

**STUDENT'S BOOK**

# **Win Skills**

**3<sup>e</sup>**

Speaking  
Writing  
Listening  
Reading

**3 000  
F CFA**







# STUDENT'S BOOK

# WIN SKILLS



**GOUHI Gahé Théophile**

Inspecteur Pédagogique Principal, APFC - Abidjan III

**DOGO Ange Guy**

Inspecteur Pédagogique, APFC - Abidjan I

**OURÉGA Gnangbo Sylvestre**

Inspecteur Pédagogique Principal

**KOUASSI Kouassi Hereka**

Professeur de Lycée

**KONÉ Méfangbé**

Professeur de Lycée

**KOUAMÉ Meh Joël**

Professeur de Collège

**JD Éditions**

21 B.P. 3636 Abidjan 21  
Côte d'Ivoire

# NOTE DE PRÉSENTATION

**Le Manuel WIN SKILLS 3<sup>e</sup>** a été élaboré en tenant compte des besoins et des préoccupations, aussi bien de l'enseignant que de l'élève. Il est conforme au Programme Éducatif en vigueur et répond aux exigences de l'Approche par les Compétences (APC), dont la finalité est de parvenir à asseoir, chez l'élève, les capacités d'agir et d'interagir dans des situations de la vie courante. Pour parvenir à cet objectif ambitieux, les auteurs proposent les rubriques suivantes :



## I. Proverbs, quotes, sayings...

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

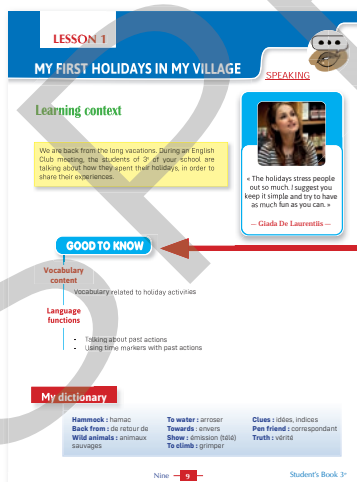
## II. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de l'environnement socioculturel de l'élève. Ainsi, à chaque fois qu'il / elle aborde une nouvelle leçon, l'élève est immergé (e) dans des circonstances contextualisées dans lesquelles il / elle peut se retrouver ; ce qui confère à l'apprentissage un caractère réaliste. Les situations proposées dans ce manuel peuvent être adaptées aux réalités des apprenants.



## III. Good to know

À l'entame de chaque nouvelle leçon, cette rubrique évoque les centres d'intérêt lexicaux qui seront abordés (**VOCABULARY CONTENT**), et les fonctions langagières à l'étude (**LANGUAGE FUNCTION**). L'élève est ainsi mis en appétit !



**LESSON 1**

**MY FIRST HOLIDAYS IN MY VILLAGE**

**Learning context**

We are back from the long vacations. During an English Club meeting, the students of 2<sup>nd</sup> of your school are talking about how they spent their holidays, in order to share their experiences.

**GOOD TO KNOW**

**Vocabulary content**

Vocabulary related to holiday activities

**Language functions**

Talking about past actions  
Using time markers with past actions

**My dictionary**

Hammock : hamac  
Back home : de retour de  
Wild animals : animaux sauvages

To water : arroser  
Towards : envers  
Show : émission (télé)  
To climb : grimper

Close : idées, indices  
Peer friend : correspondant  
Truth : vérité

Nine — 9 — Student's Book 2<sup>e</sup>

## IV. My dictionary

Pour chaque leçon, sont définis, en français, tous les mots et expressions qui pourraient éventuellement représenter un obstacle à la compréhension des consignes. Les auteurs ont préféré les inscrire en cet endroit plutôt qu'à la fin du livre ; réduisant ainsi les difficultés de l'élève à aller les chercher aussi loin.

## V. Session (s)

Cette notion correspond aux séances 1 et 2 de la leçon. Chacune d'elles commence par **LET'S EXPLORE** qui est la phase de présentation du nouveau vocabulaire et des fonctions langagières souvent présentées sous forme de dialogue pour les rendre plus communicatives. À cette étape succède **LET'S PRACTISE** qui est la phase de manipulation. Plusieurs types d'outils d'évaluation ont été utilisés. Ces dernières activités se terminent par **LET'S TAKE HOME** : un ou deux exercices à traiter à la maison pour parachever la phase de manipulation.

**Session 1**

Vocabulary	Language function	Structure
to spend holidays, to rest, to swim in the river, to go fishing, to set a trap, to go hunting, to tap some palm wine, to dig some tomatoes, to pick mangoes, to dig up yams	Talking about past actions with the past simple	A : Where did Theresa go for holidays? B : She went to Gagnoa. A : When did Samuel arrive? B : He arrived last Sunday.

**Let's explore**

**Listen and repeat 1**

Orlène : Hi, Ezechiel ! Did you spend your holidays in your village or in the city?  
Ezechiel : Oh I spent the holidays in my village.  
Orlène : Can you tell me the activities you did there?  
Ezechiel : Of course ! In the mornings, my father and I went to tap palm wine and after that we went hunting.  
Orlène : Did you eat the animals you killed when you went hunting?  
Ezechiel : Yes, but just after digging up yams.  
Orlène : When I see you had many things to eat every day.  
Ezechiel : No, not really ! Sometimes, when we didn't have enough things to eat, we picked mangoes. We also went fishing.  
Orlène : Did you catch some fish?  
Ezechiel : To tell you the truth, when we went to the river, it was not to catch fish but to swim in it. It was a lot of fun.  
Orlène : So, did you spend most of the time with your father only?  
Ezechiel : No, I also planted tomatoes with Mum. After that, my cousin taught me how to set a trap to catch animals.  
Orlène : Then your holidays were very busy !  
Ezechiel : Yes, but I had time to rest at night in a beautiful and traditional hut.

**Listen and repeat 2**

Meh : Where did you go for the holidays?  
Heraka : I went to my village.  
Meh : Did you enjoy your stay in the village?  
Heraka : Yes, I did.

Student's Book 3<sup>e</sup> — 10 — Ten

## VI. Let's keep in mind

Enfin, un résumé simplifié du contenu termine la séance. Le vocabulaire et les fonctions langagières examinés sont passés en revue. L'élève y trouve une occasion de vérifier ses acquis avant de passer à la séance suivante.

**B ..... Let's practise**

1. For each picture, write the corresponding description from the box. Example : 1- to rest

to rest ; to swim ; to fish ; to tap palm wine ; to set a trap ; to dig up yams

2. Write the verbs in brackets correctly to make the paragraph below meaningful.  
Do like this : 1-spent

Last year, Sam and his friends 1- (to spend) their holidays in Korhogo. They did many things. Bil 2- (to set) traps in his grandmother's farm to catch wild animals. As for Melki, he 3- (to plant) tomatoes in his mother's garden. When they 4- (to finish) that, they 5- (to go) to enjoy life in the nearby city, Ferkessedougou for a few days. There, Kouaho 6- (to catch) a big tilapia one day.

**C ..... Let's take home**

Complete the dialogue below putting the verbs in brackets in the correct tense and form. Example : 1- Where did you go for your last holidays?

A : Where (1- you / go) ... for your last holidays?  
B : (2- I / be) ... in Obodroupa, (3- I / have) ... a wonderful time there.  
A : How about you? (4- you / be) ... with your parents in the city?  
B : No, (5- I / be) ... (6- We / be) ... rather in my village, Dribou.  
A : (7- You / meet) ... you my friend Séry? He lives there.  
B : No, (8- I / do) ...

**LET'S KEEP IN MIND**

Now I know :

- vocabulary related to holiday activities  
E.g. : to spend holidays ; to rest ; to swim in the river ; to go fishing ; to set a trap ; etc.
- how to talk about past actions  
E.g. : A : Where did she go? B : She went to Gagnoa.

Eleven — 11 — Student's Book 3<sup>e</sup>

## COMMUNICATION ACTIVITY

Back from the long holidays, you meet a friend during an English Club meeting. You start a conversation about your holidays. With your neighbour, prepare and present the dialogue to the rest of the club members. In your task,

- greet each other;
- ask and answer questions about where and with whom you spent the holidays;
- explain how you spent the holidays, mentioning the activities you did, the games you played and the people you met.

Student's Book 3<sup>e</sup>

113

## VII. Communication activity

C'est la situation d'évaluation et la finalité de chaque leçon. Cette troisième et dernière séance de la leçon se focalise sur un exercice de communication : Il donne l'occasion à l'élève de réutiliser ses acquis en toute autonomie, en faisant appel à toutes les habiletés qui ont fait l'objet de la leçon, et bien plus.

## VIII. Let's Consolidate

Cette rubrique intervient à la fin de chaque thème ou unité. Des exercices de vocabulaire et de grammaire (fonctions langagières), qui se veulent englobants sont proposés à l'élève. En les traitant, il / elle consolide ses acquis. Puis, enfin, pour joindre l'utile à l'agréable, **LET'S HAVE FUN**, vient boucler la boucle : il s'agit de poèmes, de chansonnettes, de charades, et autres activités ludiques.

## Let's consolidate 1

I. Reorder the letters below to find appropriate words related to school memories and holidays.

Example 1: TRAVEL

- |             |               |                |
|-------------|---------------|----------------|
| 1. VILART   | 3. SOLOCHRADY | 5. PISK CHOLDS |
| 2. DILHARDY | 4. MEHORWOSK  | 6. ILUREFA     |

II. Use the words from the box to complete the paragraph below. Do like this: 1- spend

hunting; spend; fun; attend; bully; time; rules; shopping

I love to (1) ... holidays in my village. Last year, for example, I was with my uncle and we went (2) ... wild animals and it was interesting. But in the city, apart from doing (3) ... in supermarkets or having (4) ... in pubs, I find the holidays there boring. Resting during holidays is very important. Because back to school, we will have to wake up early to (5) ... classes and be on (6) ... every day. In the first days, the administration members visit the places and advise the student to avoid breaking the (7) ... Nevertheless, some violent students will (8) ... their classmates.

III. Fill in the gaps with the missing words from the box. Example: 1- will

unless; ago; will; wouldn't; used

If I have to talk about life at school, at our time, I (1) ... say that it was really interesting. Some years (2) ... students (3) ... to respect their teachers. They (4) ... come to school without doing their homework. But today (5) ... their parents take time to study with them, they will never learn their lessons, nor do their homework.

IV. Build three (3) sentences to talk about your past habits when you were six (6) years old and three (3) sentences to talk about your school memories.

## LET'S HAVE FUN

Read this funny story and share it with friends.

Boss: Do you believe that there is life after death?

Employee: No, that can't be proved.

Boss: Well, there is now! Yesterday, after you left work saying that you had to go to your grandma's funerals, she called the office looking for you!

Twenty-seven

114

Student's Book 3<sup>e</sup>

## TEST 1

## PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow it.

## THE DAY I GOT A NEW MOTHER

My first day at primary school is as clear as today. I remember the excitement I felt in the morning, putting on my new neatly ironed uniform and packing my big bag. Then I started the long journey to school. It was interesting riding through Galway City on the back of my mother's bicycle. Then we arrived at my new school, and I walked into the classroom. It seemed that I was the only child who was traumatised by the situation. Lots of little eyes looking at me cry while my mother tried to scramble away from me. I grasped onto her leg but she eventually got away. Miss Bálbóra, my kind and fat female teacher took me under her wing and quickly enough I forgot about my mother.

The teacher gave us a card with our names and gave us some stickers for the prices. I thought, 'it is just like our kindergarten.' Then the teacher brought us to look around the school. The feeling of the new place and new life is the most valuable thing. We had lessons in the afternoon; the textbooks were new, not like the old fairy tales books on the shelf in kindergarten. With smiles and laughs, we left our school. When I think about my first day in school, I feel that day is one of the most interesting things that happened in my life.

Source: <https://en.iscolleative.com.../violence-at-school>

## A. VOCABULARY CHECK :

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

Column A	Column B
1. excitement (L. 1)	a. appeared
2. neatly (L.2)	b. bread
3. journey (L.3)	c. emotional agitation
4. seemed (L.4)	d. in the end
5. scramble (L.6)	e. move quickly
6. eventually (L.6)	f. in an orderly condition
7. under her wing (L. 7)	g. preschool
8. tales (L. 12)	h. stories
9. kindergarten (L. 12)	i. travel
	j. under her protection

## IX. My english Tests

Il s'agit d'une évaluation normative et sommative dans le format des sujets d'examen. Mon manuel « **Win Skills 3<sup>e</sup>** » offre à l'apprenant une occasion privilégiée de bien se préparer et d'optimiser ses chances de réussir l'évaluation écrite du BEPC en Anglais.

# TABLE OF CONTENT

## UNIT 1 : LIFE AT SCHOOL (SPEAKING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> My first holidays in my village	Vocabulary related to holiday activities	<ul style="list-style-type: none"> <li>- Talking about past actions</li> <li>- Using time markers with past actions</li> </ul>	09
<b>Lesson 2 :</b> My school memories	Vocabulary related to school memories	Expressing past habits with "would"	15
<b>Lesson 3 :</b> My school scores	Vocabulary related to schoolwork	Expressing conditions with "if" and "unless"	21
<b>Let's consolidate 1</b>			27

## UNIT 2 : WOMEN AT WORK (SPEAKING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> Village women's activities	Vocabulary related to village women's activities	<ul style="list-style-type: none"> <li>- Expressing abilities with « can » ; « is able / are able » ; « was able / were able to » ; « will be able to »</li> <li>- Reporting what is said in the past</li> </ul>	29
<b>Lesson 2 :</b> Women's rights and duties	Vocabulary related to women's rights and duties	<ul style="list-style-type: none"> <li>- Expressing rights with "have the right to"...</li> <li>- Expressing duties with "it's... duty (responsibility) to"</li> <li>- Making comparisons</li> </ul>	35
<b>Lesson 3 :</b> Sending girls to school	Vocabulary related to girls' education	Expressing opinions with "I think" ; « In my opinion » / « As far as I'm concerned »	41
<b>Let's consolidate 2</b>			47

## UNIT 3 : TRAVELLING (WRITING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> Different means of transport	Vocabulary related to means of transport	<ul style="list-style-type: none"> <li>- Making comparisons</li> <li>- Expressing preferences</li> </ul>	49
<b>Lesson 2 :</b> I would like to travel by plane	Vocabulary related to air travel	<ul style="list-style-type: none"> <li>- Making comparisons with the superlative</li> <li>- Using progressive (double) comparatives</li> </ul>	55
<b>Lesson 3 :</b> Let's visit America !	Vocabulary related to tourist attractions	<ul style="list-style-type: none"> <li>- Making suggestions</li> <li>- Accepting or refusing suggestions</li> </ul>	61
<b>Let's consolidate 3</b>			67

## UNIT 4 : FASHION (WRITING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> Modern or traditional outfits ?	Vocabulary related to modern and traditional clothes	Giving reasons	69
<b>Lesson 2 :</b> Attending a fashion show	Vocabulary related to fashion shows	<ul style="list-style-type: none"> <li>- Expressing “likes” and “dislikes”</li> <li>- Persuading and dissuading</li> </ul>	75
<b>Lesson 3 :</b> Don't misuse cosmetics !	Vocabulary related to cosmetics	<ul style="list-style-type: none"> <li>- Expressing <i>cause</i> and <i>effect</i></li> <li>- Giving advice</li> </ul>	81
<b>Let's consolidate 4</b>			87

## UNIT 5 : CITY OR VILLAGE LIFE ? (LISTENING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> Life in cities	Vocabulary related to city life	Expressing preferences with “prefer v-ing” and “would rather + verb”	91
<b>Lesson 2 :</b> Life in villages	Vocabulary related to village life	<ul style="list-style-type: none"> <li>- Expressing wishes</li> <li>- Expressing purposes</li> </ul>	97
<b>Lesson 3 :</b> What causes rural exodus ?	Vocabulary related to rural migration	<ul style="list-style-type: none"> <li>- Expressing consequences</li> <li>- Making suggestions</li> </ul>	103
<b>Let's consolidate 5</b>			109

## UNIT 6 : HUMAN RIGHTS (LISTENING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> Citizen's rights	Vocabulary related to Human Rights	<ul style="list-style-type: none"> <li>- Expressing opinions</li> <li>- Expressing rights</li> </ul>	111
<b>Lesson 2 :</b> Our duties and responsibilities	Vocabulary related to our duties in society	<ul style="list-style-type: none"> <li>- Expressing duties</li> <li>- Expressing needs</li> </ul>	117
<b>Lesson 3 :</b> Let's promote non-violence !	Vocabulary related to tolerance and citizenship	<ul style="list-style-type: none"> <li>- Expressing obligations with « must » and « have to »</li> <li>- Expressing prohibitions with « ought not to »</li> </ul>	123
<b>Let's consolidate 6</b>			129

## UNIT 7 : HYGIENE AND HEALTH (READING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> Do you know an endemic disease ?	Vocabulary related to endemic diseases	<ul style="list-style-type: none"> <li>- Expressing passive sentence</li> <li>- Expressing personal and impersonal passive</li> </ul>	131
<b>Lesson 2 :</b> Hygiene at school	Vocabulary related to hygiene at school	<ul style="list-style-type: none"> <li>- Giving advice</li> <li>- Expressing a purpose</li> </ul>	139
<b>Lesson 3 :</b> Stop AIDS !	Vocabulary related to HIV / AIDS	<ul style="list-style-type: none"> <li>- Checking information with tags</li> <li>- Making recommendations</li> </ul>	146
<b>Let's consolidate 7</b>			154

## UNIT 8 : INFORMATION AND COMMUNICATION TECHNOLOGIES (READING)

LESSON	VOCABULARY	LANGUAGE FUNCTION	PAGE
<b>Lesson 1 :</b> The computer era	Vocabulary related to computer	<ul style="list-style-type: none"> <li>- Describing a routine with the present simple</li> <li>- Expressing an action in progress with the present continuous</li> </ul>	157
<b>Lesson 2 :</b> What a wonderful cellphone !	Vocabulary related to cellphones and their uses	Expressing alternatives	164
<b>Lesson 3 :</b> Let's keep in touch with Internet !	Vocabulary related to Internet and its uses	<ul style="list-style-type: none"> <li>- Asking and answering "yes" or "no" questions</li> <li>- Asking and answering "WH" questions</li> </ul>	171
<b>Let's consolidate 8</b>			178
<b>My english tests</b>			180
<b>Irregulars verbs</b>			197

# LIFE AT SCHOOL

## UNIT 1

### SPEAKING



## LESSON 1

# MY FIRST HOLIDAYS IN MY VILLAGE



SPEAKING

## Learning context

We are back from the long vacations. During an English Club meeting, the students of 3<sup>e</sup> of your school are talking about how they spent their holidays, in order to share their experiences.



« The holidays stress people out so much. I suggest you keep it simple and try to have as much fun as you can. »

— Giada De Laurentiis —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to holiday activities

#### Language functions

- Talking about past actions
- Using time markers with past actions

### My dictionary

**Hammock** : hamac

**Back from** : de retour de

**Wild animals** : animaux sauvages

**To water** : arroser

**Towards** : envers

**Show** : émission (télé)

**To climb** : grimper

**Clues** : idées, indices

**Pen friend** : correspondant

**Truth** : vérité

## Session 1

Session focus		
Vocabulary	Language function	Structure
to spend holidays ; to rest ; to swim in the river ; to go fishing ; to set a trap ; to go hunting ; to tap some palm wine ; to plant tomatoes ; to pick mangoes ; to dig up yams	Talking about past actions with the past simple	<b>A : Where did</b> Therese <b>go</b> for holidays ? <b>B : She went</b> to Daloa. <b>A : When did</b> Kadmiel <b>arrive</b> ? <b>B : He arrived</b> last Sunday.

### A ..... Let's explore

#### Listen and repeat 1

**Oriane :** Hi, Ezechiel ! Did you spend your holidays in your village or in the city ?

**Ezechiel :** Oh ! I spent the holidays in my village.

**Oriane :** Can you tell me the activities you did there ?

**Ezechiel :** Of course ! In the mornings, my father and I went to **tap palm wine** and after that we went **hunting**.

**Oriane :** Did you eat the animals you killed when you went hunting ?

**Ezechiel :** Yes, but just after **digging up yams**.

**Oriane :** Wow ! So, you **had** many things to eat every day.

**Ezechiel :** No, not really ! Sometimes, when we didn't have enough things to eat, we picked **mangoes**. We also went **fishing**.

**Oriane :** **Did** you **catch** some fish ?

**Ezechiel :** To tell you the truth, when we went to the river, it was not to catch fish but to **swim in it**. It was a lot of fun.

**Oriane :** So, did you spend most of the time with your father only ?

**Ezechiel :** No, I also **planted tomatoes** with Mum. After that, my cousin taught me how to **set a trap** to catch animals.

**Oriane :** Then your holidays were very busy !

**Ezechiel :** Yes, but I had time to rest at night in a beautiful and traditional hut.

#### Listen and repeat 2

**Meh :** Where **did** you **go** for the holidays ?

**Hereka :** I **went** to my village.

**Meh :** **Did** you **enjoy** your stay in the village ?

**Hereka :** Yes, I **did**.

## B ..... Let's practise

1. For each picture, write the corresponding description from the box. **Example : 1- to rest**

*to rest ; to swim ; to fish ; to tap palm wine ; to set a trap ; to dig up yams*



1



2



3



4



5



6

2. Write the verbs in brackets correctly to make the paragraph below meaningful.

**Do like this : 1-spent**

Last year, Sam and his friends **1- (to spend)** their holidays in Korhogo. They did many things. Bli **(2-to set)** traps in his grandmother's farm to catch wild animals. As for Melki, he **3- (to plant)** tomatoes in his mother's garden. When they **4- (to finish)** that, they **5- (to go)** to enjoy life in the nearby city, Ferkéssédougou for a few days. There, Kouaho **6- (to catch)** a big tilapia one day.

## C ..... Let's take home

Complete the dialogue below, putting the verbs in brackets in the correct tense and form. **Example : 1- Where *did you go* for your last holidays ?**

**A :** Where **(1- you / go)** ... for your last holidays ?

**B :** **(2- I / be)** ... in Obodroupa, **(3- I / have)** ...

a wonderful time there.

**A :** How about you ? **(4- you / be)** ... with your parents in the city ?

**B :** No, **(5- I / be)** ... **(6- We / be)** ... rather in my village , Dribouo.

**A :** **(7-You / meet)** ... you my friend Séry ? He lives there.

**B :** No, **(8- I / do)** ...

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to holiday activities

E.g. : to spend holidays ; to rest ; to swim in the river ; to go fishing ; to set a trap ; etc.

- how to talk about past actions

E.g. : **A :** Where **did** she **go** ? **B :** She **went** to Gagnoa.

## Session 2

Session focus		
Vocabulary	Language function	Structure
to travel ; to play marbles ; to go to the beach ; to have fun ; to miss someone ; to feel homesick ; to do shopping	Using time markers with past actions	<ul style="list-style-type: none"> <li>- <b>Two months ago</b>, Kadniel <b>went</b> to Abidjan.</li> <li>- <b>Last Saturday</b>, Kadniel <b>visited</b> his uncle.</li> </ul>

### A Let's explore

#### Listen and repeat 1

Two months ago, Kadniel **travelled** from Daloa to Abidjan to spend his holidays with his uncle. His cousins often invited him **to play marbles** in their house yard and they loved this game. At the weekend, the whole family went out to enjoy themselves and **have fun**. They **went to the beach** to swim in the sea. They also ate delicious meals in a restaurant. But sometimes, Kadniel felt sad, because he **missed his brothers** and sisters. As he **felt homesick**, last Saturday, his uncle decided to call his parents for him to talk with them.

#### Listen and repeat 2

*Two months ago, Kadniel went to Abidjan. And last week he visited his uncle in Cocody.*

**Lidiane** : When **did** Kadniel **go** to Abidjan ?

**Yvelise** : He **went** to Abidjan **two months ago**.

**Lidiane** : Do you know what he did there ?

**Yvelise** : Yes, he visited his uncle.

**Lidiane** : When exactly **did** he **visit** his uncle in Cocody ?

**Yvelise** : He **visited** him **last week**.

### B Let's practise

**1. Use the following words or phrases to fill the gaps so as to build meaningful sentences related to holiday activities. Example : 1- marbles**

*have fun ; homesick ; marbles ; miss ; travel ; go to the beach*

1. During the holidays, the little boys love playing ... when they are not playing football.
2. For holidays, Ourega decided to ... by car to Gagnoa.

3. I love holidays. You can enjoy yourself and ... with friends.
4. During the holidays, I was not with my parents. So, sometimes, I ... them.
5. In the summer holidays, many people ... to relax.
6. Eureka left his village for so long that he is feeling ...

**2. Choose the best option of time markers to complete the sentences below.**

**Example : 1- last**

- |  |  |
|--|--|
| 1. His parents went to Divo (ago / last) week. | 3. (Ago / Yesterday), I watched a very           |
| 2. (Previously / Last) they played marbles     | interesting TV program.                          |
| before they started another game.              | 4. She said she was born (in / previously) 1992. |

## C ..... Let's take home

**You have just talked about your holidays with your Nigerian pen friend, via WhatsApp. Below is your conversation. Complete your part. You will practise it at the next session.**

**Example : (1) Last year, I spent my holidays in Abuja city.**

**Adekunle :** Hello, my friend ! Where did you spend your last holidays ?

**You : (1) ...**

**Adekunle :** Oh, fantastic ! How did you go there ?

**You : (2) ...**

**Adekunle :** Great, what activities did you do ?

**You : (3) ...**

**Adekunle :** When did you return home ?

**You : (4) ...**

**Adekunle :** Did you enjoy your stay ?

**You : (5) ...**

**Adekunle :** Thank you and goodbye !

**You :** You're welcome !

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to holiday activities**

**E.g. :** to travel ; to play marbles ; to go to the beach ; to have fun ; etc.

- **how to use time markers with past actions**

**E.g. :** Two days **ago** I **went** to my village. / **Last night** I **saw** a snake.

### COMMUNICATION ACTIVITY

Back from the long holidays, you meet a friend during an English Club meeting. You start a conversation about your holidays. With your neighbour, prepare and present the dialogue to the rest of the club members. In your talk,

- greet each other ;
- ask and answer questions about where and with whom you spent the holidays ;
- explain how you spent the holidays, mentioning the activities you did, the games you played and the people you met.



## LESSON 2

# MY SCHOOL MEMORIES



SPEAKING

## Learning context

You received your Liberian pen friend at home during the long holidays. You talked about your past habits when you were in primary school in order to exchange souvenirs.



« Learning is a treasure that will follow its owner everywhere. »

— Chinese proverb —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to school memories

#### Language function

Expressing past habits with “used to”

### My dictionary

**To remember :** se souvenir

**To take part in :** participer à

**Habits :** habitudes

**To check out :** vérifier

**To match :** faire correspondre

**Breaktime :** récréation

**Cheese :** fromage

**With the help :** avec l'aide

## Session 1

Session focus		
Vocabulary	Language function	Structure
to attend ; to clean ; to sweep ; to collect ; rules ; to do homework ; to take part in ; sport tournaments ; English club ; to be on time ; to queue up ; to respect ; to stay ; to clean the board	Expressing past habits with "used to"	I <b>used to</b> be on time at school when I was a kid.

### A ..... Let's explore

#### Listen and repeat 1

**Oria :** Hello, Meh ! Do you remember when we were in Lycée Coffi Gadeau of Tiébissou ?

**Meh :** Yes, we used **to attend** class at 7:30.

**Oria :** That's right ! And before the teachers came, the educators used to come and ask all the students **to sweep** the schoolyard and **collect** the rubbish in the classrooms.

**Meh :** Oh yes ! The schoolyard and the classrooms used to be very clean. That was because all the students used **to respect** the rules.

**Oria :** How couldn't we respect the rules ? For example, if you didn't do your homework, you were asked **to stay** at school at midday to do it.

**Meh :** Not only that ! The punished students would **clean the blackboard** for one month. They were also forbidden **to take part in** the sport tournaments organized in the school, and the English club as well.

#### Listen and repeat 2

**Meh :** Tell me, what **did** you **use** to do to make the school clean ?

**Cadriel :** We **used to clean** the schoolyard and **sweep** the classrooms.

**Meh :** **Did** you **use to sweep** the classrooms even when the teachers were present ?

**Cadriel :** No, we **didn't use to do** that.

### B ..... Let's practise

#### 1. Match the words or expressions from the box with the pictures below.

**Example : 1- sport tournaments**

*to collect rubbish ; to clean the board ; sport tournaments ;  
to do homework ; to queue up ; to sweep the schoolyard*



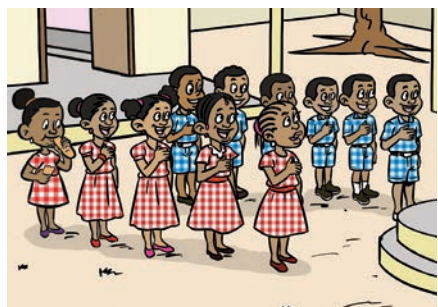
1



2



3



4



5



6

## 2. With your partner ask and answer questions about school memories.

**Example : 1- A- What did you use to do in primary school ?**

**B- In primary school, I used to attend class regularly.**

- |  |   |
|--|---|
| 1. attend class regularly / in primary school.                 | 4. respect the school rules / in primary six.         |
| 2. be on time in class / in 6 <sup>e</sup> .                   | 5. take part in the English club meeting / last year. |
| 3. take part in school sport tournaments / in 4 <sup>e</sup> . |   |

## C ..... Let's take home

**Reorder the words to make correct sentences. Example : 1- b) I used to bully schoolgirls.**

- |  |   |
|--|---|
| 1. a) bully / I / schoolgirls / used to              | very / used                                     |
| b) ...   |   |
| 2. a) used / Apo / school / foot / go / on / to / to | 4. a) well / Girls / to / water / fetch / the / |
| 3. a) be / She / with / to / rude / teachers /       | from / used                                     |

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to school memories**

**E.g. :** to attend class ; to clean the board ; to sweep the schoolyard ; etc.

- **how to express past habits with "used to"**

**E.g. :** I **used to be** on time at school when I was a kid.

## Session 2

Session focus		
Vocabulary	Language function	Structure
to bully ; to be punished ; to skip school ; to quarrel ; to fight ; to break the rules ; to chat in class ; to cheat ; to be rude	Expressing past habits with "would"	When Marc was in primary school, he <b>would skip</b> school.

### A ..... Let's explore

#### Listen and repeat 1

**Jerôme :** Look ! This is Sylvestre, our friend. He used to be so brutal in primary school ! He would **bully** his friends to take their money. He **was rude** and used to **cheat** during tests and quizzes.

**Denis :** You're right. That boy was so terrible that he wouldn't respect any rules. He would **break all the rules** in the classroom.

**Jerôme :** Yes ! For example, he would **chat in class** while the teacher was explaining the lesson.

**Denis :** Exactly ! That's why, one day, I took the courage **to fight** him. But, we **were punished** by our educator.

**Jerôme :** Yes ! That's simply because it's forbidden to **quarrel** at school.

#### Listen and repeat 2

**Ourega :** Tell me, at primary school, what **would** you **do** at breaktime ?

**Gerome :** I **would fight** with my classmates.

**Ourega :** Really ? **Would** your teacher **be** severe with you ?

**Gerome :** No, he **wouldn't**. But, sometimes he **would punish** us when we didn't study our lessons.



## B ..... Let's practise

1. Match the words or expressions in column A related to school memories with their synonyms or definitions in column B. **Example : 1- b**

COLUMN A	COLUMN B
1. to bully	a. not to respect the regulations
2. to quarrel	b. to brutalize
3. to skip school	c. to be impolite
4. to break the rules	d. to have a dispute or altercation
5. to chat in class	e. to miss classes deliberately
6. to cheat	f. to talk during the lesson
7. to be rude	g. to fraud

2. Give answers to the questions below, then practise the dialogue with your neighbour.

**Example : 1- A : What would you do when you were at primary school ?**

**B : I would attend school regularly.**

1. What would you do when you were at primary school ?
2. Ok ! And what would you do when you were in the classroom ?
3. What would you eat at breaktime ?
4. How would you behave with your friends ?

## C ..... Let's take home

Reorder the words to make correct sentences about past habits.

**Example : 1- I would bully schoolgirls.**

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

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to school memories.**

**E.g. :** to bully ; to be punished ; to skip school ; to quarrel ; etc.

- **how to express past habits with "would"**

**E.g. :** When Marc was in primary school, he **would miss** classes.

### COMMUNICATION ACTIVITY

You are having a discussion with your Liberian friend, John, about your school memories. With the help of your partner, write down the dialogue and present it to the rest of the class. In your conversation,

- ask and answer questions about your past habits and actions ;
- explain your attitude with your teachers and classmates.



## LESSON 3

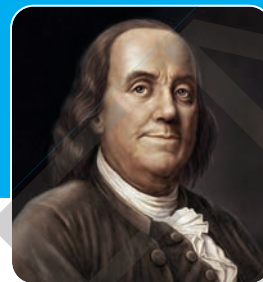
# MY SCHOOL SCORES



SPEAKING

## Learning context

The students of 3<sup>e</sup> from your school have just received the marks of their first English test. They talk about their results in order to improve them.



« An investment in knowledge always pays the best interest. »

— Benjamin Franklin —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to schoolwork

#### Language function

Expressing conditions with « *if* » and « *unless* »

### My dictionary

**To improve :** améliorer

**Lazy :** paresseux (se)

**Cheer up ! :** courage !

**From now on :** à partir de maintenant

**To reward :** récompenser

**Christmas :** Noël

**To pass with flying colours :** réussir brillamment (à un examen)

**Primary six :** CM2

**Moreover :** en plus

**Starting by :** commençant par

**To inquire :** se renseigner, enquêter

**Homeschool teacher :** maître de maison

## Session 1

Session focus		
Vocabulary	Language function	Structure
school year ; failure ; to fail ; examination ; to pass the exam ; term ; to succeed ; to move up to ; mock exam ; half term	Expressing conditions with "if"	<ul style="list-style-type: none"> <li>- <b>If</b> he <b>works</b> hard, he <b>will pass</b>.</li> <li>- He <b>would get</b> good grades <b>If</b> he <b>studied</b> well.</li> </ul>

### A ..... Let's explore

#### Listen and repeat 1

Two school mates are having a conversation about the new school year.

**Junior :** Hi, Romeo ! I hope this **school year** will be better for you.

**Romeo :** Hello ! Yeah, you're right. Last school year was a total **failure** for me, and as a result I stayed down in 3<sup>e</sup> after **failing** the BEPC **examination**.

**Junior :** Don't worry ! I'm sure that if you work hard this year, you will **pass** the exam with flying colours.

**Romeo :** To tell you the truth, last year I was very sick. That's why I failed. If not, I'm not lazy.

**Junior :** Yes ! Let me give you some advice. Start working seriously the first **term**, and keep your school results up the two terms left.

**Romeo :** Ok, thanks for your advice ! I'm sure that if I do that, I'll **succeed** in the exam and eventually **move up to** Seconde.

**Junior :** Exactly ! Very soon, there will be the **mock exam**. It will help you prepare the final exam. So, when you go to **half term**, in November, don't forget to revise your lessons !

