

Mon cahier
d'habiletés

Livre du Professeur

WIN SKILLS

3^e

CORRIGÉS DES EXERCICES

- Learning context
- Good to know
- My dictionary
- Practice activities
- Communication activity
- Let's recap

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- I. Learning context*
- II. Good to know*
- III. My dictionary*
- IV. Practice activities*
- V. Communication activity*
- VI. Let's recap*

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NOTE D'INFORMATION _____

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Unit 1 : **School life**

Lesson 1 : My last Holidays in my village

Session 1 :

Activity 1 :

1. resting ; 2. setting a trap ; 3. playing marbles ;
4. swimming ; 5. travelling ; 6. fishing.

Activity 2:

1. Rested ; 2. set ; 3. Played ; 4. swam ; 5. travelled ; fished.

Activity 3:

1. were ; 2. was ; 3. Had ; 4. were ; 5. was not ; 6. were ; 7. Did ; 8. didn't

Session 2:

Activity 1:

1. b) when were you born?
2. b) where did his parents go last week?
3. b) did / play
4. b) did / use to play / was
5. b) did / leave

Activity 2:

1. ended 2. started ; 3. wore ; 4. left ; 5. won ; 6. arrived ; 7. saw ; 8. had ; 9. died.

Activity 3:

1. spent 2. did / do ; 3. played ; 4. swam ; 5. ate ; 6. did not drink.

Session 3 : Communication activity

The teacher should accept any production of his students respecting the instructions below:

- They greet each other;
- They ask and answer questions about the location of their respective villages;
- They ask and answer questions about the activities they did, the games they played and the people they met during the holidays.

Lesson 2: MEMORIES OF SCHOOL

Session 1:

Activity 1:

1. bullying ; 2. collecting funds ; 3. punishing ; 4. graduating ; 5. cleaning ; 6. fighting

Activity 2:

Erratum

Dans cette activité, un item de la colonne B n'est pas concerné. Merci de le signifier aux apprenants.

1. a 2. d 3. f 4. b 5. e 6. c 7. k 8. l 9. g
10. h 11. i

Activity 3:

1. used to be ; 2. used to quarrel ; 3. used to beat ;
used to cry.

Session 2

Activity 1

1. to ; 2. Stop ; 3. used ; 4. love ; 5. to ; 6. take

Activity 2: (à titre indicatif)

- 1) I would attend school regularly.
- 2) I would follow the lesson carefully.
- 3) I would eat sandwich.
- 4) I would act as a kind student.

Activity 3:

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

Session 3: Communication activity

The teacher should accept any production of his / her students that respects the instructions below:

- They ask and answer questions about their past habits and actions;
- They ask and answer questions about their attitudes with their teachers and classmates.

Lesson 3: School work

Session 1:

Activity 1:

1. taking ; 2. examination ; 3. mock exam ; 4. school year ; 5. terms ; 6. Passed.

Activity 2:

3. does not attend ; 4. will fail ; 5. will have ; 6. keeps

Activity 3:

1. c 2. a 3. d 4. f 5. g 6. b

Session 2:

Activity 1:

1- works ; will get ; 3- revise ; 4- win ; 5- will not fail.

Activity 2:

1. e 2. a 3. f 4. b 5. c 6. d

Activity 3:

1- If you don't make more effort, you will fail your exam.

2- If you don't go to the station now, you will miss the bus.

2- If you don't revise your preterits, you will fail the next test.

Session 3: Communication activity

The teacher should accept any production of his / her students that respects the instructions below:

- They do the matching as below ;

1	2	3	4	5
e	a	d	c	b

- They re-organise the answers in order to build a coherent dialogue ;
- They role-play the dialogue.

