	f- Ebola Virus	6 -
7- Bird flu	g- Mycobacterium	7 -
8- Typhoid	h- Hepatitis virus	8 -

ACTIVITY 2: As you discuss with your neighbour, write the diseases in column A (activity 1) in the right column.

Pandemic diseases	Endemic diseases

ACTIVITY 3: Through a conversation you had with your friends your little brother asked you this question **“To what extent is a pandemic disease different from an endemic disease?”**

As you discuss with your friends, try to give an answer to your brother's question by giving examples.

.....

.....

.....

.....

.....

.....

UNIT 3: DEADLY VIRUSES AND DISEASES

LESSON 2: READING

Learning context: *On the occasion of the celebration of the World Healthy Day, the English Club of your school has received some leaflets and brochures about the sensitization against deadly viruses and diseases. In order to sensitize their friends, the students of 1ere A, members of the club are reading them to get informed.*

ACTIVITY 1: Read the text quickly and say what its main point is.

.....

TEXT: The Ebola Virus

The Ebola virus causes an acute, serious illness which is often fatal if untreated. Ebola virus disease (EVD) first appeared in 1976 in two simultaneous outbreaks, one in what is now, Nzara, South Sudan, and the other in Yambuku, Democratic Republic of Congo. The latter occurred in a village near the Ebola River, from which the disease takes its name.

The 2014–2016 outbreaks in West Africa was the largest and most complex Ebola outbreak since the virus was first discovered in 1976. There were more cases and deaths in this outbreak than all others combined. It also spread between countries, starting in Guinea then moving across land borders to Sierra Leone and Liberia (...)

It is thought that fruit bats of the Pteropodidae family are natural Ebola virus hosts. Ebola is introduced into the human population through close contact with the blood, secretions, organs or other bodily fluids of infected animals such as chimpanzees, gorillas, fruit bats, monkeys, forest antelope and porcupines found ill or dead or in the rainforest.

Ebola then spreads through human-to-human transmission via direct contact (through broken skin or mucous membranes) with the blood, secretions, organs or other bodily fluids of infected people, and with surfaces and materials (e.g. bedding, clothing) contaminated with these fluids.

Health-care workers have frequently been infected while treating patients with suspected or confirmed EVD. This has occurred through close contact with patients when infection control precautions are not strictly practiced.

Burial ceremonies that involve direct contact with the body of the deceased can also contribute in the transmission of Ebola. People remain infectious as long as their blood contains the virus.

The World Health Organization (WHO) aims to prevent Ebola outbreaks by maintaining surveillance for Ebola virus disease and supporting at-risk countries to developed preparedness plans.

Adapted from www.who.int/mediacenter/factsheets/fs103/en

ACTIVITY 2: The words below are the synonyms or meanings of some words in the text. As you read the text again, find these words.

- 1- urgent (line 1): serious
- 2- disease (line 1):.....
- 3- outbursts (line 2):
- 4- difficult (line 5):.....
- 5- cessation of lives (line 6):.....
- 6- propagate (line 7):.....
- 7- frontiers (line 7):.....
- 8- outsending (line 7):.....
- 9- a vital liquid in our organism (line 10):.....
- 10- persons who receive treatments (line 16):.....
- 11- interment (line 19):.....

ACTIVITY 3: The passage below is about the first Liberian Ebola victim. Complete it with the right word from the box to make it meaningful. Write your answers like in the example. Example: 1- began

solitary - ill - spread - pain - recovered - meningitis
 - discovered - diseases - symptoms - began - infection

Hundreds of people are dead as the worst Ebola virus outbreak in history sweeps through West Africa.

It (1).....as a handful of cases in Guinea in March, but quickly (2).....to neighbouring Sierra Leone and Liberia. There has been a (3)..... case of Ivory Coast Ebola. This subtype was (4).....when a researcher studying wild chimpanzees became (5).....in 1994 after an autopsy on one of the animals. The researcher (6).....

Early (7).....include sudden onset of fever, weakness, muscle (8)....., headaches and a sore throat. These symptoms can appear two to 21 days after (9).....the WHO says these nonspecific early symptoms can be mistaken for signs of (10).....such as malaria, typhoid fever, (11).....or even the plague.

ACTIVITY 4: Below is what the teacher asked or told the students about deadly viruses and diseases in class. In order to tell your friend who was absent that day, rewrite the sentences beginning by the underlined phrases. Number 2 has been done for you as example.

- 1- "Do you know Fever Ebola?" The teacher asked to the class

- 2- "What causes Fever Ebola?" He asked me
He asked me what caused Fever Ebola
- 3- "Now listen to this record about the Ebola virus." He told to the class

- 4- He asked Bahi "where did the first outbreak of Ebola virus appear?"

- 5- "Ebola virus caused fatal diseases." He said

- 6- "But people are fighting against it now." He added

- 7- He said again "we shall not play with wild animals."

- 8- "Don't touch dead wild animals." He finally ordered

UNIT 3: DEADLY VIRUSES AND DISEASES

LESSON 3: LISTENING

Learning context: *On the occasion of the celebration of the World Healthy Day, the English Club of your school has received an audio material (listening passage) in English via their website about the sensitization against AIDS. In order to sensitize their friends, the members of the club are listening to the podcast to get informed.*

ACTIVITY 1: Listen to the passage and tick (✓) the option that best summarizes the text.

	How the AIDS virus affects the body
	The white cells in the body
	People as carriers of the AIDS virus

ACTIVITY 2: Listen to the passage again and decide whether the following sentences are **True** or **False**.

- 1- The AIDS virus enters the red cells in the blood.....
- 2- The AIDS virus restores the white cells.....
- 3- The white cells can now defend the body.....
- 4- Any infection such as a cold can be fatal.....
- 5- Everybody who gets the virus will as soon as become sick.....
- 6- A carrier is the one who can pass the disease to other people.....

ACTIVITY 3: As you listen to the passage again, answer shortly to the following questions.

- 1- Which part of the body does the AIDS virus destroy?
.....
- 2- What is the effect on the whole body?
.....
- 3- What is a carrier?
.....
.....
- 4- Why do you think AIDS is such a big health problem?
.....
.....

ACTIVITY 4: Listen to the passage once more and choose the suitable word to complete the sentences in order to make them meaningful.

- 1- The virus.....causes AIDS enters n the white cells.
 - a- witch
 - b- which
 - c- wish
- 2- This may take severalto happen.
 - a- hears
 - b- ears
 - c- years
- 3- The body is then open.....all infections.
 - a- too
 - b- two
 - c- to
- 4- An infection such acan become serious.
 - a- cold
 - b- cough
 - c- cote
- 5- They mayperfectly healthy
 - a- remain
 - b- rimein
 - c- rremain
- 6- Theseare carriers of the virus.
 - a- poeple
 - b- pupil
 - c- people

UNIT 4: CRIME AND VIOLENCE

LESSON 1: SPEAKING

Learning context: The next English Club meeting will discuss how to get out of crime and violence. In order to get prepared, as members of the English Club, you are asked to discuss in groups what you think the solutions against crime and violence are.

ACTIVITY 1: Observe the picture, then discuss with your partner to give short answers to your teacher's questions



1- What are these people?

.....

2- Which nicknames are given to them?

.....

3- What is the one given to them by the government?

.....

4- What do they use to do?

.....

.....

5- Which weapons do they use?

.....

6- Why do they behave so?

.....

.....

UNIT 4: CRIME AND VIOLENCE

LESSON 2: READING

Learning context: *The students of 1ere A from College Nonlourou Blandine are exploiting some articles from the internet about crime and violence so as to discuss its impacts in their society.*

ACTIVITY 1: Read the text in three minutes and suggest some headings to entitle it.

.....
.....

TEXT:

For almost a decade, the Ivory Coast has been going through a profound socio-political crisis that is affecting the country at its deepest roots. One of the most tangible signs of this crisis remains the rise of the “microbes” phenomenon.