**Romeo :** For sure, I'll do that. Thanks !

#### Listen and repeat 2

**Myriam :** Cheer up Romeo ! This year, **if** you **work** hard you **will pass** your exam.

**Romeo :** Yes, you're right ! I know I **will not fail** **If** my health **doesn't disturb** me.

**Myriam :** Sure ! I hope you'll be better this year.

**Romeo :** Don't worry ! I will do my best. **If** my parents **had** enough money, they **would hire** a homeschool teacher for me.

## B ..... Let's practise

1. Complete the paragraph below with the following words or groups of words.

Example : 1- taking

examination ; terms ; school year ; taking ; passed ; mock exam

Sansan is a student in 3<sup>e</sup>. He is **(1)** ... the BEPC exam in June. But, before the final **(2)** ... , there is a **(3)** ... organised either in January or in March. The **(4)** ... lasts 9 months and is divided into three **(5)** ... . His sister, Florence, was in Primary six last year. She got 120 points, and brilliantly **(6)** ... her CEPE exam with flying colours.

2. Choose the option in brackets that best completes the dialogue. Check out your answers with your partner. Then practise the conversation to the class. Example : 1- learn

A : What're you doing ?

B : I'm revising my lessons.

A : That's good ! If you **1- (learn / learnt)** hard, you will get good grades

B : Sure ! And I **2- (will get / would get)** a good job if I have good grades. You know my ambition is to be a president.

A : Really ? **3- (Would / Will)** you hire me if you achieved your dream ?

B : Absolutely ! If I **4- (became / become)** a president, I would appoint you as a minister.

A : I'm going to pray for that.

## C ..... Let's take home

Use the following clues to express conditions.

Example : 1- If you revise well, you will have good results.

1. Revise well / have good results
2. Played all the time / fail your exam
3. Didn't study / stay down

4. Skip school / have problems with your parents

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to schoolwork

E.g. : school year ; failure ; to fail ; examination ; to pass the exam ; etc.

- how to express conditions with " if "

E.g. : If you **study** your lessons, you **will pass** your BEPC exam. / If your parents **had** enough money, they **would hire** a homeschool teacher for you.

## Session 2

Session focus		
Vocabulary	Language function	Structure
report card ; grade ; average ; test ; quiz ; presentation ; oral test ; rank	Expressing conditions with "unless"	<b>Unless</b> you revise the irregular verbs, you <b>will have</b> bad marks.

### A ..... Let's explore

#### Look, listen and repeat



a report card



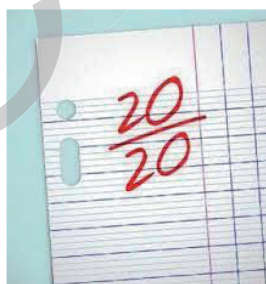
an oral test



a presentation

CATEGORY	AVERAGE	WEIGHT	AVERAGE WEIGHT
Homework	93%	30%	27.9
Test	88%	50%	44
Quiz	91%	20%	18.2

an average



a grade

15<sup>e</sup> / 50

a rank

#### Listen and repeat

**Oria :** Hi, Yvan ! The teacher says that if we **don't do** our homework, we **will have** a bad grade.

**Yvan :** Yes ! **Unless** we do our homework, we **will have** a bad grade !

**Oria :** And if we **don't have** good grades, we **will not get** the average.

**Yvan :** You guessed right, **unless** we have good grades, we **will not get** the average.

## B ..... Let's practise

1. Complete the text below about schoolwork, with the words or expressions from the box.

Example : 1- oral

tests ; ranked ; report card ; a grade ; average ; oral ; quiz

Generally, when the teachers finish a lesson, they can do an **(1) ...** or a written **(2) ...** . When it is written, they collect the papers, correct them and give **(3) ...** corresponding to the performance of each student. Then at the end of the term, they calculate the **(4) ...** with the marks obtained in the quizzes and **(5) ...** . After this calculation, the students are **(6) ...** and all the information is reported on a **(7) ...** for the parents to have their children's results. The best ones are rewarded.

2. Use the conditions and results below to give advice to your partner using "unless".

Example. 1- Unless you have good grades, you will not have the average.

Conditions	Results
1. not to have good grades	not to have the average
2. not to have a good rank	not to be rewarded
3. not to come on time	to stay out of the classroom
4. not to work hard	to stay down
5. not to prepare the presentation	have a bad grade

## C ..... Let's take home

Match the words or expressions in column A with their synonyms or definitions in column B.

Example : 1- c

COLUMN A	COLUMN B
1. a report card	a. an evaluation
2. a grade	b. an exposé
3. a test	c. a paper with the different averages of the school subjects
4. a rank	d. a mark
5. a presentation	e. the position of a student in the class, according to his / her performance

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to schoolwork

E.g. : report card ; grade ; average ; test ; quiz ; oral test ; rank ; etc.

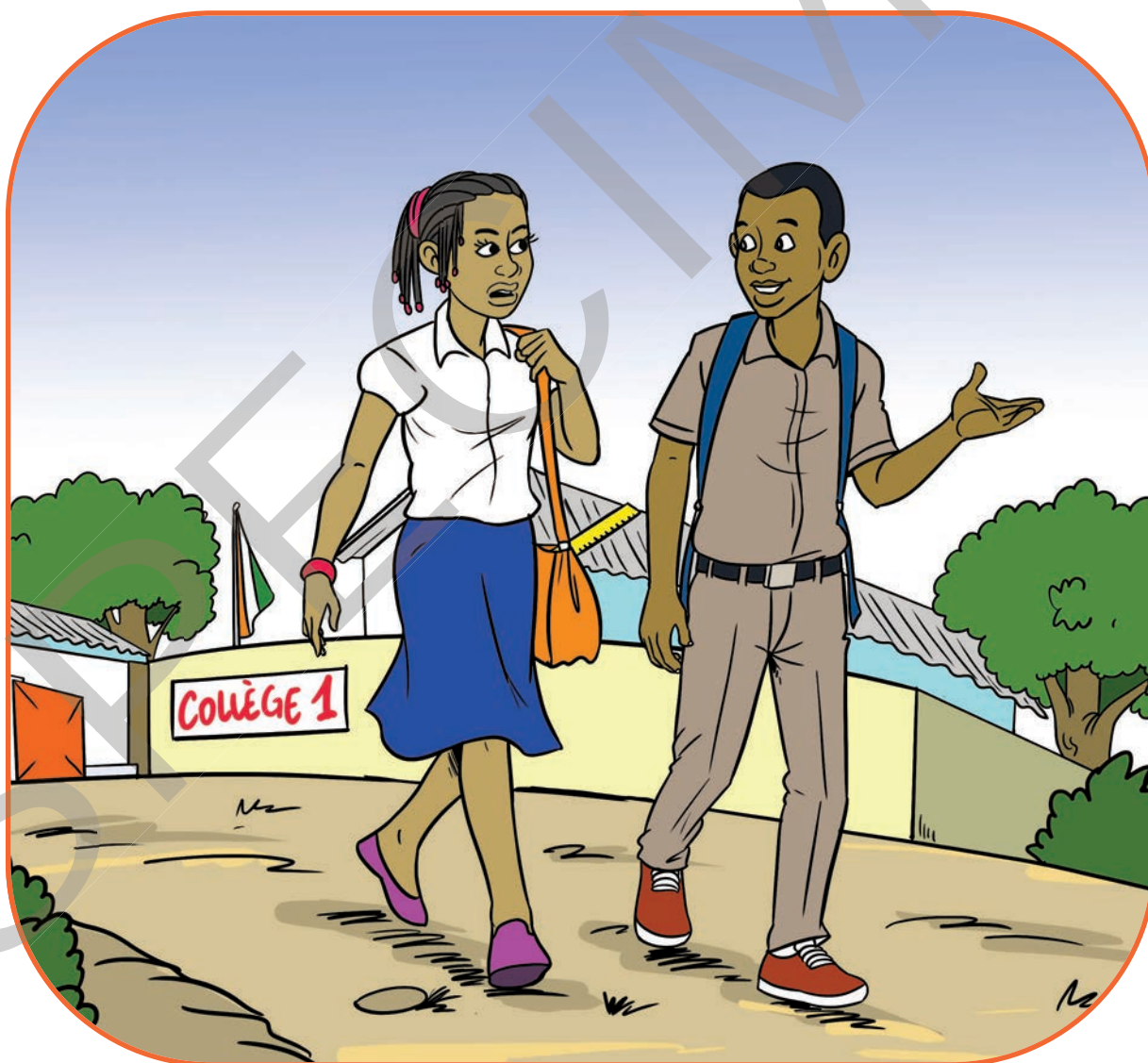
- how to express conditions with " unless "

E.g. : Unless you revise the irregular verbs, you will have bad marks.

### COMMUNICATION ACTIVITY

After the first English test, you receive your paper from the teacher. You inquire about your neighbour's grade. Unfortunately, he / she has got a bad grade. So you want to give him / her advice to improve his / her results next time. Write down your conversation and practise it. In your exchange,

- ask him / her the grade he / she got in the test ;
- tell him / her how he / she could avoid that situation ;
- tell him / her what will happen if he / she learns his / her lessons from now on.



# Let's consolidate 1

## I. Reorder the letters below to find appropriate words related to school memories and holidays.

**Example : 1- TRAVEL**

1. VELART
2. DILHASOY

3. SOLOCHRADY
4. MEHORWOSK

5. PISK CHOLOS
6. ILUREFA

## II. Use the words from the box to complete the paragraph below. Do like this : 1- spend

*hunting ; spend ; fun ; attend ; bully ; time ; rules ; shopping*

I love to **(1)** ... holidays in my village. Last year, for example, I was with my uncle and we went **(2)** ... wild animals and it was interesting. But in the city, apart from doing **(3)** ... in supermarkets or having **(4)** ... in pubs, I find the holidays there boring. Resting during holidays is very important. Because back to school, we will have to wake up early to **(5)** ... classes and be on **(6)** ... every day. In the first days, the administration members visit the classes and advise the student to avoid breaking the **(7)** ... . Nevertheless, some violent students will **(8)** ... their classmates.

## III. Fill in the gaps with the missing words from the box. Example : 1- will

*unless ; ago ; will ; wouldn't ; used*

If I have to talk about life at school, at our time, I **(1)** ... say that it was really interesting. Some years **(2)** ... , students **(3)** ... to respect their teachers. They **(4)** ... come to school without doing their homework. But today, **(5)** ... their parents take time to study with them, they will never learn their lessons, nor do their homework.

## IV. Build three (3) sentences to talk about your past habits when you were six (6) years old and three (3) sentences to talk about your school memories.

### LET'S HAVE FUN

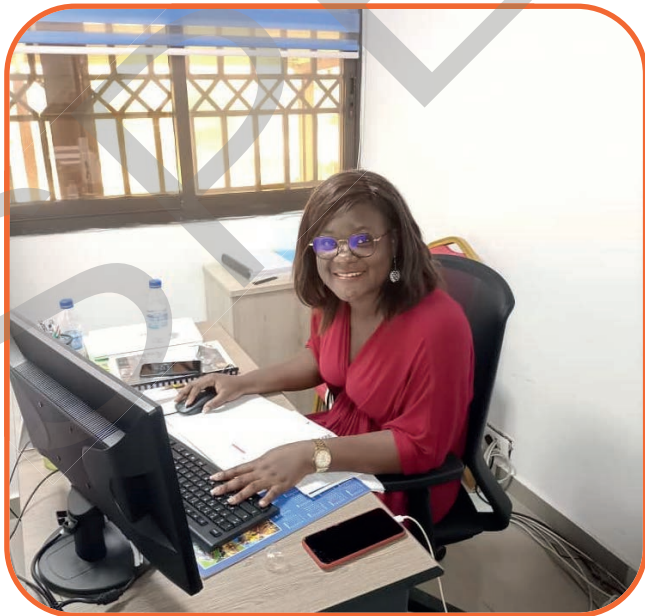
**Read this funny story and share it with friends.**

**Boss :** Do you believe that there is life after death ?

**Employee :** No, that can't be proved.

**Boss :** Well, there is now ! Yesterday, after you left work saying that you had to go to your grandma's funerals, she called the office looking for you !

# WOMEN AT WORK



## LESSON 1

# VILLAGE WOMEN'S ACTIVITIES



SPEAKING

## Learning context

On the occasion of the International Women's Day, during an English club meeting of their school, the students of 3<sup>e</sup> from Collège Moderne of Cécchi decide to give a presentation on rural women's activities so as to show their courage and honour them.



« A home without a woman is like a barn without cattle »,

— African proverb —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to village women's activities

#### Language functions

- Expressing abilities with «can», «is / are able to», «was / were able to», «will be able to»
- Reporting what is said in the past

### My dictionary

**To get ready** : s'apprêter

**Basket** : panier

**To mean** : signifier

**Lecturer** : conférencier

**Missing** : manquant

**Chairperson** : responsable délégué

**Barn** : grange, grenier, hangar

**Cattle** : bétail

**Beforehand** : au préalable, avant

**Nevertheless** : néanmoins

**Nowadays** : de nos jours

## Session 1

Session focus		
Vocabulary	Language function	Structure
to feed a baby ; to breastfeed ; to take care of the family ; to do the cooking ; to fetch water ; knitting ; handicraft ; wickerwork	Expressing abilities	<ul style="list-style-type: none"> <li>- I <b>can do</b> the work by myself. I <b>am able to do</b> the work by myself.</li> <li>- My sister <b>was able to help</b> you yesterday.</li> <li>- Rural women <b>will be able to develop</b> cooperative organisation skills.</li> </ul>

### A Let's explore

#### Look, listen and repeat



to take care of the family



to feed a baby



to breastfeed a baby



to do the cooking



to fetch water



knitting



handicraft



wickerwork

#### Listen and repeat

**Denise :** Yvanne, do you know that rural women **can do** many things nowadays ?

**Yvanne :** Yes, of course ! They **can** even **read** and **write** like city women.

**Denise :** Exactly ! In the past, they **couldn't do** all that. Don't you think that in the future, they **will be able to do** more things ?

**Yvanne :** Why not ? I'm sure they **will** even **be able to do** all the jobs men **can** do.

## B ..... Let's practise

1. Match the words or phrases in column A to their meanings or synonyms in column B.

Example : 1- d

COLUMN A	COLUMN B
1. to fetch water	a. to prepare the food
2. to sell farm products	b. to be in charge of the family
3. to feed a baby	c. to pottery, sculpture, wickerwork
4. to do the cooking	d. to carry water
5. to take care of the family	e. to nourish a baby
6. to handicraft	f. to commercialize products from plantations

2. With your partner, complete the dialogue with the words or expressions from the box. Roleplay it in front of the class. Do like this : 1- Can

*was able ; were able ; could ; can ; will be able*

A : Please ! (1) ... you help me with this heavy basket ?

B : Do you call this a heavy basket ? Some years ago, when I was a child, women in my village (2) ... to carry more impressive loads, from the fields to their homes.

A : Really ! What kind of loads (3) ... peasant women carry at that time ?

B : A woman (4) ... to cover very long distances with about 60 kilograms of farm products and other bundles on the head.

A : Wow ! I'm really impressed. I wonder if the coming generations (5) ... to show such a devotion to farm work.

## C ..... Let's take home

Rewrite the following sentences to mean the same thing.

Example : 1- Rural women can now make important decisions.

- Rural women are now able to make important decisions.
- Women were able to take care of large families.
- These girls will be capable of achieving great things tomorrow.
- Mum could not understand it before, but now she can accept it.

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to village women's activities

E.g. : to feed a baby ; to breastfeed ; to wash clothes ; to take care of the family ; etc.

- how to express abilities

E.g. : I **am able to do** the work by myself. / I **can do** the work by myself.

## Session 2

Session focus		
Vocabulary	Language function	Structure
to grind cereal ; to spin cotton into thread ; to grow crops ; to winnow ; to pound yam ; to weave baskets ; to smoke fish ; to sew clothes ; to carry firewood	Reporting what is said in the past	<p>« I <b>can do</b> the work by myself », she <b>told</b> me.</p> <p>→ She <b>told</b> me that she <b>could do</b> the work by herself.</p> <p>« We <b>are able to read</b> and write », they <b>claimed</b>.</p> <p>→ They <b>claimed</b> that they <b>were able to</b> and write.</p>

A

### Let's explore

#### Look, listen and repeat



to grind cereals



to pound yam



to winnow rice



to grow crops



to smoke fish



to sew clothes



to weave a basket



to spin cotton into thread

#### Listen and repeat

**Denise :** Rural women **are** very brave. They **can do** many activities.

**Marc :** Hereka, did you hear what Denise said about rural women ?

**Hereka :** No, what did she say about them ?

**Marc :** Denise **said that** rural women **were** very brave and they **could do** many activities.

## B ..... Let's practise

1. The text below is about rural women's activities. Some words are missing. Use the words or expressions from the box to complete it. **Do like this : 1- grow crops**

sew clothes ; smoke fish ; grow crops ; winnow ; carry ; spin cotton

In a village, women go early to the plantations to **(1) ...** . But before that, some of them go to the market to buy fish for lunch. Others **(2) ...** on fire made from firewood they **(3) ...** from the farm. When village women don't go to farms, the young ones sit under trees to weave baskets or **(4) ...** into thread. The little girls always help the old women **(5) ...** the cereal for the food stock. Nevertheless, very few rural women can **(6) ...** because they don't know how to use a sewing machine to make clothes.

2. Here are some sentences from the report of a conference on women's activities. In turn, with your partner ask and answer questions like in the example.

**Example : 1- A : What did the chairperson of *Women of values* say ?**

**B : He said that women could be really emancipated if we gave them a chance.**

1. The chairperson of the ***Women of values*** said, "Women can be really emancipated if we give them the chance".
2. Mr Meh commented, "Even though women are vulnerable, they play an important role".
3. Mrs Declotilde answered, "Women need to be educated so that they can get the best opportunities".
4. The lecturer stated, "Rural women are able to do things we cannot barely imagine".

## C ..... Let's take home

**Odd-one-out : note down the item which does not fit with the others. Example : 1- sick**

1. weed ; sick ; winnow ; spin ; grind ;
2. wickerwork ; laughter ; weaver ; handicraft, knitting
3. dynamic ; ambitious ; disciplined ; aggressive ; careful

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to village women's activities**

**E.g. :** to grind cereal ; to spin cotton into thread ; to grow crops ; etc.

- **how to report what is said in the past**

**E.g. :** "I can do the work by myself". **A :** What did she tell you ? / **B :** She **told me** that she **could do** the work by herself.

### COMMUNICATION ACTIVITY

On the occasion of the International Day of Rural Women, you have to interview Mister Kwasi Johnson, the Ghanaian Minister in charge of Rural Affairs. Beforehand, prepare the interview with your partner and get ready to roleplay it in front of the class. In your interview,

- ask and answer questions about women's activities and capacities ;
- ask and answer questions about what the government can, could, or will be able to do to help these women ;
- report the government's statements about some measures to help them.



## LESSON 2

# WOMEN'S RIGHTS AND DUTIES



SPEAKING

## Learning context

During an English class, the teacher asks a group of his students of 3<sup>e</sup> to prepare and give a presentation, in order to better inform the rest of the class about women's rights and duties.



« Get up, stand up, stand up  
for your rights ... don't give  
up the fight. »

— Bob Marley —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to women's rights and duties

#### Language functions

- Expressing rights with "have the right to ..."
- Expressing duties with "it's ... duty (responsibility) to" ...
- Making comparisons

### My dictionary

**Either ... or :** soit ... soit

**Related to :** relatif à

**Such as :** tel que

**Resourceful :** plein de ressources

**Petty jobs :** activités informelles ;  
petits métiers

**Cornerstone :** pierre angulaire

**Presentation :** exposé

## Session 1

Session focus		
Vocabulary	Language functions	Structure
rights ; duties ; gender equality ; sexual harassment ; to own property ; fair and equal pay ; to be free ; to keep the house clean ; household management ; to work in an office	Expressing rights	- All human beings <b>have the right to life.</b>
	Expressing duties	- <b>It is</b> parents' <b>duty to send</b> their daughters to school. - <b>It is</b> parents' <b>responsibility to send</b> their daughters to school.

### A ..... Let's explore

#### Listen and repeat 1

**Journalist :** Hello, Suzan ! You were in Africa ! What's the situation about women's rights there ?

**Suzan :** Well, most women's rights are still violated. And many women're only informed of their duties.

**Journalist :** Really ? Then I guess it may be difficult for these women at their workplaces.

**Suzan :** You said it ! It's truly hard ! In some regions, men and women do the same job but they don't have the same pay.

**Journalist :** Oh, my God ! Do you mean there's no equal and **fair pay** for the same job ?

**Suzan :** That's it ! And it means that **gender equality** remains a dream.

**Journalist :** But, how will women be emancipated ?

**Suzan :** They can't be emancipated, because they're not even **free to own any property.** They just play traditional roles such as **household management** and **keeping the house clean.** And for those who are lucky **to work in an office,** they're most of the time victims of **sexual harassment.**

**Journalist :** I hope some measures will be taken to help these women.

**Suzan :** I hope so too.

#### Listen and repeat 2

**Journalist :** What are the different rights of women ?

**Jane :** Women **have the right to equal pay and treatment.** They **have the right to do** the same jobs as men.

**Journalist :** But what're their duties ?

**Jane :** We commonly think that **it's their duty to keep** the house clean. Most people believe that **it's** also their **responsibility to manage** the household. But, nowadays, both men and women should cook and take care of the children.

**B****Let's practise**

**1. Complete the sentences with the words or expressions from the list below :**

**Example : 1- equal and fair pay**

*be free ; own properties ; household management ; harassment ; equal and fair pay*

1. Women and men should have the same salary to respect the principle of ...
2. To ... consists in having the liberty to do what the law permits you.
3. When women do their own business, they can ... in order to be emancipated and help their families.
4. In many services, women are confronted with sexual ... from their male colleagues.
5. In african rural communities, men refuse to take part in the ... because it is traditionally unacceptable for men to do the household activities.

**2. Express rights and duties with the ideas below.**

**Example : 1- It is women's rights to be free from sexual harassment.**

- |                                    |                              |
|------------------------------------|------------------------------|
| 1. Be free from sexual harassment. | 4. Equal and fair pay.       |
| 2. Manage the household.           | 5. Gender equality.          |
| 3. Keep the house clean.           | 6. To take care of the baby. |

**C****Let's take home**

**Here is a list of expressions related to women's rights or duties. Classify them into the different categories below. Do like in the examples.**

*gender equality ; sexual harassment ; own a property ; equal and fair pay ; to be free ; to keep the house clean ; household management*

**A- Women's Rights :** gender equality ; ...

**B- Women's Duties :** to keep the house clean ; ...

**LET'S KEEP IN MIND**

**Now I know :**

- **vocabulary related to women's rights and duties.**

**E.g. :** gender equality ; sexual harassment ; to own property ; etc.

- **how to express rights with " have the right to "**

**E.g. :** Women **have the right to own** a property.

- **how to express duties with " it's ... duty to "**

**E.g. :** **It's** parents' **duty to send** their daughters to school.

## Session 2

Session focus		
Vocabulary	Language function	Structure
breadwinner ; role division ; to take part in an election ; to earn money ; women's leadership ; to get involved in ; qualification ; access to healthcare ; to raise children ; positive discrimination	Making comparisons	<ul style="list-style-type: none"> <li>- <b>Superiority</b> : A man's life is not <b>more</b> valuable <b>than</b> a woman's life.</li> <li>- <b>Inferiority</b> : Women are not <b>less</b> important <b>than</b> men.</li> <li>- <b>Equality</b> : A girl is <b>as</b> clever <b>as</b> a boy.</li> </ul>

### A Let's explore

#### Listen and repeat 1

In most human communities, the **role division** sets clearly what men must do and what women must do. Therefore, while women have the role to **raise children**, men are the **breadwinners** ; it means they have to provide food and **earn money** for the well-being of the family. But today, **positive discrimination** and the promotion of **women's leadership** have given birth to some charismatic women who are not afraid to get involved in politics.

In addition to governments' efforts to help vulnerable women have access to the best **healthcare**, they should be encouraged to have **qualifications** in order to expect a good professional career.

#### Listen and repeat 2

**Meh** : Hi, Joel ! Do you know that many people think that men are superior to women ?

**Joel** : Yes ! They say men work **harder than** women.

**Meh** : Does it mean that women work **less than** men ?

**Joel** : No, I think this is not correct. Men and women are equal. Women are **as valuable as** men.

### B Let's practise

1. The text below is about women's rights and duties. Complete it with the words or expressions from the box. **Example : 1- raising the children**

*breadwinner ; raising the children ; qualifications ;  
earns money ; role division*

There is regularly a debate around the place of a woman in society and particularly in the family. We have come to understand that she plays a key role in the family. As a cornerstone, she is in charge of **(1) ...** and sometimes she plays the role of the **(2) ...** with the little revenue she gets by providing food for the whole family. In fact, she **(3) ...** by getting involved in some petty jobs. But today, the concept of discrimination demands better **(4) ...** from women. Besides, both husband and wife should help each other and avoid applying the traditional vision of **(5) ...** in the family.

**2. With your partner, complete the dialogue below by putting the adjectives in the indicated form of comparative. Then practise the dialogue before the class.**

**Do like this : 1- as intelligent as**

**Kouassi :** Are women right to claim equal rights as men ?

**Eureka :** Yes, of course, men and women are equal. Women are **1- (intelligent / equality)** men. They should have the same rights.

**Kouassi :** Some people say that women are **2- (vigorous / inferiority)** men. Being so physically weak, they can't ask for equal pay at work.

**Eureka :** Nonsense ! Women are often **3- (strong / superiority)** men, especially in manual labour.

**Kouassi :** Do you mean that a woman is **4- (useful / equality)** a man in a company ?

**Eureka :** Exactly ! A woman is not **5- (weak / inferiority)** a man. On the contrary, she is usually **6- (diplomatic / superiority)** men when it comes to the resolution of conflicts in the workplace.

## C ..... Let's take home

**Complete the sentences with "more" or "less". Example : 1- more**

1. Abidjan is ... equipped with school facilities than my little village.
2. Nothing compares to health ; for my father, health is ... important than money.
3. Working with a machete on plantations is ... comfortable than using modern machines.
4. A hoe is ... modern than a tractor.
5. Manual labour is ... difficult than office work.

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to women's rights and duties**

**E.g. :** breadwinner ; role division ; to take part in an election ; earn money ; etc.

- **how to make comparisons**

**E.g. :** A man's life is not **more** valuable **than** a woman's life. / Women are not **less** important **than** men. / A girl is **as** intelligent **as** a boy.

### COMMUNICATION ACTIVITY

It's the International Women's Day and you have to make a presentation on women's rights and duties at the English Club meeting. In your presentation,

- talk about women's duties ;
- compare modern womens' rights and duties to those of men.

The best presentation will be selected for a national English club competition.



## LESSON 3

# SENDING GIRLS TO SCHOOL



SPEAKING

## Learning context

During an English class, the teacher asks a group of his students of 3<sup>e</sup> to prepare and give a presentation on the importance of girls' schooling.



« Men make houses, women make homes. »

— African proverb —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to girls' education

#### Language function

Expressing opinions with *"I think that", "in my opinion", "as far as I am concerned"*

### My dictionary

**To worry :** s'inquiéter

**To increase :** augmenter

**To promote :** promouvoir

**Burden :** fardeau

**Skills :** compétences

**To ensure :** assurer

**To overcome :** surmonter

**Lack of :** manque de

**To express :** exprimer

**Wage :** salaire

**Relevant :** pertinent

**Bright :** brillant

## Session 1

Session focus		
Vocabulary	Language function	Structure
school fees ; compulsory ; girls' school ; to be educated ; to reduce illiteracy ; vocational school ; practical ; school-aged child ;	Expressing opinions	<ul style="list-style-type: none"> <li>- <b>I think</b> that girls' education is a necessity.</li> <li>- <b>I believe</b> girls should go to school.</li> <li>- <b>In my opinion</b>, school should prepare girls to choose their future jobs.</li> </ul>

A

### Let's explore

#### Listen and repeat 1

**Farmer :** Hello, Mr. Director ! My daughter is a **school-aged child**, but I don't have money to pay for her **school fees**.

**Director :** Oh ! I'm sorry. You are obliged to send your daughter to school because, now, **girls' school education** is **compulsory**.

**Farmer :** Sir, I know that it's important for a girl to **be educated**, but the fees are so high.

**Director :** Don't worry, things have changed. Our authorities have **reduced** the school fees. This measure will help **reduce illiteracy**.

**Farmer :** That's perfect ! My little girl will become a school girl.

When she grows up I shall send her to a **girls' school** or a **vocational school** where she will learn **practical** skills.

**Director :** Why not ! It's a good idea.

**Farmer :** Thank you sir.

**Director :** Take it easy !

#### Listen and repeat 2

**Neighbour :** **What do you think** about girls' education ?

**Farmer :** **I think** that girls' education is crucial. **In my opinion**, education will determine their future.

**Neighbour :** Yes, you're right ! **I believe** that educating girls will reduce illiteracy in communities.

## B ..... Let's practise

**1. Match the words or phrases in column A related to girls' education with their synonyms or definitions in column B. Example : 1- c**

Column A	Column B
1. be educated	a. money you pay to have access to school
2. school fees	b. a school only dedicated to girls
3. compulsory	c. receive a school education
4. illiteracy	d. inability to read or write
5. a school-aged child	e. obligatory
6. girls' school	f. a child old enough to attend school

**2. Your Kenyan pen friend is asking your opinion about some problems concerning girls' education. Answer his / her questions using the clues below. Do like this :**

**1- A : What do you think about girls' education ?**

**B : I think girls' education is important because it guarantees them a bright future.**

- girls' education / permit to guarantee a bright future
- the creation of vocational schools / give girls practical skills
- girls' schools / increase the number of school girls
- compulsory education in your country / oblige parents to send girls to school
- paying school fees before sending children to school / reduce the chances for poor families

## C ..... Let's take home

**Use the clues below to express your opinion about the reasons why girls *should go to school*.**

**Example : 1- I believe that girls should go to school to be independent.**

- be independent / 2. reduce illiteracy / 3. be educated / 4. get a good job / 5. promote gender equality

### LET'S KEEP IN MIND



**Now I know :**

- vocabulary related to girls' education**

**E.g.:** school fees ; compulsory ; to be educated ; school-aged girls ; etc.

- how to express opinions**

**E.g.:** **I think** that girls' education is a necessity. / **I believe** girls should go to school. / **In my opinion**, girls' schooling is important.

## Session 2

Session focus		
Vocabulary	Language function	Structure
to be pregnant ; orphan ; to be expelled ; to face challenges ; to make up one's mind ; forced marriages ; early pregnancies ; drop out of school	Expressing opinions	<ul style="list-style-type: none"> <li>- <b>From my point of view</b>, it is possible to help all rural girls to read and write.</li> <li>- <b>To my mind</b>, all human beings are equal. Girls should go to school.</li> <li>- <b>As far as I am concerned</b>, education must be compulsory for all little girls.</li> </ul>

### A ..... Let's explore

#### Listen and repeat 1

Girls' education still remains a burden for african authorities. The most alarming situation concerns girls living in rural areas. They have to **face challenges** because of the traditional roles attributed to female sex. Some of these girls are **orphans**, having lost one or both parents. Therefore, they are forced to **make up their mind** about their future. Either they continue school or they decide to do a petty job. But in reality, they do not have the choice. They are forced to **drop out of school**, to enter a **forced marriage**, generally with an old man. Then they can get an **early pregnancy**, since they are generally very young. Once **pregnant**, they are likely to **be expelled** from school.

#### Listen and repeat 2

**Neighbour :** What do you think about sending girls to school ?

**Farmer :** **From my point of view**, girls' education is crucial. In fact, education will prevent girls from forced marriage.

**Neighbour :** Yes, you are right and, **as far as I am concerned**, educating girls will ensure them a bright future.

**Farmer :** Exactly !

**Neighbour :** So, **what do you think** we should do to change things ?

**Farmer :** **To my mind**, we should sensitize our neighbours about the importance of girls' schooling.



## B ..... Let's practise

1. Match the words or expressions in Column A to their synonyms or definitions in Column B.

Example : 1- c

COLUMN A	COLUMN B
1. Be expelled	a. a person who lost a parent or both
2. Forced marriage	b. arranged wedding
3. Early marriage	c. be ejected from school
4. Drop out of school	d. to be confronted with difficulties
5. Be pregnant	e. be in a state of expecting a baby
6. Orphan	f. abandon school
7. To face challenge	g. premature wedding

2. Your Liberian pen friend is asking your point of view about some problems concerning girls' education. Answer using the clues from the box.

Example : 1- I think girls' education is important because it guarantees them a bright future.

*as far as I am concerned ; to my mind ; from my point of view ; I think*

- What do you think about girls' education ? (permit to guarantee a bright future)
- What is your point of view about the creation of vocational schools ? (guarantee girls a job)
- What do you think about girls' school ? (increase the number of school girls)
- What do you think about compulsory education in your country ? (increase the number of school girls)
- Please, could you give me your opinion about paying school fees before sending children to school ? (reduce the chances for poor families)

## C ..... Let's take home

Complete the expressions below with the following words : eyes ; me ; opinion ; point

- My ... is that
- According to ...
- From my ... of view
- In my ...

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to girls' education

E.g. : to be pregnant ; to be expelled ; to face challenges ; forced marriages ; etc.

- how to express opinions

E.g. : **From my point of view**, rural girls should learn to read and write. / **To my mind**, girls have the same rights as boys. / **As far as I am concerned**, education must be compulsory for all girls.

### COMMUNICATION ACTIVITY

As a UNICEF's expert, you have to deliver a talk in a Kenyan grammar-school, on the advantages of sending girls to school. In your preparation,

- give the advantages of sending girls to school ;
- say why girls should be educated ;
- suggest ways to reduce girls' illiteracy.



## Let's consolidate 2

### I. Complete the sentences below with the words or expressions from the box.

**Example : 1- school girl**

*positive discrimination ; school girl ; school fees ; breastfeeds ; gender equality ; breadwinner*

1. A young girl who goes to school is a ...
2. The person who brings food and money at home to nourish the family is the ...
3. The money paid that gives access to school is called ...
4. A decision to favour a person or group of persons because of inequality is a ...
5. The equality between men and women is referred to as ...
6. When a woman feeds her baby with her proper and natural milk, we say that she ... her baby.

### II. Complete the text below with the words from the box. **Example : 1- household**

*care ; household ; keep ; fetch water ; illiterate*

Rural women are very courageous. They are capable of doing many things at a time. They get up with the early cockcrow ; do all the **(1)** ... tasks, and **(2)** ... the house clean. Then they go to the river to **(3)** ... and return home to take **(4)** ... of the whole family. Most of these women are not educated, so they are **(5)** ... . That is why the government is favouring women in some domains through the policy of positive discrimination.

### III. Compare the items below considering the clues between brackets.

**Example : 1- A car runs faster than a bicycle.**

1. A car / runs / a bicycle (fast)
2. Rural women / are / city women (educated)
3. City women / look / village women (attractive)
4. Mobile phone / is / computer (useful)
5. Village / is / city (noisy)

#### LET'S HAVE FUN

**Learn and recite this little poem to your friends.**

"A woman with a book  
and a pen  
has the power

to move nations.  
A woman with a mind  
and a voice  
has the power  
to change worlds."

Sasha Temerte

# TRAVELLING

---



## LESSON 1

# DIFFERENT MEANS OF TRANSPORT



## WRITING

### Learning context

Your Nigerian pen friends are planning to visit you soon. They send you a message, via WhatsApp, to get some information about the means of transport in your country. You write back, in order to reply to them.