LET'S RECAP 1 :		
1- d	2- i	3- c
4- j	5- b	6- k
7- a	8- g	9- m
10- l	11- e	12- f
13- h	14- o	15- p
16- n		

Test 1

PART ONE: READING FOR COMPREHENSION

A/ vocabulary

check

1- c ; 2- f ; 3- i ; 4- a

5- e ; 6- d ; 7- j ;

8- g ; 9- h

B. Comprehension check

1- T (L1) ; 2- F (L3) ; 3- T (L6)

4- F (L7) ;

5- F (L7-8) ; 6- F (L7-8)

PART TWO: LANGUAGE IN USE

Task A

1. when ; 2.
always ; 3. with ;
4. where

Task B

- 1- if ; 2. unless ; 3.
If ; 4. unless

PART THREE: WRITING

These answers are given as examples. The teachers should accept any correct answer

You (1): yes, I do.

You (2): yes; I was excited that day.

You (3): I had a tall teacher. Mr. Thom was very professional.

You (4): of course! They were.

You (5): I went to school by bus.

You (6): My friend Indat Junior was my neighbour.

Unit 2:

Women at work

Lesson1: Village women activities

Session 1:

Activity 1:

1- sell farm products ; 2- spin cotton into thread ; 3- rear poultry ; 4- weave basket ; 5- grind cereals ; 6- grow crops.

Activity 2 (à titre indicatif)

1. Women can / could / were able to / will be able to ...
2. Rural women can weave baskets.
3. The young girls could grind cereals.
4. Older women of the village were able to spin cotton into thread.
5. The cooperative's members will be able to grow crops.
6. My aunt can rear poultry.

Activity 3:

A (1): can

B (2): were able

A (3): could

B (4): was able

A (5): will be able

B (6): can

Session 2

Activity 1:

- 1- sick ; 2- laughter ; 3- aggressive

Activity 2:

Oral practice activity

Activity 3:

1. The fisherman said that the shells she sold by the Seychelles seashore were seashells, he was sure.
2. Olivia's colleagues commented that she shined, where she sat, and where she sat she shined.
3. The second boy wanted to know if his friend could can a can as a canner could can a can.
4. She asked them the quantity of wood a woodchuck would have chucked if a woodchuck could have chucked wood.
5. The two chiefs, questioned a trainee about the quantity of cookies a good cook could have cooked if a good cook could have cooked cookies.

Session 3: Communication activity

The teacher should accept any production from his / her students, if it respects the instructions below:

- They ask and answer questions about women's activities and capacities in rural areas;
- They ask and answer questions about what the government can, could, was able, or will be able to do to help those women;
- They report the actions the government has done, to the class.

Lesson 2: what are women's rights and duties ?

Session 1 :

Activity 1:

1. d = be educated ; 2. c = gender equality ; 3. f = free from sexual violence ; 4. a = bodily integrity ; 5. b = votes for women ; 6. e = own property

Activity 2 :

1. be educated ; 2. own property ; 3. bodily integrity ; 4. votes for women ; 5. free from sexual violence ; 6. gender equality.

Activity 3:

Erratum

Dans la banque des mots, il faut signaler aux apprenants que le mot « **men** » du groupe de mots « **men counterparts** » est de trop. Il faut donc leur demander de le barrer avec le stylo rouge dans leurs livrets.

1. household management ; 2. sex discrimination ; 3. counterparts ; 4. child rearing ; 5. role division ; 6. breadwinner

Session 2

Activity 1:

I have the right to...	It's my duty (responsibility) to
<ul style="list-style-type: none">- bodily integrity ;- choose my future husband ;- be free from sexual violence ;- take part in elections ;- have fair and equal pay ;- education an empowerment ;- have equal rights in family.	<ul style="list-style-type: none">- raise children ;- bear children ;- breastfeed my baby ;- take care of household affairs ;- give birth to children ;- serve my husband ;- cook food.

Activity 2

1. more ; 2. more ; 3. less ; 4. less ; 5. more ; 6. more

Activity 3:

1. as intelligent as; 2. less vigorous than ; 3. more motivated than ; 4. as useful as ; 5. less resourceful ; 6. is more diplomatic than.

Session 3. Communication activity

The teacher should accept any production from his / her students, if it respects the instructions below:

- They ask and answer questions about women's rights and duties;
- Compare women and men's rights and duties;
- Come and roleplay the interview before the class with your partner.

Lesson 3 : GIRLS AT SCHOOL

Session 1

ACTIVITY 1

1-e ; 2-a ; 3-f ; 4-b ; 5-c ; 6-d

ACTIVITY 2

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

2- I think so because girls and boys have the same rights.