In an interview with FIDES, the news Agency of the Vatican Congregation for the Evangelization of peoples, Fr Donald Zagoré SMA stated that “it is mostly children under 18 years of age, grouped into baby gangs who used machetes and knives assault, look and kill. They confirm a real threat to the tranquility of the Ivorian population.”

“It is the expression of an Ivory Coast in full moral and social decadence. A country where the moral values of work, discipline, respect and unity do not really have any impact on her children and above all on her younger generations. It is the result of all the selfish political choices based on violence, which have sacrificed throughout the course of history the interest of the Ivorian people and especially Ivorian youth because of excessive personal ambition”, he continues.

The Ivorian government seems to be incapable of fighting this scourge. Even people suspect that these young criminals are supported by the government to keep the population in fear. It is important to ask yourself this question: what future is expected for a child, who represents the future, when that future is already burned?

Unfortunately, the younger generation has been taught that the law of the strongest is always the best, and that success can only be achieved through violence, especially with the use of weapons, it does not matter.

The phenomenon of “microbes” is the sign and image of an Ivorian society in agony; it is the image of failure both political and religious.

“All of us, in one way or another, have contributed to the emergence of the culture of violence in our country” emphasizes Fr Donald.

“To get out of it” he explains “we need a national awareness that success can’t only be achieved with weapons. A radical reform of our education system and of learning is extremely urgent. It is also necessary to revive the blazon of political power by placing leaders of our institutions as exemplary leaders who inspire the universal values of justice, democracy, tolerance, rights and above all truth, without forgetting the formation of families to be more and more responsible and active in the education of their children.

From Agenzia Fides, 31/07/2018

ACTIVITY 2: The words below are not from the text. They are meanings, synonyms or definitions of some words from the text. As you read the text find out these words and write them down like in the example. The indicated lines will help you. Example: 11- distress = agony

- 1- period of ten years (line 1) =.....
- 2- perceptible (line 2) =.....
- 3- teenagers, adolescents (line 5) =.....
- 4- weapons (line 6) =.....
- 5- danger, menace (line 6) =.....
- 6- deterioration (line 8) =.....
- 7- egoistic (line 9) =.....
- 8- action intended to cause destruction, pain or suffering (line 9) =.....

- 9- source of trouble (line) =.....
- 10- time ahead (line) =.....
- 11- distress (line) =.....

ACTIVITY 3: As you read the text again decide whether the following statements are **True (T) or False (F)**. Then quote the line(s) to justify your answer. Write your answers like in the example.

- 1- **For nearly a period of 20 years Cote d'Ivoire has known a serious crisis. False (line 1)**
- 2- Baby gangs are mainly consisted of youngsters.....
- 3- Machetes and knives are considered as white arms.....
- 4- Baby gangs deny a real menace to the peacefulness of people.....
- 5- The moral values of the country have more influence on her offsprings.....
- 6- The authorities are unable to overcome baby gangs' trouble.....
- 7- "Microbes" are reliable to the government in order to terrify inhabitants thought some persons.....
- 8- The principle of the weakness has been taught o the teens.....
- 9- According to the text violence is not the right way to accomplish success.....
- 10- The trouble caused by "microbes" leads the country in a real happiness.....
- 11- Everybody is concerned about the rise of culture of violence.....

ACTIVITY 4:

Task A: Below are some sentences taken from the text. Rewrite them without changing their meanings. You may start with the underlined words or phrases. Write your answers like in the example.

- 1- A profound socio-political crisis is affecting the country
The country is being affected by a profound socio-political crisis.
- 2- Baby gangs used machetes and knives to hurt people.

- 3- The moral values of the country impact her children.

- 4- The selfish political choices have sacrificed the interest of the Ivorian people.

- 5- The Ivorian government does not fight this scourge.

- 6- The government supports these young criminals.

Task B: the following sentences are about actions done to stop or avoid baby gangs. As you follow the example, rewrite them.

1- Government must protect the population against baby gangs.

The population must be protected by the government against baby gangs.

2- "Microbes" should stop criminal acts.

.....

3- Weapons couldn't achieve success.

.....

4- Youngsters shouldn't play with weapons

.....

5- Parents have to well educate children

.....

UNIT 4: CRIME AND VIOLENCE

LESSON 3: LISTENING

Learning context: The English Club of your school is invited to a video conference organized by the American Cultural Center about violence in school environment. You listen to the conference and take notes for the next debate of your club.

ACTIVITY 1:

Listen to the passage your teacher is going to read and choose the option that best summarizes it.

- a- Child training today
- b- Anticipating holidays
- c- Christmas holidays

ACTIVITY 2: As you listen to the passage again give short answers to the questions below

- 1- When did students want to anticipate holidays?
.....
- 2- What the group of students did once in the classroom?
.....
- 3- Did they succeed in ordering the whole school to stop classes for the Christmas holidays?
.....
- 4- How do students behave?
.....

ACTIVITY 3: The passage your teacher is going to read is about the phenomenon of anticipating holidays in Ivorian schools. As you listen to it, complete it with the missing words or expressions so as to make it meaningful. An example has been done

Formerly students respected dates (1).....by the government for holidays. But now they (2)them. And to this situation (3).....the government nor the parents (4).....to have found he solution. This means that the leaders are to be condemned so are parents. If the government (5)..... concrete and immediate measures, the situation (6).....so serious. Governments can do (7).....to improve young people’s lives. They should act immediately otherwise they will face a real (8).....in the future. Even if parents and governments are in (9).....of educating children, children (10).....have their share of responsibility on their way to become (11) **reliable** agents of development for their country.

ACTIVITY 4: Listen to the passage once more and discuss in groups of four students topic below.

What do you think about students' attitudes when anticipating holidays? Are they right or wrong?

Give your opinion in the following lines, and then read it aloud to the class.

.....

.....

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UNIT 5: HUMAN RIGHTS

LESSON 1: SPEAKING

Learning context: On the occasion of the World Human Rights Day, the English Speaking Club of your school is organizing a debate on the Respect of Human Rights. In order to take part in this moment of exchange, the members of the English Club decide to get informed about this issue.

ACTIVITY 1: Observe the following picture and describe them



ACTIVITY 2: Discuss with your usual partner and answer to the following questions

1- What do you think about the pictures above?

.....
.....

2- Should children go to work on farm?

.....
.....

3- What kind of work should children do at the right age?

.....
.....

4- What kind of work shouldn't children do?

.....
.....

5- According to you what should be the place of children?

.....
.....

6- Do you think that children are exploited?

.....
.....

7- What rights do children have? List some of them

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

UNIT 5: HUMAN RIGHTS

LESSON 2: READING

Learning context: *Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on human rights for their next English class, the students of 1ere A1 from College Boliadé Zoukougbeu are reading a publication of Human Rights Watch in order to get informed.*

ACTIVITY 1: As you read the text very quickly, point out its main idea.

.....

.....

TEXT: Ivory Coast counts on schools to cut child labour in cocoa sector

"At five years old, I went to work in the fields with my dad. Today, my children go to school," said Peter, a cocoa farmer in Bonikro in the centre of Ivory Coast. Peter is one of a generation of farmers at the heart of a drive to keep the country's children in school and away from its vast plantations.

Ivory Coast, the world's largest cocoa producer, has struggled to prevent children working in the cocoa sector, long an accepted practice in the countryside. The industry, which accounts for 15 percent of GDP and more than 50 percent of export receipts as well as two-thirds of the country's jobs, is absolutely vital to the country's economic welfare, according to the World Bank.

But criticism of its record on child labour by consumers and buyers has in the past threatened to tarnish cocoa from the Ivory Coast and undermine its main export, prompting authorities to act. The government's scheme to get children off the plantations and into school, launched in 2011, is as much about improving the country's image overseas as it is about protecting its young people. The leader of the campaign said that education would help limit child exploitation in the cocoa sector. "(It) remains for us the alternative and the most effective response in the long-term fight against child labour."

In 2011, the west African country announced plans to reduce the number of minors working on plantations by 30 percent by 2017 and 70 percent by 2020. Since 2011, 17,829 classrooms have been built or restored, according to the National Monitoring Committee (CNS), which is charged with overseeing the government's anti-child labour efforts. It is hoped that the plan will break the cycle of children following their parents into the fields at a young age.