« A developed country isn't a place where the poor have cars. It's where the rich use public transportation. »

— Gustavo Petro —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to means of transport

#### Language functions

- Making comparisons
- Expressing preferences

### My dictionary

**Means of transport :**

moyens de transport

**In order to :** pour / afin de

**Areas :** quartier / localité

**To rewrite :** réécrire

**Cheap :** pas cher

**To befriend :** se lier d'amitié

**To notice :** remarquer

**Heavy :** lourd

**Loads :** chargements ; bagages

**Go through :** parcourir

## Session 1

Session focus		
Vocabulary	Language function	Structure
bicycle ; van ; bus ; motorbike ; personal car ; tricycle ; risky	Making comparisons with	
	Short adjectives	<b>Superiority :</b> A train is <b>longer than</b> a lorry. <b>Equality :</b> Some motorbikes are <b>as fast as</b> cars. <b>Inferiority :</b> A train is <b>less short than</b> a lorry.
	Long adjectives	<b>Superiority :</b> A plane is <b>more expensive than</b> a car. <b>Equality :</b> Sailing a boat is <b>as wonderful as</b> flying a plane. <b>Inferiority :</b> Riding a bicycle is <b>less exciting than</b> riding a horse.

A

### Let's explore

#### Look, listen and repeat



a motorbike



a tricycle



a van



a bus



a personal car



a bicycle

#### Listen and repeat

**Rosalie :** Hi, Denise ! How do you manage to be always on time at school ?

**Denise :** I come to school by my dad's personal car. It's **faster than** the public transport vehicle.

**Rosalie :** Sure ! And I suppose it's **more comfortable than** a motorbike or a public transport.

**Denise :** Besides, personal cars are **less risky than** other means of transport.

**Rosalie :** But our friend Helene always comes on time too. She comes to school by her uncle motorbike.

**Denise :** Of course, motorbikes are **as fast as** personal cars.

## B ..... Let's practise

1. Use the clues below to write sentences of comparison, considering the signs between brackets. **Examples :** 1- **A car is faster than a bicycle.**

2- **Travelling by public means of transport is less marvellous than travelling by personal car.**

1. A car / fast / a bicycle. (+)
2. Travelling by personal car / marvellous / travelling by public transport vehicle. (-)
3. Two motorbikes / expensive / a small car. (=)
4. Travelling by a van / dangerous / travelling by a "Sotra" bus. (+)

2. Read the paragraph below and match each part in column A with its description in column B.

Abidjan, the main city of Côte d'Ivoire, offers several means of transport depending on people's needs<sup>1</sup>. There are coaches, buses, vans, lorries, taxis, personal cars, etc. The company that runs the city bus service is called "SOTRA". It has many lines that cross the city<sup>2</sup>. Many people prefer using the bus because they think that it's safer and cheaper than the other means of transport<sup>3</sup>.

A : Parts of the paragraph	B : Description
1. The topic sentence	a. reminds the readers of the main point and often makes an observation.
2. The body	b. announces the main point.
3. The concluding sentence	c. supports (shows, explains or proves) the main point.

## C ..... Let's take home

The comparison words or expressions in bold below contain some mistakes. Correct them by rewriting the sentences.

**Example : 1- My father's car is bigger than my uncle's.**

1. My father's car is **more big** than that of my uncle's.
2. My new bicycle is **less bigger** than my previous one.
3. You must use a **more small** key to open the door.
4. This car is as **cheaper** as the other one.

### LET'S KEEP IN MIND



Now I know :

- **vocabulary related to means of transport**

**E.g. :** bicycle ; van ; bus ; motorbike ; personal car ; tricycle ; etc.

- **how to make comparisons**

**E.g. :** A train is **longer than** a lorry. / A plane is **more expensive than** a car. / Some motorbikes are **as fast as** cars. / A train is **less short than** a lorry.

## Session 2

Session focus		
Vocabulary	Language function	Structure
yacht ; train ; helicopter ; plane ; subway train ; hoverboard ; to sail ; boat ; to fly a plane ; coach ; lorry ; railway	Expressing preferences	<ul style="list-style-type: none"> <li>- I <b>prefer</b> the plane <b>to</b> the lorry.</li> <li>- I <b>prefer riding</b> a horse <b>to riding</b> a bicycle.</li> <li>- I <b>prefer to travel</b> by boat.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat



a yacht



to fly a plane



a coach



a lorry



a hoverboard



a railway



to sail a boat



a subway train

#### Listen and repeat

Pretty is Paul's ghanaiian penfriend. They are chatting about Pretty's future travel to Côte d'Ivoire.



**Paul :** Hi ! For your next visit here, what means of transport do you prefer to use ?

**Pretty :** Hello ! I **prefer to travel** by plane.

**Paul :** Isn't too expensive ? Why don't you use a coach ?

**Pretty :** I **prefer** the plane **to** the coach because it is faster.

**Paul :** But what about the subway train ?

**Pretty :** I really **prefer travelling** by plane **to travelling** by any other means of transport.

## B ..... Let's practise

1. Complete the sentences below with the words or expressions from the box.

Example : 1- plane

*coach ; plane ; lorry ; fly ; ship ; subway train*

1. My uncle is a businessman who travels from Abidjan to Paris by ...
2. He is friend with some pilots who ... planes.
3. TGV is a modern and very fast ...
4. The passengers are waiting at UTB station to take a ... for Abidjan.
5. If you want to transport heavy goods on roads, you need a ...
6. My aunt doesn't like planes, she prefers travelling by ... on the sea or the ocean.

2. Use the clues below to write sentences that express preferences.

Do like this : 1- I prefer the plane to the helicopter.

1. I / plane / helicopter
2. Prisca / ship / yacht
3. Eureka and Venance / travel by subway / travel by ship
4. Thomas and Ousmane / ride a motorcycle / sail a yacht
5. Evafore and Carlin / fly a plane / fly a helicopter
6. We / a scooter / a hoverboard

## C ..... Let's take home

Reorder the words or expressions to make meaningful sentences.

Example : 1- Amira prefers the bicycle to the car.

1. prefers / car / Amira / to / the / the / bicycle
2. to a ship / Bipoya / a yacht / prefers /
3. a horse / prefer / to / Zedwen and Apisco / riding / going on foot
4. Silaire / a motorbike / riding / to riding / prefers / a scooter
5. sailing / Cherone / a / to / boat / riding / motorcycle / prefers / a

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to means of transport

E.g. : yacht ; train ; helicopter ; plane ; subway train ; hoverboard ; etc.

- how to express preferences

E.g. : I **prefer** the plane **to** the lorry. / I **prefer riding** a horse **to riding** a bicycle. / I **prefer to travel** by boat.

## COMMUNICATION ACTIVITY

Below is a paragraph on means of transport. Go quickly through it and choose the following parts of paragraph to complete it : supporting sentences or ideas ; concluding sentence ; topic sentence.

(A) .....

(B) .....

(C) .....

**Travelling by train is very interesting.** In fact, everything is different, from the station to the train itself. You can move from a wagon to another. And the seats are more comfortable and cleaner than those of the coaches. For example, the wagon seats provide you face to face contact with your neighbour. A fantastic occasion to befriend ! **This is the reason why I really prefer travelling by train.**

**2. Your Nigerian friend thinks that the bicycle is the best means of transport. But you disagree with him. So, write a small paragraph to talk about means of transport. In your production,**

- name the means of transport used in your city ;
- talk about the negative aspects of the other means of transport ;
- express your preferences between means of transport.

Do it in twelve (12) lines minimum



## LESSON 2

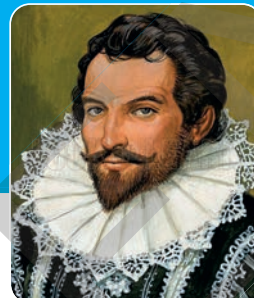
# I WOULD LIKE TO TRAVEL BY PLANE



## WRITING

### Learning context

Your British pen friend invites you to visit London. Once back home, in Côte d'Ivoire, you write a letter to thank him and describe your travel.



« The engine is the heart of an airplane. »

— Sir Walter Raleigh —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to air travel

#### Language functions

- Making comparisons with the superlative
- Using progressive (double) comparatives

### My dictionary

**Once** : une fois

**Steps** : étapes

**Due time** : l'heure prévue

**As soon as** : dès que

**Sweet voice** : voix douce ; suave

**Wonderful** : merveilleux (se)

**Whole** : entier

**Crowded** : surpeuplé

**Stressful** : stressant

# Session 1

Session focus		
Vocabulary	Language function	Structure
airport ; trolley ; to weigh luggage ; flight ticket ; travel costs ; flight schedule ; flight booking ; suitcase ; flight	Making comparison : the superlative	
	Short adjectives	For me, the plane is <b>the fastest</b> means of transport.
	Long adjectives	Travelling by plane is <b>the most exciting</b> experience.

## A Let's explore

### Look, listen and repeat



a trolley



a flight ticket

Country	Flight price	Best time to book
US	£764	21 weeks
Turkey	£256	13 weeks
Cyprus	£251	4 weeks
Greece	£228	3 weeks
Croatia	£195	6 weeks
Portugal	£195	5 weeks
Germany	£185	9 weeks
Italy	£185	6 weeks
France	£160	6 weeks
Spain	£153	5 weeks

SOURCE: SKYSCANNER

flight costs



to weigh luggage



a flight



flight booking

### Listen and repeat

**Paul :** Hi, Aké ! What do you think of travelling to Ghana by plane ?

**Aké :** I think it's a good idea. The plane is **the fastest** means to get to Ghana.

**Paul :** Of course, and it is **the most comfortable** means of transport too.

**Aké :** Are you travelling to Ghana soon ?

**Paul :** Sure ! From what you said, I'll save money for the plane ticket.

**Aké :** Cheer up !

## B

## Let's practise

1. The text below is about the preparation steps for taking a plane. Complete it with the words or expressions from the box. **Example : 1- flight booking**

airport ; flight costs ; trolley ; flight ticket ; flight schedule ; flight booking ; flight ; suitcase ; luggage

When you plan to take a plane, you must make reservation of your ticket in a **(1) ...** agency. The agency will give you the **(2) ...** for the different destinations. If you are ok with the price, you can pay for your **(3) ...** and even choose the date and hour of your **(4) ...** . Once at the **(5) ...** you have to take your **(6) ...** on a **(7) ...** that you will push to the **(8) ...** weighing post. The next step will be to check the due time of your flight on the **(9) ...**

2. Choose the best option to complete the sentences below. **Example : 1- the most expensive**

- Flight tickets are (the most expensive / most expensive / most of the expensive) of all means of transport.
- I can check the departure time on my flight (attendant / schedule / trolley).
- Passengers carry their (tickets / luggage / costs) with a trolley.
- Travellers prefer booking their tickets when the flights costs are (the low / the lower / the lowest).

## C

## Let's take home

Complete the text below with the words or expressions from the box.

**Example : 1- flight costs**

weigh your luggage ; flight costs ; flight booking ; flight ticket ; flight ; suitcase ; trolley

Travelling by plane demands some important preparation. The first thing to know concerns the **(1) ...** which give you the price of the whole trip. After this, the next step is the **(2) ...** to reserve the ticket. Once you buy your ticket, it is necessary to check on the **(3) ...** to see the exact time of the **(4) ...** . As soon as you get at the airport, you can put your **(5) ...** on a **(6) ...** and go to **(7) ...** because your luggage should not exceed a certain weight.

## LET'S KEEP IN MIND



Now I know :

- **vocabulary related to air travel**

E.g. : airport ; trolley ; to weigh luggage ; flight ticket ; travel costs ; etc.

- **how to make comparisons with "the superlative"**

E.g. : For me, the plane is **the fastest** means of transport / Travelling by plane is **the most exciting** experience.

## Session 2

Teaching points		
Vocabulary	Language function	Structure
check-in desk ; flight attendant ; to board flight ; to disembark ; departure ; lounge ; carousel ; control tower	Using progressive (double) comparisons	<p><b>Short adjectives :</b> Airports are <b>safer and safer</b>.</p> <p><b>Long adjectives :</b>  <b>Superiority :</b> Means of transport are <b>more and more sophisticated</b>.  <b>Inferiority :</b> Planes are <b>less and less gigantic</b>.</p>

A

### Let's explore

#### Look, listen and repeat



a check-in desk



a lounge



a carousel



a control tower



to board a flight



to disembark



a flight attendant



a departure

#### Listen and repeat

**Aké :** Have you recently visited our airport ? What have you noticed ?

**Paul :** I've noticed that the airport is **more and more** visited.

**Aké :** Ok ! But, what about the control measures ?

**Paul :** They're **less and less** flexible because of the sanitary crisis.

## B ..... Let's practise

### 1. Use the indications between brackets to express double comparisons.

Examples : 1- Planes are becoming less and less frightening ...

2- Carousels are becoming more and more performant.

- |  |                                  |
|--|----------------------------------|
| 1. Planes / frightening / (- -)          | 4. Check-in desk / warmful (+ +) |
| 2. Carousels / performant (+ +)          | 5. Control tower / crowded (- -) |
| 3. Flight attendants / sympathetic (- -) | 6. Flight / stressful (+ +)      |

### 2. Read the email below and write in front each part the appropriate number.

Example : A. Signature = 7

**From :** ameliekouassi123@gmail.com **1**

**To :** kylefury@gmail.com **2**

**Object :** Telling you about my travel **3**

Hi, friend, **4**

How are you doing ? As far as I am concerned, I am great. How is the family ? How are things going in your business ? I hope that everything is alright by your side.

I am writing to describe my travel to you. It was marvelous. The pilot was very experienced. Nowadays, the flight attendants are nicer and nicer and the planes are more and more comfortable. I ate delicious food during the travel and I was treated like a princess. I am very eager to take the plane again.

Write back very soon to give me some of your news.

Best regards, **6**

Your friend Amelie Kouassi **7**

- A. Signature
- B. Salutation
- C. Sender's email id

- D. Ending statement
- E. Subject or the reason of writing mail

- F. Main body (content of the email)
- G. Recipient email id

## C ..... Let's take home

Compare four (4) means of transport in your regions with common means which exist in big cities.

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to air travel

E.g. : check-in desk ; flight attendant ; to board flight ; to disembark ; etc.

- how to use progressive (double) comparatives

E.g. : Airports are **safer and safer**. / Means of transport are **more and more sophisticated**.

### COMMUNICATION ACTIVITY

Back from a travel by plane from Ghana, where you spent your holidays, the English club of your school asks you to write a paragraph about what you saw at the airport and during your flight. Your paragraph will be published in the English Club magazine of your school. In your production,

- describe the jobs of those who work at the airport and on a plane ;
- mention the obligatory steps in the process of travelling by plane ;
- explain what is progressively changing in modern airports.

(Twelve lines maximum)



## LESSON 3

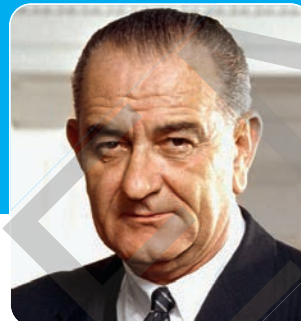
# LET'S VISIT AMERICA !



## WRITING

### Learning context

Some students in your school were given the opportunity to visit the USA. Once back, the chairperson of the English club asks them to write a paragraph about the tourist places they visited, in order to share experiences.



« America is not merely a nation but a nation of nations. »

— Lyndon B. Johnson —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to tourist attractions

#### Language functions

- Making suggestions
- Accepting or refusing suggestions

### My dictionary

**Pub** : bar

**Gambling** : jeu de hasard

**Computer games** : jeux sur ordinateur

**Beach** : plage

**Height** : hauteur

**To be free** : être libre

**Buddy** : ami (e), copain

**To be afraid** : avoir peur

**To promote** : promouvoir, faire la promotion de

**Merely** : seulement, simplement

## Session 1

Session focus		
Vocabulary	Language function	Structure
tourist attractions ; amusement parks ; tourist sites ; wonderful ; resorts ; ecotourism ; leaflet ; to discover ; green spaces	Making suggestions	<ul style="list-style-type: none"> <li>- <b>Let's</b> visit the Basilica.</li> <li>- <b>Shall I go</b> to the zoo ?</li> <li>- <b>How about visiting</b> the Museum ?</li> <li>- <b>What about going</b> to the beach ?</li> </ul>

### A ..... Let's explore

#### Listen and repeat 1

Tourists today have a large range of **tourist sites** and **attractions** to visit. Everywhere, in the world, you can find some **wonderful** places. The choice of the tourists depends on what they want **to discover**. For example, some tourists will go with their whole family to spend time in **resorts** or have fun in **amusement parks** and let their kids play in **green spaces**. No matter what the tourists expect, they need to do some research on the Internet or read a **leaflet** to have precise information on the places they want to visit. Some leaflets promote **ecotourism** which permits tourists to visit natural places.

#### Listen and repeat 2

**Agbéké :** I propose we go and visit the beach resort.

**Akui :** Oh ! I have a better idea. **Let's go** to an amusement park to have fun.

**Agbéké :** That's not bad, but **how about going** to the cinema, or **what about having** dinner in a wonderful restaurant ?

**Akui :** Ok ! **Shall we invite** our tourist guide, then ?

**Agbéké :** Why not ?

**Akui :** Great !

### B ..... Let's practise

**1. Match the words or expressions from the box with the pictures below.**

**Example : 1- a tourist site**

*a leaflet ; a resort ; tourist attraction ; an amusement park ; ecotourism ; a tourist site*



1



2



3



4



5



6

**2. Consider the situations below and make the appropriate suggestions with the given phrases. Example : 1- a- Let him go to an amusement park.  
b- How about going to an amusement park ?**

- |  |   |
|--|---|
| <p>1. Eureka wants to have fun.<br/>a. Let ...<br/>b. How about ...</p> <p>2. Meh wants to have information about tourist sites.<br/>a. What about ....<br/>b. Shall ...</p> | <p>3. Lasme wants to do an exposé about tourism.<br/>a. Let ...<br/>b. What about ...</p> <p>4. Lidiane and De-Clotilde want to relax in a green space.<br/>a. Let ...<br/>b. How about ...</p> |
|--|---|

## C ..... Let's take home

**Complete the paragraph below with the following words or expressions :**

**Example : 1- tourists**

*tourists ; wonderful ; tourist sites ; amusement parks ; resorts ; green spaces*

The USA is a wonderful country where millions of **(1) ...** come every year. Most tourists live in hotels or **(2) ...** where they can eat, sleep, practise sport and play games. Some tourists bring their children to **(3) ...** like Disneyland. Other tourists go and spend their money by gambling in the casinos of Las Vegas. A last group of tourists prefer the tranquillity of the nature and **(5) ...** of Rochester's Highland Park. All these **(6) ...** are really **(7) ...** . Why don't you come to visit them one day ?

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to tourist attractions**

**E.g. :** tourist sites ; amusement parks ; tourist attractions ; resorts ; etc.

- **how to make suggestions**

**E.g. :** **Let's visit** the Basilica. / **Shall I go** to the zoo ?

## Session 2

Session focus		
Vocabulary	Language functions	Structure
the Metropolitan Museum of Art ; the Florida's tourist site (Miami) ; Niagara waterfalls ; Manhattan Skyscrapers ; the Statue of Liberty Monument ; the Golden Gate Bridge ; Virginia Beach ; the White House	Accepting suggestions	<ul style="list-style-type: none"> <li>- It sounds like a good idea.</li> <li>- Why not !</li> <li>- Yes, with pleasure !</li> </ul>
	Refusing suggestions	<ul style="list-style-type: none"> <li>- Sorry, I can't.</li> <li>- Thanks, but I'm not interested.</li> <li>- I'd rather not.</li> </ul>

### A ..... Let's explore

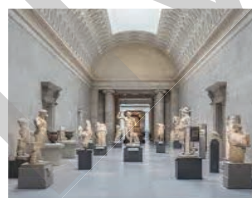
#### Look, listen and repeat



the Statue of Liberty



the Golden Gate Bridge



the Metropolitan Museum of Art



the Niagara's Falls



the White House



Virginia Beach



Manhattan Skyscrapers



Florida's tourist site

#### Listen and repeat

**Meh :** Hi, Eureka, Welcome to the USA ! Since you are free today, let's go round the city.

**Eureka :** **Why not ! It sounds like a good idea !**

**Meh :** Yeah ! And once at the beach, how about swimming ?

**Eureka :** **Sorry, I can't.** I don't know how to swim. How about going to the Statue of Liberty ?

**Meh :** **I'd rather not !** I'm afraid of height. Maybe we can just take pictures from the ground.

**Eureka :** I've got a better idea. Let's visit The White House.

**Meh :** **Yes, with pleasure.**

## B ..... Let's practise

**1. With your partner, suggest some ideas about visiting tourist sites in Côte d'Ivoire. Refuse or accept some of them.**

**Example : 1- You : How about visiting the old post office of Grand-Bassam ?**

**Partner : Thanks, but I'm not interested.**

- |                           |                            |                               |
|---------------------------|----------------------------|-------------------------------|
| 1. You (suggestion) : ... | Partner (acceptance) : ... | 4. Partner (suggestion) : ... |
| Partner (refusal) : ...   | 3. You (suggestion) : ...  | You (refusal) : ...           |
| 2. You (suggestion) : ... | Partner (refusal) : ...    |                               |

**2. Study the letter below and write in front each part the appropriate number.**

**Example : A. Signature = 6**

Hello, buddy,

3

How's it ? As for me, I'm fine. I hope that you're doing well too. I'm writing you this letter to inform you that I'm back to my country. I would like to thank you for inviting me in the USA for a visit. I had a wonderful moment there because I visited many places like the Niagara's Fall, the Metropolitan Museum of Art, the Golden Gate Bridge, the Statue of Liberty and even the White House.

How about visiting my country one of these days ? I will be very glad to guide you in the different wonderful places of my country.

I'm looking forward to reading from you. Write back very soon !

Take care ! Bye !

5

1

P.O Box 96 Abidjan Cidex  
(Côte d'Ivoire)

2

February 10th 2022

4

6

Mardochée Kouassi

A. Signature

B. Date

C. Closing word

D. Greeting

E. Body

F. Address

## C ..... Let's take home

**Describe in four (4) lines a tourist site you have recently visited.**

**LET'S KEEP IN MIND**



**Now I know :**

- **vocabulary related to tourist attractions**

**E.g. :** the Metropolitan Museum of Art ; the Niagara Waterfalls ; etc.

- **how to accept and refuse suggestions**

**E.g. :** It **sounds like a good idea.** / **Yes, with pleasure !** / **Sorry, I can't.** / **Thanks, but I'm not interested.**

### COMMUNICATION ACTIVITY

Your Ghanaian friend Appiah is visiting England and you are visiting the USA. He has written you a letter to describe the places he has already visited in order to share memories. Read the letter and answer him back. In your reply,

- describe the places you are also visiting in the USA and localise them ;
- refuse or accept his suggestions for you to join him ;
- make suggestions to encourage him to come and visit the USA next time.

*Dear friend,*

*I hope you are fine in the USA. I'm right now visiting England and it's really a wonderful country. I went to Buckingham Palace and the British Museum. I crossed the Tower Bridge and I visited the Lake District National Park with its beautiful lakes, valleys and woodlands.*

*I suggest that you come here to England so that we can visit together the famous clock Big Ben and Westminster Palace.*

*Please, write back soon to give me your answer !*

*All the Best !*

*Appiah*



# Let's consolidate 3

- I. Read the sentences about the transportation means below and complete them with the words or expressions from the box. **Example : 1- Disembark**

*flight ; disembark ; buses ; lorry ; flight attendant ; risky*

- The plane has arrived at its final destination, the passengers will ...
- Once in the plane, if you need some information, you can ask the ...
- A ... is a vehicle transporting heavy loads.
- The ... of SOTRA are used for intercommunal transportation.
- Mr Eureka said that it is very dangerous or ... to travel in a very old van.
- The pilot is the first person who is responsible for the ...

## II. Complete the dialogue below with the best option. Then practise it with your neighbour.

**Oria :** Tell me Eureka, among a plane, a coach and a van, what's your preference ?

**Eureka :** I prefer **(1) ...** (travelling / travelled) by plane.

**Oria :** Why do you prefer the plane ?

**Eureka :** Because it's the **(2) ...** (more comfortable / less comfortable / most comfortable). How about you ? What's your preference ?

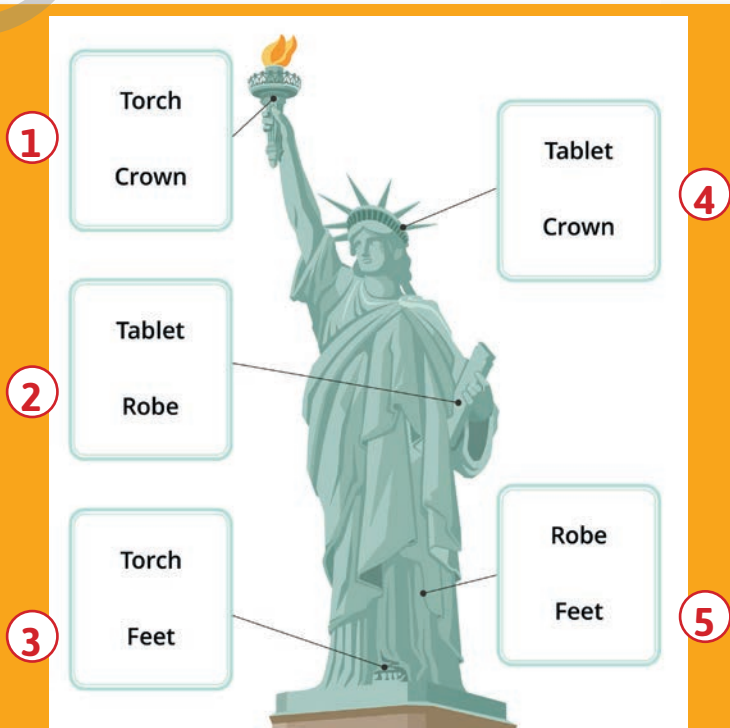
**Oria :** I prefer to **(3) ...** (travel / travelling / travelled) by the van because it's the (cheaper / cheapest / cheap) of all the means of transport.

**Eureka :** Oh, is the van **(4) ...** (as expensive / less expensive / least expensive) than the coach ?

**Oria :** Yes, it's ! And it even runs **(5) ...** (fastest / faster / fastest) than the coach.

### LET'S HAVE FUN

For each part of the Statue of liberty, write down the best option.



# FASHION



## LESSON 1

# MODERN OR TRADITIONAL OUTFITS ?



## WRITING

### Learning context

On the occasion of The Cultural Day organised in Lycée Moderne of Andokoi, the students of 3<sup>e</sup> decide to write a paragraph on modern and traditional clothes with a view to publish it in the English club magazine.



« I like things to be modern and will have a bit of tradition. »

— Alexander McQueen —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to modern and traditional clothes

#### Language function

Giving reasons

### My dictionary

**To wear :** porter, vêtir

**Wedding :** mariage

**Gorgeous :** splendide

**Made up with... :** fait de...

**Gambling :** jeu de hasard

**Heel :** talon

**Cold :** froid

**Teenagers :** les adolescents

**To watch :** regarder

**Rooted :** enraciné (e)

**To join :** joindre

**To underline :** souligner

**To look :** paraître

**Fashionable :** à la mode

**Tights :** collants

## Session 1

Session focus		
Vocabulary	Language function	Structure
traditional outfits ; bazin ; kaftan bubu ; batik short-sleeved shirt ; vlisco fabric ; kente cloth dashiki ; long-sleeved shirt	Giving reasons	<ul style="list-style-type: none"> <li>- I like Tapa cloth <b>as</b> it's a man-made fabric.</li> <li>- It's the "Paquinou" festival, <b>that's the reason why</b> we're wearing traditional clothes.</li> </ul>

A

### Let's explore

#### Look, listen and repeat



a dashiki long-sleeved shirt



a kaftan bubu



a vlisco cloth



a raffia cloth



a kente cloth



a bazin



batik short-sleeved shirt



women in traditional outfits

#### Listen and repeat

**Traoré :** Look ! This is Caroline Dasilva. She's wearing a raffia cloth.

**Ourega :** Yes, she's going to a traditional ceremony ; **that's the reason why** she's so gorgeous.

**Traoré :** Ah ! I can see now. So, she's wearing a raffia cloth **as** she's going to a traditional celebration, isn't she ?

**Ourega :** Yeah ! You got it. We've to valorize our traditional culture.



## B ..... Let's practise

1. The people below are going to a traditional ceremony. Complete the sentences to describe their clothes. **Example : 1- batik short-sleeved shirt**

1



Addey is wearing a ...

2



They look gorgeous in their ...

3



Arafat is wearing a ...

4



Mr and Mrs Meh in a beautiful ...

5



Mrs Traoré is very proud of her ...

6



Mr Koné is very elegant in his ...

2. Reorder the words or expressions to write correct sentences expressing reasons.

**Example : 1- I like bazins as they are comfortable.**

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

## C ..... Let's take home

Reorder the words below to get the right traditional outfits. **Example : 1- kaftan bubu**

- af**K**tna ubbu
- kti**B**a hrtis
- etn**K** hloct
- sl**V**ioc bcifar
- zai**B**n

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to modern and traditional clothes**

**E.g. :** traditional outfits ; dashiki long-sleeved shirt ; bazin ; kaftan bubu ; etc.

- how to give reasons with "as" and "that's the reason why"**

**E.g. :** I like Tapa cloth **as** it's a man-made fabric. / It's the "Abissa" festival, **that's the reason why** the N'zima people are wearing traditional clothes.

## Session 2

Session focus		
Vocabulary	Language function	Structure
sandals ; sweater ; second-hand clothes ; bow tie ; off shoulder dress ; high-heel shoes	Giving reasons	<ul style="list-style-type: none"> <li>- I wear modern clothes <b>because</b> they are fashionable.</li> <li>- I don't have money, <b>that's why</b> I buy second-hand clothes.</li> </ul>

### A Let's explore

#### Look, listen and repeat



high-heeled shoes



off-shoulder dress



a bow tie



a sweater



second-hand clothes



sandals

#### Listen and repeat

Maria is wearing a sweater **because** she is cold. She is practising sport, **that's why** she refuses to wear high-heeled shoes.

### B Let's practise

1. The people below are going out for various reasons. Complete the sentences to describe their clothes. **Example : 1- second-hand clothes**

sandals ; high-heeled shoes ; second-hand clothes ; off-shoulder dress ; sweaters ; bow tie

1



Before the dinner Oria  
bought some ...

2



Denis is very relax in his ...

3



Rosalie looks  
splendid in her ...

4



She is wearing ...

5



Mr Dosso looks elegant  
in his ...

6



Yvelise looks great in  
her ...

**2. Here are some sentences. Join them to express reasons, using “that’s why” and “because” for each. Example : 1- a- Tights are fashionable, that’s why young girls wear them. b- Young girls wear tights because they are fashionable.**

1. Young girls wear tights / tights are fashionable.
2. The youth prefer second-hand clothes / they are less expensive.
3. This woman bought high-heeled shoes / there is a wedding ceremony.
4. Teenagers like modern clothes / they are fashionable.
5. I am wearing a sweater / it is very cold.

C

## Let’s take home

**Choose the best option that completes each sentence below to make it meaningful.**

**Do like this : 1- That’s why**

1. It is cold, (that’s why / because) she decided to wear a sweater.
2. When I am at home I wear relax shoes like (sandals / a bow tie).
3. During *Miss Côte d’Ivoire* competition, the ladies wear (off-shoulder / high-heeled) shoes.
4. When you hear “yougouyougou”, it is all about (second-hand / high-heeled) clothes.
5. I like modern outfits, (because / that’s why) I regularly watch fashion show.

### LET’S KEEP IN MIND



**Now I know :**

- **vocabulary related to modern and traditional clothes**

**E.g. :** modern outfits ; sandals ; second-hand clothes ; bow tie ; etc.

- **how to give reasons with “because” and “that’s why”**

**E.g. :** I wear modern clothes **because** they are fashionable. / I don’t have money, **that’s why** I buy second-hand clothes.

### COMMUNICATION ACTIVITY

You met Abel, a Ghanaian boy, at a Yam festival in Daoukro. He was very impressed by the way festival-goers and some guests were dressed.

He wants you to help him understand things. So, he is asking you some questions.

**Imagine your parts in the following dialogue and write them down.**

**Abel :** Hi, excuse me ! Can I ask you a few questions ?

**You :** Yes, sure.

**Abel :** I'm Abel. I come from Ghana.

**You : (1) ...**

**Abel :** Tell me, what types of clothes are people wearing at this festival ?

**You : (2) ...**

**Abel :** You mean modern clothes are not allowed ?

**You : (3) ...**

**Abel :** That's a good idea. They're authentic, I prefer them.

**You : (4) ...**

**Abel :** Now that I know, I shall come next year with my old Ghanaian kita bubu and accessories.

**You : (5) ...**

**Abel :** I can see that Ivory Coast is deeply rooted in traditional values. Look there ! Some dancing masks.

**You : (6) ...**

**Abel :** Can I have a souvenir photo as a participant ?

**You : (7) ...**

**Abel :** Fantastic. See you then.

**You : (8) ...**

**Roleplay the conversation with your neighbour.**



## LESSON 2

# ATTENDING A FASHION SHOW



## WRITING

### Learning context

You attended the last fashion show organized by Gilles Touré. During an English class, your teacher asks you to write an article for your English Club magazine in order to describe it and promote the ivoirien culture.



« Everyday is a fashion show and the world is your runway. So always dress your best and walk with confidence. »

— [onelittlemomma.com](http://onelittlemomma.com) —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to fashion shows

#### Language functions

- Expressing "likes" and "dislikes"
- Persuading and dissuading

### My dictionary

**Advertizing** : la publicité

**To pay attention** : être attentif, prêter attention

**A set** : un ensemble

**Odd** : différent des autres, intrus

**To take place** : avoir lieu

**On the stage** : sur le podium, sur la scène

**Guest** : invité (e)

**Fame** : réputation, renommée

**Umbrella** : parapluie

**Darling** : chéri (e)

**To joke** : plaisanter

## Session 1

Session focus		
Vocabulary	Language functions	Structure
fashion show ; to showcase ; accessories ; spotlights ; fashion week ; fashion brand ; fashion house ; fashion industry ; the latest trend ; ready-to-wear ; the must-haves	Expressing “likes” and “dislikes”	<ul style="list-style-type: none"> <li>- Camille <b>is fond of</b> traditional outfits, or Camille <b>is fond of</b> wearing traditional outfits.</li> <li>- Fatou <b>can't bear</b> miniskirts, or Fatou <b>can't bear</b> wearing miniskirts.</li> </ul>

### A Let's explore

#### Listen and repeat 1

The first **fashion week** always takes place in New York City. For one week, hundreds of American fashion designers **showcase** their **ready-to-wear** collections in a **fashion show**. This spectacular show promotes **fashion brands** as well as **fashion houses**. At the end of this show, the whole **fashion industry** will pay particular attention to **the latest trends** and the **must-haves**.