3-I believe that these parents are wrong.

4-In my opinion, government should open girls' schools.

ACTIVITY 3 (à titre indicative)

1-In my opinion, dancing is more exciting than playing football, because we control the dance but we are controlled by the game in a football match.

2-I don't think that watching TV is dangerous for children. We should just control what they watch.

3- I think that it is good to keep animals in zoos for the touristic aspect.

4-It seems to me that it is a question of money.

Session 2

ACTIVITY 1

1-expelled / 2-make up her mind / 3-schooling / 4-face challenges / 5-overcome / 6-pregnant

ACTIVITY 2

1-To my mind, there are many good reasons to send girls to school.

2-In my view, pregnant girls should continue their schooling.

3-As far as I'm concerned, this attitude is bad.

4-To my mind, the main challenge is discrimination.

ACTIVITY 3

1-opinion / 2-me / 3-point / 4-eyes

SESSION 3 : COMMUNICATION ACTIVITY

The teacher should accept any production from his / her students, if it respects the given instructions in the workbook.

Erratum

Dans la colonne de droite, à l'item « f », il faut [*Compulsory education ; Girls' school ; School-age child ; To be expelled*] Il faut donc leur demander de le barrer avec le stylo rouge dans leurs livrets.

LET'S RECAP 2 :

1- e	2- c	3- g
4- a	5- h	6- b
7- f	8- d	9- k
10- j	11- i	

TEST 2

PART ONE: READING FOR COMPREHENSION

A/

vocabulary

check

Erratum

Dans la colonne B, « l » doit être remplacé par « j ». Le signaler aux apprenants et leur demander de le corriger dans leurs livrets avec un stylo rouge.

1- f ; 2- h ; 3- g
; 4- a ; 5- i ; 6-
d ; 7- b ;
8- j ; 9- e

B. Comprehension

check

1- F (L1) ; 2- T (L2) ;
3- F (L5) ; 4- F (L9) ;
5- T (L13-14)

PART TWO: LANGUAGE IN USE

Task A

2. Some journalists reported that girls made up 55% of the total and were often the victims of rape and other sexual violence.
3. An African proverb says that if we educate a girl, we educate a whole nation.
4. An expert declared that an educated girl would ensure that her children received an education.

Task B

- 1- b-healthier
- 2- a-less numerous
- 3- c-as important as
- 4- b-more intelligent

PART THREE: WRITING

The answers are subjective. The teacher should take it into account and accept any correct answer.

You (1): No, they don't. Rural girls have less opportunities than urban ones.

You (2): In rural areas, there are not many schools. But in urban areas, there are schools everywhere.

You (3): The government has to build many schools in rural areas.

You (4): Of course! An example of a short-term solution is to build schools close to homes, to allow everybody to go to school.

You (5): As a long-term solution, the government has to make free cost for basic education and make schooling compulsory.

You (6): You're welcome! Thank you for the interview.

Unit 3: **Travelling**

Lesson 1: Different means of Transport

Session 1:

Activity 1 :

1. yacht ; 2. subway ; 3. helicopter ; 4. ship ; 5. scooter ; 6. hoverboard

Activity 2 :

Erratum

Une erreur s'est glissée dans l'orthographe de l'item 1. Il fallait lire "fast" au lieu de "faster" dans la partie "Adjectives". Merci de le signaler aux apprenants et de leur demander de le corriger dans leurs livrets.

	Adj.	Comp.		Adj.	Comp.
1	Fast	faster	5	Colossal	more colossal
2	Gigantic	more gigantic	6	Far	farther / further
3	Original	more original	7	Powerful	more powerful
4	Light	lighter	8	Old	older

Activity 3 :

1. A plane is faster than a car.
2. Travelling by plane is more marvelous than travelling by car.
3. Two bicycles are cheaper than one motorbike.
4. A train is more gigantic than a bus.
5. A lorry is heavier than a bicycle.
6. A horse is more familiar than a bicycle.