A cocoa planter in Goboue in the country's west, is involved with a school opened by global food giant Nestle in 2013. "Once the child is in school, they won't have time to be in the field so they can't do the heavy work," he told AFP.

Despite the scheme, recent figures highlight the challenges in the battle. Between 300,000 and one million children are still estimated to work in the sector, according to a report by the International Cocoa Initiative (ICI), an organisation created by the chocolate industry to fight the exploitation of minors. Some 4,000 child victims of "slavery and exploitation" were removed from cocoa plantations in Ivory Coast between 2012 and 2014, according to authorities. Whether paid or unpaid, children often come from Ivory Coast's neighbour Burkina Faso, and are used to carry heavy loads, fell trees and spray crops with pesticides.

Nestle, the world's largest food company and a major consumer of Ivory Coast cocoa, has previously faced criticism from pressure groups for profiting from child labour. In 2012 Nestle joined the fight against the problem with an information campaign and school construction programme in the areas where it works most.

"Africans believe that a child is someone who will replace them tomorrow. So they want the child to learn the same work that they did. That's why they take their children with them to the fields," said one cocoa planter. But there is a threat of imprisonment now and farmers take it seriously. "It's finished, we don't send children to the fields anymore. The government said that it's forbidden and that if we do it then we'll be sent to prison," they said.

Adapted from www.dailymail.co.uk/wires/afp/article-3561667.

Published: 15:30 BST, 27 April 2016 | Updated: 15:31 BST, 27 April 2016 by [Afp](#)

ACTIVITY 2: The words in the box below are from the text. As you read the text, discuss with your neighbour and find out them in the puzzle. One has been done for you as example.

fields – school – children – struggled – welfare – labour – scheme – education –
 exploitation – minors – hoped – battle – loads – spray – heavy – criticism – campaign

KEY: the words can go across, down, left, right or diagonally.

S	V	E	C	O	K	T	R	D	Z	A	B	C	T	Z
T	N	E	R	D	L	I	H	C	W	D	X	Y	G	I
R	Z	T	U	R	E	R	A	F	L	E	W	I	D	V
C	S	R	O	N	I	M	I	Y	L	P	N	E	E	O
H	C	O	B	U	Q	V	V	U	K	O	G	H	L	L
M	H	Z	A	R	I	A	J	Q	I	H	I	O	G	C
S	E	Y	L	H	E	L	T	T	A	B	A	P	G	S
I	M	G	C	H	S	S	A	L	E	E	P	T	U	K
C	E	D	U	C	A	T	I	O	N	A	M	M	R	L
I	S	C	H	L	I	J	I	A	K	O	A	E	T	O
T	O	I	T	O	M	Z	R	D	L	A	C	R	S	I
I	Z	C	L	O	O	H	C	S	D	L	E	I	F	V
R	S	P	R	A	Y	D	P	V	U	L	C	I	T	X
C	X	V	I	D	A	X	K	L	J	S	L	O	A	D
E	Z	A	L	A	E	P	I	O	T	S	H	O	C	O

ACTIVITY 3: Read the text again and give short answers to the questions below.

- 1- Which country is the largest cocoa producer in the world?

- 2- What does GDP stand for?

- 3- Why has the country been criticised?

- 4- What actions have been done to reduce the number of minors working on farms?

- 5- Which organism is in charge to supervise the government's anti-child labour?

- 6- What's the role of ICI?

- 7- According to the text where are the children in the plantations from? And what do they do once here?

8- When did the largest food company start fighting the issue?

.....

9- What strong measure did the government take?

.....

.....

ACTIVITY 4: Below are some sentences about actions that should be done to promote children rights. Write the verbs in brackets in the correct form and tense as in the example.

1- If children do not go to school, they (*have*) a good future.

If children do not go to school, they will not have a good future.

2- Children (be) good if they went to school.

.....

.....

3- If children (have) freedom, they would not be happy.

.....

.....

4- Many children (go) to school if child labour hadn't fought by authorities.

.....

.....

5- If government had protected children rights, they (be).

.....

.....

6- If people (sent) children to farm, they will be sent to prison.

.....

.....

7- If the government wanted to fight child labour efficiently, it (do) several campaigns.

.....

.....

8- The traffic of children would have stopped if the government (oversee) its borders.

.....

.....

UNIT 5: HUMAN RIGHTS

LESSON 3: LISTENING

Learning context: *On the occasion of the celebration of the World Human Rights Day, the English Club of your school has received an audio material (listening passage) in English via their website about the promotion and the respect of human rights. In order to sensitize their friends, the members of the club are listening to the podcast to get informed.*

ACTIVITY 1: Listen to the passage your teacher is going to read and point out its general idea.
.....

ACTIVITY 2: As you listen to the passage again, tick (v) the words you hear from the text like in the example.

contries		there	
young	v	these	
vary		right	
Haut		eble	
Oil		pupil	
often		Sell	
crual		Over	
hours		owners	
break		slave	
playing		not	
earn		look	

ACTIVITY 3: Listen to the passage once more and answer to the questions below

1- At what age do children work in some countries?

.....

2- Where do children pick cotton?

.....

3- How do employers treat children?

.....

.....

4- Do children have time to play? Why?

.....

.....

5- Can working children read or write? Justify your answer

.....

.....

6- How do parents who are not able to feed their children behave?

.....

ACTIVITY 4: Your teacher is going to read a list about children's rights and duties. Write **(R)** if the phrase expresses a right and **(D)** if it expresses a duty. An example has been done for you.

1- **D**

7-.....

2-

8-.....

3-

9-.....

4-

10-.....

5-

11-.....

6-

UNIT 5: HUMAN RIGHTS

LESSON 4: WRITING

Learning context: *The 1ere A1 students from LycéeModerne Zoukougbeu are writing a formal letter so as to take part in a writing competition organized by the Minister of Justice on the topic: “HOW SHOULD WE PROMOTE HUMAN RIGHTS”.*

ACTIVITY 1: Discuss with your partner and write the best option in order to make the following sentence meaningful.

The letter written to an official or an authority is.....

- a) an informal letter
- b) a formal letter
- c) an application letter

ACTIVITY 2: Discuss again with your partner and choose the right number to answer the question below

How many features are there in a formal letter? Circle the right number

6 - 7 - 8 - 9 - 10

ACTIVITY 3: In groups of four students, discuss and match the parts of the formal letter in column A to their definitions in column B. Write your answers in column C like in the example.

COLUMN A	COLUMN B	COLUMN C
1- writer’s address	a- it tells what the letter contains.	1-
2- date	b- a person’s autograph name or initials.	2-g
3- receiver’s address	c- a greeting	3-
4- salutation	d- a politeness formula	4-
5- heading	e- the person who writes the letter direction	5-
6- body of the letter	f- last and first name	6-
7- subscription	g- the day we write the letter	7-
8- signature	h- the person to whom the letter is addressed	8-
9- writer’s full name	i- the part where we say all things we want	9-

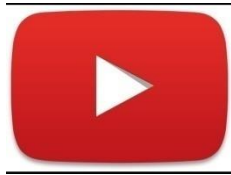
ACTIVITY 4: Always in groups of four students, discuss and use the different parts of a formal letter from column A in activity three, then draw the layout of a formal letter in the box below.

UNIT 6: TECHNOLOGY AND OUR LIVES

LESSON 1: SPEAKING

Learning context: Your school is organizing a Technology Day to raise students' awareness about the effects of Technology on our lives. Your English club designs a stand with a poster about the topic of the campaign and comments it to the visitors.

ACTIVITY 1: Observe the pictures, discuss with your partner, and name them



ACTIVITY 2: Discuss with your partner again and answer to the questions below

1- Name four social networks

.....

2- Do you use social networks? Why?

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

3- Are they important for people? Justify your answer

.....
.....