#### Listen and repeat 2

**N'gnron** : The fashion industry is **fond of** advertizing the new and creative fashion brands.

**Arlète** : Yes, it's true. They are **fond of** the advertisement of this new fashion brand.

**N'gnron** : But they **can't bear** promoting the same fashion creation.

**Arlète** : Exactly !

### B Let's practise

1. Match the words or expressions in Box A to their synonyms or definitions in Box B. One option in Box B is not concerned. Compare your answers with your neighbour's.

Do like this : 1-d

Column A	Column B
1. a fashion show	a. clothes you can wear directly after buying them in a shop.
2. to showcase	b. something that is the most wanted in terms of fashion.
3. a must-have	c. a set of clothes.
4. a fashion brand	d. a ceremony organized to present new clothes.
5. the latest trend	e. to expose.
6. ready-to-wear	f. a name used to identify an article of clothing.
	g. the newest clothes created by a designer.

**2. In the following dialogue, Steve is chatting with his girl friend at home. Read their dialogue, then classify the expressions of *likes* and those of *dislikes* into the right column. One is done for you.**

**Steve :** Hello, darling ! Do you fancy watching a film tonight ?

**Laura :** Oh, no thanks ! I don't really feel like watching a film tonight. How about going out instead !

**Steve :** Ok. Do you feel like going to a traditional theatre ?

**Laura :** Oh, no. I can't bear it. And you ? Do you enjoy attending a Japanese fashion show ?

**Steve :** I don't mind.

**Laura :** Well I really love it ; I'm also fond of East Asian states fashion. Let's go then !

Likes	Dislikes
	I don't really feel like

## C ..... Let's take home

**The list of words or expressions below is about fashion. Take out the odd ones.**

**Example : 1- railroad**

1. railroad ; ready-to-wear ; must-haves
2. showcase ; rubbish ; the latest trend
3. spotlights ; flash card ; collections
4. catwalk ; designer ; movie industry

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to fashion shows**

**E.g. :** to showcase ; accessories ; spotlights ; fashion week ; etc.

- **how to express likes and dislikes**

**E.g. :** I **am fond of wearing** traditional outfits whereas my brother **can't bear wearing** sweaters.

## Session 2

Session focus		
Vocabulary	Language function	Structure
fashionistas ; to parade ; fashion victims ; accessories ; spotlights ; runway ; catwalk ; supermodels	Persuading	- I <b>can assure you of my full support.</b> - I <b>am absolutely certain you can.</b>
	Dissuading	- I <b>would strongly advise you against that.</b> - I'm <b>afraid you can't do it.</b>

### A ..... Let's explore

#### Listen and repeat 1

**Dogo :** Hello, Eureka ! Do you know Naomi Campbell ?

**Pénawa :** Oh yes ! She's a **fashionista** and a famous black **supermodel**.

**Dogo :** Exactly ! Have you ever seen her **parading** with **accessories** ?

**Pénawa :** For sure ! She often uses accessories like hats and umbrellas.

**Dogo :** Ah ok ! I heard that she was the first black woman to build her fame under the **spotlights** and on **catwalks** in the fashion industry. Is that true ?

**Pénawa :** Yes, that's true ! Dogo, you are on the way to become a **fashion victim** !

**Dogo :** Oh no ! Not at all.

**Pénawa :** I'm joking.

#### Listen and repeat 2

**Yvelise :** I'm thin and tall. I think, I can be a model.

**Meh :** Yes ! I **can assure you of my full support.** Eureka, what do you think of Yvelise's ambition ?

**Eureka :** I'm **absolutely certain she can.**

**Yvelise :** Thank you, guys. But, I know nothing about it and I want to organize a fashion show.

**Eureka :** No ! I **would strongly advise you against that.** I'm **afraid you can't do it.**

### B ..... Let's practise

**1. Read the article below and, for each part, write the corresponding name or description from the box. Example : 1 = D- THE HEADLINE : It is the title of the article.**

#### THE RISE OF THE NEW KING OF IVORIAN FASHION

On July 25th, took place at Hôtel Ivoire, Abidjan, a fashion show that will remain in the collective memory of the fashionistas world. 1

The event saw the participation of the famous designers coming from all the corners of Africa. It gathered designers coming from Nigeria, Burkina Faso, Morocco, South Africa and Ethiopia. Many fashionable clothes were presented on the catwalk. 2

3

The peak moment of the ceremony was when the Ivorian stylist Ciss St Moïse was announced to show off his latest collection of clothes. The models went up and down exhibiting this mix of tradition and modernity in the confection of the collection. The collection consisted of a modernized version of Côte d'Ivoire's traditional clothes like tapa skirt, kamaje dresses, mudcloth shirts and dashiki long-sleeved shirts. The audience was so amazed by the know-how of the stylist that they now consider him the new king of Ivorian fashion and the new ambassador of Ivorian culture.

The event was such a success that I am looking forward for the next one. **4**

KOUKA Saloué **5**

- A. THE CONCLUDING SENTENCE :** Makes the summary of your work and makes an observation or calls for an action.
- B. Author or writer of the article**
- C. THE BODY :** It explains facts, details and additional information about the topic or main point. NB : Can be done in two or three paragraphs.
- D. THE HEADLINE :** It is the title of the article.
- E. THE INTRODUCTION :** Briefly states what the article is about (topic or main point).

## 2. Read the situations below and write expressions to dissuade or persuade in each case.

**Examples :** 1- a- I can assure you of my full support.

b- I'm afraid, you can't do it.

1. I know nothing about, it but I want to organise a fashion show.
2. I'm thin and tall. I think, I can be a model.
3. Céline is poor but she wants to wear the most expensive clothes.
4. Gilles Touré's last collection was a success. He wants to create another one.

## C ..... Let's take home

Your friend wants to leave school in order to become a designer like Gilles Touré. Write two (2) sentences, either to persuade him / her, or to dissuade him / her.

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to fashion shows**

**E.g. :** fashionistas ; to parade ; fashion victims ; accessories ; spotlights ; etc.

- **how to persuade**

**E.g. :** I **can assure you of my full support**, my dear friend.

- **how to dissuade**

**E.g. :** I **would strongly advise you against that**, Sandra.

### COMMUNICATION ACTIVITY

After attending a fashion show organized by the Ministry of culture in your region, you decide to write an article of ten (10) lines in order to report it to your Liberian pen friend.

In your production,

- describe the outfits the designer showed there ;
- mention the clothes you liked or disliked ;
- persuade your pen friend to join you in the next fashion show.



## LESSON 3

# DON'T MISUSE COSMETICS !



## WRITING

### Learning context

The students of 3<sup>e</sup> from your school attended a conference on the misuse of cosmetics. They decide to write a paragraph about the bad effects of bleaching creams on the skin in order to sensitize their fellow students on this phenomenon.



« Glamour is about feeling good in your own skin. »

— Zoé Saldana —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to cosmetics

#### Language functions

- Expressing causes and effects
- Giving advice

### My dictionary

**Unfortunately** : malheureusement

**What a pity !** : Quel dommage !

**Nut** : noix

**At least** : au moins

**To begin** : commencer

**Once** : une fois

**To look** : paraître

**To stay safe** : être prudent

**To ban** : interdire

**No matter** : peu importe

**Skin rashes** : éruptions cutanées

**Billboards** : panneaux d'affichage publicitaires

**To crowd** : s'entasser ; attrouper

**Glamour** : charme

## Session 1

Session focus		
Vocabulary	Language function	Structure
fair complexion ; cosmetics ; lipstick ; braids ; make-up ; dark complexion ; facial cleanser ; shea butter	Expressing causes and effects	<ul style="list-style-type: none"> <li>- They have a beautiful natural skin <b>because</b> they don't misuse cosmetics.</li> <li>- <b>Since</b> they don't misuse cosmetics, they have a beautiful natural skin.</li> <li>- <b>Due to</b> their good use of cosmetics, they have a beautiful natural skin.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat



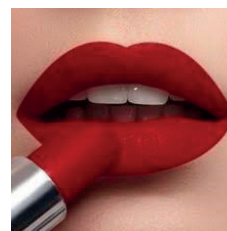
fair complexion



dark complexion



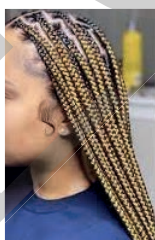
make-ups



a lipstick



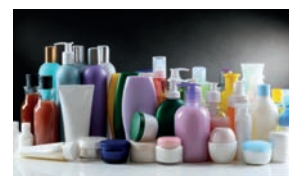
facial cleanser



braids



shea butter



cosmetics

#### Listen and repeat

**Lydia :** Look at this girl ! She has a beautiful natural complexion.

**Eva :** Yes, this is **because** she uses natural cream like shea butter.

**Lydia :** That's right, **since** she uses shea butter, she has a beautiful natural complexion.

**Eva :** Unfortunately, **due to** my sister's misuse of cosmetics, she has got skin problems.

**Lydia :** What a pity !

**Eva :** Yeah !

## B ..... Let's practise

1. The words or expressions in column A are about cosmetics. Match each of them with its synonym or definition in column B. **Example : 1- d**

COLUMN A	COLUMN B
1. fair complexion	a. a make-up for the lips
2. dark complexion	b. a product to clean the face
3. braids	c. black skin
4. facial cleanser	d. light skin
5. a lipstick	e. group of products to make the face beautiful
6. make-up	f. plaits, african style of weaving hair
7. shea butter	g. a cream we get from an african nut

2. Make a sentence by matching each cause to its effect in the table below.

**Example : 1- Since we rarely use bleaching creams, we don't have dots on our skins.**

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

## C ..... Let's take home

Note down the cause or the effect according to the information in brackets.

**Example : 1- I went to the doctor's.**

- I saw a dot on my skin, I went to the doctor's. (effect)
- Her new shoes were too small, she gave them to her little sister. (cause)
- I had nothing to wear because all my clothes were dirty. (effect)
- Mrs Ayereby uses excessively cosmetics, she has skin worries. (cause)

### LET'S KEEP IN MIND



Now I know :

- **vocabulary related to cosmetics**

**E.g. :** fair complexion ; cosmetics ; lipstick ; braids ; make-up ; etc.

- **how to express causes**

**E.g. :** My father loves Mum **because** she doesn't misuse cosmetics.

- **how to express effects**

**E.g. :** **Due to** the misuse of cosmetics, some girls have skin problems.

## Session 2

Session focus		
Vocabulary	Language function	Structure
side effects ; bleaching cream ; whitening products ; skin cancer ; dermatologist ; harmful ; spots ; to bleach	Giving advice	Clara <b>should stop</b> using bleaching creams. / Clara <b>ought to stop</b> using bleaching creams. Or Clara <b>shouldn't use</b> bleaching creams. / Clara <b>ought not to use</b> bleaching creams.

### A ..... Let's explore

#### Listen and repeat 1

**Journalist :** Hello, Doctor ! What do you think about the proliferation of **whitening** and **bleaching products or creams** ?

**Dr Gerard :** They're incredibly dangerous ! Even teenagers have access to these products.

**Journalist :** Why do you say that ?

**Dr Gerard :** Well, they are dangerous because they have many **side effects**, and they are **harmful** to health.

**Journalist :** Can you cite some of their side effects ?

**Dr Gerard :** The person can have **skin cancer** or **spots** on the skin.

**Journalist :** Thanks so much for all the information !

**Dr Gerard :** You're welcome ! Stay safe ! And don't forget to see a **dermatologist** if you have skin problems.

#### Listen and repeat 2

**Yéo :** Doctor, my sister doesn't like her dark complexion and she wants to use some whitening products.

**Dr Gerard :** You **should tell** her that she **shouldn't use** them.

**Yéo :** Ok ! She even told me that she has skin problems.

**Dr Gerard :** She **ought to see** my colleague, a dermatologist.

**Yéo :** Exactly ! I will tell her to go to hospital. Thanks and bye, Doctor.

**Dr Gerard :** Bye, take care of yourself !

## B ..... Let's practise

**1. Fill in the gaps with the following words or expressions : Do it individually, then compare your answers with your partner's. Example : 1- bleaching creams**

*harmful ; skin whitening ; skin cancer ; depigment ; bleaching creams ; side effects ; bleach*

Many young african women think that they should use **(1) ...** to improve their beauty. But what they ignore is that the excessive use of these creams and lotions has some **(2) ... causing deadly** diseases like hypertension, diabetes and **(3) ...**. That's the reason why, I still believe government authorities have to ban **(4) ...** products which **(5) ...** the skin. Every dermatologist agrees that no matter what you use to **(6) ...** your skin, these products are **(7) ...** and risky.

**2. Below are some clues to help you give advice. Use "should", "shouldn't", "ought to" or "ought not to" to build sentences for giving advice.**

**Example : 1- She should use natural creams like shea butter.**

1. She / use natural creams like shea butter.
2. Women / harm their skin health with whitening creams.
3. She / consult a dermatologist for a prescription.
4. People / neglect skin whitening side effects.
5. We / go to a dermatologist when we discover spots on our skin.
6. Parents / tell their children about skin cancer.

## C ..... Let's take home

**This passage is about cosmetics. Complete it with words or expressions from the box.**

**Example : 1- cosmetic products**

*cosmetic products ; should ; side effects ; spots ; harmful ; bleach*

Taloua is a hairdresser. A lot of women crowd in her salon every day because she sells **(1) ...**. Some women buy some products to **(2) ...** their skin, others, to get darker. Taloua makes a lot of money even if her cosmetics can be **(3) ...** to human skin. In fact, some girls felt some **(4) ...** after using the products. They had rashes and **(5) ...** on their skin. They **(6) ...** really be careful about cosmetic products.

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to cosmetics**

**E.g. :** side effects ; skin cancer ; bleaching cream ; to bleach ; etc.

- **how to give advice**

**E.g. :** We **shouldn't misuse** cosmetics. / She **should stop using** bleaching creams.

### COMMUNICATION ACTIVITY

The American NGO “Black is Beautiful” is organizing a writing competition. The aim is to sensitise young people about the dangers of bleaching creams. You decide to participate in the competition and you have to write a paragraph in which you will,

- define what bleaching creams are and give some examples of these products ;
- reveal the diseases and consequences linked to the use of bleaching creams ;
- give advice to young people to avoid bleaching their skins.

(Twelve (12) maximum lines)



## Let's consolidate 4

### I. Reorder the letters in order to get appropriate words related to fashion.

**Example : 1- complexion**

- |              |               |           |
|--------------|---------------|-----------|
| 1. pmeixclno | 3. ssaccoesri | 5. titouf |
| 2. soemsitcc | 4. shoifasn   | 6. lecbah |

### II. Complete the passage below with the words or expressions from the box.

**Example : 1- products**

*traditional ; products ; latest trend ; raffia clothes ; outfits ; victims ; make-ups*

Today, women are huge consumers of cosmetic **(1) ...** . They regularly put on **(2) ...** on their face to look more attractive. They are fashion **(3) ...**, always looking for the **(4) ...** in terms of clothes. And because of their taste for modern **(5) ...**, the african **(6) ...** clothes such as **(7) ...** are disappearing.

### III. Complete the dialogue below with the best option between brackets.

**Do like this : 1- watching**

**Yasmine :** Do you remember Oria ? She was fond of **1- (watch / watching)** fashion shows.

**Moayé :** That's true ! She was really **2- (fond / bear)** of accessories worn by top models.

**Yasmine :** One day, I told her : "I can't **3- (bear / bearing)** your attitude." She used to consider herself as a top model.

**Moayé :** Despite her advanced age, she is still fond **4- (of / to)** wearing miniskirts.

**Yasmine :** Look ! Isn't she coming over there ?

**Moayé :** Yes, she is. I'm leaving. I **5- (shouldn't / can't)** bear her behaviour.

### IV. Write two supporting sentences and one concluding sentence for each of the following topic sentence below.

- Older people are more attracted by their traditional culture than the younger generation.
- Traditional clothes are less and less worn by younger people.
- Fashion shows promote the culture of a country.

**V. Reorder the words to write correct sentences expressing reasons with “as” or “that is the reason why / that is why”. Compare your answers with your partner’s. Number 1 and 2 are examples.**

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



## LET'S HAVE FUN

Fill in the crossword and find the hidden words.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

# CITY OR VILLAGE ?



## LIFE IN CITIES

### LISTENING



### Learning context

In order to talk about city life, the students of 3<sup>e</sup> from Lycée d'Excellence Dominique Ouattara of Grand-Bassam listen to an audio recording during the English class.



« A city is a large community where people are lonesome together. »

— Herbert Prochnow —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to city life

#### Language function

Expressing preferences with “*prefer+v-ing*” and “*would rather + verb*”

### My dictionary

**King-size** : très grand

**Ugliness** : laideur

**Inhabitant** : habitant

**To cross** : traverser

**To match** : relier / faire correspondre

**To light** : éclairer

**Poverty** : pauvreté

**Purpose** : but

**Wish** : souhait

**To get** : obtenir

**Facility** : équipement

**Lonesome** : seul ; solitaire

## Session 1

Session focus		
Vocabulary	Language function	Structure
building ; shopping mall ; shop ; skyscrapers ; shanty town ; tarred road	Expressing preferences	<ul style="list-style-type: none"> <li>- I <b>prefer going</b> to the city.</li> <li>- My grandpa <b>prefers living</b> in his village <b>to staying</b> in a big city.</li> </ul>

### A Let's explore

#### Look, listen and repeat



skyscrapers



a man in a shop



a shanty town



buildings



a shopping mall



a tarred road

#### Listen and repeat

**Abou :** I've heard that you're going to spend your next holidays in your village.

**Junior :** The village ? No ! I **prefer living** in a city. How about you ?

**Abou :** The village is my preference. I **prefer spending** my holidays in a small place.

**Junior :** Ok ! I understand your choice and respect it.

**Abou :** Thanks.

### B Let's practise

**1. Listen to your teacher and complete the sentences below. Do like this : 1- building**

1. A ... is a tall edifice of superposed rooms or offices.
2. A ... town is a place in the city where very poor people live.
3. The ... are all the services and infrastructures for the well being of the citizens.

4. A ... is a very large commercial centre where you can find a big supermarket, many stores and fast-food restaurants.
5. The Burj Khalifa, which is 828-meter tall is the tallest ... in the world.
6. Adou is a trader ; he sells clothes and fashion accessories in his ... at the Treichville big market.
7. It is really comfortable to travel on a ... because it is faster and there is no agitation in the vehicle.

**2. Rewrite the sentences to express preference using "prefer".**

**Example : 1- I prefer playing scrabble.**

1. Playing scrabble is my preference.
2. Speaking English is his preference.
3. Working in a skyscraper is Akou's preference.
4. Visiting the zoo is our preference.
5. Revising the lessons after dinner is their preference.
6. Listening to music is your preference.

**C Let's take home**

**Rewrite sentences to express preferences choosing one option.**

**Example : 1- I prefer living in the city.**

1. Live in the city / stay in village ( I ).
2. Work in the city / work in village (Mr. Ourega).
3. Visit a building / visit a shanty town (Oria and Kadniel).
4. Do shopping in a shopping mall / buy articles in a shop (Meh and I).
5. Speak English / speak French (Thérèse)

**LET'S KEEP IN MIND**



**Now I know :**

- **vocabulary related to city life**

**E.g. :** building ; shopping mall ; shop ; skyscrapers ; shanty town ; etc.

- **how to express preferences with "prefer + v-ing"**

**E.g. :** I **prefer going** to the city.

My grandmother **prefers living** in a village.

## Session 2

Session focus		
Vocabulary	Language function	Structure
urban life ; town ; factory ; entertainment ; expensive ; city dweller ; litter ; to rent	Expressing preferences with "would rather + verb"	<b>A :</b> Where <b>would</b> you <b>rather</b> live ? <b>B :</b> I <b>would</b> / I'd <b>rather live</b> in a town.

### A ..... Let's explore

#### Look, listen and repeat



a town in the North of  
Côte d'Ivoire



litter



a house to rent



a factory



listening to music, an entertainment



City dwellers



This blouse is over F.CFA 1 million ;  
it's too expensive !

#### Listen and repeat

**Aka :** Where do you want to spend your next holidays, in a city or in a town ?

**Ablan :** I **would rather go** to the city. And you, where **would** you **rather go** for the holidays ?

**Aka :** Well, I **would rather spend** my holidays in towns; I find there more relaxing.

**Ablan :** That's your choice, and I respect it !

**Aka :** Thanks.

## B ..... Let's practise

1. Complete the sentences with the words or groups of words from the box.

Example : 1- city dwellers

*factories ; town ; entertainment ; city dwellers ; litter ; urban life ; rent*

1. People living in cities are ...
2. Life in the city is also called ...
3. A person who is not a proprietor is obliged to ... a house.
4. Watching television, going to the cinema or playing games are forms of ...
5. Industrial zones are created for the implantation of ...
6. There is ... in public places because people are ignorant and negligent.
7. An urban area is larger than a village and smaller than a city is a ...

2. As you listen to the teacher, note down the letter corresponding to the words or expressions you hear among the proposals. Example : 1- b

1. Life in the city is very (a- expensive ; b- exciting ; c- impressive).
2. People in cities can go to the cinema for (a- attainment ; b- attachment ; c- entertainment).
3. Rich people (a- would rather live ; b- would rather living ; c- could rather read) in residential areas.
4. Most poor people live in (a- shanty towns ; b- noisy towns ; c- shiny gowns).

## C ..... Let's take home

Fill in the gaps with "would rather" or "prefer". Do like this : 1- prefer

1. I strongly ... living in the city.
2. I ... go to the city, because there are great entertainments there.
3. I live in this city because I ... have a difficult life in the city than a boring life in the village.
4. The people ... looking for jobs in the cities where they can be well paid.
5. Old people ... enjoy a peaceful life in village.

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to city life

E.g. : urban life ; town ; factory ; entertainment ; expensive ; city dweller ; etc.

- how to express preferences with "would rather + verb"

E.g. : A : Where **would** you **rather live** ?

B : I **would** / I'd **rather live** in a town for its entertainment sites.

## COMMUNICATION ACTIVITY

After his holidays in Côte d'Ivoire, Mensah, your Ghanaian friend, sent you a voice message in which he is giving you his impression about the different cities he has visited during his stay. Listen to the recording and do the activities below :

### A. Listen to the recording and choose its general idea among the different options below.

The record is about Mensah's visit to :

1. some cities of Côte d'Ivoire.
2. some villages of Côte d'Ivoire.
3. your family in Côte d'Ivoire.

### B. Listen to the recording again and choose the correct ending to the sentences below.

1. Mensah remembers Abidjan and its ... :
  - a. skyscrapers
  - b. malls
  - c. restaurants
2. In Plateau, you can see ... :
  - a. shopping everywhere
  - b. skyscrapers everywhere
  - c. buildings everywhere
3. Mensah went shopping in a ... :
  - a. shop in Marcory
  - b. mall in Marcory
  - c. supermarket in Marcory
4. Mensah prefers Marcory because there are many places for :
  - a. entertainment
  - b. shopping
  - c. building

### C. Now, Mensah calls you in order to have your point of view about the advantages of living in the city. Write down your answer in twelve (12) lines maximum.

## LESSON 2

# LIFE IN VILLAGES

## LISTENING



### Learning context

In order to talk about village life, during an English class, the teacher makes you listen to a VOA audio recording about an african village.



« In the village that you don't know, chickens have teeth. »

— Ivorian proverb —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to village life

#### Language functions

- Expressing wishes
- Expressing purposes

### My dictionary

**VOA :** Voice Of America (Radio Internationale, La voix d'Amérique)

**Residue :** résidu, reste  
**Chicken :** poulet

## Session 1

Session focus		
Vocabulary	Language function	Structure
a village chief ; to fetch water ; a bumpy road ; a hut ; a hunter ; to sow ; to harvest	Expressing wishes	I <b>wish</b> I <b>had</b> a big farm.

### A ..... Let's explore

#### Look, listen and repeat



a hut



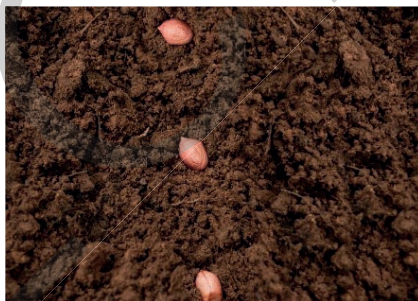
a hunter



to fetch water



a bumpy road



to sow groundnuts



to harvest rice

#### Listen and repeat

**Dogo :** Hello, Kalou ! Where are you now ?

**Kalou :** Hello, buddy ! I'm in a noisy place, somewhere in Adjamé.

**Dogo :** Poor you ! I'm now in the village drinking some palm wine.

**Kalou :** Lucky you ! I **wish** I **were** there too.

**Dogo :** Unfortunately, you are in the heat and noise of Adjamé.

**Kalou :** I **wish** I **could be** in a calm and quiet place.

**Dogo :** No worries ! next time, I will invite you to discover my nice village « GUIMEYO », in Soubré.

**Kalou :** That would be great !

## B ..... Let's practise

1. Match the words or expressions in column A with their definitions or synonyms in column B.  
Do like this : 1- e

Column A	Column B
1. to fetch	a. a difficult road
2. to sow	b. first authority in a village
3. a bumpy road	c. to extract the fruit or production of a plant
4. a village chief	d. traditional houses in a village
5. to harvest	e. to transport from one place to another
6. a hunter	f. a person who chases animals for food
7. a hut	g. to place a grain in the soil for future production

2. The following sentences are about village life. Rewrite each of them using the prompts between brackets. Example : 1- I wish it rained a lot this year.

- It doesn't rain a lot this year. (I wish It ...)
- The road to my village is very bumpy (I wish it...)
- I don't have a big plantation. (I wish I ...)
- Young people don't like farm work. (I wish they...)
- Many villagers drink too much palm wine. (I wish they...)

## C ..... Let's take home

Fill in the gaps with the appropriate words or expressions from the box. One option is not concerned. Example : 1- village chief

hunter ; bumpy road ; village chief ; harvest ; sow

- All the people living in a village must respect the ...
- We must use good quality grains to ... cereals.
- Kodjo is a ..., he chases animals like gazelles and giraffes for the local market.
- The journey to the village was too long because of the ...

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to village life

E.g. : village chief ; to fetch water ; bumpy road ; hut ; etc.

- how to express wishes

E.g. : Sery **wishes** he **had** a big cocoa plantation.

## Session 2

Session focus		
Vocabulary	Language function	Structure
hardworking ; peaceful ; palm wine ; to date ; moonlight ; supportive ; hospitable ; cheap	Expressing purposes	<ul style="list-style-type: none"> <li>The girls go to the river <b>in order to / so as to</b> fetch water.</li> <li>Farmers grow crops <b>so that</b> they <b>can feed</b> their families.</li> </ul>

### A ..... Let's explore

#### Listen and repeat 1

The inhabitants of my village are **peaceful** people who do not use violence to solve their disputes. They have many qualities. If you are a visitor in my village, the hospitable villagers **will** gladly receive you and serve you some **palm wine**, the local drink extracted from a palm tree. If you have problems, people will feel preoccupied about your situation and demonstrate their solidarity ; they are really **supportive**.

5

Concerning work, the villagers are **hardworking** people who can spend hours and hours working on their farms. Perhaps the most interesting moments are the ones when we enjoy the presence of the **moonlight**. During moonlight, the village is not totally dark at night, so people tend to go to bed later than they do in ordinary days. This is the ideal moment for

10 young boys **to date** the girls they want to marry.

Life is very **cheap** in our village ; so it doesn't cost a lot of money to please a girl or simply live a decent life. Our village is more peaceful than the big cities out there. We love it.

#### Listen and repeat 2



In villages, people live in community **so that** they **can support** one another. When there is a misunderstanding, they meet under the palaver tree **so as to** settle the problem. City dwellers come to the village during the holidays **in order to** rest and **stay** far from the noise of the city. Villagers grow food crops **to feed** themselves and cash crops **to earn** money.

## B ..... Let's practise

1. Complete the sentences with the words or expressions from the box. **Example : 1- peaceful**

*hardworking ; supportive ; peaceful ; cheap ; palm wine ; date ; hospitable*

1. Village life is always calm and ...
2. In our traditional society, a young boy would not ... a girl without his parents' permission.
3. During Easter celebrations in most "baoulé" villages, ... is the standard drink.
4. Everybody is welcome in the village because villagers are ...
5. For a city dweller, life in the village is excessively ...
6. Villagers really like working, there are not lazy at all, they really are ... people.
7. ... people always demonstrate compassion to those who are in difficult situations.

2. Ask and answer questions with your neighbour to say why people do things in a village. Write each answer using the clue between brackets.

**Example : 1- A : Why do village girls go to the river ?**

**B : Village go to the village in order to fetch water.**

1. Village girls go to the river / fetch water. (in order to )
2. The students return to the village / help their parents. (so as to)
3. Farmers grow cash crops / make money. (so that)
4. Konan buys a rifle / hunt wild animals. (in order to)
5. Farmers work hard on their farms / increase their harvest. (so that)

## C ..... Let's take home

Write down the antonyms to the following words. **Example : 1- HOSPITABLE**

- |                 |                 |
|-----------------|-----------------|
| 1. INHOSPITABLE | 3. LAZY         |
| 2. CHEAP        | 4. UNSUPPORTIVE |

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to village life**

**E.g. :** hardworking ; peaceful ; palm wine ; to date ; moonlight ; etc.

- **how to express purposes**

**E.g. :** Yao likes going to his village **in order to** kill birds and drink palm wine.

## COMMUNICATION ACTIVITY

The English club of your school is organizing a campaign on the importance of respecting traditions. During the event, the chairperson of the English club tells the audience about his / her stay in his / her village. You attend the campaign.

**A. As you listen to him, note down what his speech is about :**

1. A description of city life.
2. The reason why people live in village.
3. A description of village life.
4. The difference between village and city life.

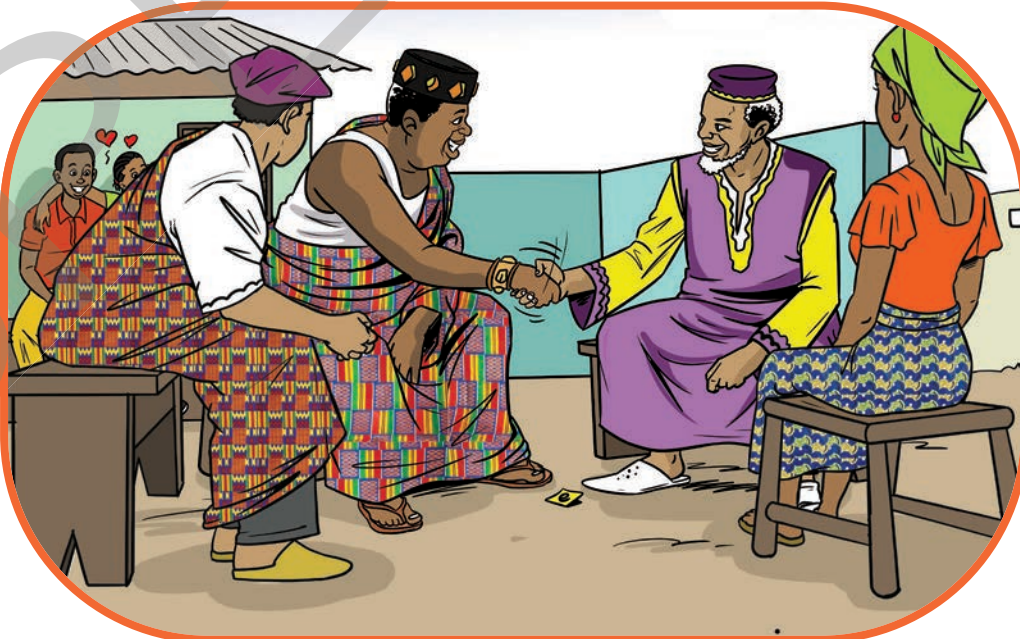
**B. Your mate was not sure of some words he / she heard. Listen again and note down the ones which are really said.**

1. a) quiet ; b) quite ; c) quit
2. a) hat ; b) hut ; c) hot
3. a) fest ; b) fetch ; c) felt
4. a) hospitable ; b) hospital ; c) hospitalize

**C. Your partner is a bit confused about some details of this passage. Help him / her clarify them. Choose the right information for him / her.**

1. In the morning you only hear birds singing because : a) the village is far ; b) the village is quiet ; c) the village is busy ;
2. In the morning women : a) take water from the tap ; b) clean the village ; c) fetch water ;
3. Village women cook with : a) firewood ; b) charcoal ; c) gas cooker ;
4. The speaker likes village life because people are: a) respectful ; b) hostile ; c) hospitable.

**D. You've just listened to your coordinator's experience of village life. Write a dialogue to discuss with your partner the advantages and inconveniences of living in a village. You will practise it.**



## LESSON 3

# WHAT CAUSES RURAL EXODUS ?

## LISTENING



## Learning context

In order to sensitise their friends in other 3<sup>e</sup> classes about the consequences of rural exodus, during an English Club meeting, the participants listen to an audio recording from the British Broadcasting Corporation (BBC).



« Those who have not seen a morning in the country don't know what a good morning is. »

— Cuten n' Country —

## GOOD TO KNOW

### Vocabulary content

Vocabulary related to rural migration

### Language functions

- Expressing consequences
- Making suggestions

## My dictionary

**Harvest** : récolte

**Brilliant** : Brillant (e)

**To kid** : plaisanter

**To attend** : fréquenter, assister à

**Afterwards** : après, plus tard

**On behalf** : en faveur de

**Livelihood** : gagne-pain, moyen d'existence

**Facility** : installation, bâtiment

**Cheetah** : guépard

## Session 1

Session focus		
Vocabulary	Language function	Structure
school leavers ; drought ; lack of ; flood ; manpower ; hardship ; backbreaking ; to find a job	Expressing consequences	<ul style="list-style-type: none"> <li>- I want a good job ; <b>as a result</b>, I'm going to the city.</li> <li>- I want a good job. <b>Therefore</b>, I'm going to the city.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat



a school leaver : she left school because of her parents' lack of money



a drought : no plant can grow on the soil



a flood



to look for a job



a backbreaking work



these people represent the manpower of their company

#### Listen and repeat

**Yacou** : Hello, brother ! How was the last harvest in your rice field ?

**Moussa** : Are you kidding me ? There was absolutely nothing to harvest because there was no rain. The plant needed water but the drought was too long and severe.

**Yacou** : I see. I'm really sorry to hear that.

**Moussa** : In fact, the drought was too long ; **as a result**, the plants died before the harvest.

**Yacou** : This is sad news, brother. I think, next time, you will have to plant your rice in a more humid area. Follow my recommendations : plant in a humid area and choose the appropriate season ! **Therefore**, you will have better results. That's a better idea, don't you think so ?

**Moussa** : Maybe ! I will try.

**Yacou** : Ok, cheer up !

**Moussa** : Thanks !

## B ..... Let's practise

### 1. Listen to your teacher and complete the passage with the missing words.

Do like this : 1- hardships

Kwaku is a brilliant student who attended the local grammar school of the village. He unfortunately suffered some **(1)** ... when his father lost all his **(2)** ... in a bushfire. **(3)** ... of this situation, young Kwaku migrated to town to continue his schooling. He is a hardworking schoolboy. Therefore, he doesn't want to be a **(4)** ... and be obliged to do **(5)** ... work on a farm later on.

### 2. Rewrite the sentences to express consequences. Use the words or expressions between brackets. Example : 1- I want better job opportunities ; as a result, I move to the city.