Session 2

Activity 1 :

1. to ride a bicycle ; 2. to drive a lorry ; 3. to drive a train ;
4. to sail a boat ; 5. to fly a plane ;
6. to ride a motorbike ; 7. to drive a car ; 8. to ride a horse.

Activity 2

1. I prefer the plane to the helicopter.
2. Prisca prefers ship to yacht.
3. Eureka and Venance prefer travelling by subway to travelling by ship.
4. Thomas and Ousmane prefer riding a motorbike to sailing a yacht.
5. Evaflore and Carlin prefer flying a plane to flying a helicopter.
6. We prefer a scooter to hoverboard.

Activity 3

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

Session 3: Communication activity

The teacher should accept any production of his / her students, if it respects the instructions below:

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

Lesson 2: Travelling by plane

Session 1:

Activity 1 :

1. an air ticket ; 2. To disembark ; 3. A check-in counter ; 4. To board a plane ; 5. An airport ; A flight attendant

Activity 2 :

Erratum

Une erreur s'est glissée dans les chapeaux de la deuxième colonne. Il fallait lire "superlative forms" au lieu de "comparative forms". Merci de le signaler aux apprenants et de leur demander de le corriger avec un stylo rouge dans leurs livrets.

	Adj.	Superlative forms		Adj.	Superlative forms
1	Fast	the fastest	6	Colossal	the most colossal
2	Gigantic	the most gigantic	7	Far	the farthest
3	Original	the most original	8	Powerful	the most powerful
4	Light	the lightest	9	Old	the oldest
5	Sensational	the most sensational	10	Far	the furthest

Activity 3 : (à titre indicatif)

1. The plane is the farthest (means of transport).
2. The plane's landing is the most frightening (moment in traveling by plane).

3. Airports are the largest stations in travelling.
4. A flight is the safest means of transport.
5. A travel by plane is the most expensive means of transport.
6. The bus tickets are the cheapest in travelling.

Session 2 :

Activity 1

1. e ; 2. a ; 3. f ; 4. b ; 5. d ; 6. c

Activity 2

1. Planes are becoming less and less frightening.
2. Cars are becoming more and more electric.
3. Flight attendants are becoming less and less sympathetic.
4. Pilots are becoming more and more skilled.
5. Technology is becoming less and less limited.
6. Flight is more and more stressful.

Activity 3

Full stop / period	.
Colon	:
Comma	,
Semi colon	;
Question mark	?
Exclamation mark	!
Ellipsis	...
Dash	-

Session 3: Communication Activity

Erratum

Une erreur s'est glissée dans le dernier alinéa. Il fallait lire "explain" au lieu de "esplain". Merci de le signaler aux apprenants et de leur demander de le corriger dans leurs livrets.

The teacher should accept any production of his / her students, if it respects the instructions below:

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

Lesson 3: Visiting the USA

Session1:

Activity 1

- | | |
|-----------------------------------|---------------------------|
| 1. the Metropolitan Museum of Art | 2. the Golden Gate Bridge |
| 3. the Statue of Liberty Moument | 4. the Nigeria Falls |
| 5. Manhattan Skyscrapers | 6. Virginia Beach |

Activity 2

1. a: Let her go to the Metropolitan Museum of Art.
b: How about going to the Metropolitan Museum of Art?
2. a: How about going to the Statue of Liberty Monument?
b: Shall he go the Statue of Liberty Monument?
3. a: Let him go to Manhattan Skyscrapers.
b: How about going to Manhattan Skyscrapers?
4. a: Let them go to Virginia Beach.
5. a : How about going to Niagara Falls?
b: Let him go to Niagara Falls.

Activity 3

1. tourists ; 2. resorts ; 3. amusement parks 4. casinos ; 5. green spaces ; 6. tourist sites

Session 2:

Activity 1

Accepting a suggestion	Refusing a suggestion
<ul style="list-style-type: none">- It's a very nice idea- Yes, that is fine- Yes, that will be good	<ul style="list-style-type: none">- Sorry, I am very busy- I am afraid we can't- No, I don't like the idea

Activity 2 (à titre indicative)

1. I like that idea.
2. I don't feel like it.
3. (any expression to refuse a suggestion) I am afraid (sorry ; I am very busy) I don't like.
4. (any expression to accept a suggestion) That a very nice idea (that will be Good).
5. (any expression to refuse a suggestion) I am afraid (sorry ; I am very busy / I don't like.
6. (any expression to accept a suggestion) that is fine / a very nice idea / that will be good.