4- Do you think the use of social networks can be dangerous? Justify your answer

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

UNIT 6: TECHNOLOGY AND OUR LIVES

LESSON 2: READING

Learning context: *The different tools used to reach a great deal of audience are all possible thanks to technology. Your English Club wants to discuss the issue at the next meeting. The members are reading some articles from the internet to get prepared.*

ACTIVITY 1: As you read the text quickly, point out its main idea.

.....

.....

TEXT: How Technology and Social Networks Affect our World

If you ask around how people think technology and social networking affect them, many will say that they have an expanded circle of social connections, and stay in touch more.

In today's world, online social media has become more powerful and as well as the most destructive thing worldwide as long as with time, all generations have come to embrace the changes that social network has brought about; teenagers and young adults are the most fanatic users of sites such as Twitter, Facebook or Myspace. (...)

Technology is the present world. It affects people's daily lives. Whether it inspires somebody to be the master at videogames or makes somebody a computer hacker, it has changed the generation of teenagers and young adults rapidly.

Years ago, before these social technologies existed, our parents did not have fancy cell phones or high-tech computers back then because it was never created. They only had a bike and ball until it was worn out. Friends would go out and have a good time, and popularity would be something of importance to a lot of people. With the rise of these new technologies, traditional personal interactions will continue to be at risk unless we realize their negative effects on people. Social networking affects our lives in many ways, including our communication, self-expression, bullying, isolations, friendships, and even our very own sense of humanity.

With the constant use of social technologies, less people are communicating in person. Many people are becoming more isolated due to the lack of personal interaction. It is becoming easier to go through life with less personal confrontations and conversations. Many people are becoming used to only conversing through their computer. This trend has continued, and leads to developing an interesting number of adults that function well in a keyboard setting while failing at human interaction.

Some would argue that social sites and networks, such as Facebook, were created for the sole purpose of helping individuals communicate. In their opinion, there are good reasons that these technologies should be used, and communication is still the number one. Many people now use these networks to talk to their friends in other cities, states, or even other continents. They help the youth and any other user updated with what is happening around the world, help the teenagers stay connected and interact with each other even if they are many miles apart. This strengthens their relationship even if they finished school and moved to different locations, they stay connected and update one another.

Social media sites have also provided a platform whereby the youth can create groups and pages based on their common discipline and end up building connections and opportunities for their respective careers by updating various topics to discuss. Youth who have been interviewed say that social media has become their lifestyle and it makes their lives easier and efficient.

Unfortunately, standard communication is not the only way these social technologies are used. Indeed, technology and social networks might do more harm than good in case they are used in a way that could be dangerous and that could hurt people's lives ; and if we continue to overuse these sites, then they will negatively impact our communication, self-expression, friendship , and provide a perfect platform for isolation and cyber bullying.

With so many teens using social networking, it has become easier to target and torment one another in the comfort of one's own home. Individuals can now hack into other people's lives or cyberbully someone. You could hurt or be hurt by people over the internet or by a simple text message. When cruel comments are posted on an individual's page, anyone can see them; and no one is there to witness the attack. This makes it harder for a victim to ask for help.

People also have unlimited access to inappropriate content, allowing the spread of misinformation and therefore exposing youngsters to online predators.

Strangely enough, the use of social networks interferes with the way we converse, especially among teenagers; many of them have accounts on websites like Twitter, Tumblr, Facebook, etc., that are checked and updated daily using poor spelling and grammar. They do not realize that without person-to-person interaction, they are losing their language and communication skills.

Technology tools and social networks have become unquestionable parts of our society; they have influenced every aspect of our lives, as they are good tools for everyone to use. They seem to bring people together and stay connected. But if it is true that technological devices and social medias have made things easier, does it mean that they have made things better.

Passage selected and adapted from the Internet:
http://www.teenink.com/opinion/social_issues_civics/article/539423/Social-Networking-and-Its-Effect-on-Communication/

ACTIVITY 2: The words in column A are underlined in the text. Read the text and match each of them to its right meaning or synonym in column B. Do like in the example.

Column A	Column B	Column C
1- affect	a- decorative	1 -
2- worldwide	b- reinforces	2 -
3- teenagers	c- crack	3 -
4- fancy	d- global	4 -
5- interactions	e- tendency	5 -
6- trend	f- obvious	6 -
7- strengthens	g- young people	7 -
8- platform	h- vicious, brutal	8 -
9- hack	i- podium	9 – c
10- cruel	j- Influence	10 -
11- unquestionable	k- Conversations	11 -

ACTIVITY 3: Read the text once more and decide whether the following sentences are **True (T)** or **False (F)**. Then quote the lines to justify your answer. Follow the example.

- 1- **Adolescents are more concerned with the use of social networks. True (line 5-6)**
- 2- Technology influences users everyday.....
- 3- In the past people knew and used mobile phones of a superior grade.....
- 4- The spread of modern technologies will endanger people natural conversations.....
- 5- By modern technologies more and ore people are interacting in person.....
- 6- Via social networks, people are not able to exchange worldwide.....

- 7- Adults said social networks have become their way of living.....
- 8- Modern technologies always influence with certainty peoples' lives.....
- 9- The great use of social networks increases the number of hackers and cyber criminality.....
- 10- Social networks disturb the manner people interact.....
- 11- Technology and social networks haven't changed peoples' lifestyle.....

ACTIVITY 4: The words in the table below are all from the text. Use them to build new words in the same family. You can form some of them with prefixes and suffixes. An example has been given. Not all of them fulfil the whole condition. Put a cross (x) whenever you can not find an appropriate word.

Nouns	Adjectives	Verbs	Adverbs
Technology			
social			
	daily		
importance			
		Realize	
effects			
	personal		
		Argue	
		Strengthens	
	cruel		
			strangely

UNIT 6: TECHNOLOGY AND OUR LIVES

LESSON 3: LISTENING

Learning context: *On the occasion of the celebration of the World Technology Day, the English Club of your school has received an audio material (listening passage) in English via their website about the impacts of technology and social networks. In order to sensitize their friends, the members of the club are listening to the podcast to get informed.*

ACTIVITY 1: As you listen to your teacher read a passage, say what it is about.

.....
.....

ACTIVITY 2: Listen to the passage once more and choose the best option to complete the gaps in the sentences so as to make them meaningful.

- 1- As the technology is.....the social media has become the routine for everybody.
 - a- owing
 - b- throwing
 - c- growing
- 2- With different.....its impact is different on people.
 - a- fields
 - b- fills
 - c- films
- 3- Social media.....increased the quality and rate for collaboration.
 - a- us
 - b- has
 - c- as
- 4- Youngsters are daily.....in contact with these media.
 - a- sin
 - b- seen
 - c- sinned
- 5- Social media can abuse the society.....invading on people's privacy.
 - a- bay
 - b- bye
 - c- by
- 6- Some useless.....can influence youth that can become violent.
 - a- blogs
 - b- blobs
 - c- blocs

ACTIVITY 3: Listen to the passage again and give short answers to the following questions.

- 1- What does the text point out?
.....
- 2- Which fields do technology and social networks impact?
.....
.....

UNIT 7: POLITICAL CHANGE

LESSON 1: SPEAKING

Learning context: On the occasion of the celebration of the National Peace Day, the English Speaking Club of your school is organizing a debate on fair and transparent political in Africa. In order to take part in this moment of exchange, the members of the English club decide to get informed about this issue.

ACTIVITY 1: As you discuss with your usual partner, match the different forms of governments in column A to their definition in column B. write your answers in column C like in the example.