1. I move to the city because I want better job opportunities. (as a result)
2. My cousins have abandoned farming because there are regular floods in the village. (therefore)
3. Aisha left the village because her father wanted her to marry an old man. (as a result)
4. Akou goes to Abidjan because he finds farm work backbreaking. (therefore)
5. The company is recruiting some employees because it needs new workers. (as a result)

## C ..... Let's take home

### Answer the following questions.

1. What do we call a young person who stopped going to school ?
2. Give three reasons why people leave the village for cities.

### LET'S KEEP IN MIND



#### Now I know :

- vocabulary related to rural migration

E.g. : school leavers ; drought ; flood ; manpower ; backbreaking ; etc.

- how to express consequences with "as a result" and "therefore"

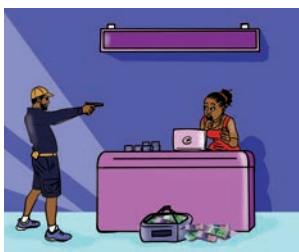
E.g. : I want a good job ; **as a result**, I'm going to the city. / I want a good job. **Therefore**, I'm going to the city.

## Session 2

Session focus		
Vocabulary	Language function	Structure
drawback ; unemployment ; overpopulation ; to improve ; disappointment ; robbery ; drug addiction ; begging	Making suggestions	<ul style="list-style-type: none"> <li>- <b>What about going back</b> to the village ?</li> <li>- <b>How about going back</b> to the village ?</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat



a criminal committing a robbery.



a frustrated boy showing his disappointment.



a beggar



drug addiction



too many people = overpopulation



people in situation of unemployment.

#### Listen and repeat

**Yacou :** What're you doing this weekend ?

**Moussa :** I've no plans for the moment. Do you have a suggestion ?

**Yacou :** Yes. **How about going to hunt** birds in the rice field ?

**Moussa :** I don't think that's a good idea. Let me make a better suggestion : **What about going to swim** in the river ?

**Yacou :** It sounds good to me. But, **I suggest** we finish the hunting first. We can go swimming afterwards.

**Moussa :** That's a good idea !

**Moussa :** Ok, so let's go !

## B ..... Let's practise

**1. Listen to your teacher and complete the passage with the words you hear.**

**Do like this : 1- improve**

These days, young people move from their village to the town in order to **(1) ...** their livelihoods. Some think that it is due to **(2) ...** facilities and entertainments places in the village. This phenomenon impacts seriously the village and the cities. Not only does it create a lack of **(3) ...** in the village, but it also contributes to the proliferation of **(4) ...** in the cities.

**2. Below are some suggestions to fight against rural exodus. Start your sentence with the word between brackets. Example : 1- (how) / How about building more schools ?**

1. Build more schools → (how)
2. Create more entertainment → (What)
3. Build new roads → (How)
4. Create more jobs in villages → (What)
5. Sensitise young people → (How)
6. Mechanise agriculture → (What)

## C ..... Let's take home

**Put the words in the correct order to obtain correct sentences.**

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

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to rural migration**

**E.g. :** drawback ; unemployment ; overpopulation ; disappointment ; etc.

- **how to make suggestions**

**E.g. :** **What about going back** to the village ? / **How about going back** to the village ?

## COMMUNICATION ACTIVITY

You are attending a conference on rural exodus on behalf of your English club. While you are listening to the conference, the organizers share a questionnaire to check your understanding. Do the tasks below.

### A. Listen and note down the correct answer.

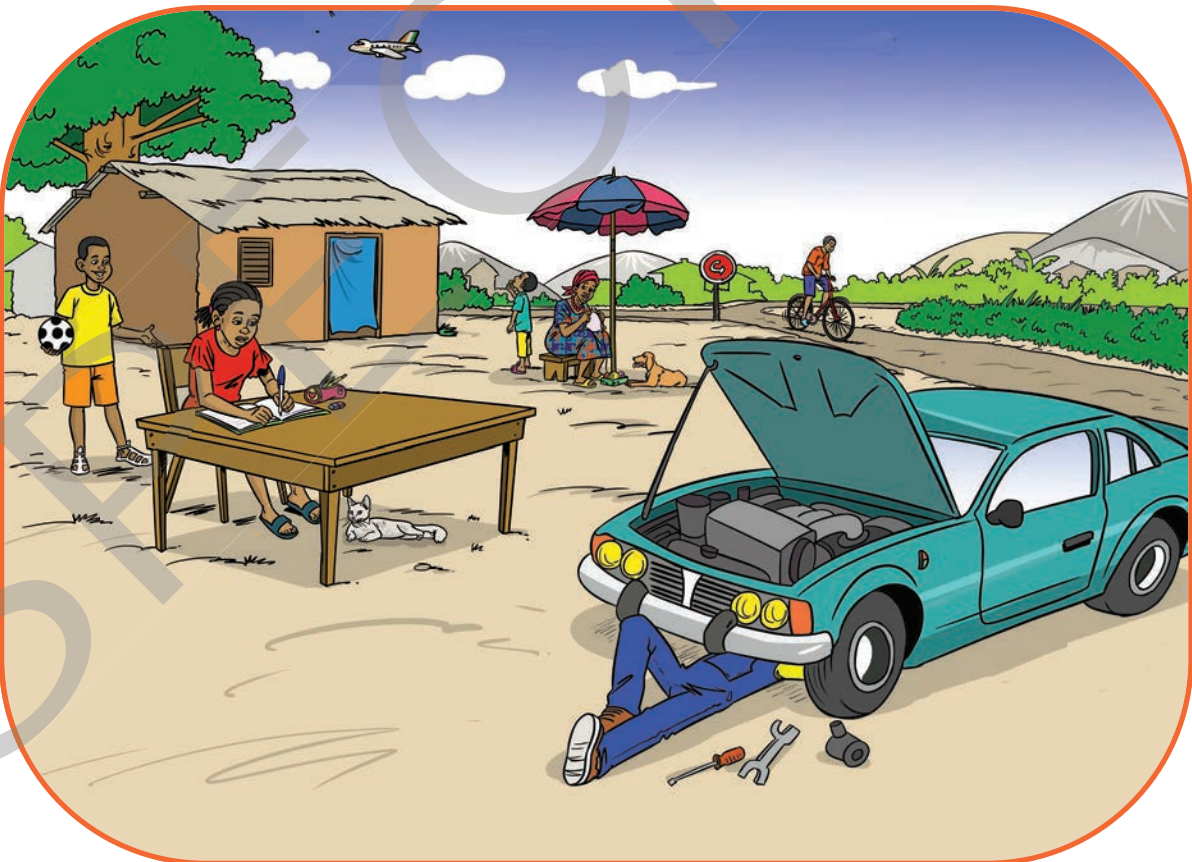
The conference is about : a) life of villagers ; b) life of city dwellers ; c) causes and drawbacks of rural exodus.

### B. Listen again and mention two (2) causes of rural exodus raised by the speaker.

### C. Listen to the speaker again and mention one (1) consequence of rural exodus mentioned.

### D. After attending the conference you decide to share what you heard with the members of the club. Write down what you have to say in 10 lines maximum.

- Tell them about the causes and consequences of rural exodus ;
- Suggest some solutions.



# Let's consolidate 5

- I. Match the beginnings of the sentences in column A with their appropriate endings in column B. Then write sentences expressing consequences.

Example : 1 - c : The weather is getting very bad ; as a result, I have to leave you now.

Column A	Column B
1. The weather is getting very bad.	a. the manager will make some changes.
2. The teacher was not present.	b. she was very happy .
3. Anita received a present from her father this morning.	c. I have to leave you now.
4. This football team is not playing well.	d. I'm going to buy it at the bookstore.
5. I need to buy a new book.	e. the students were playing in the school yard.

- II. The words from the box are about rural migration. Complete each sentence with the appropriate one. One option is not concerned. Example : 1- backbreaking

manpower ; school leaver ; drought ; backbreaking ; looking ; flood

- A ... job is a human activity that is difficult to do.
- When there is a ... , you can see water everywhere.
- Kwaku is ... for a job because he wants to take care of his family.
- Many young people migrate to urban areas to be recruited as ... for factories.
- Crépin is a ... ; he abandoned school after the class of 4<sup>e</sup>.

- III. Fill in the gaps with "in order to" or "so that" to express a purpose. Example: 1- in order to

My name is Goubou. I come from a small village of the region of Gagnoa, named Obodroupa. I came to Abidjan last year **(1)** ... continue my studies at University. I'm studying English **(2)** ... become a translator. My father is a farmer. He grows enough food crops **(3)** ... he can feed his family. He encourages me to work hard **(4)** ... I can get my diplomas. Every holiday, I go back to my village **(5)** ... help him on his farm.

## LET'S HAVE FUN

Fill the crosswords with the names of animals common to village life.

Example : 1- Monkey

squirrel ; frog ; hen ; snail ; monkey ; dog



# HUMAN RIGHTS

## UNIT 6

### — LISTENING —



## CITIZENS' RIGHTS

### LISTENING



### Learning context

During the English class, the teacher makes the students of 3<sup>e</sup> listen to a tape recording about Human Rights violation in the world, in order to discuss the issue.



« Human rights are not things that are put on the table for people to enjoy. These are things you fight for and then you protect. »

— Wangari Maathai —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to Human Rights

#### Language functions

- Expressing opinions
- Expressing rights

### My dictionary

**To state** : déclarer, indiquer, affirmer

**To handle** : gérer, traiter

**Perpetrator** : auteur (e)

**Alright** : d'accord, bien ...

**Obviously** : évidemment, bien sûr

**To wish** : souhaiter

**To torture** : torturer

## Session 1

Session focus		
Vocabulary	Language function	Structure
wrongdoer ; to deny ; to denounce ; freedom ; fair ; citizen ; to sensitise	Expressing opinions	<p><b>In my opinion</b>, we have to stand for our rights.</p> <p><b>I think</b> we have to stand for our rights.</p> <p><b>As far as I'm concerned</b>, we have to stand up for our rights.</p> <p><b>From my point of view</b>, we have to stand up for our rights.</p>

### A ..... Let's explore

#### Listen and repeat 1

**Journalist :** In your opinion, what is a **citizen** ?

**Expert :** I think, a citizen is a person who respects the laws of his country.

**Journalist :** What about the concept of **freedom** ?

**Expert :** By freedom, we should simply understand liberty.

**Journalist :** What can a citizen do if Human Rights are **denied** or not respected in his community ?

**Expert :** In my opinion, the first thing to do is to **sensitise** the perpetrators of bad actions. I mean, we have to talk to them so that they can change positively.

**Journalist :** What if sensitisation doesn't work ?

**Expert :** If it doesn't work, the next thing to do is to **denounce** the **wrongdoer** to the police. The police is better equipped to handle such situations.

**Journalist :** What do you respond to the people who say that the law is not always **fair** ?

**Expert :** From my point of view, the law is fair.

#### Listen and repeat 2

**Bilal :** Hello, guys ! How are you ?

**Losseni and Jaures :** Fine ! And you ?

**Bilal :** Fine too. I would like to have your opinions about Human Rights.

**Losseni :** **I think that** all human beings have the same rights, no matter their races, their origins and the gender.

**Jaures :** You're right, Losseni ! **From my point of view**, we're born free and equal.

**Bilal :** Exactly ! **In my opinion**, no one should be above the law.

**Losseni :** I agree with you. **As far as I'm concerned**, all human rights must be guaranteed and respected.

**Bilal :** That's very true. Thanks for your contribution. You really know the importance of Human Rights.

## B Let's practise

1. Match the beginning of each statement in column A to its correct ending in column B.  
Write your answers like this : 1- c

Column A	Column B
1. To deny somebody's rights is to	a. the ability to say whatever you want.
2. You are fair, when	b. you treat people equally.
3. To sensitise a person is	c. ignore or refuse to accept them.
4. Freedom of expression is	d. to make that person sensitive about a problem.
5. A wrongdoer should be	e. you are a member of a country.
6. You are a citizen since	f. sent to prison if he / she does not change positively.

2. Analyse carefully the clues below and use them to make meaningful sentences expressing opinions. Example : 1- In my opinion, children are entitled to free medical treatment.

- to be entitled to / free medical treatment / children (**in my opinion**)
- to have the right to / vote / any citizen (**from my point of view**)
- state out their opinions / to be supposed to / teenagers (**as far as I'm concerned**)
- to be allowed to / denounce / Human Rights violations / we (**I think**)
- a journalist / to have the right to / freedom of expression (**in my opinion**)

## C Let's take home

Fill in the gaps with the most appropriate words or phrases from the list :

wrongdoer ; as far as I'm concerned ; fair ; my point of view

- ..., we must all respect Human Rights.
- From ... , torturing people is very degrading.
- Any ... can change if he wants to.
- Everybody likes people who are ... in their judgements.

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to Human Rights

E.g. : citizen ; to denounce ; to deny ; to sensitise ; freedom ; etc.

- how to express opinions

E.g. : **In my opinion**, we have to stand for our rights. / I **think** we have to stand for our rights.

## Session 2

Session focus		
Vocabulary	Language function	Structure
equality ; to claim one's right ; right to housing ; torture ; child labour ; discrimination ; to enforce ; law ; shelter	Expressing rights	<ul style="list-style-type: none"> <li>- All children <b>have the right to go</b> to school.</li> <li>- All children <b>are allowed to go</b> to school.</li> <li>- All children <b>are entitled to go</b> to school.</li> </ul>

### A Let's explore

#### Look, listen and repeat



all families have the right to shelter



there is equality between men and women



to torture



child labour is banned



discrimination



people claiming for more justice



the law states that all children have the right to go to school.



a policeman's job is to enforce the law.

#### Listen and repeat

**Journalist :** Please Mr. Aké, what does the law state about children's education ?

**Mr. Aké :** Well, the new law concerning children's education states that all the children between 6 and 16 years of age have to go to school.

**Journalist :** Are you trying to say that whatever the reason, every child **has the right to go** to school ?

**Mr. Aké :** That's correct ! All children **are allowed to go** to school, and they should not leave school before the age of 16.

**Journalist :** That sounds fair.

**Mr. Aké :** Yeah, you're right.

## B ..... Let's practise

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

Example : 1- right.

Education is a fundamental human (1) ... . In the school environment, students should not experience any form of (2) ... or (3) ... . In fact, (4) ... of treatment is very important in interactions with teachers and also in testing. In a more participative perspective, parents are (5) ... meet teachers to discuss ways of improving their children's performance at school.

2. Use the expressions between brackets and the clues to build meaningful sentences.

Example : 1- Women are allowed to express their opinions.

1. to express their opinions / women (to be allowed to)
2. to choose their President / people in a democracy (to have the right to)
3. freedom of speech / I (to be entitled to)
4. to join the army / girls (to be allowed to)
5. to have his say / a child (to have the right to)
6. to receive good treatment in public hospitals / all patients (to be entitled to)

## C ..... Let's take home

Fill in the gaps with the correct vocabulary items. You may have to change the form of the word.

1. The Constitution is considered as the fundamental ... of a country.
2. When your rights are not respected, you should ... them.
3. Policemen and gendarmes are law ... agents.
4. People in a democracy should have ... rights.

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to Human Rights

E.g. : equality ; to claim one's right ; right to housing ; torture ; etc.

- how to express rights with : "Have the right to + verb" ; "To be allowed to + verb" ; "To be entitled to + verb"

E.g. : All children **have the right to go** to school. / All children **are allowed to go** to school. / All children **are entitled to go** to school.

## COMMUNICATION ACTIVITY

In your quest for information for your exposé on Human Rights violations organised by the English Club of your school, you come across a Voice Of America (VOA) report about the subject. You want to use the information from the report for your exposé. Listen to the report and do all the activities that follow.

### A. As you listen to the report, choose the letter corresponding to the correct answer.

The report is about Human Rights violations in :

- Uganda.
- Vietnam.
- some parts of the world.
- Syria.

### B. As you listen to the report, say whether the statements are true or false. Write T for true and F for false. Example : 1- T

- More than a thousand people die in the displaced persons camps in Uganda.
- Displaced persons in Uganda are having enough food to eat.
- The 71 rehabilitation camps in Vietnam are deserted.
- Drug addicts and prostitutes are treated with dignity.
- Children in Uganda volunteered to join the Lord's Resistance Army.
- Journalists are tortured and killed for their writings.

### C. After listening to the passage, the teacher asks your opinion about the reason(s) why some children are used as soldiers in armed conflicts. Prepare your presentation in twelve (12) lines, then read it to the class.



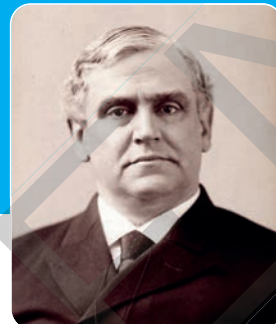
## OUR DUTIES AND RESPONSIBILITIES

LISTENING



### Learning context

During an English Club meeting of your school, the coordinator makes the students of 3<sup>e</sup> listen to a recording from the Voice Of America (VOA) about Human duties, in order to discuss the issue.



« Happiness is the natural flower of duty. »

— Phillips Brooks —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to our duties in society

#### Language functions

- Expressing duties
- Expressing needs

### My dictionary

**Bedridden** : alité, cloué au lit

**To blame** : blâmer, accuser

**Failure** : échec

**To infringe** : enfreindre, porter atteinte à

**Anyway** : de toutes les façons

**Bro = brother** (frère)

## Session 1

Session focus		
Vocabulary	Language function	Structure
duty ; to pay taxes ; to help ; to volunteer ; to obey ; to fulfil ; on duty ; to bear responsibility	Expressing necessity	<ul style="list-style-type: none"> <li>- I <b>must go</b> to school.</li> <li>- I <b>have to go</b> to school.</li> <li>- It's <b>our duty to work</b> hard at school.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat



to help



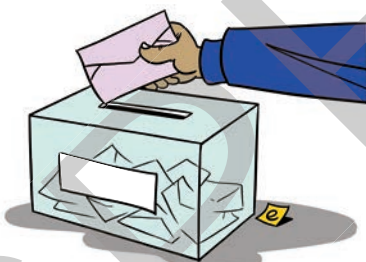
volunteers : they do not demand money for the work they do



to obey the laws and rules of society



pay taxes, and contribute to the development of the country



to vote



a fireman on duty



bear responsibility for all your actions, good or bad.



to fulfil one's job with excitement.

#### Listen and repeat

All human beings have rights. But they also have duties. As citizens, they have to pay their taxes and they **must respect** the laws. As children, they **have the responsibility to obey** their parents. For the good functioning of the society, it's **our duty to accomplish** our duties.

## B ..... Let's practise

1. Fill in the gaps with the appropriate words or expressions from the box.

Do like this : 1- on duty

*obey ; duty ; vote ; volunteering ; payment of taxes ; fulfils ; bear responsibility ; on duty*

1. A doctor ... will work on Sunday.
2. To combat the progression of the desert, many villagers are ... to plant trees in their village.
3. This man is really exceptional ; he ... his job with so much passion !
4. A child has the ... to respect his parents.
5. When you ... for your actions, you don't blame other people for your failure.
6. Polo was punished because he didn't ... the school rules.
7. People in a democracy ... to elect their President.
8. The development of a country depends on the ... by its citizens.

2. Rewrite the sentences below using : *must / have to / It's ... duty to.*

Example : 1- a- We must know our rights as citizens.

b- It's our duty to know our rights as citizens.

1. We have to know our rights as citizens.
2. A good student has to respect his teachers.
3. Parents must take care of their children.
4. It's Pénawa's duty to work hard to please his father.

## C ..... Let's take home

Get the words in the correct order to write down meaningful sentences.

- |  |   |
|--|---|
| 1. go / have / I / to / school / to /        | 3. attend / classes / She / must / the          |
| 2. Sidney / visit / village / his / to / has | 4. Ali's duty / to / help / mother / It's / his |

### LET'S KEEP IN MIND



Now I know :

- **vocabulary related to our duties in society**

E.g. : duty ; to pay taxes ; to help ; to volunteer ; to obey ; to fulfil ; etc.

- **how to express necessity**

E.g. : I **must obey** the school rules. / I **have to obey** the school rules. / **It's my duty to obey** the school rules.

## Session 2

Session focus		
Vocabulary	Language function	Structure
regulations ; responsibility ; obedient ; to take part in ; a role model ; accountable for ; take care of	Expressing absence of necessity	<ul style="list-style-type: none"> <li>- We <b>needn't visit</b> the zoo today.</li> <li>- He <b>doesn't have to play</b> the next game.</li> <li>- You <b>don't have to play</b> the next game.</li> </ul>

### A ..... Let's explore

#### Listen and repeat 1

**Ouréga :** Hello, my friend Traoré ! Tell me, in your opinion, what should a good citizen look like ?

**Traoré :** For me, a good citizen is an **obedient** person. He respects the laws of his country.

**Ouréga :** In terms of duties in the workplace, what can we expect from an obedient citizen ?

**Traoré :** He respects his boss and satisfies people within the limits of the **regulations** or the laws.

**Ouréga :** It's therefore important for citizens to be informed about their rights and duties. Is that right ?

**Traoré :** Yes, that's right. It's our **responsibility** to get information about our rights and duties !

**Ouréga :** Now, how can we educate the younger generations to become obedient citizens in the future ?

**Traoré :** That's a good question. In fact, we needn't wait until a child becomes an adult to transform him into a good person. We have to set the good example by being a **role model** for them. When, as adults, we pay our taxes or **take part in** volunteer work, our kids are likely to do the same in the future. Parents are **accountable for** their children's education.

**Ouréga :** That's absolutely correct ! Thanks and bye !

**Traoré :** Bye, bro !

#### Listen and repeat 2

**Traoré :** Hello, Dogo ! Are you visiting your grandmother in the village next week ?

**Dogo :** My grandmother ? I **don't have to go** to the village to see her, because she lives here with us. In fact, my parents have gone for a two-week vacation to Ghana, so grandmother has come to take care of us while they are away.

**Traoré :** Oh really, you **needn't go** to the village this time !

**Dogo :** Yes. So, I take advantage of the moment to enjoy my time with my grandmother. I love her so much !

## B ..... Let's practise

1. Match the words or phrases in column A with their definitions or synonyms in column B.

Example : 1- f

Column A	Column B
1. Responsibility	a. motivated by a sense of duty
2. To be accountable for	b. to participate in
3. Role model	c. person who inspires others a good example
4. To take part in	d. directives, rules
5. Regulations	e. to be responsible for
6. Obedient	f. obligation

2. Use the clues below to make sentences expressing absence of necessity.

Example : 1- You don't have to bully your younger brothers to make them respect you.

- bully your younger brothers / to make them respect you / you **(not have to)**
- to run to school / she won't be late, anyway / she **(note have to)**
- take his umbrella / it's not going to rain / he **(not need)**
- be professional athletes / to practise sport / we **(not need to)**
- clean the board / you are not on duty today / you **(not have to)**

## C ..... Let's take home

Note down the correct option to express absence of necessity.

- Apo (don't have / doesn't have) to go to the market.
- You (needn't / needn't to) buy a new pen.
- Children (don't have to / doesn't have to) pay to visit the park.
- I (no need / don't need) to go to school by taxi.

### LET'S KEEP IN MIND



Now I know :

- vocabulary related to our duties in society

E.g. : obedient ; responsibility ; regulations ; to take part in ; role model ; etc.

- how to express absence of necessity

E.g. : We **needn't visit** the zoo today. / He **doesn't have to play** the next game.  
/ You **don't have to play** the next game.

## COMMUNICATION ACTIVITY

The students of 3<sup>e</sup> of your school are attending a conference given by an expert sent by the UNICEF to sensitise people on the importance of fulfilling their duties. As a student of this level, do the tasks below. As you listen to the conference,

### A. write down the letter corresponding to the correct answer.

The passage is about :

- the citizens in the country.
- the duties of a citizen.
- the payment of taxes.

### B. select the word that you hear. Example : 1- a

- A citizen is a member of a country who (**a- owes / b- knows / c- holds**) loyalty to the government.
- A (**a- hobby / b- bully / c- duty**) is some action citizens must accomplish.
- ... the (**a- need / b- deed / c- seed**) to respect the rights and property of others.
- ... to participate in your community and (**a- governance / b- government / c- governing**)

### C. say whether the statements below are true or false. Write T for true, and F for false.

Do like this : 1-T

- It is the government's responsibility to protect citizens' rights.
- A tax payer is supported by projects of the government.
- Citizenship is based on four (04) principles.
- Getting information is a principle of citizenship.



## LESSON 3

# LET'S PROMOTE NON-VIOLENCE !

## LISTENING



### Learning context

During an English class, the teacher makes his students of 3<sup>e</sup> listen to a recording about tolerance and violence in order to promote tolerance and non-violence.



« We must learn to live together as brothers or perish together as fools. »

— Martin Luther King JR —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to tolerance and citizenship

#### Language functions

- Expressing obligations with “*must*” and “*have to*”
- Expressing prohibitions with “*ought not to*”

### My dictionary

**To sow** : semer

**Seed** : graine

**Beyond** : au-delà

**To perish** : périr

**To stamp out** : éradiquer

**Inherent** : inhérent, propre à

**To imply** : impliquer, laisser entendre

**Abroad** : à l'étranger

**Devotion** : dévouement

**Prejudice** : préjugé

**Somewhere** : quelque part

**To foster** : élever

## Session 1

Session focus		
Vocabulary	Language function	Structure
acceptance ; discrimination ; to quarrel ; to fight ; armed conflict ; diversity ; peace	Expressing obligations	<ul style="list-style-type: none"> <li>- We <b>must accept</b> cultural diversity.</li> <li>- We <b>ought to accept</b> cultural diversity.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat



discrimination between « normal people » and people with a handicap



to quarrel



to fight



acceptance of differences



diversity



a dove, the symbol of peace

#### Listen and repeat

**Lasme :** What's the condition for durable peace in a multicultural country ?

**Essoh :** I believe that if we want durable peace, we **must encourage** people to accept other people's differences. This takes into account race, religion, ethnic group, etc.

**Lasme :** I think that makes sense ; because it would be quite difficult for people to live peacefully if they can't tolerate differences.

**Essoh :** Exactly ! This means that we **ought to accept** differences to promote durable peace in our country.

## B ..... Let's practise

1. As you listen to your teacher, fill in the gaps with the missing words or phrases.

**Example : 1- unite**

Let us **(1)** ... to defeat hatred and exclusion that violate Human Rights and sow the seeds of conflict. Let us foster **(2)** ... . We **(3)** ... embrace diversity and even beyond, cultivate **(4)** ... , stamp out **(5)** ... of any kind and preserve the inherent dignity shared by all human beings.

2. Reorder the different parts to build meaningful sentences expressing obligations.

**Do like this : 1- He must accept people from other countries.**

1. must / He / accept / from other countries. / people
2. ought / promote / tolerance / to / Religious leaders / their sermons. / in
3. referee / A / be / must / fair.
4. reject / We / to / ought / language / divisive.
5. They / unite / be stronger / must. / to
6. himself / commit / ought to / to / Papou / non-violence.

## C ..... Let's take home

Match the words or expressions in column A with their synonyms or meanings in column B.

**Example : 1- a**

Column A	Column B
1. Acceptance	a. acceptation
2. Armed conflict	b. harmony, tranquillity
3. To fight	c. exclusion
4. Peace	d. difference
5. To quarrel	e. to engage in a combat
6. Diversity	f. combat between military forces
7. Discrimination	g. to engage in a choleric dispute

### LET'S KEEP IN MIND



**Now I know :**

- **Vocabulary related to tolerance and citizenship**

**E.g. :** acceptance ; to quarrel ; to fight ; armed conflict ; etc.

- **how to express obligations**

**E.g. :** We **must accept** cultural diversity. / We **ought to accept** cultural diversity.

## Session 2

Session focus		
Vocabulary	Language function	Structure
threat ; racism ; xenophobia ; nepotism ; hatred ; chauvinism ; to forbid	Expressing prohibitions	We <b>ought not to / oughtn't to practise</b> racism.

### A ..... Let's explore

#### Listen and repeat 1

**Traoré :** What're the **threats** to social cohesion in a country ?

**Gouhi :** There're many menaces to social cohesion, and beyond, to peace in the world. These include : hatred, racism, nepotism, xenophobia, and chauvinism.

**Traoré :** Can you explain these concepts, please ?

**Gouhi :** Ok, let's start with **hatred** or hate. It's the contrary of love ; and it implies the development of a feeling of detestation to others.

**Traoré :** How about racism and xenophobia ?

**Gouhi :** **Racism** is a political or social system based on the principle that one race is superior to another. Concerning **xenophobia**, it's the detestation of people who come from other countries.

**Traoré :** What about nepotism and chauvinism ?

**Gouhi :** Well, **nepotism** is a system in which people favour their family members, especially in the workplace. As for **chauvinism**, it's an attitude that describes the excessive love or devotion people have for their own country.

**Traoré :** Thank you. This means that we have to forbid these attitudes in our modern societies, right ?

**Gouhi :** Yes, of course. They ought to be interdicted in human relationships. If we truly want sustainable peace we oughtn't to have attitudes like racism, xenophobia, etc.

**Traoré :** That's a very good conclusion. Thanks again for your contribution.

**Gouhi :** You're welcome !

#### Listen and repeat 2

*Study this extract from the above conversation between Traoré and Gouhi.*

**Traoré :** Thank you. This means that we have to forbid these attitudes in our modern societies, right ?

**Gouhi :** Yes of course. They ought to be interdicted in human relationships. If we truly want sustainable peace we **oughtn't to practise** attitudes like racism, xenophobia, etc.

## B ..... Let's practise

**1. As you listen to the teacher or the podcast, complete the text below with the missing words or phrases. Example : 1- xenophobia**

Today, **(1) ...** , racism and discrimination on ethnic and religious grounds are unfortunately on the rise. If we want our world to be a better place, **(2) ...** like prejudice, hate crimes, and hate speech must be **(3) ...** in all aspects of our lives ; especially on social media. We **(4) ...** to promote discrimination in all its forms. Each of us has an individual and collective responsibility to promote **(5) ...** . We must all stand and work together to safeguard freedom and ensure equality within and between communities.

**2. Rewrite the sentences using "oughtn't to" to express prohibitions.**

**Example : 1- We oughtn't to encourage division among brothers.**

1. We mustn't encourage division among brothers.
2. He has heart problem. You mustn't inform him about the accident.
3. She mustn't hate foreigners. We all come from somewhere.
4. Vanessa, you mustn't be xenophobic ; don't forget that you are going to study abroad next year.
5. We mustn't fight each other because what unites us is stronger than what divides us.

## C ..... Let's take home

**Label the concept related to the following discourses. Choose from the box below.**

**Example : 1- jealousy**

*racism ; xenophobia ; chauvinism ; jealousy ; hatred ; nepotism*

1. "I've got more merit than him, he should not get all these advantages."
2. "I don't know why, but I strongly dislike this man."
3. "I don't care about competence ; my son will be the next boss in this administration."
4. "We are Black. We are the superior race".
5. "They had better stay in their country, we don't want to see them in our country."
6. "We have always been better than the people of that country, even with 5 players we can beat their 11- player team."

### LET'S KEEP IN MIND



**Now I know :**

- **vocabulary related to tolerance and citizenship**

**E.g. :** threat ; racism ; xenophobia ; nepotism ; hatred ; etc.

- **how to express prohibition**

**E.g. :** We **ought not to** / **oughtn't to practise** racism.

## COMMUNICATION ACTIVITY

As the representative of your English club, you have been chosen to take part in a competition on the occasion of the International Tolerance Day held in your school. You are going to listen to a brief history of the International Tolerance Day and do the following activities.

### A. Listen to the audio passage and complete the following statement.

The audio passage is about ...

### B. As you listen, say whether the following statements are true (T) or false (F).

Do like this : 1- T

1. The year of tolerance is the initiative of the UNESCO.
2. The year of tolerance was proclaimed in 1993.
3. One of the principles of tolerance is acceptance.
4. 16 November was prescribed as International Day for Tolerance.
5. Another month was chosen to celebrate the anniversary of the adoption of the declaration.
6. UNESCO did nothing to promote tolerance and non-violence.
7. The prize for promoting tolerance and non-violence is awarded every two years.
8. Only individuals are awarded the UNESCO-Madanjeet Singh Prize.

### C. Listen to the passage again, then note down the correct answers

- The year which was proclaimed as the year of tolerance is :  
a- 1993                      b- 1994                      c- 1995
- The principles on tolerance are :  
respect ; armed conflict ; fight ; acceptance ; appreciation of diversity ; law enforcement ; forms of expression ; ways of being human ; peace.
- The UNESCO created the UNESCO-MADANJEET SINGH prize to :  
a- promote non-violence ; b- promote tolerance and diversity  
c- promote tolerance and non-violence

# Let's consolidate 6

## I. Fill in the gaps with the correct words from the box. Example : 1- quarrel

*have ; tolerance ; quarrel ; acceptance ; citizen ; hatred*

1. They always ... about money.
2. Didier Drogba is an ivorian ...
3. ... is negative emotion.
4. ... is a synonym for acceptance.
5. We must all promote ... to avoid armed conflicts.
6. The soldiers ... to protect the populations of their country.

## II. Write down the words corresponding to the definitions. Example : 1- duty

1. It is the opposite of a right.
2. She / He is an example for others.
3. She / He does bad things in society.
4. It specifies what we must do and what we mustn't do in a community or a country.
5. She / He voluntarily does things.
6. Accomplishing his / her responsibilities at work.

## III. Choose the appropriate option in brackets to express necessities. Example : 1- must

1. All students (must / don't need to) respect the school rules.
2. We (ought to / oughtn't to) cheat during tests.
3. Alima (needs to / oughtn't to) learn English if she wants to go to Ghana.
4. People (must / oughtn't to) separate mothers from their children.
5. Irié (don't have to / doesn't have to) come to school because he is very sick.

## IV. What is your opinion about the issues below ? Write your answer in one sentence.

- equality between men and women ;
- armed conflicts ;
- rural exodus.

### LET'S HAVE FUN

Find out the hidden words or phrases in the following word chain.

nepotismhatredforbiddenxenophobiathreatoughtnottochauvinism

# HYGIENE AND HEALTH



## LESSON 1

# DO YOU KNOW AN ENDEMIC DISEASE ?

### READING



## Learning context

On the occasion of the World Health Day, celebrated in your school, you are asked to read a text in English about endemic diseases, in order to be well-informed on risky behaviours.



« A desperate disease requires a dangerous remedy. »

— Guy Fawkes —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to endemic diseases

#### Language functions

- Expressing passive sentences
- Expressing personal and impersonal passive

### My dictionary

**To kill :** tuer

**Worldwide :** mondial

**Conducive to :** favorable à

**To increase :** augmenter

**Occuring :** apparition

**Influenza :** grippe

**Poor sanitation :** mauvais assainissement

**Breeding sites :** sites de reproduction

## Session 1

Session focus		
Vocabulary	Language function	Structure
endemic ; epidemic ; pandemic ; disease ; outbreak ; infectious ; spread ; malaria ; chicken pox	Expressing passive	Malaria <b>is declared</b> an endemic disease <b>by</b> WHO.