Activity 3

1. a) You (suggestion) : How about visiting the old post office of Grand Bassam?
b) Partner (refusal) : Thanks, but I'm not interested.
2. a) You (suggestion) : How about going visiting the Basilica of Yamoussoukro?
b) Partner (acceptance) : Yes, it's a very nice idea.
3. a) you (suggestion) : Shall we visit the Banco forest?
b) Partner (refusal) : No, I don't like the idea.

Session 3: Communication activity

The teacher should accept any production of his / her students, if it respects the instructions below:

- Each of them describe the places he / she also visiting in Yamoussoukro;
- Each of them refuse or accept Appiah's suggestions;
- Each of them make suggestions to encourage Appiah to come and visit Yamoussoukro with him / her.

LET'S RECAP 3 :		
1. b	2. k	3. j
4. h	5. f	6. i
7. a	8. d	9. c
10. e	11. g	

Test 3

PART ONE : READING FOR COMPREHENSION

A-Vocabulary check:

1. j ; 2. a ; 3. d
; 4. i ; 5. g ; 6.
c ; 7. e ;
8. f ; 9. h

B-Comprehension check:

- 1- T (L1) ; 2- T (L
6-7) ; 3- F (L7) ; 4-
T (L8) ; 5- T (L15)

PART TWO: LANGUAGE IN USE

Task A

1. flew ; 2.
stayed ; 3. hotel ;
4. photos ; 5.
restaurant ; 6.
brought ; 7.
delicious

Task B

1. easier ; 2.
prefer ; 3.
fastest ; 4.
richer and richer

PART THREE : WRITING

The teacher should accept the production from his / her students, if they take into account the given instructions.

Unit 4 : **FASHION**

Lesson 1: Modern and traditional clothes

Session 1:

Activity 1:

Erratum

Dans la colonne B, il fallait lire “modern suit” au lieu de “moden suit”. Merci de le signaler aux apprenants et de leur demander de le corriger dans leurs livrets.

Kaftan bubu	4
Batik long-sleeved	7
Fashionable Vlisco fabric	1
Modern suit	2
Djellaba	8
Belani skirt	3
Tuxedo	5
Bow tie	6

Activity 2

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

Activity 3

- 1- Since ; 2. that's the reason why ; 3. since ; 4. That's the reason why ; 5. because of ;
6. as ; 7. because of ; 8. Since

Session 2

Activity 1

- | | |
|-------------------------|---------------------------------|
| 1. a traditional outfit | 5. sandals |
| 2. a fez | 6. a dashiki long-sleeved shirt |
| 3. a mud cloth shirt | 7. second hand clothes |
| 4. a bazin outfit | |

Activity 2

- the topic sentence = Ivory Coast has banned skin whitening creams.

- supporting sentences = the ban effects whitening creams and lotions containing mercury and more than two (2) percent hydroquinine

* The number of people with side effects caused by these medicines is really high.

- linking words: indeed – moreover – because – to start with

- concluding sentence:

* The number of people with side effects caused by these medicines is really high

Activity 3

Complete the sentences in the chart with the information in the exercise n°2.

Session 3: Communication activity

(à titre indicative)

1- I'm Koffi

2- Traditional clothes

3- No, they are not.

4- Great! Next year, you shall bring yours in order to have a good time here.

5- Wow! It's a pleasure to discover that ...

6- Yes ... We have got different sorts of masks in our village.

7- Of course, you can.

8-Ok! Let's keep in touch.