A	B	C
1- Communism	a- A system of government in which the state plans and controls the economy and a single - often authoritarian – party holds power; all goods are shared by the people.	1 - a
2- Dictatorship	b- Government by the military	2 -
3- Gynocracy	c- A government in which a single ruler has absolute power.	3 -
4- Oligarchy	d- Government by women	4 -
5- Socialism	e- A form of government in which a ruler or small clique control absolute power. The citizens do not possess the right to choose their own leaders.	5 -
6- Aristocracy	f- Government by the nobility or upper class in which power is derived by how much money and property you possess.	6 -
7- Hoparchy	g- Government in which the supreme power is retained by the people, in which the people come together to decide on all laws and methods for ruling the government	7 -
8- Monarchy	h- A government in which control is exercised by a small group of individuals whose authority generally is based on wealth or power.	8 -
9- Democracy	i- A government that seeks to subordinate the individual to the state by controlling not only all political and economic matters, but also the attitudes, values, beliefs of its population.	9 -
10- Totalitarian	j- Government in which the supreme power is lodged in the hands of a Monarch who reigns over a state or territory, usually for life and by family.	10 -
11- Tyranny	k- Government in which planning, producing; and distributing goods is controlled by a government that seeks a just and equitable distribution of property and money.	11 -

ACTIVITY 2: discuss with your neighbor and give the process or the steps of an election in the following lines.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 3: discuss in groups of four the following.

Which form of government do you prefer for political system of your country? Justify your answer

.....

.....

.....

.....

.....

.....

UNIT 7: POLITICAL CHANGE

LESSON 2: READING

Learning context: *The English Club of your school is invited to a conference organized by the American Center about the conditions for fair and transparent political change in Africa. You read some articles on the conference for the next debate of your school.*

ACTIVITY 1: As you read the text in a few minutes, answer the question below.

What's the text about?

.....
.....

TEXT: Africa is on the move!

African countries and societies are advancing along various development paths. For some, Africa is the “booming continent” of our times. For others, it is home to majority of the “bottom billion”. In the German Development Institute’s Briefing Paper series on African Developments, researchers from Europe and Africa regularly examine the African agenda and analyze African trends with a view to taking stock and identifying the challenges that will face the continent in the years to come.

Multiparty elections have become frequent events in almost all countries of sub-Saharan Africa (SSA). But in 2010 and 2011 an exceptionally high number of elections have been held. By mid-2011 presidential and/or parliamentary elections had taken place in 20 countries. While voting has become a regular occurrence in many of these countries, has it been accompanied by an improvement in democratic quality?

An analysis of recent elections and trends since the last round of voting produces an ambiguous picture. On the positive side, the relative stability of democracies in several small island states, such as Mauritius, has been confirmed. These have also been encouraging signs in the competitiveness and fairness of elections in few countries with hybrid regimes, such as Nigeria; others, such as Guinea and Côte d’Ivoire, have (re) introduced voting after ruptures. Yet these slight improvements have often been accompanied by violence. Furthermore, many regimes restrict political freedom and competition and use elections more as a façade for their continuing rule, as in the Central African Republic (CAR) and Rwanda. In fact, almost half of the countries that have recently held elections are showing a worrying tendency to maintain or even step up authoritarian measures and political exclusion.

Compared to the 1980s, democratic quality has generally improved in SSA, but change has or not been consolidated in many countries. A wave of upheavals and revolutions as in the Arab world remains unlikely in SSA in the near future. The strategies and instruments applied by international actors therefore need to be adapted to the varying speeds and stages of democratisation within the region. Where basic respects for the rules of the game and political freedoms have been established, electoral assistance remains a key tool. But where such authoritarian practices as the harassment of civil society or restrictions of the freedom of the press prevail, greater emphasis must be placed on the need for a level political playing field and meaning institutional reforms.

Adapted from European Union Institute for Security Studies, Paris. Dr. Judith Vorrath

ACTIVITY 2: As you read the text once more, choose the best option that is suitable to the word taken from the text. Do like in the example.

1- paths (line 1) a- methods b- laws c- roles	A	7- restrict (line) a- limit b- give c- pass	
2- trends (line) a- principles b- opportunities c- tendencies		8- established (line) a- ordered b- confirmed c- organized	
3- regular (line) a- irregular b- steady c- particular		9- harassment (line) a- moment b- torment c- clement	
4- ambiguous (line) a- clear b- vague c- obvious		10- emphasis (line) a- attention b- information c- occupation	
5- relative (line) a- pertinent b- relation c- relatively		11- reforms (line) a- developments b- advancements c- amendments	
6- furthermore (line) a- despite b- nevertheless c- moreover			

ACTIVITY 3: The passage below is about a political challenge in Africa. As you read it, complete it with the missing words from the box so as to make it meaningful. An example has been done for you. **8- Elections**

affairs – elected – context – citizens – equal – democratic – interest – right – will – elections - opinion

Elections belong to people. Principles for (1)..... elections are usually traced to the precept that (2).....have the rights to take part in government and in the conduct of public (3)..... of their countries. In elections, every citizen therefore must be provided “the (4)..... and the opportunity” without discrimination based on distinctions such as race, gender, religion, language, property or political or other (5)..... and without unreasonable restrictions to vote and to be (6)..... at genuine periodic elections, which shall be by universal and (7).....suffrage and shall be held by secret ballot guaranteeing the free expression of the will of the elections.

(8).....therefore are organized explicitly to ascertain and honor the people’s (9).....as to who should occupy elected office and govern in the people’s (10)..... This illustrates the collective character of the right to genuine elections, while international human rights instruments principally address individual rights in the electoral (11).....

ACTIVITY 4: The following sentences are about principles in elections. As you read them choose the appropriate conjunction in brackets to fill in the blanks. Do like in the example.

- 1- Genuine, inclusive, free (**if – and – or**) fair elections are indispensable component of democratic governance.
- 2- There can be no free, fair and transparent elections..... (**while – when – without**) full respect for human rights.
- 3- Transparency is a byword I any discussion of democratic elections,..... (**as – yet – now**) the bases for claims that election processes must be transparent are not often explored.
- 4- The principle of transparency,....., (**nonetheless – because – only**), is more directly based on internationally recognized human rights fundamental freedoms.
- 5- A number of interests interface..... (**when – while – without**) transparency in election processes is considered, including efficiency in organizing elections.
- 6- The interests of citizens..... (**even – before – both**) as electors and electoral competitors, in knowing that the processes surrounding elections are accurate and honest..... (**therefore – after – before**) should receive the paramount position when balancing of interests is required.
- 7- Fairness in media coverage of electoral contestants..... (**either – not only – neither**) affects how electors might exercise their choices at the ballot box,..... (**but – or - nor**) public perceptions of unfairness undermine confidence in the electoral process.
- 8- Electors and electoral contestants must be provided with in formation about electoral procedures.....(**so much – unless – so that**) they may exercise their rights.
- 9-(**in spite of – in order to – as if**) the recent achievements in democratization, elections in some African states remain a recurrent source of human rights violations.
- 10-(**whether – while – without**) has been achieved in favour of free and fair elections in West Africa during the last two decades, much remain to be done..... (**despite – so that – in order to**).

UNIT 7: POLITICAL CHANGE

LESSON 3: LISTENING

Learning context: *The English Club of your school is invited to a video conference organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. You listen to the conference and take notes for the next debate of your club.*

ACTIVITY 1: Listen to the text and then point out its main idea.

.....

ACTIVITY 2: From the list of words below, only one is from the text, as you listen to the text again choose the appropriate word and underline it as in the example.

- 1- corruption – corruption – corruption
- 2- impediment – impedimant – impedimint
- 3- system – systeme – sistem
- 4- word – world – worth
- 5- andemic – endemic – endemik
- 6- beer – bear – beare
- 7- hability – abillity – ability
- 8- week – waek – weak
- 9- pablic – public – publique
- 10- been – bean – baen
- 11- lacs – lacks – lakcs

ACTIVITY 3: As you listen to the text once more choose the suitable answer to each question.

- 1- **Which continent is the text pointing out its corruption record?**
 - a- America
 - b- Africa
 - c- Asia
- 2- **Has corruption ravaged all the African system?**
 - a- No, it hasn't
 - b- Perhaps
 - c- Yes, it has
- 3- **Generally speaking, Africa is the most corrupt continent.**
 - a- True
 - b- False
- 4- **How is corruption qualified in the passage?**
 - a- An infection as an epidemic.
 - b- An infection as a pandemic.
- 5- **Where does corruption occur?**
 - a- Corruption occurs in the political field.
 - b- Corruption occurs in the economic field.
 - c- Corruption occurs in the political, economic and administrative fields.
- 6- **Where is corruption worse? circle the right(s) letter(s)**
 - a- Where institutions are strong.
 - b- Where rule of laws are rigorously observed.
 - c- Where political patronage is very well practiced.
 - d- Where professionalism of the public sector has been eroded.
 - e- Where civil society has the means to bring public pressure to bear.