### A ..... Let's explore

#### Listen and repeat 1

UNDERSTANDING ENDEMIC DISEASES	
<p><b>1.</b> An <b>endemic</b> disease is a <b>disease</b> which is always present in a population or region. For example, <b>chicken pox</b> that occurs among young school children in the United States, and <b>Malaria</b> in some areas of Africa.</p>	<p><b>4. Occuring of endemic diseases</b> An <b>epidemic</b> occurs when a disease is <b>spreading</b> through one or more populations. In contrast, the <b>endemic</b> disease is one that is constantly present in a group or geographic area. <b>Pandemics</b> are worldwide epidemics.</p>
<p><b>2. Endemic diseases in Africa :</b> Malaria, HIV and tuberculosis dominate much of Africa's endemic diseases.</p>	<p><b>5. "Extreme weather creates conditions conducive to outbreaks of infectious diseases,"</b> Epstein said. Heavy rains, for example, provide new breeding sites for the mosquitoes that carry malaria, dengue fever and other diseases, while contaminating drinking water.</p>
<p><b>3. Factors causing endemic diseases in Africa</b> Poor sanitation, lack of clean water, crowded living conditions and lack of vaccination contribute to the disproportionate burden from many of these infections in developing regions of the world.</p>	<p><b>6. Description of an outbreak</b> An outbreak is <b>a sudden rise in the number of cases of a disease</b>. An outbreak may occur in a community or geographical area, or may affect several countries. It may last for a few days or weeks, or even for several years. Some outbreaks such as influenza are expected each year.</p>

[https://apic.org/monthly\\_alerts/outbreaks-epidemics-and-pandemics-what-you-need-to-know/](https://apic.org/monthly_alerts/outbreaks-epidemics-and-pandemics-what-you-need-to-know/)

#### Listen and repeat 2

**Active :** Lack of clean water causes infections.

**Passive :** Infections **are caused** by lack of clean water.

**Active :** An outbreak of malaria can affect many people.

**Passive :** Many people **can be affected** by an outbreak of malaria.

## B ..... Let's practise

1. The words in column A are about diseases. Match each of them with its description in column B.

Example : 1- B

Column A	Column B
1. Disease	a. rapid increase of infected people of a disease
2. Outbreak	b. illness or sickness (malaria)
3. Endemic	c. an epidemic which spreads around the world
4. Epidemic	d. a disease which is constant in a specific area
5. Pandemic	e. many people are infected at the same time in a specific area

2. Rewrite each of the sentences below starting by the underlined words or expressions.

Example 1 : Infections are caused by poor sanitation.

- |  |  |
|--|--|
| 1. Poor sanitation causes <u>infections</u> .                        | 3. Poor sanitation can cause <u>diseases</u> .             |
| 2. The World Health Organisation declares <u>malaria</u> an endemic. | 4. Malaria infects <u>millions of people</u> in Africa.    |
|  | 5. Heavy rains provide <u>breeding sites for malaria</u> . |

## C ..... Let's take home

Read the text below and answer the following questions.

An endemic disease refers to the constant prevalence of a disease in a population within a given geographic area. A good example of an endemic disease in South America and large parts of Africa is malaria. Malaria ( by virtue of being an endemic disease ) will always be found near South American and African populations.

An epidemic occurs when a disease spreads rapidly among a large number of people in a particular region or country, making everyone sick at the same time. An epidemic can be caused by a disease that is native to that region, but starts affecting an unusual large percentage of the population, or it can be caused by a disease that is new to a particular region.

1. What is the text about ?
2. What do you call a disease which is always present in a community or region ?
3. Why is malaria called an "endemic disease" ?
4. What does it refer to, when in a region or country, everyone is sick at the same time ?
5. What can be the causes of an epidemic ?

<https://www.scienceabc.com/humans/what-s-difference-endemic-epidemic-pandemic.html>

### LET'S KEEP IN MIND



Now, I know :

- vocabulary related to endemic diseases

Ex : endemic ; epidemic ; pandemic ; disease ; outbreak ; spread ; etc.

- how to express passive

Ex : Malaria **is caused by** mosquitoes' bites.

## Session 2

Session focus		
Vocabulary	Language function	Structure
symptoms ; preventive measures ; diagnosis ; mosquito spray ; tablets ; syrup ; blood test ; cure	Expressing passive	<ul style="list-style-type: none"> <li>Malaria <b>is said to be</b> preventable.</li> <li><b>It is said that</b> malaria is preventable.</li> </ul>

### A ..... Let's Explore

Look, listen and repeat



Fever



Chills



Muscle ache



Headache



Vomiting



Fatigue



Nausea



Dry cough

MALARIA SYMPTOMS



PREVENTIVE MEASURES



DIAGNOSIS OF MALARIA PARASITE



Syrup



Tablets



Injection

TREATMENT / CURE OF MALARIA

## Listen and repeat

**Personal passive :** Malaria **is said to be** preventable.

**Active :** People say malaria is preventable.

**Impersonal passive :** **It is said that** malaria is preventable.

**Personal passive :** Malaria **is considered to be** curable.

**Active :** People consider malaria is curable.

**Impersonal passive :** **It is considered that** malaria is curable.

## B ..... Let's practise

**1. Read the sentences about little Koffi's sickness and complete each of them with the words or expressions from the box. Example : 1- preventive**

syrup ; preventive ; blood test ; symptoms ; mosquito nets ; diagnose

Mister Koffi and his family don't respect the **(1) ...** measures against malaria. They neither sleep under **(2) ...** nor use mosquito sprays. Today, their young boy doesn't feel well. He has the flu with **(3) ...** like, fever, headache, fatigue, nausea and vomiting. They are now in hospital to **(4) ...** the sickness he is suffering from. In such a situation, the "gold standard" is the **(5) ...** . After the examination of the blood sample, little Koffi is suffering from malaria. Now, he has to receive an anti-malaria **(6) ...** as treatment.

**2. Rewrite the sentences below according to the indications.**

**Example : 1- The test results are said to be available within a few hours.**

1. People say the test results are available within a few hours. (*Personal passive*)
2. Doctors consider malaria is an endemic disease. (*Impersonal passive*)
3. People say a blood test is necessary to diagnose a disease. (*Personal passive*)
4. People say sleeping under a mosquito net is a preventive measure. (*Impersonal passive*)
5. People say malaria is frequently found in Africa and in South America. (*Personal passive*)
6. People consider typhoid fever and cholera are endemic diseases like malaria. (*Impersonal passive*)

## C ..... Let's take home

Match each half sentence in column A with its end in column B to make meaningful sentences about malaria. **Example : 1- d (It is said that fever is a symptom of malaria.)**

COLUMN A	COLUMN B
1. It is said that fever	a. for diagnosing malaria.
2. Blood test is said to be used	b. an effective preventive measure.
3. It is said that anti-malaria	c. a symptom of malaria.
4. Mosquito net is considered to be	d. is a symptom of malaria.
5. Headache is said to be	e. tablets are for treating malaria.

### LET'S KEEP IN MIND



**Now, I know :**

- **vocabulary related to an endemic disease (malaria)**

**E.g. :** symptoms ; preventive measures ; diagnosis ; mosquito spray ; anti-malaria tablets ; syrup ; injections ; blood test ; cure ; treatment ; etc.

- **how to express passive**

**E.g. :** People **say** malaria is found in Africa and South America.

→ Malaria **is said** to be found in Africa and South America.

→ **It is said that** malaria is found in Africa and South America.

### COMMUNICATION ACTIVITY

The US Embassy is celebrating the World Malaria Day in your school. To get prepared for the event, as a member of the Health Club, you read a passage about interesting facts on malaria and do all the activities that follow.

#### A. Read the text and select the best option.

The text is about :

- a. symptoms of malaria.
- b. diagnosis of malaria.
- c. important facts on malaria.

Malaria is an acute illness, causing fever and influenza-like symptoms. The first symptoms (fever, headache, chills and vomiting may) be mild and difficult to recognize as malaria. If not treated within 24 hours, *P.falciparum* malaria can progress to severe illness and death. In malaria-endemic areas, people may develop partial immunity, allowing asymptomatic infections to occur.

The early diagnosis and treatment of malaria reduces the duration of the disease and prevents death. It also contributes to reducing malaria transmission. The best available treatment, particularly for *P. falciparum* malaria, is artemisinin-based combination therapy (ACT). Resistance to antimalarial medicines is a continuing problem. While many factors likely contribute to the emergence and spread of resistance, the use of oral artemisinins alone, as monotherapy, is thought to be an important driver.

Treatment of malaria with an oral artemisinin-based monotherapy results in the rapid disappearance of symptoms, which may cause patients to discontinue treatment prematurely. This would result in incomplete treatment and such patients would still have persistent parasites in their blood. Without a second drug, given as part of a combination (as provided by ACT), these resistant parasites survive and can be passed on to a mosquito and then to another person.

Adapted from [http : // www.euro.who.int](http://www.euro.who.int)

**B. Match the words or expressions from the text in column A with their definitions or synonyms in column B. Do it individually first, then compare your answers with your neighbour's. Write your answers like in the example : 1- h**

COLUMN A	COLUMN B
1. acute (line 1)	a. natural, local
2. mild (line 2)	b. treatment
3. endemic (line 4)	c. analysis, examination
4. asymptomatic (line 4)	d. transmission
5. diagnosis (line 6)	e. amiable, pacific, calm
6. therapy (line 8)	f. only one treatment
7. spread (line 10)	g. transmitted
8. monotherapy (line 11)	h. dangerous, serious
9. passed on (line 16)	i. having no signs of an illness

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

1. Is malaria a dangerous disease ? Justify your answer.
2. What are the first symptoms of malaria ?
3. Why is P.falciparum malaria dangerous ?
4. What is the benefit of an early examination and treatment of malaria ?
5. Is the second drug important ?

**D. After reading the text about malaria, you decide to deliver a speech in order to sensitize your parents about some important facts on malaria. In your speech,**

- define malaria ;
- give two symptoms and two preventive measures ;
- say how to diagnose and treat it.

## LESSON 2

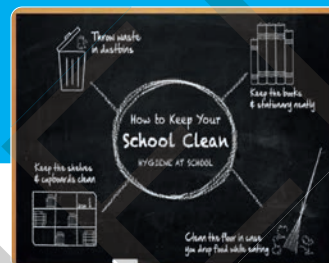
# HYGIENE AT SCHOOL



READING

## Learning context

In order to help his students of 3<sup>e</sup> keep their school environment clean and stay safe, during an English class, the teacher gives them some leaflets to read on the importance of hygiene at school.



« A clean place is a safe place. »

— quotesgram.com —

## GOOD TO KNOW

### Vocabulary content

Vocabulary related to hygiene at school

### Language functions

- Giving advice
- Expressing a purpose

## My dictionary

**To remove :** enlever  
**To remain :** rester

**To take care of :** prendre soin de  
**Forbidden :** interdit

**Playground :** terrain de jeux  
**To prize :** décerner un prix

## Session 1

Session focus		
Vocabulary	Language function	Structure
to weed the schoolyard ; to sweep the floor ; to collect rubbish ; to throw rubbish in the dustbin ; to dirty hands ; to wash hands ; to wipe one's nose ; to spit ; to sneeze in a handkerchief	Giving advice	<ul style="list-style-type: none"> <li>Students <b>should wear</b> masks before sweeping the dust.</li> <li>Students <b>shouldn't sneeze</b> without a handkerchief.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat 1



to weed the garden



to sweep the schoolyard



to collect rubbish



to throw rubbish in a dustbin



to dirty hands



to wash hands with soap / sanitizer



to wipe one's nose with a handkerchief



to spit in the streets

#### Look, listen and repeat 2

Throw rubbish in the dustbin.



You **should throw** rubbish in the dustbin.

Throw rubbish on the floor.



You **should not throw** rubbish on the floor.

## B Let's practise

1. What are these people doing ? Look at the pictures and complete each sentence with the missing words or group of words from the box. **Example : 1- rubbish**

*rubbish ; dustbin ; dirty hands ; spit ; sweeping*



1



2



3



4



5

1. The boy is umpting the ...
2. The children are collecting the ...
3. The school girls are ... the classroom.
4. The boy is eating with ...
5. Please, do not ... in the street.

2. Read each situation and give the correct advice for each attitude using "should" or "shouldn't".

**Example : 1- Henry shouldn't eat with dirty hands.**

1. Henry / eat with dirty hands
2. School children / sweep the classroom every day.
3. Children / wash their hands before eating.
4. People / spit in the streets.
5. People / throw rubbish in a dustbin.

## C Let's take home

Range the following attitudes in the right column like in the example :

*throw rubbish on the floor ; washing hands without soap ; sneeze in a handkerchief ; weed the schoolyard ; throw garbage in the dustbin ; clean the hands with a sanitizer ; wipe your nose without a handkerchief ; avoid spitting in the streets*

HEALTHY ATTITUDES	UNHEALTHY ATTITUDES
	- throw rubbish on the floor

### LET'S KEEP IN MIND



Now, I know :

- vocabulary related to hygiene at school :

E.g. : collect rubbish ; wash hands ; dirty hands ; weed the schoolyard ; etc.

- how to give advice :

E.g. : Children **should wear** masks before sweeping the dust. / Children **shouldn't sneeze** without a handkerchief.

## Session 2

Session focus		
Vocabulary	Language function	Structure
to cough ; to scrub ; to rinse ; to dry your hands with a towel ; a sanitizer ; to kill / eliminate germs ; to sneeze	Expressing a purpose	<ul style="list-style-type: none"> <li>- I wash my hands <b>so that</b> I can eat safely.</li> <li>- Wash your hands with soap <b>so as to</b> avoid diseases.</li> <li>- Wash your hands before eating <b>in order to</b> stay healthy.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat 1



to cough into your elbow



to scrub your hands



to rinse your hands



to dry your hands with a towel



to sneeze into your elbow



a hand sanitizer



to kill / eliminate germs



to wash hands with soap

#### Look, listen and repeat 2



- I clean my hands with a sanitizer **in order to kill** germs.
- I clean my hands with a sanitizer **so as to kill** germs.
- I clean my hands with a sanitizer **so that it can kill** germs.

**Essoh :** Why do you clean your hands with a sanitizer ?

**Singo :** I clean my hands with a sanitizer **in order to kill** germs.

## B ..... Let's practise

1. Complete the paragraph about hygiene at school with the words from the list.

Example : 1 sneezing

sanitizer ; sneezing ; towel ; germs ; soap ; scrub

Thorough hand washing is the single most effective way to help prevent the spread of infections in schools. Teach your students to cover their nose and mouth with a handkerchief when coughing or **(1) ...** to stop **(2) ...** for spreading in the air. Students should always **(3) ...** their hands with **(4) ...** and water after using the toilets. After scrubbing their hands, they should dry them with a **(5) ...** . If there is no soap, they can use a hand **(6) ...**

2. With your partner, ask and answer questions about these attitudes.

Example : 1- A : Why do you sneeze into your elbow ?

B : I sneeze into my elbow in order not to spread germs in the air.

1. Sneeze into your elbow / not to spread germs in the air **(in order to)**
2. Sweep your classroom / remain healthy **(so that we can)**
3. Brush your teeth / avoid toothache **(so as to)**
4. Clean your hands with a sanitizer / avoid infections **(so that I can)**
5. Rinse your hands with clean water / eliminate germs **(in order to)**
6. Wash your hands before eating / not to catch diseases. **(so as to)**

## C ..... Let's take home

Complete these sentences about hygiene with *(in order to / so as not to / so that)*.

Example : 1- in order to

1. Children should get vaccinated ... avoid certain serious diseases as tetanus.
2. Students should sneeze into their elbow ... contaminate other students.
3. Students should regularly use hand sanitizer ... it can kill germs.
4. Children should eat with clean hands ... remain healthy.
5. Washing clothes regularly is necessary ... catch diseases.

### LET'S KEEP IN MIND



Now, I know :

- vocabulary related to hygiene at school :

E.g. : cough ; scrub ; dustbin ; rinse ; dry with a towel ; sneeze ; hand sanitizer ; etc.

- how to express purpose :

E.g. : Students wear masks **in order to avoid** diseases. / Students wear masks **so as to avoid** diseases. / Students wear masks **so that they can avoid** diseases.

## COMMUNICATION ACTIVITY

The English club of your school wants you to take part in a competition organised by the US Embassy in order to prize the cleanest school of your region. For this purpose, you received a leaflet describing a clean school. For a better understanding, read it and do all the activities below.

### A. Read the text and select the right answer.

The text is about :

- the importance of a clean school.
- the importance and characteristics of a clean school.
- The characteristics of a clean school.

Health-related policies should include the overall hygiene of a school. The impact of school cleanliness on the health of those exposed to bacteria within schools is big. To promote hygiene within schools, it may be necessary to create things like health clubs and hosting information sessions about hygiene in general. Not only this but having a clean school will improve the motivation of parents and other visitors. When parents visit a school to enrol their children, the natural look of the school will have a large impact on their desire to enrol. The aesthetic and physical environment of your school is especially important regarding the physiological and psychological development of students and staff members. A school that is both safe and healthy has the following characteristics :

- 5 **10.** A classroom that isn't overcrowded.
  - A classroom that is well-ventilated and that has enough daylight; for example, your classroom should have a window with an area that makes up about 1/3 of the floor area.
  - A good distance between the students in the front and second rows of the classroom and the screen or blackboard. This will ensure that your students' eyes aren't at risk.
- 15.** Your school should be hygienic, meaning there shouldn't be any exposure to excessive bacteria, chemicals, or pollution.

<https://titanchs.com.mm/blog/the-importance-of-school-hygiene-and-sanitation>

**B. Read the text and find the words or expressions whose meanings or synonyms are given below. Example : 1- policies**

1. strategies, plans (line 1)
2. general (line 1)
3. organizing (line 3)
4. register, admit (line 5)
5. attractiveness, beauty (line 6)
6. personnel (line 8)
7. secure (line 8)
8. overpopulated (line 10)

**C. Give short answers to the following questions.**

1. What should health strategies contain ?
2. How can hygiene be promoted in schools ?
3. What can impact the parents desire to register their children in a school ?
4. What is the first characteristics of a safe and healthy school ?

**D. Now, you know the importance and characteristics of hygiene at school, you are asked to write a paragraph to sensitize your friends on how to make your school a safer and healthier place.**

In your paragraph,

- define hygiene at school,
- give two benefits of hygiene at school,
- mention two consequences of lack of hygiene at school,
- say two things you can do to promote hygiene in your school.

## STOP AIDS !



### READING

### Learning context

During his visit to your region, the Ambassador of the USA in Côte d'Ivoire attends a meeting of your English Club. There, he gives you some booklets written in English, talking about HIV / AIDS. The chairman asks you to read them in order to sensitize your friends who were missing.



« It is bad enough that people are dying of AIDS, but no one should die of ignorance »

— Elizabeth Taylor —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to HIV / AIDS

#### Language functions

- Checking information with question tags
- Making recommendations

### My dictionary

**To check :** vérifier  
**Mate :** camarade  
**Own :** propre  
**Faithful :** fidèle

**Toothbrush :** brosse à dent  
**Swollen lymph nodes :** ganglions  
**NGO (Non Governmental Organization) :** Organisation Non Gouvernementale (ONG)

**Behavior / behaviour :** comportement  
**Nevertheless :** néanmoins  
**To remain :** rester

## Session 1

Session focus		
Vocabulary	Language function	Structure
condition ; condom ; kissing ; pregnancy ; skin rash ; weight loss ; blood transfusion ;	Using question tags for checking information	<ul style="list-style-type: none"> <li>HIV / AIDS <b>is</b> a pandemic disease, <b>isn't it ?</b></li> <li>AIDS <b>weakens</b> the body's immune system, <b>doesn't it ?</b></li> </ul>

### A ..... Let's explore

#### Look, listen and repeat

#### Definition of HIV / AIDS

Like Covid-19, HIV / AIDS is a global pandemic, since it is a worldwide disease. HIV (human immunodeficiency virus) is a virus that attacks the body's immune system. If HIV is not treated, it can lead to AIDS, which stands **for Acquired Immune Deficiency Syndrome**. AIDS is a serious condition that weakens the body's immune system, leaving it unable to fight off illness. AIDS is the last stage in a progression of diseases resulting from a viral infection known as the Human Immunodeficiency Virus (HIV or AIDS virus).

#### HIV / AIDS Is transmitted when :

- you have unprotected sex (sex without a **condom**) with an infected person
- you have **blood transfusion** with a contaminated blood,
- a drug addict has an injection with an infected equipment,
- a mother passes it on to her baby during **pregnancy** and delivery,
- an accidental puncture by an infected equipment.

#### HIV / AIDS Is not transmitted through :

- **kissing**,
- touching and shaking hands,
- mosquitoes or other insects' bites,
- food and drinks,
- toilets and bathrooms.

#### Signs and symptoms

The symptoms of HIV vary depending on the stage of infection. In the first few weeks after initial infection people may experience an influenza-like illness including fever, headache, **skin rashes** or sore throat.

As the infection progressively weakens the immune system, they can develop other signs and symptoms, such as swollen lymph nodes, **weight loss**, fever, diarrhoea and cough. Without treatment, they could also develop severe illnesses such as tuberculosis (TB), cryptococcal meningitis, severe bacterial infections, and cancers such as lymphomas and Kaposi's sarcoma.

Adapted from <https://www.who.int/news-room/fact-sheets/detail/hiv-aids>

## Listen and repeat

- Aka :** HIV / AIDS **is** a pandemic disease, **isn't it ?**    **Blé :** HIV isn't caused by a parasite, **it is ?**  
**Blé :** Kissing **can't cause** HIV / AIDS, **can it ?**    **Aka :** A mother **contaminates** her baby, **doesn't she ?**  
**Aka :** HIV / AIDS **killed** millions of people, **didn't it ?**    **Blé :** Shaking hands **doesn't** cause AIDS, **does it ?**

## B ..... Let's practise

1. Name each picture about HIV / AIDS with the correct description from the box.

Example : 1- pregnancy

loss of weight ; blood transfusion ; skin rashes ; kissing ; pregnancy



1



2



3



4



5

2. Match each sentence about HIV / AIDS in column A with the correct question tag in column B.

Example : 1- c ( aren't they ?)

COLUMN A	COLUMN B
1. HIV and AIDS are health problems in C.I,	a. can't they ?
2. HIV cannot be cured,	b. didn't they ?
3. Most people get the virus by having sex without condoms,	c. aren't they ?
4. HIV patients can lose weight,	d. can it ?
5. In 2020, 680 000 people died from HIV-related causes,	e. don't they ?

## C ..... Let's take home

Discuss with your partner and say if the following facts about HIV / AIDS are true or false.

Example : 1- true

- HIV is the virus which causes AIDS.
- Tuberculosis is the first signs of HIV.
- An infected person dies immediately.
- Injury by non-sterile object can cause HIV.
- A pregnant mother can never contaminate her baby.

### LET'S KEEP IN MIND



Now, I know :

- vocabulary related to HIV / AIDS :

Ex : condom ; blood transfusion ; pregnancy ; kissing ; skin rash ; weight loss ; etc.

- how to check information using question tags :

Ex : AIDS **is** a pandemic disease, **isn't it ?** / HIV **isn't** a parasite, **is it ?**

## Session 2

Session focus		
Vocabulary	Language function	Structure
abstinence ; antiretroviral (ARV) drugs ; cure ; faithful ; HIV positive ; antibodies ; antiretroviral treatment (ART) ; get tested for HIV	Making recommendation	<ul style="list-style-type: none"> <li>- <b>Use</b> condoms during sexual intercourse.</li> <li>- <b>Don't be</b> unfaithful to your partner.</li> </ul>

### A ..... Let's explore

#### Look, listen and repeat 1

#### PREVENTIVE MEASURES AGAINST HIV / AIDS

- **Get tested for HIV**
- Choose less risky sexual behaviours
- Practise **abstinence**
- Be **faithfull**
- Use condoms every time you have sex
- Limit your number of sexual partners
- Get tested and treated for STDs (Sexual Transmitted Diseases)

#### TREATMENT

HIV disease can be treated by a combination of three or more **antiretroviral** (ARV) drugs. Current antiretroviral **therapy (ART)** does not cure HIV infection but highly suppresses viral replication within a person's body and allows an individual's immune system recovery to strengthen and regain the capacity to fight off opportunistic infections and some cancer.

#### DIAGNOSIS

The best way to determine if a person is **HIV-positive** or negative is through a blood test. HIV blood test work by determining certain proteins called **antibodies** that are present in the blood. People can also use HIV self-tests to test themselves. Following a positive diagnosis, people should be retested before they are enrolled in treatment and care to rule out any potential testing or reporting error. Notably, once a person diagnosed with HIV and has started treatment they should not be retested.

There is no **cure** for HIV infection. However, with increasing access to effective HIV prevention, diagnosis, treatment and care, including for opportunistic infections, HIV infection has become a manageable chronic health condition, enabling people living with HIV to lead long and healthy lives.

Adapted from <https://www.who.int/news-room/fact-sheets/detail/hiv-aids>

## Look, listen and repeat 2

ALI		ROSINE
I <b>have</b> only one sexual partner.	👍	<b>Stay with</b> only one sexual partner ! Remain faithful !
I <b>have</b> several sexual partners.	👎	<b>Don't have</b> several sexual partners ! Don't be unfaithful !

## B ..... Let's practise

1. What does each picture refer to ? Match each picture to its description. **Example : 1-B**



1



2



3



4



5



6

- A. Antiretroviral drugs
- B. To get tested for HIV / to do blood test
- C. To contract HIV

- D. Antibodies
- E. To practise abstinence
- F. To be unfaithful

2. Use either the positive or negative imperative of the verbs between brackets to recommend the right attitude.

**Example : 1- Don't have sexual intercourses with several partners.**

1. Sexual intercourses with several partners. (have)
2. Sex without condoms. (have)
3. Tested for HIV during pregnancy. (get)
4. Abstinence if you want to avoid early pregnancy. (practise)
5. Antiretroviral drugs, if you are not HIV positive. (use)
6. Faithful to your sexual partner. (remain)

## C ..... Let's take home

**1. Match each situation in A with the right recommendation in B. Then practise it with your partner. Example : 1- C**

COLUMN A	COLUMN B
1. I don't want to contract HIV.	A. don't be unfaithful.
2. I want to protect my baby.	B. get tested for HIV.
3. I don't want to be pregnant.	C. avoid risky behaviours.
4. I have several sexual partners.	D. practise abstinence or use condoms.
5. I want to know my HIV status.	E. get tested for HIV during pregnancy.

**2. Read the following statements about HIV / AIDS and say if they are true or false. Example : 1- false**

1. Don't get tested for HIV during pregnancy.
2. Practising abstinence is much safer than using condoms.
3. Don't be unfaithful to your sexual partner.
4. Avoid risky behaviour, if you don't want to be HIV positive.
5. Do not neglect to use your ARV drugs regularly.
6. Inject drugs every day if you want to avoid HIV.

### LET'S KEEP IN MIND



**Now, I know :**

- **vocabulary related to HIV / AIDS**

**E.g. :** get tested for HIV ; abstinence ; HIV positive ; antiretroviral (ARV) ; etc.

- **how to make recommendations using positive or negative imperative :**

**E.g. :** **Use** condoms during sexual intercourses ! / **Don't be** unfaithful to your sexual partner !

## COMMUNICATION ACTIVITY

As a member of an NGO you are sent to a Ghanaian village to sensitize people on how to avoid AIDS. The following text will help you have more information for your sensitization. Read it and do the activities that follow.

### A. Read the text and choose the correct answer.

The text is about :

- the preventive measures against HIV / AIDS.
- The preventive measures and the spread of HIV / AIDS in Ivory Coast.
- The spread of HIV / AIDS in Ivory Coast.

A majority of teachers, community elders, students, and school administrators were convinced that "sexual abstinence was the only best method against the spread of HIV/AIDS." However, among these teachers, school administrators, and community elders who favored sexual abstinence some of them recognized that, "sexual abstinence required a lot of faith in religion and it was not easily accomplished."

5

"When money is short, parents are broke and have no other alternatives of getting out of their poverty, daughters' prostitution can help put food on the table and remedy the financial burdens on the family." Most of the teachers, community elders, and students felt outraged to see young girls ages 13 through 16 engaged in prostitution in order to provide financial support for themselves and their parents. Looking back at the spread of HIV/AIDS and prostitution a community member was saying, "How ironic it was that government officials, military and the police who were supposed to crack down on these girls and X-rated bars were the clients of these bars." For example, many students and a retired banker said, "HIV/AIDS is a curse. Only prostitutes and people of bad character get HIV/ AIDS."

10

<https://ivoirepolitique.org/tackling-the-spreading-of-hiv-in-the-ivory-coast>

### B. Match the words or expressions from the text in column A with their synonyms or meanings in column B according to the text. Example : 1- d

COLUMN A	COLUMN B
1. spread (line 2)	a. have no money
2. are broke (line 6)	b. difficulties
3. remedy (line 7)	c. regulate, repress
4. burdens (line 8)	d. increase, expansion
5. outraged (line 8)	e. obscene, immoral
6. crack down (line 12)	f. resolve, solve
7. x-rated (line 12)	g. furious, angry

**C. Choose the right option according to the text and write them down on your answer sheet.**

**Do like this : 1- b**

1. A majority of people say that abstinence was ...
  - a. the best measure against the reduction of HIV / AIDS.
  - b. the unique solution against the expansion of HIV / AIDS.
  - c. a measure against the development of HIV / AIDS.
  - d. an alternative solution against the increase of HIV / AIDS.
2. These people think that ...
  - a. faith and religion are needed to make abstinence possible.
  - b. religion is what can make abstinence possible.
  - c. faith is what can make abstinence possible.
  - d. faith in religion is needed to make abstinence possible.
3. Abstinence was ...
  - a. difficult to accomplish.
  - b. easy to accomplish.
  - c. neither easy nor difficult to accomplish.
  - d. either difficult or easy to accomplish.
4. Girls practise prostitution because ...
  - a. they like it.
  - b. their parents force them.
  - c. their parents are poor and they have no choice.
  - d. it is not a bad thing.
5. The young girls engaged in prostitution are ...
  - a. 13 years old.
  - b. 16 years old.
  - c. 13 or 16 years old.
  - d. between 13 and 16 years old.

**D. After reading the text about HIV/AIDS, you decide to deliver a speech to your friends in order to sensitize them on the preventive measures. In your speech,**

- say what HIV and AIDS are ;
- list four (04) attitudes that can cause HIV ;
- name four (04) attitudes that can prevent HIV ;
- indicate if there is a cure or treatment for HIV infection.

# Let's consolidate 7

## I. What does each word refer to ? (epidemic / endemic / outbreak / pandemic).

### Example : 1- outbreak

1. The occurrence of cases of disease in excess of what would normally be expected.
2. It is always present in a certain population or region.
3. It spreads across countries or continents.
4. It rapidly spreads to a large number of people in a specific population.

## II. Reorder the words or groups of words below to make meaningful passive sentences.

### Example : 1- Malaria is caused by mosquito bites.

1. mosquito bites. / by / is caused / Malaria
2. by / are / Fever and headache / malaria. / caused
3. an endemic / is said / disease. / Malaria / to be
4. malaria / It is said / an endemic / is / disease. / that

## III. Complete the sentences below with (should / shouldn't). Example : 1- should

1. You ... wash your hands after using the toilets.
2. Children ... eat with dirty hands.
3. Schoolgirls ... sweep and clean their classroom every day.
4. People ... spit in the streets.

## IV. Rewrite each sentence using the expression between brackets.

### Example : 1- They clean their classroom so as to be healthy.

1. They clean their classroom / be healthy. (so as to)
2. We don't throw rubbish in the school yard / keep our environment clean. (in order to)
3. We use hand sanitizer / not to catch diseases. (in order to)
4. I wash my hands before eating / I can avoid germs. (so that)

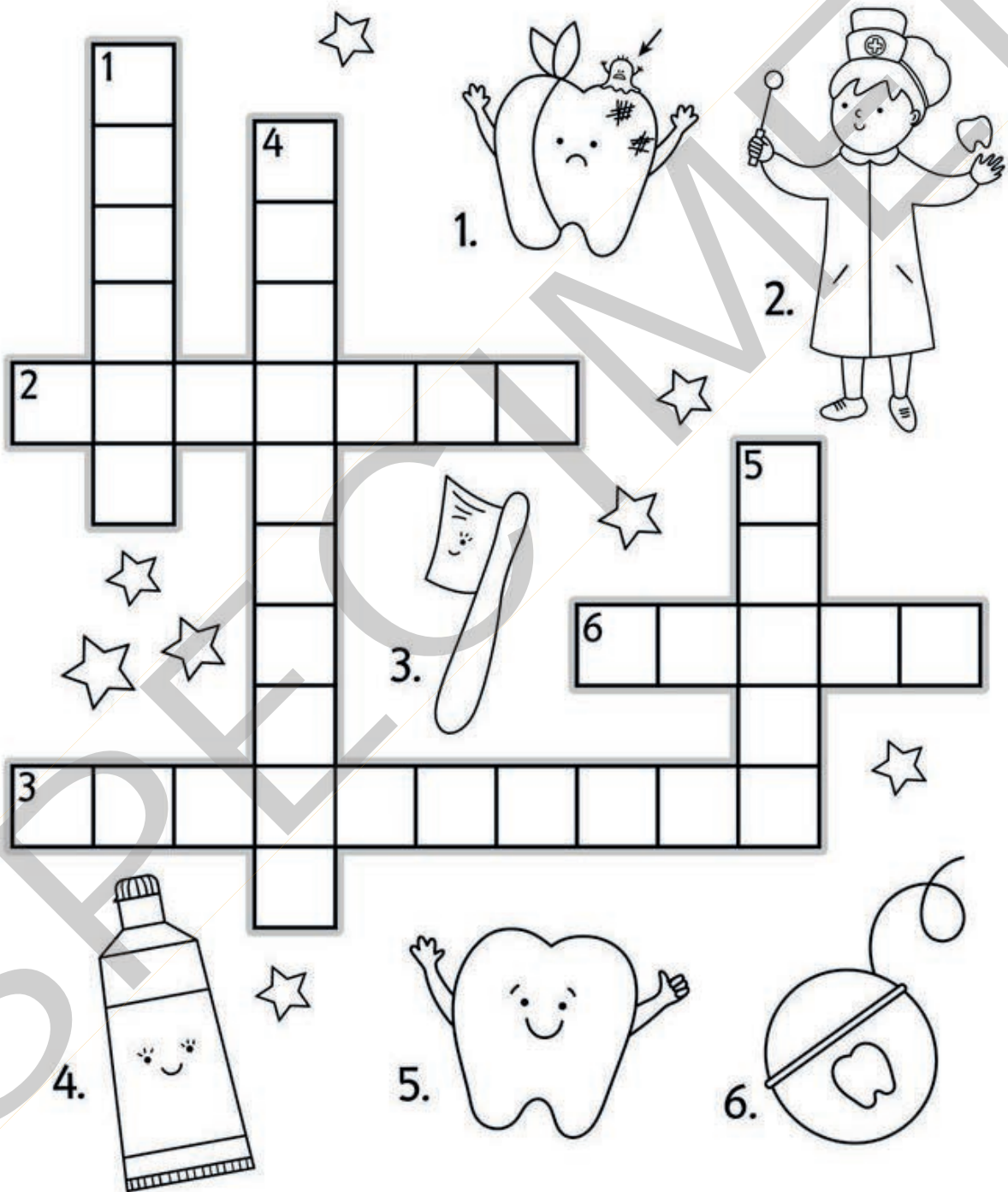
## V. Say if the following statements are true or false. Example : 1- T

1. Using condom during sex can protect against HIV / AIDS.
2. Blood transfusion cannot cause HIV / AIDS.
3. HIV / AIDS can be cured.
4. Weight loss is a preventive measure.