Lesson 2 : FASHION SHOWS

Session 1:

Activity 1:

1. d ; 2. c ; 3. a ; 4. b ; 5. g ; 6. f

Activity 2

2. feel like ; 3. don't mind
2. Hate ; 3. love – fond of

Activity 3

1. I love Dida's outfit.
1. I really enjoy bazin outfit.
2. I hate traditional sandals.
2. I dislike High-Heels.

Session 2

Activity 1

1. accessories ; 2. catwalk ; 3. showcase ; 4. a parade ;
5. stylish ; 6. fashionistas ; 7. must / have

Activity 2

3. I would strongly advise you against that.
4. I'm absolutely certain he can.
5. I'm afraid you can't do that.
6. I would strongly advise you against that.

Activity 3

Synonyms of ‘‘Persuade’’

- a. induce
- b. assure
- c. satisfy
- d. convince
- e. get
- f. prevent

Synonyms of ‘‘Dissuade’’

- a. advise against
- b. influence
- c. divert
- d. discourage
- e. prevent
- f. convince

Session 3: Communication activity

The teacher conducts the resolution of the problem according to the given instructions and the students' answers.

Lesson 3 : COSMETICS

Session 1:

Activity 1:

1. fair complexion; 2. to bleach the skin ; 3. a blush ;
4. a lipstick ; 5. bleaching products ;
6. africans braids

Activity 2

1. e ; 2. f ; 3. a ; 4. b ; 5. c ; 6. d

Activity 3

2. **Her new shoes were too small (cause)**, she gave them to her little sister.
3. I had nothing to wear **because all my clothes were dirty (effect)**
4. **Mr Ayereby uses cosmetics excessively (cause)**, he has skin worries.
5. Use shea butter **if you want to stay natural (effect)**

Session 2

Activity 1

2. side effects ; 3. skin cancer ; 4. skin whitening ;
5. depigment ; 6. craze.

Activity 2 (à titre indicatif)

2. - She should avoid using bleaching cream.
- She ought to avoid using bleaching cream.
3. Women should stop using that skin-whitening cream.
4. She ought to take care of her skin.
5. You should avoid using creams without prescription.
6. They shouldn't be judged by appearance.

Activity 3

2. Young African women should be a motive of pride.
3. Billboards shouldn't advertise deadly creams.
4. The modern beauty standard ought not to push girls to depigment their skin.
5. Our dark complexion ought to stay authentic.

Session 3 : Communication activity

The teacher conducts the resolution of the problems according to the given instructions and the students' answers.

LET'S RECAP 4 :		
1. j	2. c	3. h
4. g	5. f	6. k
7. i	8. b	9. d
10. a	11. e	

Test 4

PART ONE: READING FOR COMPREHENSION

A/ Vocabulary check

Erratum

- L'exemple est erroné. Il fallait plutôt lire "3-accessories".

- Dans le texte, à la ligne 9, il fallait lire « conceal », au lieu de « canceal ».

Merci de le signaler aux apprenants et de leur demander de le corriger dans leurs livrets.

1. commitment (L2)
2. indigenous (L3)
3. accessories (L4)
4. garments (L7)
5. conceal (L9) ;
6. backgrounds (L11)
7. depicted (L12)

B/ Comprehension check

- 1- F (L1) ; 2- F (L3) ; 3- T (L6) ; 4- F (L6-7) ; 5- T (L12-13)

PART TWO : LANGUAGE IN USE

Task A

1- c ; 2- d ; 3- a ; 4- b

Task B

1/ We wear traditional outfits since we celebrate paquinou.

2/ Since we celebrate paquinou , we wear traditional outfits.

3/ people buy mud-cloth shirts because they are beautiful.

4/ Carla has skin dots because of bleaching creams.

PART THREE : WRITING

Here, the teacher should accept any production from his / her students, if it respects the given instructions.

Unit 5:

City or

village ?

Lesson 1: In the city

Session 1

Activity 1

1. Skyscrapers
2. A building
3. Shanty town
4. A mall
5. A shop
6. Tarred road

Activity 2

Listening text

1. A **building** is a tall edifice.
2. A **shanty** town is a place in the city where very poor people live.
3. The **entertainments** are all the things for amusement such as the cinema and pubs.
4. The **facilities** are all the services for the wellbeing of the citizens.
5. A **mall** is a very large commercial complex.

Activity 3

1. I prefer living in the city.
2. Mr Ourega prefers working in the city.
3. Oria and Kadniel prefer visiting a building.
4. Meh and I prefer doing shopping in a mall.
5. Therese prefers speaking English.