ACTIVITY 4: Listen to the text again and answer the following questions

What do you think about corruption in Africa? Are you for or against corruption?

Give examples to support your opinions.

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UNIT 8 : AFRICAN CULTURAL HERITAGE

LESSON 1: SPEAKING

Learning context: *The English Club of your school is invited to a conference organized by the Civilization Museum of Abidjan about African Cultural Heritage. You take part to the conference and take notes for the next debate of your club.*

ACTIVITY 1: Discuss with your usual partner and match each word from column A to its definition in column B. Write down your answers in column C.

COLUMN A	COLUMN B	COLUMN C
1- Culture	a- frequent repetition of the same behaviour.	1 -
2- Civilisation	b- the beliefs, values, behaviour and material objects that constitute a people's way of life.	2 -
3- Custom	c- a part of culture that is passed from person to person or generation to generation.	3 -
4- Tradition	d- the way of conceiving the world and the reality. It covers many things; the way of speaking, dressing, behaving.	4 -
5- ceremony	e- the celebration of a special event usually held on a particular day or time of the year.	5 -
6- festival	f- the traditional words or actions that accompany an important event.	6 -

ACTIITY 2: As you look at to the pictures below describe them, and answer to your teacher's questions



ACTIVITY 3: In this globalized world it is harder and harder to keep African Cultural Heritage. In order to involve students in reflecting on the issue, the English Club of your school organizes a debate about the main African cultural legacy.

In groups of four students, discuss and say:

- What do you think about African cultural heritage
- Do people respect their culture
- What should be done to keep African cultural legacy.

.....

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.....

.....

UNIT 8: AFRICAN CULTURAL HERITAGE

LESSON 2: READING

Learning context: The students of 1ère A1 of College Boliadé Zoukougbeu are exploiting some articles about the main African cultural legacy so as to reflect on the issue for the next English club meeting.

ACTIVITY 1: As you skim the text, choose the most suitable heading that best summarizes it.

- a- African ceremonies: Festivals
- b- African ceremonies: Passages
- c- African ceremonies: Ceremonies

TEXT:

From ancient times, African societies have marked the **transitions** of the life cycle, from birth to death with **rites** of passage. Through these “journeys of the spirit”, as the West African Shaman and teacher Maildoma Patrice Some has called them, people are able to **transcend** the everyday concerns of life to connect with their own spirits and with the spirit world. Rites of passage have value for both the individual and the community. **Ceremonies** that mark the passage of life provide clear definitions of society’s expectations of the individual and they give him or her a sense of identity and belonging.

From the moment of birth, an African child is connected to family, community and the ancestors. Many different ceremonies are **performed** to reinforce these connections, and to prepare children to become the **custodians** of the culture of their people. Because infant mortality remains high, the people of many African cultures are extremely superstitious during the first few years of a child’s life, and carry out **rituals** to protect from hazards.

The Himba of Namibia never leave a baby on its own or never put it down, lest the child be stolen away by some malevolent spirit. The Wodaabe of Niger do not name the child before the 12th birthday so that he or she cannot be identified by the spirit of death. For the Massai babies, however, names are so important that they are **bestowed** by village elders soon after birth. In all African societies, **childhood** is a time for learning responsibilities and skills that enable children to contribute to their communities. It is nevertheless, also a time for children to develop creativity through imaginative play. Children are encouraged to take an active part in communal ceremonies and thereby begin their first steps on a journey that encompasses all the realms of human experience.

As they enter the adult world during their teenage years, African youngsters **undergo** a variety of **initiation** rituals. These rites provide individuals with instruction about what will be expected of them during the next phase of their lives. The common experiences that they undergo during the initiation period also bind the individuals together and reinforce the idea of community. In all initiation ceremonies, a select group of elders takes charge of the sequence of ritual events. To begin their training, initiates often enter a special place, a sacred forest or ritually built house. It is there that they lose their childhood identities and gain their adult selves. After a period of instruction, the initiates undergo an encounter or ordeal that marks the climax of their initiation and the beginning of their new lives. Many African societies also make additional transitions as the individual progresses through a series of stages in life, with roles and responsibilities clearly defined for each age level. Among the Massai, for example, a male moves from role to role from young cattle herder- through a series of warrior to married family man to elder of the community – through a series ceremonies extending over 25 years. All of the males of the same age in a community participate as a group in the communal ceremonies that mark each transition.

Adapted from

ACTIVITY 2: The words in column A are underlined in the text. Read the text and match each of them to its meaning or definition in column B. Write your answers like in the example.

COLUMN A	COLUMN B	ANSWERS
1- transitions	a- keepers	1 -
2- rites	b- experience, pass through	2 -
3- transcend	c- religious customs	3 -
4- ceremonies	d- period between infancy and puberty	4 -
5- performed	e- passages	5 -
6- custodians	f- repeated set of actions	6 -
7- rituals	g- pass beyond	7 -
8- bestowed	h- rite of admission	8 -
9- childhood	i- executed	9 -
10- undergo	j- rituals with religious significance	10 -
11- initiations	k- provided	11 -

ACTIVITY 3: Read the text again and choose the suitable answer to each question. Circle the right letter.

1- How did African mark transitions of the life cycle?

- a- With transitions
- b- With rituals
- c- With spirit

2- Where do rituals of passages have importance?

- a- For the initiate
- b- For the whole people
- c- For the initiate and the whole people

3- What do passages give to the initiates?

- a- A sense of being powerful
- b- A sense of selfhood and belonging
- c- A sense of having new spirit

4- When is an infant from Africa linked to family, community and progenitors?

- a- At birth
- b- At death
- c- At living

5- Why are different ceremonies executed?

- a- To encourage children in order to keep their traditions
- b- To encourage children in order to be powerful
- c- To encourage children in order to be able to do rituals

- 6- What did the Himba of Namibia used to do?**
- a- They would leave their babies on their own and put them down
 - b- They no more leave their babies on their own and put them down
 - c- They leave their babies on their own and put them down
- 7- When are learning responsibilities and skills possible in African societies?**
- a- At infant period
 - b- At adult period
 - c- At old period
- 8- During initiation ceremonies, who is in charge of the rituals?**
- a- The whole community
 - b- A special group of people
 - c- A select group of youngsters
- 9- What do initiates obtain once the initiation starts?**
- a- Children identities
 - b- Ritual events
 - c- Adult selves
- 10- Where do people go to start their initiation?**
- a- A special community
 - b- A special place
 - c- A special family
- 11- Where are the Massai from?**
- a- From Namibia
 - b- From Kenya
 - c- From Niger

ACTIVITY 4: Read the statements below and choose an appropriate word from the box for each gap. A word can do more than once. An example has been done.

make – made – do – done – did

- 1- I'm going toan effort to encourage young people in respecting their culture.
- 2- What have youto experience your own tradition?
- 3- You shouldnote of the ceremony.
- 4- During the ceremony, whoa speech before starting?
- 5- Peter: Could youme a favour, please?
John: Oh yes, but let'ssomething exciting
- 6- My participation in this initiation ceremonyme some good.
- 7- John: I think the third candidate to the initiation ceremony ***made*** a mistake.
Peter: Of course, and the fourth onea great difference.
Guy: Well, but I think the tenth haven't badly.
John; Later I willa suggestion if possible.

UNIT 9: CONSUMPTION AND THE CONSUMER SOCIETY

LESSON 1: SPEAKING

Learning context: One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. You interpret some pictures about advertisements to get prepared.

ACTIVITY 1: PICTURE INTERPRETATION



ACTIVITY 2: With your neighbor discuss and give your opinions about the questions below

1- What do you think about “**words**” used in advertisements?