## LET'S HAVE FUN

Look at the pictures and complete the crossword with the right words.

Example : 1- Caries



# INFORMATION AND COMMUNICATION TECHNOLOGIES



## LESSON 1

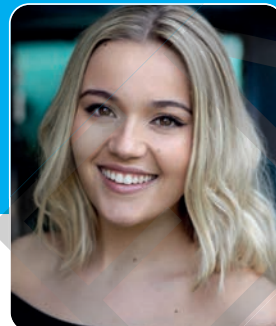
# THE COMPUTER ERA



### READING

## Learning context

The students of 3<sup>e</sup> from Lycée Moderne of Abengourou are reading a text on the issue of the computer in order to discuss its importance.



« Technology won't replace teachers ... But teachers who use technology will probably replace teachers who do not. »

— Kate James —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to computer

#### Language functions

- Describing a routine with the present simple
- Expressing an action in progress with the present continuous

### My dictionary

**The greatest :** le / la plus grand (e)

**All-in-one :** tout-en-un

**Screen :** écran

**Steps :** étapes

**Honey :** chéri (e)

**Unpack :** déballer

**Mom :** maman

**Kiss ! :** Bisou !

## Session 1

Session focus		
Vocabulary	Language function	Structure
desktop computer ; file ; laptop computer ; printer ; scanner ; webcam ; pen drive	Describing a routine with the present simple	People <b>generally use</b> a computer <b>to type</b> texts.

### A ..... Let's explore

#### Look, listen and repeat



a desktop computer



a laptop computer



a printer



a scanner



a webcam



a pen drive / flash drive

#### Listen and repeat



**A :** What **do** we usually **use** a webcam for ?

**B :** We usually **use** it **to take photos** and **record videos** on a computer.

**A :** What **do** you **use** a pen drive **for** ?

**B :** We **use** a pen drive **to save documents** from a computer.

## B ..... Let's practise

**1. The following sentences are some definitions about parts of the computer. Match them with the corresponding word or group of words from the box below.**

**Example : 1- a laptop computer**

*a printer ; a pen drive ; a desktop computer ; a webcam ; a laptop computer ; a scanner*

1. A portable computer.
2. An equipment that makes a digital representation of an image for immediate or later use.
3. A computer conceived to stay on a table or a desk.
4. A machine used to reproduce texts or pictures on paper.
5. A small electronic device we can keep in the pocket, which is used to save documents from a computer.
6. A device we use to record live videos on Facebook or other social media platforms.

**2. Choose the correct option between the brackets to complete the sentence.**

**Example : 1- I always go to bed at 10 p.m.**

1. I always (go / goes) to bed at 10 p.m.
2. She (have / has) a new laptop.
3. Every year, Robert (buy / buys) a webcam for his desktop.
4. Many students usually (revise / revises) their lessons to prepare for tests.
5. Children (like / likes) electronic gadgets.
6. You (don't like / doesn't like) this football league, do you ?

## C ..... Let's take home

**Use the clues below to write sentences expressing a routine.**

**Example : 1- A cashier always scans articles' prices.**

1. A cashier / always / to scan articles' prices.
2. Every day / a secretary / to process a text.
3. The boss of the company / never / to process a text.
4. Famous YouTubers / to post new videos. / regularly
5. Computer scientists / regularly / to save their files on a flash drive.
6. A journalist / never / to use a webcam for his video reports.

### LET'S KEEP IN MIND



**Now, I know :**

- **vocabulary related to the computer**

**E.g. :** desktop computer ; file ; laptop computer ; printer ; etc.

- **how to describe a routine with the present simple**

**E.g. :** People **generally use** a computer to type texts.

## Session 2

Session focus		
Vocabulary	Language function	Structure
hardware ; software ; to delete ; to edit ; file ; data ; to store ; folder	Describing an action in progress	Look ! The boys <b>are playing</b> a video game.

### A ..... Let's explore

#### Look, listen and repeat 1



these are computer hardware



these are computer software



to store



to edit



statistical data



to delete



pdf files



folders, they contain files

#### Look, listen and repeat 2



**Drissa :** What's the girl **doing** ?

**Yannis :** She's **reading** a book.



**Drissa :** What **are** the children **doing** ?

**Yannis :** They're **playing** computer games.

## B ..... Let's practise

1. Match the words or groups of words in Box A with their definitions in Box B. **Example : 1- b**

BOX A	BOX B
1. data	a. a computer program.
2. to store	b. factual information like statistics.
3. a software	c. place on a computer where we save files or programs.
4. a hardware	d. to clean, to erase.
5. to edit	e. a physical or electronic part of a computer.
6. a file	f. to make changes or corrections to texts.
7. a folder	g. to conserve information in a computer.
8. to delete	h. one information with a name stored on a computer.

2. Read the clues below and use them to express actions in progress.

**Example : 1- Look ! The secretary is typing texts with the keyboard.**

- Look ! / The secretary / type texts with the keyboard.
- Look ! / The boss / control everything in the desktop computer.
- Come and see ! / The computer scientists / store data easily in the computer.
- Can you hear the beeps ? / The cashier / scan the articles' prices.
- Keep quiet ! / Clemso and P  p   / sleep in the bedroom.
- I / print documents / right now.

## C ..... Let's take home

Turn the verbs between brackets into the present continuous.

- Toto (to study) his lessons at the moment.
- We (to enjoy) the English lesson.
- Wait please! I (to talk) with my father on the phone.
- They (not to shoot) a live event on Facebook.

### LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to the computer**

**E.g. :** hardware ; software ; to delete ; to edit ; file ; data ; etc.

- **how to describe an action in progress**

**E.g. :** Look ! The boys **are playing** a video game.

## COMMUNICATION ACTIVITY

On the occasion of the National Technology Day, the British Embassy is organising a competition in your school. It consists in reading a text and doing the tasks related to it. As a competitor,

### A. read the text quickly and note the correct answer.

The text is about :

- b. an electronic device
- c. the role of a computer system.
- d. the role of the computer hardware.
- e. the role of a computer software.

### THE COMPUTER SYSTEM

We are all aware of what a computer is and its immense importance in our daily lives. It is an electronic device that not only stores data but also processes and manipulates data to carry out functions. Upon receiving valid instructions, a computer can perform a variety of operations. What allows us to perform such tasks on the computer is a computer system. A computer system is the sum total of all the components (hardware and software) that makes up a fully functional computer.

- The hardware are all the physical aspects of a computer system. They are tangible. Hardware components are the electronic and or mechanical instruments, like keyboard, monitor, printer, etc. They help the users interface with the software, and also display the result of the tasks being performed. Software is nothing but a set of programs – computer instructions – which helps the user to do specific tasks. It helps the user interact with the computer system with the help of hardware. Software, as you can imagine, is the intangible aspect of the computer system.

*Adapted from <https://www.toppr.com/guides/accountancy/application-of-computers-in-accounting/meaning-and-elements-of-computer-system/>*

### B. Match the words from the text in Box A with their definitions or synonyms in Box B. Do it individually, then compare your answers with your neighbour's. Example : 1- d

Box A	Box B
1. device (L2)	a. missions
2. data (L2)	b. something you cannot see and touch
3. tasks (L4)	c. group
4. tangible (L7)	d. machine
5. set (L10)	e. something you can see and touch
6. intangible (L12)	f. information

**C. As you read the text, say if the statements below are true or false. Write T for true and F for false, then quote the lines to justify your answers. Example : 1- F (L1)**

1. Few people know that a computer is important.
2. A computer can do only one task.
3. The computer system helps the computer do all its tasks.
4. The keyboard is an example of software.
5. A software is touchable material in a computer.

**D. Read the dialogue below and complete it with the missing parts to make it meaningful.**

**Wobé : (1) ... ?**

**Kolo :** A computer's an electronic machine used for storing and processing data.

**Wobé :** Can you list two examples of hardware ?

**Kolo : (2) ...**

**Wobé :** What's a software used for ?

**Kolo : (3) ...**

**Wobé :** Do you have a computer at home ?

**Kolo : (4) ...**

**Wobé : (5) ... !**

**Kolo :** You're welcome, my friend !



## LESSON 2

# WHAT A WONDERFUL CELLPHONE !

READING



## Learning context

At an English club meeting, your coordinator asks you to read a text on mobile phones in order to discuss their uses nowadays.



« Cellphones bring you closer to the person far from you, but takes you away from the ones sitting next to you. »

— [ThinkingHumanity.com](http://ThinkingHumanity.com) —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to cellphones and their uses

#### Language function

Expressing alternatives

### My dictionary

**Amazing** : étonnant

**Inside** : à l'intérieur

**To bother** : inquiéter

**Far away** : éloigné

**Voice** : voix

**To link** : relier

**Luxury** : le luxe

**Meaningful** : qui a du sens

**Feature** : caractéristique

**Outdated** : dépassé (e)

**To rush** : se hater

**To sound** : sembler

**Relative** : parent ; proche

**To send** : envoyer

**To walk** : marcher

## Session 1

Session focus		
Vocabulary	Language function	Structure
landline phone ; cell phone ; smart phone ; tablet ; sim card ; networks	Expressing alternatives choices	Please send me <b>either</b> an SMS <b>or</b> an MMS.

### A ..... Let's explore

#### Listen and repeat 1

**Uncle Meh :** Hello, nephew ! It's good to hear you from the telephone again.

**Ezechiel :** Hi, uncle ! I'm happy to hear you too. Where are you right now ?

**Uncle Meh :** Well ! I'm in the village, calling from the farm, with the **cell phone** you gave me.

**Ezechiel :** Great ! You see, with a mobile phone you can call me from everywhere.

**Uncle Meh :** Yes, dear ! Unlike the **landline phones** which are fixed and can't be used outside home.

**Ezechiel :** But you know what, I'll buy you a more sophisticated one. It's called **smartphone**.

**Uncle Meh :** Ehh ! Really ? I saw one yesterday with my friend. His son was working on something like a smartphone, but it was very large.

**Ezechiel :** Yes ! It's called a **tablet**. It's cool, but sometimes there's no **sim card** inside.

**Uncle Meh :** But can I use the Internet with the smartphone ? People say the Internet is amazing.

**Ezechiel :** Of course. You can use it with the different **network** services like MTN, ORANGE, or MOOV.

**Uncle Meh :** Thanks a lot my son ! I'm now connected to the world. Thanks to you.

**Ezechiel :** Don't mention it !

#### Listen and repeat 2

**Meh :** Your son is far away, how will you contact him ?

**Hereka :** Simple. I will **either** call him **or** send him a message.

**Meh :** That's it.

## B ..... Let's practise

1. Match the following options with the pictures below : **Example : 1- a- landline phone**

*a landline phone ; a sim card ; networks ; a cellphone ; a smartphone ; a tablet.*



1



2



3



4



5



6

2. In each case, link the clues with *either ... or* to build meaningful sentences expressing alternatives. Use the verbs between brackets.

**Example : 1- People of the new generation prefer either smartphones or tablets.**

1. People of the new generation / smartphones / tablets (prefer)
2. Prisca and Anne / fixed phone / cell phone / (use)
3. Byron / making a call / sending an SMS (prefer)
4. Mouchmador / Orange sim card / MTN sim card (call with)
5. Léo and Morris / computer / smartphone (work on)
6. We / tablets / computers (send emails through)

## C ..... Let's take home

Match each definition below with one of the words or expressions from the box in Activity 1.

Write your answers like in the example : **1- a landline phone**

1. A phone with a cable, made to stay in a precise place : ...
2. A small card inside a mobile phone, carrying an identification number : ...
3. A very advanced and intelligent mobile phone : ...
4. An operator that permits to the sim card to be connected : ...
5. A mobile phone with basic services such as making and receiving calls and SMS : ...

### LET'S KEEP IN MIND



**Now, I know :**

- **vocabulary related cellphones and their uses**

**E.g. :** landline phone ; cell phone ; smartphone ; tablet ; etc.

- **how to express alternative choices with "either ... Or"**

**E.g. :** Please send me **either** an SMS **or** an MMS.

## Session 2

Session focus		
Vocabulary	Language function	Structure
to text ; to send ; sms ; mms ; to keep in touch ; to take pictures ; to make a call	Expressing alternative choices with "neither ... Nor"	I <b>neither</b> received your MMS <b>nor</b> your SMS.

### A Let's explore

#### Listen and repeat 1

The world is now a family. We remain connected forever and this is mainly due to the new technologies of communication. Before the appearance of the Internet and mobile phones, it was already a miracle to hear somebody's voice from very far away by just **making calls. Keeping in touch** despite the distance was no longer an issue. You don't want to call, just **text** or **send an SMS**. If you prefer a voice message, don't bother with the answering machine ; you can send an **MMS**. Moreover, with that service, you are able to **take pictures** and send them to your relatives.

#### Listen and repeat 2

**Lidiane :** You said, you could not reach Meh, did you call him or send him a message ?

**Yvelise :** No, I **neither** called him **nor** sent him a message. My phone is off.

**Lidiane :** Sorry, I want to help you, but I have got **neither** airtime **nor** Internet.

### B Let's practise

1. Complete the passage below with the words or expressions from the box.

Example : 1- **neither**

*neither ; MMS ; keep in touch ; SMS ; take pictures ; nor ; call*

The new means of communication have really changed our lives. Now, you **(1) ...** need to walk long distances **(2) ...** to send letter in order to **(3) ...** with your parents and friends. You can just make a **(4) ...** or send an **(5) ...** . If you want to exchange pictures you can **(6) ...** of yourself and send them by **(7) ...** services.

**2. In each case, link the clues with *neither ... nor* to build meaningful sentences expressing alternatives. Use the verbs between brackets.**

**Example : 1- People of the new generation like neither landline phones nor big old phones.**

1. People of the new generation / fixed phones / big old phones (like)
2. Yvelise / SMS / MMS / (use)
3. Depalmier / make a simple call / make a video call (want)
4. Dinké / download / upload pictures (can)
5. Mum Pauline / send MMS /text (will)
6. Dad / sending SMS / taking pictures (prefer)

## **C** ..... **Let's take home**

**Complete the sentences below with the following acronyms or expressions :**

**Example : 1- SMS**

*to text ; to take pictures ; to keep in touch ; to upload ; SMS ; MMS*

1. Baudoin likes sending ... ; he rarely calls his friends.
2. I wanted ... you . But I don't know how to write messages.
3. Please, take a good position and say "Cheese". I want ... of you.
4. Poncy received some pictures from you as a message ; so you sent him an ...
5. Doukroum always calls his relatives. She wants ... with them.

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



**Now, I know :**

- **vocabulary related to cellphones and their uses**

**E.g. :** to text ; sms ; mms ; to keep in touch ; to take pictures ; etc.

- **how to express alternatives choices with "*neither ... nor*"**

**E.g. :** I **neither** received your MMS **nor** your SMS.

## COMMUNICATION ACTIVITY

You are at the market of Accra, the capital-city of Ghana. You want to buy a smartphone. The shop assistant gives you the user guide of the smartphone you have chosen. Inside the user guide, you have the text below. Read it and do the tasks that follow.

### A. Read quickly the text and complete the sentence below.

The text is about ...

### Getting started – Introduction to using Smartphones

Smartphones are used to make phone calls and send text messages but they can also be used for accessing the Internet and check your emails, search the Internet and much more. There are many different brands of smartphones, for example, iPhones-made by Apple, Android Phones made by Samsung, HTC, etc., Windows Phones made by Nokia. The difference between each phone is that they have a different operating system developed by the different manufacturers. You can use your fingers to control the touch screen of your phone or you can also use a pencil like device called a stylus which makes it easier to use. You will find a stylus for sale in most electronic shops.

Phone Plan-There are two main types of phone plans ; Pay As You Go or Bill Pay. Which one do you have ? Are you paying for Data ? If you have Internet Access on your phone at all times this means you are paying for data. You are allowed a certain amount of data per month. The standard amount varies on how much you pay for your phone plan but it is usually around 500 MB to 1GB. These data allowances are usually more than adequate for a regular smartphone user.

*Adapted from [https://www.ageaction.ie/sites/default/files/attachments/android\\_smartphone\\_handout.pdf](https://www.ageaction.ie/sites/default/files/attachments/android_smartphone_handout.pdf)*

### B. Read the text again and match the words or expressions from the text in Box A to their definitions or synonym in Box B. Do it individually , then compare your answers with your neighbours. Example : 1- f

Box A	Box B
1. smartphones (L1)	a. constructors
2. check (L2)	b. quantity
3. manufacturers (L6)	c. verify
4. Phone plan (L9)	d. paid agreement to use the Internet, via cellular data
5. means (L11)	e. signifies
6. amount (L12)	f. modern mobile phones having multiple functions

**C. Read the text and say if the statements below are true or false. Write T for true and F for false. Quote the lines of the text to justify your answers. 1- F (L1-L2)**

1. Smartphones are only used to make phone calls ...
2. Apple is the manufacturer of iPhones ...
3. All pencils can be used to control the screen of a smartphone ...
4. Pay as You Go and Bill Pay are the two main types of phone plans ...
5. 500 MB to 1GB are enough for a regular user ...

**D. With your neighbour, complete the dialogue below between Séry and Koua. Then present it to the class.**

**Séry :** What brand of mobile phone have you got ?

**Koua : (1) ...**

**Séry :** When did you buy it ?

**Koua : (2) ...**

**Séry :** What're the main features of your smartphone ?

**Koua : (3) ...**

**Séry :** What accessories has your smartphone got ?

**Koua : (4) ...**

**Séry :** Which service provider do you prefer using ?

**Koua : (5) ...**



## LESSON 3

# LET'S KEEP IN TOUCH WITH THE INTERNET !

### READING



## Learning context

During a competition organized by the American Embassy in your school, you are asked to read a text on Internet in order to discuss its advantages and drawbacks.



« The Internet is becoming the town square for the global village of tomorrow. »

— Bill Gates —

### GOOD TO KNOW

#### Vocabulary content

Vocabulary related to the Internet and its uses

#### Language function

Asking and answering "yes" or "no" questions

Asking and answering "WH" questions

### My dictionary

**Data** : données

**To design** : concevoir

**Full** : complet

**Blackmail** : chantage

**Careful** : prudent

**Law** : loi

**To grant** : accorder

**To keep** : garder

**Owner** : propriétaire

**Side** : côté

**skillful** : habile

**Mailbox** : boîte email

**Song** : chanson

**Website** : site internet

**To steal** : voler

**User** : utilisateur

## Session 1

Session focus		
Vocabulary	Language function	Structure
online ; offline ; search engine ; social network ; to download ; to upload ; to browse ; cybercafé ; subscription	Asking and answering "yes" or "no" questions	<b>A : Have</b> you already <b>used</b> a computer ? <b>B : Yes, I have.</b> <b>A : Does</b> Mum <b>know</b> your boyfriend ? <b>B : Yes, She does.</b>

### A ..... Let's explore

#### Listen and repeat 1

The Internet has become a necessity. For example, students can go to a **cybercafé** to do some research if they don't have any computer at home or any internet **subscription**. But, when they are **online**, they usually go on **social networks** such as Facebook, WhatsApp to chat with their friends. On Facebook, they can **download** some pictures to keep them on their phones or **upload** pictures and videos to put them online. For me, when I want to **browse** the Internet and have some information, I prefer using Google as a **research engine**. But if you are **offline**, it is not possible **to browse** on Google.

#### Listen and repeat 2

**Hereka : Do** you regularly **use** Internet ?

**Meh : Yes, I do. Have** you **benefited** from the recent Internet subscription promotion ?

**Hereka : No, I haven't,** unfortunately. But **can** I **use** your Internet connection ?

**Meh : Yes, you can.**

### B ..... Let's practise

1. Read the text carefully and complete it with the following words or groups of words :

Example : 1- online

offline ; online ; a subscription ; search engine ; download

I need to surf the Internet right now, because I have to take some information **(1)**... Unfortunately, I am **(2)**... because I don't have money to pay for **(3)**... Please, can you **(4)**... all the pictures and information you will find about the Magic of the Internet ? If you are ready, please use Google Chrome. For me, it's the best **(5)**... It helped me a lot when I was designing my personal blog.

**2. Read the questions carefully and give short answers to them.**

**Example : 1- Yes, they do.**

1. Do people make research on the Internet ?
2. Do good citizens create their mailboxes ?
3. Is Didier Drogba the brother of Mark Zuckerberg ?
4. Are hackers good examples for today's youth ?
5. Are students learning English in your school ?

**C** ..... **Let's take home**

**Read the questions and answers below, then choose the best option between brackets to complete them. Example : 1- offline (No, I can't)**

1. A. Can you browse when you are ... (on social network / offline) ?  
B. ... (No / Yes), I can't.
2. A. Does Eureka know how to do research on ... (search engine / download) ?  
B. Yes, he ... (does / do)
3. A. Are Facebook and WhatsApp ... (social networks / search engines) ?  
B. Yes, they ... (aren't / are).
4. A. Could you ... (upload / download) the new song of Josey from Youtube for me to listen ?  
B. No, I ... (couldn't / could).
5. A. Will Internet ... (online / subscription) grant me full access to Internet ?  
B. ... (No / Yes), it will.

**LET'S KEEP IN MIND**



**Now, I know :**

- **vocabulary related to cellphones and their uses**

**E.g. :** online ; offline ; search engine ; social network ; to download ; etc.

- **how to ask and answer "yes" / "no" questions**

**Ex : A : Do you use social networks ? / B : Yes, I do. / No, I don't.**

## Session 2

Session focus		
Vocabulary	Language function	Structure
piracy ; privacy ; to cyberbully ; blog ; to hack ; internet addiction ; copyright ; cyber criminality ; identity theft	Asking and answering "wh questions"	<b>A : What</b> do you think about the Internet ? <b>B :</b> I think it is magic ! <b>A : Where</b> does she live ? <b>B :</b> She lives in Abidjan.

### A ..... Let's explore

#### Look, listen and repeat

The Internet can have many negative sides, if there is no control. Today, **cybercriminality** and **Internet** addiction are two dangers that can ruin the life of Internet users. Concerning cybercriminality, we can list phenomena such as **piracy**, **identity theft** and violation of **privacy**. Besides, there are more and more victims of **cyberbullies** who steal personal pictures for blackmails. Some skillful persons can **hack** private sites and use private information, no matter the laws protecting **copyrights**. You can even encounter some **blogs** created to learn how to hack.

#### Listen and repeat

**Lydiane :** **Where** can I have full access to Internet ?

**Yvelise :** You can go to a cybercafé, it is cheaper.

**Lydiane :** But **what** do you do to keep your privacy in the cybercafé ?

**Yvelise :** I work on my phone for more privacy.

### B ..... Let's practise

1. As you read the text below, complete it with the following words or groups of words :

Example : 1- hack

copyright ; hack ; addicted ; cyberbully ; identity theft ; piracy

Browsing the Internet can be very dangerous. Some people (1) ... computer systems. Other people will choose to (2) ... some target Internet users by menacing and harassing them. On the Internet, If you are the owner of a special product, it's better for you to have the (3) ... (4) ... is widespread ; there are many pirates on the Internet, called hackers. In 2012, many young hackers were caught by the police in Côte d'Ivoire. Today, they often commit a cybercrime called (5) ... which consists in stealing someone's identity . Some people can abuse the Internet and thus become (6) ... . We have to be careful and cautious !

## 2. Use the words in the box to ask questions about the underlined words.

**Example : 1- What is a real danger for Internet users ?**

who ; where ; what ; why ; when ; how

1. Cybercriminality is a real danger for Internet users.
2. Businessmen can sell their products on a blog.
3. Many Facebook users are victims of identity theft.
4. Cybercriminals can easily hack an account.
5. The policemen usually arrest hackers because they are criminals.
6. Studies and researches on Internet addiction started in 1983.

## C ..... Let's take home

**Choose the appropriate question words to ask questions according to the answers.**

**Example : 1- a- What is "browsing the Internet" ?**

**b- It's the fact of surfing on the Internet.**

1. (When / What / Where) is "browsing the Internet" ?
2. (Where / Why / When) do hackers menace and harass people ?  
→ On the Internet
3. (Who / How / What) should the owner of a special product on the Internet have ?  
→ The copyright
4. (How / Where / Which) are pirates also called on the Internet ?  
→ They are also called hackers
5. (Why / When / Where) were young hackers caught by the police in Côte d'Ivoire ?  
→ In 2012
6. (Which / Why / When) do some people become addicted to the Internet ?  
→ Because they abuse the Internet

### LET'S KEEP IN MIND



**Now, I know :**

- **vocabulary related to cellphones and their uses**

**E.g. :** piracy ; privacy ; to cyberbully ; to hack ; Internet addiction ; etc.

- **how to ask and answer "wh questions"**

**E.g. :** **What** do you think about the Internet ? → I think it is magic !

**Where** does she live ? → She lives in Abidjan.

## COMMUNICATION ACTIVITY

The British Council is celebrating the Safer Internet Day next week. To get prepared for the event, you read a newspaper's article about the dangers of misusing the Internet. Read the text and do the activities that follow.

### A. Read the text and complete the sentence below :

The article below is about ...

#### The Internet : a friend or an enemy ?

- The Internet is an important part of our life now. It helps pupils a lot in their studies. You don't need to go to the library to get a book for your literature lesson. There are many sites where you can find a necessary e-book. If you are going to make a school project you can surf the net and get information on any topic. Doing shopping, booking tickets, watching popular clips, sharing interesting ideas, communicating, downloading music are the things you can do online. But is it good to spend too much time on the Internet ? For today's teenagers, there is practically no line between online and real world communication. They chat online, make friends online, fall in love online, in fact, they live online ! The children become Internet-addicted. Internet addiction is a disease, and every disease has its symptoms. These symptoms include spending too much time on the Internet, having problems with doing homework because you are online, isolation from family and friends and feeling happy while you are online and being upset when you are offline. So, if you are going camping with your friends instead of killing computer monsters online, you are surely making the right choice !

<https://en.islcollective.com/download/english-esl-worksheets/vocabulary/computers-and-technology/internet-friend-or-enemy/114012>

### B. Find in the text the words or expressions whose meanings or synonyms are in column A. Write your answers like this : 1- pupils.

1. students (L1)
2. browse (L4)
3. reserving (L4)
4. discuss (L7)
5. not connected to the Internet (L12)
6. in preference to (L13)

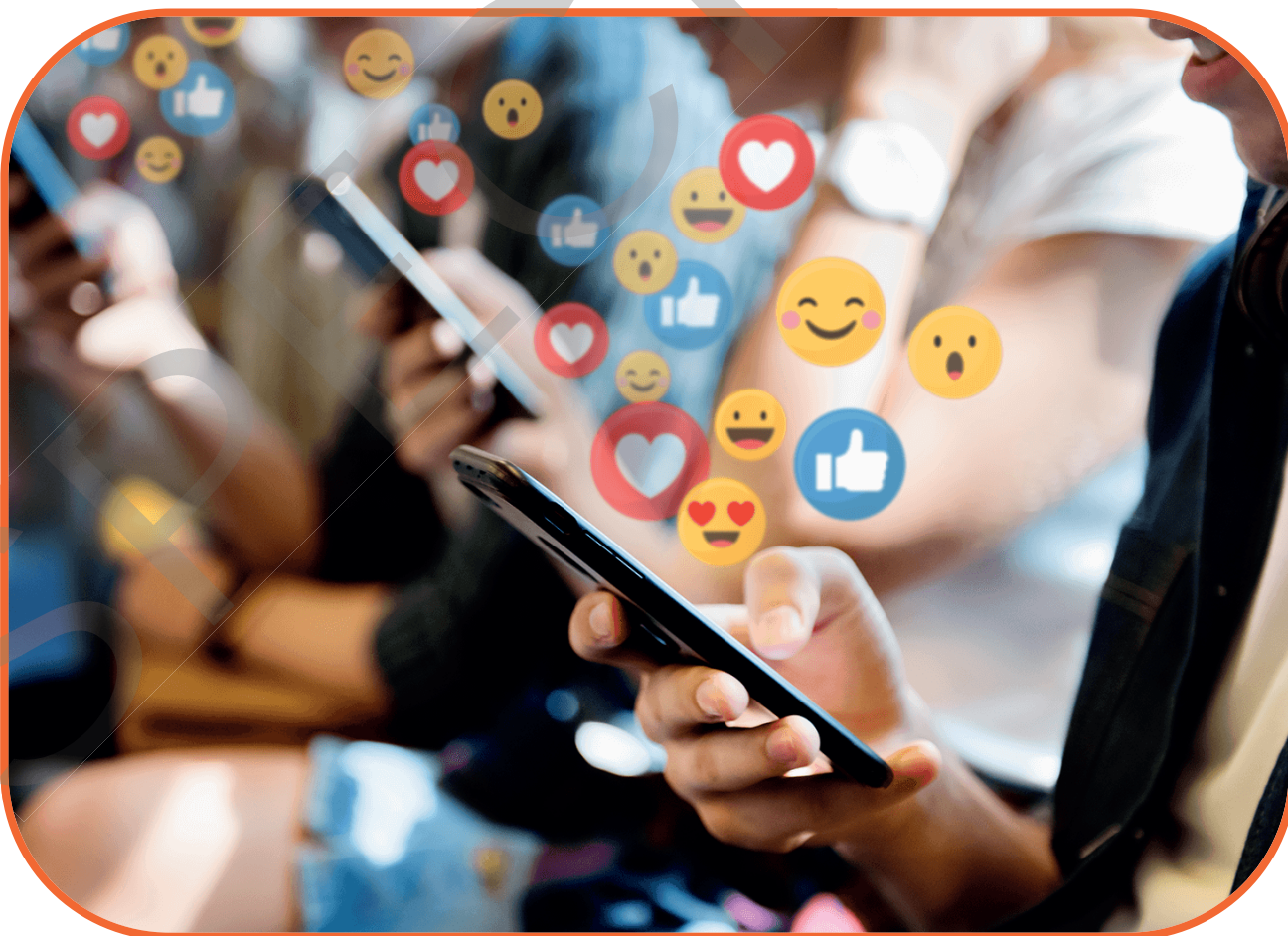
**C. Read the text and say if the statements below are true or false. Write T for true and F for false. Quote the lines of the text to justify your answers. Example : 1- T (L1-2)**

1. The Internet is useful for pupils ...
2. It is possible to find books online ...
3. Teenagers can make the difference between virtual and real world ...
4. Internet addiction doesn't have symptoms ...
5. It is better to go camping than to play online games ...

**D. After reading the text about the Internet, you decide to sensitize your friends about its use.**

Write a paragraph in which you :

- show two dangers of the Internet ;
- mention two good aspects of it ;
- encourage your friends to make the right choice.



## Let's consolidate 8

### I. Reorder the letters below to find appropriate words or groups of words related to cellphones or Internet . Example : 1- SCANNER

- |             |               |                  |                |
|-------------|---------------|------------------|----------------|
| 1. cnaenSr  | 3. hSaretponm | 5. aebcWm        | 7. aMke a alcl |
| 2. rPdnieve | 4. wsNrtoke   | 6. epeK ni thuco |                |

### II. Use the words or expressions from the box to complete the paragraph below.

#### Example : 1- Internet

*Internet ; computers ; search engines ; subscription ; social networks ;  
keep in touch ; making ; call ; smartphones ; landline*

The **(1) ...** is a wonderful invention. It offers services to the users of both **(2) ...** and smartphones. In fact, our world will never be the same again. Every piece of information you look for is available on **(3) ...** . All you need is a valid Internet **(4) ...** . No matter the distance, **(5) ...** like facebook, or WhatsApp will allow you to **(6) ...** with the world and meet new friends. It promotes real-time communication by **(7) ...** voice or video **(8) ...** from all part of the world possible. New generation **(9) ...** have accelerated this revolution by bringing in what old cell phones and traditional **(10) ...** phones couldn't offer as services.

### III. Here is a passage about new technologies. Write the verbs between brackets in the correct tense and from. Example : 1- is

The new technological revolution **(1- to be)** intimately related to the electronics industry's development. It **(2- to imply)** that at the end of this century and the beginning of the next, a series of new technologies will be developed. Currently, this revolution **(3- to demonstrate)** more than what was expected. Now people **(4- to get)** more and more access to what they couldn't dream of in the past. New firm **(5- to develop)** more product meeting the expectations of people from different background. New products regularly **(6- pop up)**.

### IV. Ask questions about the underlined phrases or expressions.

#### Example : 1- Where can Yvelise go for her research ?

1. Yvelise can go to a cybercafé for her research.
2. Hereka uses his phone because he prefers preserving his privacy.
3. People get information by browsing on search engines.
4. His Internet subscription expired yesterday.
5. Mark Zuckerberg has invented Facebook.
6. Mark Zuckerberg has invented Facebook.

## LET'S HAVE FUN

Fill in the crossword and find the hidden word.

1

2

3

4

5

6

7

8

9

10

11

12

1

2

3

4

5

6

7

8

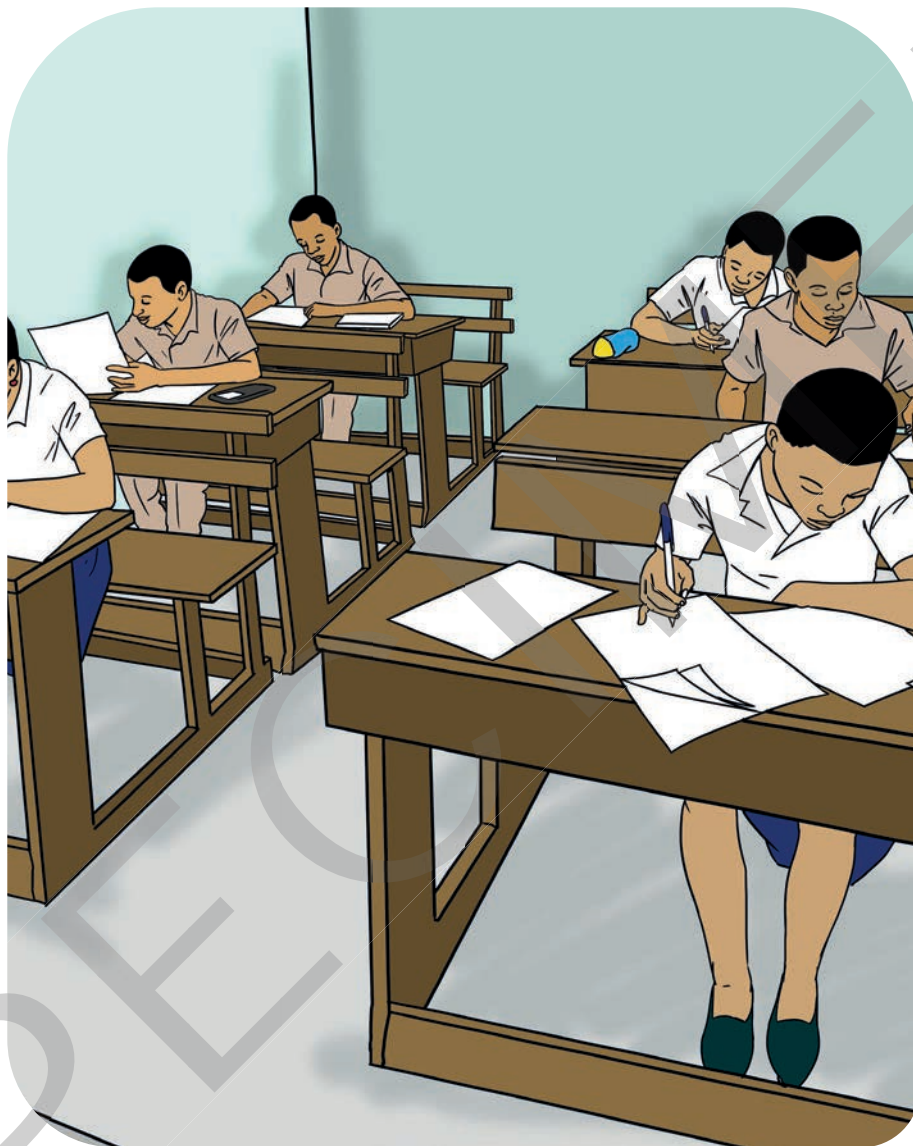
9

10

11

12

# MY ENGLISH



# TESTS

# TEST 1

## PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow it.

### THE DAY I GOT A NEW MOTHER

My first day at primary school is as clear as today. I remember the excitement I felt in the morning, putting on my new neatly ironed uniform and packing my big bag. Then I started the long journey to school. It was interesting riding through Galway City on the back of my mother's bicycle. Then we arrived at my new school, and I walked into the classroom. It seemed that I was the only child who was traumatised by the situation. Lots of little eyes looking at me cry while my mother tried to scramble away from me. I grasped onto her leg but she eventually got away. Miss Barbara, my kind and fat female teacher took me under her wing and quickly enough I forgot about my mother.

The teacher gave us a card with our names and gave us some stickers for the prices. I thought, «It is just like our kindergarten.» Then the teacher brought us to look around the school. The feeling of the new place and new life is the most valuable thing. We had lessons in the afternoon ; the textbooks were new, not like the old fairy tales books on the shelf in kindergarten. With smiles and laughs, we left our school. When I think about my first day in school, I feel that day is one of the most interesting things that happened in my life.

Source: <https://en.iscollective.com..../violence at school>

### A. VOCABULARY CHECK :

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

Column A	Column B
1. excitement (L. 1)	a. appeared
2. neatly (L2)	b. bread
3. journey (L3)	c. emotional agitation
4. seemed (L4)	d. in the end
5. scramble (L6)	e. move quickly
6. eventually (L6)	f. in an orderly condition
7. under her wing (L. 7)	g. preschool
8. tales (L. 12)	h. stories
9. kindergarten (L. 12)	i. travel
	j. under her protection

## B. COMPREHENSION QUESTIONS

Read the text again and decide if the following statements are true or false. Write T for «true» and F for «false». Then justify your choice by referring to the line (s) of the text.

Do like this : 1- T (L- 1)

1. The narrator was happy to have his first day at school.
2. The narrator was driven to school in his mother's car.
3. The narrator didn't want to let his mother go.
4. The narrator's teacher was a man.
5. The narrator's teacher was unkind.
6. The narrator didn't like his teacher.

## PART TWO : LANGUAGE IN USE

**Task A.** The following passage is a part of the story related by Janet, a student of 3<sup>e</sup>, about her primary school years. Find the correct form of the verbs between brackets.

Example : 1- was

My school **1- (to be)** a nice and quiet place. I **2- (to go)** there when I was 6 years old. My teachers were very kind. I also **3- (to have)** many good friends. But some boys of my school were not kind at all. They used to bully new students. One day, they pushed a student down while driving his bicycle and **4- (to break)** his leg.

**Task B.** Choose the correct option to complete the following sentences. Example : 4- had

1. If we work hard, we **(would / will / would have)** pass the BEPC exam.
2. If they had come early, they **(would have / would / will)** got the bus.
3. If I **(had seen / see / saw)** the doctor, I will tell him the problem.
4. If my father **(has / had)** a lot of money, he would build a big house.

## PART THREE : WRITING

During the activities of your school English club, you are asked to write a paragraph of ten (10) lines maximum about your last holidays. The best paragraph will be published in the school magazine. In your production,

- say where you spent the holidays ;
- mention the activities you did there ;
- explain how you felt.

# TEST 2

## PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow it.

### WOMEN'S RIGHTS

All around the world, women share the same rights. The right to live free from violence and slavery ; the right to be educated ; the right to expression and freedom to vote. It's unfortunate that women's rights are violated in this world especially in Africa. As a result women are facing many problems. They have fewer economic opportunities and political representations. They are also confronted with violence and abuse. The root causes of violence against women are gender inequality and discrimination which strengthen women's low status in society.

To deal with this important issue, many human rights organisations are working to achieve a gender equal society in Africa. This is a necessary foundation for a peaceful and prosperous society. That's why they are sensitizing people about women's rights and their performances. But, we all need to support their efforts to make their work successful. Governments, for example, must do more to serve the needs of poor and excluded women by protecting and advancing their rights. Improving transportation facilities will enable access to villages where the majority of illiterate women need to know about their rights. Otherwise women's rights will always be neglected.

*Adapted from textbc.ca women's rights in the world.com*

### A. VOCABULARY CHECK

Match each word or expression from the text in column A with its synonym or meaning in column B. One option in column B is not concerned. **Example : 1- c**

Column A	Column B
1. same (line 1)	a. problem
2. freedom (line 2)	b. means ; infrastructures c- similar
3. unfortunate (line 2)	c. duties
4. root (line 5)	d. reinforce
5. strengthen (line 6)	e. principal ; basic
6. issue (line 7)	f. regrettable
7. achieve (line 7)	g. analphabetic
8. facilities (line 12)	h. accomplish
9. illiterate (line 13)	i. liberty

## B. COMPREHENSION QUESTIONS

Say if the statements below are True (T) or False (F) and give their justification lines.

Example : 1-T (line 1)

1. Women's rights are similar everywhere in the world.
2. Women's rights are not violated in Africa.
3. Gender inequality and discrimination are the basic causes of discrimination against women.
4. The objective of human rights organizations is to accomplish gender inequality.
5. All the illiterate village women already know about their rights.

### PART TWO : LANGUAGE IN USE

**TASK A.** The passage below is about women's rights and duties. Complete it with the appropriate words from the box below. **Example : 1- violations**

*duties ; violations ; household ; learn*

Every day, in every country of the world women face various **(1).** ... of their fundamental rights. They face unequal treatment, at home, at work and in their wider communities. Sometimes they are not given the opportunities to **(2).** ... how to read and write or earn money like men. Women form the majority of those living in poverty. Many of them are only confined to their **(3).** ... of taking care of the families and doing **(4).** ... chores.

**TASK B.** The passage below is about village women. Select the best options to complete it. Write your answers like this on your answer sheet : **Example : 3- to**

In the past many village women **1. (can't / won't be able to / couldn't)** read and write because the majority of girls didn't have access to schools. Today, the situation is changing for the better. Village women **2. ( was able to / can / is able to)** enjoy their rights thanks to education. They can read, write and make a clear distinction between what they have the right **3. (to / for / of)** do and what they must not do. Their conditions are getting better. In the future, they **4. (are able / will be able / can)** to become important leaders in their communities.

### PART THREE : WRITING

For the celebration of the International Women's Day, the English Club of your school asks you to write a presentation on women's rights in order to sensitize your friends. Write a short paragraph in which you :

- list some rights of women ;
- say if women's rights are always respected in your country ;
- give reasons why it's important to respect women's rights.

# TEST 3

## PART ONE : READING FOR COMPREHENSION

Read the text and do all the activities that follow.

### WHEN TO GO TO SOUTH AFRICA

South Africa is a large and diverse country with a climate that shifts from region to region. The first decision to make when planning a holiday here is what kind of break you want, a week lying on the beach, discovering the amazing landscapes of the rainbow nation, or a two week trip combining the best of bush, beach and wine or a looping road trip that includes a variety of sights but no domestic flights and so on.

If you're looking for a beach holiday you will need to either fly to Cape Town from November to March, or to Durban to enjoy the subtropical Kwazulu Natal coast from April to October. Safari is good all year round in South Africa. It's more about where you go than when. Road trips from Cape Town are also good all year round because of the semi-arid Karoo, which is such a great contrast with the temperate Garden Route that neighbours it.

If you're limited for time you should ideally fly into Cape Town, do a little exploration of the Western Cape, then fly to the Kruger area for safari and depart from Johannesburg or Cape Town home. Two weeks are enough, but you'll be happy with three.

These are all good reasons to come, but what still takes many by surprise is how much they enjoy the hospitality of South Africans.

*Adapted from textbc.ca women's rights in the world.com*

### A. VOCABULARY CHECK

The words in column A are from the text, read it and find their synonyms or definitions in column B. One word in Column B is not concerned. Do like this : 1-j

Column A	Column B
1. shifts ( line 1)	a. travel
2. trip ( line 3)	b. arrival
3. sights ( line 4)	c. appreciate
4. domestic ( line 5)	d. views
5. fly ( line 6)	e. big
6. enjoy (line 7)	f. go
7. great ( line 10)	g. travel by plane
8. depart ( line 12)	h. sufficient
9. enough (line 13)	i. local
	j. changes

## B. COMPREHENSION QUESTIONS

Read the text again and say if the statements below are true or false. Write T for True and F for False, and give the lines of the text to justify your answers. Example : 1- T (line 1-2)

1. The climate in South Africa changes from region to region.
2. December is a good period to fly to Cape Town for beach holiday.
3. Kwazulu is located in the area of Cape Town.
4. Safari is good from January to December.
5. South African populations like hospitality.

### PART TWO: LANGUAGE IN USE

**Task A.** The speech below is from a student who visited Milan. Unfortunately, some words or expressions are missing. Find them from the box below to fill in the gaps. One word in the box is not concerned. Do like this : 1- how about

let's ; going ; what ; how about ; visit

I went to Milan last August with my friend. We met my pen friend who suggested : "(1) ... visiting some big shops". And I answered that "I prefer to (2) ... the history museum. But my friend, besides us, told me that he preferred (3) ... to have fun in a beautiful and wonderful circus. When we asked the tourist guide what he thought about it, he replied : "It's not a bad idea, but (4) ... go visit the mythic stadium of Milan AC first".

**Task B.** Here is a text from Souele Tatiana, a journalist who investigated on the different means of transport. Unfortunately some words or expressions of the text have been deleted. Read the text and choose the best option from the box. Example : 1- easier

Travelling by plane from Africa to America is now (1) ... (*more easy / easier / easiest*) than travelling by boat. Unfortunately, some people (2) ... (*prefers / prefer to / prefer*) sailing a boat than flying a plane though they know that the plane is the (3) ... (*faster / fastest / more fast*) means of transport in the world. The flight attendants are becoming also (4) ... (*richer and richer / more and more rich / most richer*).

### PART THREE : WRITING

For your English club magazine, write a paragraph about your last holidays. In your production,

- say where you went and when ;
- talk about the different means of transports you used to go there and the ones you used there ;
- describe some tourist sites you visited there.

12 lines minimum

# TEST 4

## PART ONE: READING COMPREHENSION

Read the text below and do all the activities that follow it.

### HISTORY OF DRESS

African dress, like dress everywhere, communicates age, gender, occupation, ethnicity, power, and religious commitment for every day, celebratory, ceremonial, and ritual occasions. Along with fashionable western dress, African wear Islamic and indigenous apparel. Dress involves totally or partially covering the body by supplementing it with apparel and accessories such as head wraps and jewelry and modifying the body itself with tattoos or piercing.

African dress worn everyday indicates socially significant categories. When Africans wear identical dress, such as uniforms or garments made from the same fabric, their garb emphasizes group affiliation and minimizes individuality. African dress is not the same as African costume.

Actors temporarily conceal personal identity through costume, whereas in everyday life people communicate and reveal their personal identity through dress. African dress is as varied and diverse as the historical and cultural backgrounds of the African people.

Early evidence of dress is depicted in the rock art of northern, southern, and eastern Africa, indicating items of dress that predate contact with European, Asian, and middle eastern peoples.

*Adapted from textbc.ca women's rights in the world.com*

### A. VOCABULARY CHECK

Find the word or expression from the text which completes the sentences below. The line references will help you. Write your answers like in the example. **Example : 1- commitment**

1. Nothing in life is obtained without firm self ... (L2)
2. My Mum always advises to be a real African boy, by wearing African ... than European's. (L3)
3. School discipline ... coming on time to school, learning one's lessons. (L4)
4. Women like always to be well put. Fashionable loinclothes, stylish shoes, ... them with golden jewels. (L4)
5. Their ... is often tight to their bodies. (L6)
6. How to ... your disagreement to your parents ? (L7)
7. Young boys would prefer cotton ... to linen one. (L8)
8. A new clothing design is often ... in shop windows by design makers for potential clients. (L10)
9. African dress according to the text is based on social and racial ... (L11)

## B. COMPREHENSION QUESTIONS

Read the text again and write if these statements are True (T) or False (F). Justify your answers by the lines of the text. **Example : 1- F (L1)**

1. Only African dress takes into account age, gender and ethnicity.
2. Africans have nothing to do with European dress.
3. Africans like increasing their garb with accessories.
4. African garments focus on individuality than group origins.
5. African dress existed far before contact with Europeans and others.

## PART TWO : LANGUAGE IN USE

**Task A.** The sentences below represent parts of a conversation. Match what A says with the appropriate answer from B. Write your answer like this. **Do like this : 1- c**

A	B
1. An outfit is a set of clothes.	a. maybe.
2. Fatou dislikes mini-skirts.	b. I advise you against it.
3. I am thin and tall. I think I can be a model.	c. exactly !
4. I know nothing about it, but I want to organize a fashion show.	d. Me too.

**Task B.** Reorder the words or expressions to make correct sentences expressing reasons.

**Example : 1- I prefer wearing skirts as they are cheap.**

1. Prefer / skirts / they / I / as / cheap / wearing / are
2. traditional / since / celebrate / we / we / paquinou festival / wear / outfits
3. shirt / People / they / beautiful / because / are / mud cloth / buy
4. because of / bleaching / skin / dots / creams / has.

## PART THREE : WRITING

You're asked by the chairman of your English club to write a paragraph, to be read at the next Wednesday meeting, about the importance of wearing traditional clothes for young African boys and girls.

In your production,

- say how traditional clothes make us different from others and value our culture abroad ;
- explain how they teach our values and traditions to young boys and girls ;
- show how they make us dress well with accessories.

Twelve (12) lines maximum

# TEST 5

## PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow.

### URBAN REALITY IN ABIDJAN

Urban residents in Côte d'Ivoire are currently grappling with a multitude of challenges, especially with respect to transportation.

On a daily basis, more than 10 million trips are made to Abidjan and each household spends on average CFAF 1,075 and loses more than three hours in travelling time. In other words, more than CFAF 4 billion is spent each year. This expenditure ranks third in household budgets after food and housing.

Residents in outlying neighbourhoods are most adversely affected because their trips are longer, 78 minutes per trip compared to an average of 33 minutes. Total transport costs can account for up to 30% of the income of poor households and a mere 5% of the budgets of the wealthiest households.

These mobility challenges in Abidjan are due in part to the deficient transport infrastructure that is unevenly distributed across the country and deteriorates rapidly. They are also attributable to the virtual absence of public transport and the expansion of informal modes of transport that cannot remedy this problem as they are more unsafe and increase pollution. Fewer than one in ten trips is via public transport (approximately four times less than in a city of comparable size in Europe).

*Adapted from www.worldbank.org*

### A. VOCABULARY CHECK

The words or expressions in column A are from the text. Match each of them with its synonym or definition in column B. One option in column B is not concerned. Write your answers like in the example. **Example : 1 - i**

Column A	Column B
1. grappling with (line 1)	a. unequally
2. trips (line 3)	b. family
3. expenditure (line 5)	c. charge
4. household (line 5)	d. richest
5. income (line 9)	e. simple
6. mere (line 9)	f. dangerous
7. wealthiest (line 9)	g. travels
8. unevenly (line 12)	h. important
9. unsafe (line 14)	i. facing
	j. revenue, gain

## B. COMPREHENSION QUESTIONS

Read the text again and say if the statements below are true (T) or false (F). Then justify your answer by indicating the numbers of the lines. **Example : 1-T (L1)**

1. Urban residents in Côte d'Ivoire have many difficulties.
2. Transportation is a problem for urban residents.
3. Every day, 10 million trips are made to Abidjan.
4. Transportation is the first expenditure in household budgets.
5. Informal modes of transport don't cause pollution.

## PART TWO : LANGUAGE IN USE

**TASK A. Topé is trying to talk about what people prefer, but he is hesitant about the choice of phrases. Help him by selecting the correct option in the brackets.**

**Example : 1- prefer going**

1. They (prefer go / prefers go / prefer going) to the regional capital city.
2. Marco (prefer go / prefers go / prefers going) to the zoo.
3. Good students (would rather revise / would rather revise / would rather revising) their lessons.
4. Aline (would rather doing / would rather do / would rather do) her shopping in a shopping mall.

**TASK B. Select the word or groups of words that best completes the following sentences.**

**Example : 1- more expensive**

5. This city is (expensiver / more expensive / more expensiver) than Abidjan.
6. The villagers are (hardworkinger / more hardworking / more harworkinger) than many city dwellers.
7. There are (many / more / much) farmers in Toto's village than in Polo's village.
8. Tap water is (safer / more safe / safe) than water from the well.

## PART THREE : WRITING

**You take part in a paragraph writing competition on rural exodus organised by the English Club of your school. In your paragraph,**

- mention the definition of rural exodus ;
- give the reasons why people migrate to urban areas ;
- explain the difficulties that people face in cities.

Twelve (12) lines maximum

# TEST 6

## PART ONE : READING FOR COMPREHENSION

Read the text and do all the activities that follow.

### AFRICAN CHILDREN AND ARMED CONFLICTS

“Whether children in West and Central Africa are the direct targets or collateral victims, they are caught up in conflict and face violence and insecurity. The grave violations of their rights perpetrated by parties to the conflicts have an adverse impact on their capacity to learn, work, build meaningful relationships and contribute to the development of their communities and countries”, said Marie-Pierre Poirier, UNICEF Regional Director for West and Central Africa. “UNICEF calls on all parties to conflicts in the region to prevent and end grave violations against children, and to ensure that all perpetrators are held accountable”.

Since 2015, over 4.3 million children have been reached with direct mental health and psychosocial support. Furthermore, also over that same period, more than 52,000 children associated with armed forces and groups were reached with support for community integration.

Partners, including donors, must intensify their efforts to secure adequate financial and technical resources to ensure that grave violations are reported and verified. Information collected must be used for supporting and designing well-informed prevention and response programming, to protect children, their families and their communities.

Adapted from: // [www.unicef.org/press-releases/](http://www.unicef.org/press-releases/)

### A. VOCABULARY CHECK

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

Column A	Column B
1. targets (line 1)	a. bad
2. adverse (line 3)	b. more than
3. calls on (line 5)	c. guarantee
4. prevent (line 6)	d. elaborating
5. over (line 8)	e. victims
6. Furthermore (line 9)	f. protect
7. donors (line 11)	g. travels
8. secure (line 11)	h. sponsors
9. designing (line 13)	i. in addition
	j. demands

## B. COMPREHENSION QUESTIONS

Read the text again and say if the following statements are true or false. Write T for true and F for false. Then justify your answer by indicating the lines from the text. Write your answers like in the example. Example : 1- F (L1-2)

1. Children in West Africa are not implicated in conflicts.
2. Parties implicated in conflicts violate children's rights.
3. Since 2015, 4 million children were concerned by mental health and psychosocial problems.
4. Partners don't have to intensify their efforts.
5. Information is needed to protect children.

## PART TWO : LANGUAGE IN USE

**Task A. The text below is about Human's rights violations. Fill in the numbered gaps with the words from the box below. There are more words than gaps. Example : 1 - displaced**

*camps ; displaced ; violence ; children ; denounce*

An estimated 50,000 already **(1)** ... people – including 27,000 **(2)** ... have been forced to run away from their **(3)** ... to the town of Roe because of the recent **(4)** ... . Concerns are mounting about their lack of access to water, food and shelter.

**Task B. Select the word or group of word that best completes the following sentences.**

**Example : 1- must**

1. Children (must / mustn't / don't have to) be protected from danger.
2. Parties in conflict (needn't / have to / has to) respect children's rights.
3. People (doesn't have to / don't have to / must ) involve children in armed conflicts
4. Every parent (ought to / doesn't need to / don't need to) protect their child

## PART THREE : WRITING

**As an important member of the English Club of your school, you are asked to write a presentation about the situation of teenage girls who work as housemaids in many Ivorian families. In your writing,**

- say why young girls work in other people's families ;
- talk about the responsibilities they have in the families ;
- mention the treatment they receive in the families.

# TEST 7

## PART ONE : FOR COMPREHENSION

**Read the text below and do the tasks that follow.**

The novel acute respiratory syndrome coronavirus (SARS-CoV-2) that causes COVID-19 was first reported in December 2019 in Wuhan, Hubei province, China. The disease rapidly spread throughout the world, becoming a public health emergency of international concern a month later. This situation has disrupted social and community life and affected all types of human activities, severely disturbing national and international travel, supply chains, and the global manufacturing industry.

In March 2020, the disease was declared a pandemic by the World Health Organization (WHO), which called for all countries to come together to take concerted action and implement strategies to combat the threat caused by this virus. In Africa, the first case of the disease was officially recorded on 14 February 2020 in Egypt, and shortly after, new cases were reported everywhere on the continent, with the spread driven mainly by international air travel.

In the absence of an effective vaccine and medication against COVID-19, various governments around the world have resorted to drastic measures to slow down the transmission to reduce pressure on healthcare providers. Most African countries adopted preventive measures such as social distancing in all age groups, handwashing, and face mask-wearing.

(<https://creativecommons.org/licenses/by/4.0/>).

### A. VOCABULARY CHECK

**Read the text and find the words whose meanings are below. Write your answers like in the example. Example : 1- acute**

- |   |   |
|---|---|
| 1. terrible, severe (line 1)              | 6. execute, accomplish (line 8)                     |
| 2. expanded (line 3)                      | 7. menace (line 9)                                  |
| 3. caused confusion and disorder (line 4) | 8. retard (line 13)                                 |
| 4. worldwide disease (line 7)             | 9. people like doctors, nurses, dentists (line 14). |
| 5. necessitated, demanded (line 8)        |   |

### B. COMPREHENSION QUESTIONS

**Give short answers to the following questions.**

1. What causes Covid-19 ?
2. In which city was Covid-19 first reported ?
3. How has Covid-19 impacted social and community life ?
4. What did African countries do to slow down the spread of Covid-19 ?

## PART TWO : LANGUAGE IN USE

**Task A. The statements below are about Covid-19. Rewrite them starting by the underlined words or expressions to make them meaningful. Example : 1- Covid-19 is caused by SARS-CoV-2**

1. SARS-CoV-2 causes Covid-19.
2. Covid-19 has disrupted social and community life.
3. The World Health Organization implemented new strategies.
4. Covid-19 imposes a new lifestyle to mankind.

**Task B. Complete the statements below about Covid-19 with the best option between brackets. One is done for you as an example. Example : 1- declared**

1. In March 2020, the World Health Organization...the disease a pandemic. (**declares / declared / has declared / was declared**)
2. The situation of Covid-19 ... the manners of people all over the world. (**changes / changed / has changed / was changed**)
3. Today, many people ... face masks before going out. (**wear / wore / have worn / were worn**)
4. Africa ... its first case of Covid-19 on 14 February 2020. (**records / recorded / has recorded / was recorded**)

## PART THREE : WRITING

**After reading a text about COVID-19, you decide to sensitize your Ghanaian pen friend who refuses to respect the preventive measures, via a WhatsApp message. In your message,**

- tell him how dangerous covid-19 is,
- mention two attitudes that can cause covid-19,
- suggest two preventive measures to avoid this fatal disease.

# TEST 8

## PART ONE : FOR COMPREHENSION

### THE INTERNET

The Internet is a network of millions of computers all over the world that are connected with each other and work together. It started in the USA in the 1970s and 1980s as a government project. The World Wide Web, which came up in the middle of the 1990s , made the Internet easy to use for everybody. Education , business, entertainment and government are changing as the Internet moves into the lives of more and more people.

A network is a group of computers that are connected to each other by cables or telephone lines. Most networks have one or more servers, more powerful computers that hold programmes and other data.

All computers that are connected to the Internet must speak the same language. It is called TCP/IP (Transmission Control Protocol / Internet Protocol). and makes sure that information sent by one computer arrives at a certain destination.

Every computer on the Internet has an IP address. It is made up of 4 groups of up to 3 numbers, separated by a dot. For example : 207.46.230.219 . Such an IP number can only occur once in the whole world . If we want to get information from a certain computer we must type in its name.

(<https://creativecommons.org/licenses/by/4.0/>).

### A. VOCABULARY CHECK

Match each word from the text in column A with its synonym or meaning in column B. Write your answers like the example : 1-A

Box A	Box B
1. Internet (L1)	a. international Network
2. computers (L1)	b. basic Centre
3. project (L3)	c. information
4. entertainment (L4)	d. amusement
5. server (L7)	e. softwares
6. programmes (L7)	f. whole process of something
7. data (L8)	g. place
8. protocol (L10)	h. plan
9. destination (L11)	i. machines for Informatics

## B. COMPREHENSION QUESTIONS

Read the text and say if the statements below are true or false. Write T for true and F for false. Give the lines to justify your answers. Example : 1- F (L1)

1. The Internet is an international computer.
2. The Internet started in the USA in the Eighteenth century.
3. Education and amusement are impacted by the Internet.
4. A network is a group of many works.
5. Every connected computer has an Identification Number.

### PART TWO : LANGUAGE IN USE

**TASK A.** Yéo and Diomandé are in a supermarket. They see a cashier working. Yeo tries to explain her job to Diomandé. Unfortunately some words are missing in Yéo's speech. Read the text and fill in the gaps with : *scan / scans / scanning*

"Listen that beeps ! The cashier is **(1)** ... the prices of the different articles. She does it regularly ! From the morning to the evening she **(2)** ... all the prices written on the articles that customers buy. It seems to be easy but it's very boring and tiring to **(3)** ... so many products a day."

**TASK B.** The text below is the desire of a teenager for his birthday. Try to find the missing words among these suggestions : *either / nor / neither / or*. Example : 1- **neither**

Dad, I have already said that I want **(1)** ... a bicycle nor a pair of shoes. What I want for my birthday is **(2)** ... a computer **(3)** ... a tablet phone. I will not accept any other thing, neither from Mom **(4)** ... from you.

### PART THREE : WRITING

**After reading a text about Internet, You decide to sensitize your Nigerian friends who use Internet for hacking.**

Write a short paragraph in which you will :

- present the Internet ;
- talk about the bad use of the Internet ;
- talk about the good use of the Internet.

(12 Lines minimum)

## IRREGULAR VERBS

	Anglais ( Infinitif )	Prétérit	Participe passé	Français ( Infinitif )
1	be	was, were	been	être
2	beat	beat	beaten	battre
3	become	became	become	devenir
4	begin	began	begun	commencer
5	bend	bent	bent	plier / se courber
6	bite	bit	bitten	mordre
7	bleed	bled	bled	saigner
8	blow	blew	blown	souffler / gonfler
9	break	broke	broken	casser
10	bring	brought	brought	apporter
11	build	built	built	construire
12	burn	burnt / burned	burnt / burned	brûler
13	buy	bought	bought	acheter
14	can	could	could	pouvoir
15	catch	caught	caught	attraper
16	choose	chose	chosen	choisir
17	cling	clung	clung	s'accrocher
18	clothe	clad / clothed	clad / clothed	habiller / recouvrir
19	come	came	come	venir
20	cost	cost	cost	coûter
21	cut	cut	cut	couper
22	dig	dug	dug	creuser
23	do	did	done	faire
24	draw	drew	drawn	dessiner / tirer
25	dream	dreamt / dreamed	dreamt / dreamed	rêver
26	drink	drank	drunk	boire
27	drive	drove	driven	conduire
28	eat	ate	eaten	manger
29	fall	fell	fallen	tomber
30	feed	fed	fed	nourrir
31	feel	felt	felt	se sentir / ressentir
32	fight	fought	fought	se battre
33	find	found	found	trouver
34	forget	forgot	forgotten / forgot	oublier
35	get	got	gotten / got	obtenir
36	give	gave	given	donner
37	go	went	gone	aller
38	grow	grew	grown	grandir / pousser
39	have	had	had	avoir
40	hear	heard	heard	entendre

41	hide	hid	hidden	cacher
42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blessar
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout

81	steal	stole	stolen	voler / dérober
82	sweep	swept	swept	balayer
83	swim	swam	swum	nager
84	take	took	taken	prendre
85	teach	taught	taught	enseigner
86	tell	told	told	dire / raconter
87	think	thought	thought	penser
88	throw	threw	thrown	jeter
89	understand	understood	understood	comprendre
90	wake	woke	woken	réveiller
91	wear	wore	worn	porter (avoir sur soi)
92	win	won	won	gagner
93	write	wrote	written	écrire

## COMMENT OPTIMISER SON APPRENTISSAGE DES VERBES IRRÉGULIERS

### I. VERBES IRRÉGULIERS DONT LES TROIS FORMES SONT IDENTIQUES

Certains verbes irréguliers sont faciles à assimiler car ils gardent sous leurs trois formes, infinitif, prétérit et participe passé une orthographe identique. Voici ces verbes.

to bet	bet	bet	parier
to burst	burst	burst	éclater
to cost	cost	cost	coûter
to cut	cut	cut	couper
to hit	hit	hit	frapper
to hurt	hurt	hurt	blessar, faire mal
to let	let	let	permettre
to put	put	put	mettre
to shut	shut	shut	fermer
to spread	spread	spread	s'étendre, se répandre
to read	read	read	lire

## II. VERBES IRRÉGULIERS DONT DEUX FORMES SONT IDENTIQUES

Il arrive que deux formes soient similaires. Voyons à présent ces différents cas de figure.

### a) Base verbale et participe passé identiques

Quand l'infinitif et le participe passé sont identiques, il convient de mémoriser la formule du verbe irrégulier en anglais au prétérit.

to become	became	become	devenir
to come	came	come	venir
to run	ran	run	courir

### b) Prétérit et participe passé identiques

Lorsque le prétérit et le participe sont identiques, des variations peuvent s'opérer sur les terminaisons des verbes et les allitérations de voyelles au sein du mot.

- **Terminaison en (T)**

to build	built	built	construire
to bend	bent	bent	plier, se pencher
to dream	dreamt	dreamt	rêver
to burn	burnt	burnt	brûler
to feel	felt	felt	sentir
to kneel	knelt	knelt	s'agenouiller
to keep	kept	kept	garder
to learn	learnt	learnt	apprendre
to leave	left	left	partir
to lend	lent	lent	prêter
to light	lit	lit	allumer, éclairer
to lose	lost	lost	perdre
to sleep	slept	slept	dormir
to smell	smelt	smelt	sentir
to spell	spelt	spelt	épeler
to spend	spent	spent	dépenser
to spoil	spoilt	spoilt	gâter, gâcher
to mean	meant	meant	signifier
to send	sent	sent	envoyer
to sweep	swept	swept	balayer

- **Terminaison en (D)**

to have	had	had	avoir, prendre
to hear	heard	heard	entendre
to clothe	clad	clad	vêtir
to slide	slid	slid	glisser
to make	made	made	faire

- **Terminaison en (GHT)**

to buy	bought	bought	acheter
to catch	caught	caught	attraper
to bring	brought	brought	apporter
to teach	taught	taught	enseigner
to think	thought	thought	penser
to fight	fought	fought	se battre
to seek	sought	sought	chercher

- **Terminaison en (AID)**

to lay	laid	laid	poser à plat
to pay	paid	paid	payer
to say	said	said	dire

- **Allitération en (E)**

to bleed	bled	bled	saigner
to feed	fed	fed	se nourrir
to meet	met	met	rencontrer
to hold	held	held	tenir
to behold	beheld	beheld	contempler
to lead	led	led	mener

- **Allitération en (U)**

to dig	dug	dug	creuser
to hang	hung	hung	suspendre
to stick	struck	struck	coller

- **Allitération en (O)**

to get	got	got	obtenir
to sell	sold	sold	vendre
to tell	told	told	dire
to shine	shone	shone	briller
to shoot	shot	shot	tire (projectile)
to win	won	won	gagner

- **Allitération en (A)**

to sit	sat	sat	être assis
to spit	spat	spat	cracher

- **Allitération en (OUND)**

to bind	bound	bound	lier, relier
ton find	found	found	trouver
to grind	ground	ground	moudre
to wind	wound	wound	serpenter

- **Allitération en (OOD)**

to stand	stood	stood	être debout
to understand	understood	understood	comprendre
to withstand	withstood	withstood	résister
to misunderstand	misunderstood	misunderstood	mécomprendre

### III. VERBES IRRÉGULIERS DONT LES FORMES SONT DIFFÉRENTES

Enfin, certains verbes en anglais prennent une forme différente à l'infinitif, au prétérit et au participe passé.

«I» à l'infinitif ; «A» au prétérit ; «U» participé passé

to begin	began	begun	commencer
to cling	clung	clung	s'accrocher
to drink	drank	drunk	boire
to ring	rang	rung	sonner
to sing	sang	sung	chanter
to sink	sank	sunk	couler, s'enfoncer
to swim	swam	swum	nager

### IV. PARTICIPE PASSÉ TERMINANT EN (EN)

to awake	awoke	awoken	s'éveiller
to break	broke	broken	casser
to choose	chose	chosen	choisir
to speak	spoke	spoken	parler
to steal	stole	stolen	voler
to wake	woke	woken	réveiller
to drive	drove	driven	conduire
to eat	ate	eaten	manger
to fall	fell	fallen	tomber
to forbid	forbade	forbidden	interdire
to forget	forgot	forgotten	pardonne
to hide	hid	hidden	cacher
to bite	bit	bitten	mordre

to freeze	froze	frozen	geler
to give	gave	given	donner
to ride	rode	ridden	aller à cheval, à bicyclette
to rise	rose	risen	s'élever, se lever
to see	saw	seen	voir
to shake	shook	shaken	secouer
to write	wrote	written	écrire
to take	took	taken	prendre

#### V. « -EW » AU PRÉTÉRIT ET « WN » AU PARTICIPE PASSÉ

to blow	blew	blown	souffler
to draw	drew	drawn	dessiner
to fly	flew	flown	voler
to grow	grew	grown	grandir
to know	knew	known	connaître
to throw	threw	thrown	lancer

#### VI. CAS PARTICULIERS

to show	showed	shown	montrer
to be	was/were	been	être
to bear	bore	born	(sup)porter
to swear	swore	sworn	jurer
to do	did	done	faire
to go	went	gone	aller, partir
to lie	lay	lain	s'éteindre
to wear	wore	worn	porter (sur soi)
to make	made	made	faire, fabriquer

SPECIMEN

---

Achevé d'imprimer sous les presses de : JD ÉDITIONS  
Pour le compte de JD Éditions.  
Tél. : 25 23 00 17 50  
Mise en page : JD Éditions  
1<sup>er</sup> trimestre 2022  
Dépôt légal N° 18423 du 08 Mars 2022



Découvrez nos manuels  
de la même collection



### COVID-19 / MESURES DE PREVENTIONS



Lavez-vous  
les mains  
fréquemment



Respectez la  
distanciation  
physique



Portez  
un masque



Toussez ou  
éternuez dans  
votre coude



Ouvrez  
les fenêtres



Faites-vous  
vacciner

ISBN : 978-2-493344-10-6



9 782493 344106