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

2- Why do people advertise their products?

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

ACTIVITY 3: In column A are the main types of advertisements. As you discuss with your usual partner, match each of them with its right definition in column B. write your answer in column C.

COLUMN A	COLUMN B	COLUMN C
1- Brand advertising	a- Professional-oriented advertising intended for distribution among groups formed by their belonging to a particular occupation. Such advertising is spreading mainly through specialized publications.	1 -
2- Commerce and retail advertising	b- It is one of the most prominent and the most influential types of advertising where a positive image of the leader is formed.	2 -
3- Political advertising	c- It is usually visual and textual advertising. Such advertising is intended primarily to achieve a higher level of consumer recognition of specific brands.	3 -
4- Advertising with a feedback	d- Unlike business advertising, it is oriented to the audience, united mainly by people social status.	4 -
5- Corporate advertising	e- Advertising of this type focuses on the specific production organization or product sales. It can be a service company or shop.	5 -
6- Business advertising	f- Such advertising almost never contains advertising information and serves for the preparation of the public opinion to support the point of view of the adviser.	6 -
7- Public or Social advertising	g- This type involves an exchange of information with potential customers. Most common way is a direct mail to specific recipients that has the greatest interest for advertisers as possible buyers.	7 -

UNIT 9: CONSUMPTION AND THE CONSUMER SOCIETY

LESSON 2: READING

Learning context: One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. You google search some sources from the internet to get prepared.

ACTIVITY 1: Read the text quickly and point out its main idea.

.....

TEXT:

Look back into history and you will find patterns of **consumption** very different from those that exist today. Turn the clock back just a few centuries, and almost no one in any country spent a significant amount of time or resources on shopping for **goods** produced far from home. Before the Industrial Revolution – that is, before the late 18th century in England, or the middle of the 19th century in the rest of Western Europe and North America – the vast majority of each country's population lived in rural areas and worked in agriculture. Their clothing and household possessions were extremely limited by today's **standards** and were typically made by household members or by artisans from the same village. **Fashions**, technological change, and social pressure did not drive people constantly to make new **purchases**; rather, individual material goods were used, with repairs if needed, for decades. Major items such as winter coats were expected to last a lifetime and more and were often passed from one generation to the next.

A small elite, of course, had long enjoyed higher consumption standards and habitually bought luxury goods and services. Elite consumption created employment for small numbers of artisans and merchants, often clustered around the courts and **trading** centers of each country. However, purchases by the elite were not large enough to transform a predominantly agrarian economy. Rather, elite consumption depended on the existence of agriculture, since upper-class incomes were directly or indirectly derived from rents, taxes, or other payments extracted from rural areas (...)

Many of the institutions that sustain and **promote** mass consumption first took shape near the end of the 19th century—in the same period; it turns out, when economic theory first gave consumers a central role to play. Department **stores** appeared in the big cities of England, France, and the United States, creating comfortable semi-public spaces in which consumers could contemplate many different purchases. New packaging technologies were developed, allowing distribution of goods in bags, cans, and bottles. This technological advance made it possible for the first time to create nationally and internationally known "brand names" in the marketing of foods, beverages, cosmetics, and other goods.

Above all, **advertising** emerged as an essential component of the marketing and distribution of goods. Although advertising has existed as a specialized profession for only about a century, it has become a force rivaling education and religion in shaping public values and aspirations. In the U.S. today, the amount of money spent annually on advertising exceeds total U.S. public **expenditures** (by federal, state, and local governments) on police protection, natural resources, and higher education combined (see the accompanying Economics in the Real World commentary).

Advertising is often justified by economists as a source of information about products and services available in the marketplace. While it certainly plays that role, it does much more as well. Advertising appeals to many different values, to emotional as well as practical needs, to a range of desires and fantasies. The multitude of advertisements that we encounter all carry their own separate messages; yet on a deeper level, they all share a common message – they are selling the joys of buying, promoting the idea that purchasing things is, in itself, a **pleasurable** activity.

Microeconomics in Context Copyright M.E. Sharpe, 2008.

Neva Goodwin, Julie A. Nelson, Frank Ackerman and Thomas Weisskopf

ACTIVITY 2: Read the text and match each word from the text in column A to its synonym or definition in column B. Do like in the example.

COLUMN A	COLUMN B	COLUMN C
1- consumption	a- the act of consuming	1 - a
2- goods	b- stocks	2 -
3- standards	c- enjoyable	3 -
4- fashions	d- qualities	4 -
5- purchases	e- promoting	5 -
6- trading	f- encourage, incite	6 -
7- promote	g- outlay	7 -
8- stores	h- commercing	8 -
9- advertising	i- acquisitions	9 -
10- expenditures	j- tendencies	10 -
11- pleasurable	k- wares, products	11 -

ACTIVITY 3: The following statements are about the text. Read them and decide whether they are *True (T)* or *False (F)*. Then justify your answers by quoting line(s) from the text. An example has been done for you.

- 1- **The fact and act of consuming are likely the present time. False (line 1 – 2)**
- 2- Country’s population used to live in cities and work as farmers.....
- 3- Tendencies and modernity help people to make new acquisitions
- 4- A special class of people pleased qualities and bought very expensive and comfortable products.....
- 5- The elite’s acquisitions largely changed the principally agrarian economy.....
- 6- Department stores appeared in all the cities of United States.....
- 7- Thanks to modernity distribution of products are now possible in bags, cans and bottles.....
- 8- “Brand names” mean trademarks or logos.....
- 9- In America the sum of money used up per annum on advertising equals that of its expenses.....
- 10- Advertising is about goods and services found in the marketplace.....
- 11- Advertisements share individual message, that of selling.....

ACTIVITY 4: The paragraph below is about advertising. Read it and fill in the blanks with the appropriate word from the box so as to make it meaningful. Write your answers like in the example.

products – promotion – qualities – audience – advertising – consumers – consumption – ideas – message – attitude – reaction.

Companies need not only to produce good (1)..... products but also to inform (2).....about their benefits. In order to make a new product to succeed, it must have the desired parameters for consumers, to be unique, and consumers should have the information about its characteristics. To do this, companies need to use different means of (3)..... The main way of promoting is the (4)..... Advertising is any paid by a specific sponsor form of non-personal presentation and promotion of (5)....., goods and services. Organizations use advertising to tell about themselves, about their (6)..... and services or about some of their activities for an (7).....selected in a certain way and with the hope that this (8)..... will cause a responding (9)....., which is in fact when consumers start buying the advertised product or increase its (10)..... Otherwise the reaction can be of the level of perception when the consumer generates a certain (11)..... or opinion about the product or brand.

UNIT 9: CONSUMPTION AND THE CONSUMER SOCIETY

LESSON 3: LISTENING

Learning context: One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. You listen to some texts in order to discuss its impacts on the consumers.

ACTIVITY 1: The text your teacher is going to read is about advertisement. Listen to the text and say what does it deals with. Choose the best option.

- a- Advertising campaigns
- b- Advertising objectives
- c- Advertising as promotion

ACTIVITY 2: Listen to the text again and complete the following statements with words or expression from the text so as to make them meaningful.

- 1- Eachis a specific communication that must be.....
- 2- Advertising is a form of
- 3- Thisthat the target consumers should be identified.
- 4- Theof advertising were traditionally stated of direct sales.
- 5- Advertising..... to condition the consumerhe or she may have a To the promotional message.
- 6- Advertising objectives serves asfor the planning andof the entire advertising programme.

ACTIVITY 3: The dialogue you are going to listen to is about the advertisement of a new mobile phone. As you listen to the dialogue, answer the questions

- 1- What are Fanta and her friends talking about?
.....
- 2- Who's got a new mobile phone?
.....
- 3- What's special about Maria's new cell-phone?
.....

ACTIVITY 4: Listen to the dialogue again and choose the best answer for each question.

- 1- **What phone did Maria get?**
 - a- She got the newest mobile phones.
 - b- She got the last phone in the Instant mobile phones.
 - c- She got the new IS 650 from Instant mobile phones.
 - d- Maria got the latest and the best Instant 1000 phone.

2- Compare Maria's phone to Gondo's.

- a- The two phones are the same.
- b- The two phones are similar and have the same functions.
- c- Gondo's cell-phone is newer than Maria's phone.
- d- Maria's phone is the same as Gondo's.

3- What is the special offer for students?

- a- Buy a phone from Instant mobile phones and get a SIM card and air time worth 1000 francs.
- b- Get a new mobile phone for 1000 francs and get a free SIM card and air time.
- c- Buy the newest and the best mobile phone for 1000 francs.
- d- Buy the new Magic 1000 phone and get a free blue SIM card worth 1000 francs.

4- What does Adèle advise her friends?

- a- She says they should be careful with what we read in the ads.
- b- Adèle thinks students should not believe what they read in the ads.
- c- She says the advertisements make us want new phones all the time.
- d- Adèle thinks the ads make us spend more money.

5- What does the pronoun "it", refer to in this sentence? Fanta: it's similar to the new Magic 1000.

- a- Maria's new phone.
- b- Fanta's cell-phone.
- c- Gondo's mobile phone.
- d- A special offer.

UNIT 9: CONSUMPTION AND THE CONSUMER SOCIETY

LESSON 4: WRITING

***Learning context:* One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. As members you decide to create a poster advertisement for a product that you can sell.**

ACTIVITY 1: Below are the different steps and tips you have to follow in creating an advertisement poster. As you read them discuss with your neighbor and reorder them.

- a- Write an advertisement: get a large sheet of paper; plan the layout of the advertisement in pencil. Then use pens, paints and pictures to complete the advertisement.
TIPS: use big, clear letters; use bright, strong colours. Use comparatives and superlatives; include a special offer.
- b- Sell your product: use the poster you have made to sell the product.
TIPS: speak clearly. Stress some words more than others. Be enthusiastic!
- c- Brainstorm your ideas: you have to brainstorm the product you are going to sell.
TIPS: think about things; which words can you use to describe the product? What is special about the product?

ORDER:

ACTIVITY 2: After ordering the different steps and tips of a poster advertisement, use them as guidelines to create your own poster advertisement of a product of your choice. Do it in groups of four students.

UNIT 10: FRIENDSHIP, DATING AND ENTERTAINMENT

LESSON 1: SPEAKING

Learning context: The next English Club meeting will discuss how to value friendship. In order to get prepared, you are asked to discuss in groups what you think the 10 commandments of good friendship are.

ACTIVITY 1: Observe the pictures and say what they are doing in each case.

Question: what could you do during your spare time?

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

ACTIVITY 2: Below are 10 commandments of friendship and 10 commandments of dating. As you read them discuss with your neighbour and rank them in the right column.

You shall not ignore your date – You shall not lie – you shall be understanding to your friends at all times – you shall not wear out your welcome with your friends – you shall not come on too strong – you shall not choose your friends on superficial grounds – you shall not pick fights with friends – you shall not drink or become intoxicated – you shall not whine – you shall not withhold good from your friend – you shall be available to your friends whenever you need you – you shall not use your cellular – you shall recognize the incredible influence friends have on you – you shall not talk about your ex – you shall not show up over 20 minutes late – you shall encourage your friends for someday you shall need encouragement – you shall not demand your own way from friends – you shall not commit an act of road rage – you shall not talk building a family – you shall be open and honest with your friends so they will be open and honest.

Ten Commandments of Friendship	Ten Commandments of Dating

ACTIVITY 3: Discuss in groups of four students the following topic:

Topic: To what extent is dating different from friendship?

Then appoint a member of your group to report your view point to the class.

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UNIT 10: FRIENDSHIP, DATING AND ENTERTAINMENT

LESSON 2: READING

Learning context: *The next English Club meeting will discuss absent friendship, dating and entertainment. In order to get prepared, the teacher makes his 1ère A2 students read some articles.*

ACTIVITY 1: Read the text and give short answers to the questions below.

- 1- Read paragraph 1 (in italics) and say what it is.

.....

- 2- As you read the other parts of the text, say what it is about.

.....

TEXT: We want to leave!

I'm 16 years and my sister is 17 and we want to leave home and get a flat of our own. If our parents don't want us to leave, how old would we have to be before we could go without their permission? Also, could you give us a few details on how to go about finding a flat? We're really unhappy at home as our parents are very strict with us—we're not allowed to choose our own clothes and we have to be in at 9 p.m. every night. We'll both be leaving school shortly, but they still treat us like kids. Please help.

Karen and Liza. Wolverhampton.

You're in a pretty frustrating situation just now, girls, and I do sympathise. You're old enough to feel that you deserve a bit more freedom than you're getting at home and leaving to live on your own must seem the obvious answer, but I'm afraid it's not as simple as all that.

Firstly, you can't leave home without your parents' permission until you're 18. This means that you really will have to stay at home until then, unless your **folks** agree to you sharing a flat.

Secondly, it's just not that easy for someone of your age to support themselves away from home. You'd have to pay for an awful lot more than you do at present—all your food and household goods, fuel bills, clothes, entertainment, holidays, bus fares—in fact, anything and everything you need! And budgeting for all these, takes a lot of thought and experience.

Running away is no solution either—money runs out very quickly when you've no job and no-one to support you, and it's so easy to find yourself becoming involved in crime, drugs, drinking or trouble with the police.

Instead, why not try to think of some ways in which you could improve life in the meantime? Explain to your parents how you feel about the rules they impose—for instance, that their 9 p.m. deadline means you can't really join in properly with your friends' activities. If they're afraid for your safety, perhaps they could arrange to collect you from discos and parties at an agreed time, until they could see that you'd come to no harm and could look after yourselves.

Explain too that you'd like a bit more freedom of choice in what you wear. Why not suggest that you and your mum all go shopping together? Once she sees that you're not suddenly going to become wildly outrageous, she'll probably be happy to let you have a bit more say.

Put your case in calm, mature way and you'll have more chance of getting what you want. Let your parents see how grown-up you are and they're much more likely to treat you as adults—and that's really what you want, isn't it?

It won't be that long until you're 18 —honest!—and then you'll be able to do whatever you want!

Adapted From Patches (1981)

ACTIVITY 2: Read the text again and match each word from column A to its meaning or synonym in column B. do like in the example.

Column A	Column B	Answers
1- home (line)	a- merit	1 –
2- permission (line)	b- shocking	2 –
3- strict (line)	c- temptations	3 –
4- sympathize (line)	d- authorization, consent	4 –
5- deserve (line)	e- have a common feeling	5 –
6- freedom (line)	f- parents	6 –
7- folks (line)	g- security	7 –
8- crime, drugs, drinking (line)	h- ameliorate	8 –
9- improve (line)	i- place where one lives with his family	9 –
10- safety (line)	j- liberty	10 – g
11- outrageous (line)	k- severe, rigorous	11 –

ACTIVITY 3: As you read the text once more give short answers to the following questions.

1- How old are Karen and Liza?

.....

2- Why do they write this letter?

.....

3- Are Karen and Liza youngsters or adults? Justify your answer.

.....

4- Can Karen and Liza leave home without being granted? Why?

.....

5- Why will it be difficult for them to live alone?

.....

6- Which problems can Karen and Liza face if they want to live alone?

.....

7- What the adviser suggests to them in order to ameliorate life in the meantime?

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

8- Can they go all things they want after 18 years of age? Why?

.....
.....

ACTIVITY 4: Below is listed some adverbial expressions of time, as you read them place them under the right headings in this table.

Adverbial expressions: since World War II – in the past few decades – soon – nowadays – thirty years ago – these days – during the next two decades – in the early of this century – during the nineteenth century – about ten years ago, this year – in the 1940s – between 1930 and 1950 – in the last few years – in the course of 1930s – during the present decade – sometime in the next few years – at this moment – the day before – the following day – last month – next month – by 2020 – today – yesterday – tomorrow – now and then.

PAST TIME	PRESENT TIME	FUTURE TIME