Session 2

Activity 1

1. entertainment
2. facilities
3. city dwellers
4. urban life
- 5- expensive

Activity 2

Listening text

City life is very **exciting**. In fact city dwellers enjoy various facilities such as hospitals, schools and universities. They can go for **entertainment** to the cinema. That's why cities are crowded. Nevertheless city life is very expensive and **noisy**. Therefore, many poor people live in **shanty towns**. These people generally don't have access to good **healthcare**. They must daily struggle to find a job with a few job **opportunities** offered in these overcrowded big cities.

1. exciting
2. Entertainment
3. Noisy
4. shanty towns
5. healthcare
6. opportunities

Activity 3

1. prefer
2. would rather
3. prefer
4. would rather
5. prefer
6. would rather

Session 3:
Communication activity

Listening text

I recently visited some cities in Cote d'Ivoire during my last holidays. It was really an amazing experience going round different exciting places. I do remember well, when I went to Abidjan I discovered various malls. My visit in Plateau was exciting as well. I was impressed by the buildings everywhere. At the end of my stay there, I went for shopping in one of those famous malls in Marcory. To tell you the truth, I enjoyed spending time in Marcory because there were lots of entertainments there.

A.

1- visit in some cities of Côte d'Ivoire.

B.

1.c / 2.b / 3.c / 4.a

C.

The teacher should accept any production which takes into account the given instructions.

LESSON 2: VILLAGE LIFE

Session1

Activity 1

1. farm work
2. a hut
3. harvesting
4. to fetch water
5. a bumpy road
6. a village chief

Activity 2

Listening text

- Number 1 is: **Healthy**
- Number 2 is: **Restful**
- Number 3 is: **Peaceful**
- Number 4 is: **Hospitable**
- Number 5 is: **Cheap**
- Number 6 is: **Spacious**

Activity 3

- 1- better ; 2- farther; 3. worse; 4. more

Session 2

Activity 1

1. peaceful ; 2. dating ; 3. palmwine ; 4. hospitable ;
5. hard-working people ; palaver tree

Activity 2

Listening text

This is the first time I am spending the holidays in my village. Life here is so quiet that in the morning you only hear birds singing. Here I sleep in a hut but it is very comfortable. Every morning I can see the women going to fetch water in group. In the afternoon you'll see these same women coming back from farm, where they went to fetch firewood for cooking. What I like in village life is that life is joyful and people are so hospitable. Usually when there is a problem it is solved peacefully under the authority of the village chief.

- 1.F 2.T 3.F 4.F 5.T 6.F

Activity 3

2.

A: Why do you prefer village food ?

B: Because it's healthier than city food.

3.

A: Why do you prefer village life?

B: Because it's more peaceful than city life.

4.

A: Why do you prefer village people?

B: Because they are more hospitable than city dwellers.

5.

A: Why do you prefer village market?

B: Because it's cheaper than city market

6.

A: Why do you prefer village houses?

B: Because they are more spacious than city houses.

Session 3: Communication activity

Listening text

This is the first time I am spending the holidays in my village. Life here is so quiet that in the morning you only hear birds singing. Here I sleep in a hut but it is very comfortable. Every morning I can see the women going to fetch water in group. In the afternoon you'll see these same women coming back from farm, where they went to fetch firewood for cooking. What I like in village life is that life is joyful and people are so hospitable. Usually when there is a problem it is solved peacefully under the authority of the village chief.

A.

3. The text is about :

→ (c) *a description of village life.*

B.

1.a (quiet)	2.b (hut)	3.b (fetch)	4.a (hospitable)
-------------	-----------	-------------	------------------

C.

1.b (the village is quiet) 2.c (fetch water) 3.a (firewood)
4.c (hospitable)

D.

The teacher should accept any production which takes into account the given instructions.

Lesson 3: Rural Exodus

Session 1:

Activity 1

1. school leavers ; 2. rural exodus ; 3. manpower ; 4. lack of ; to improve
6. cheap

Activity 2

Listening text

I think that conditions in rural areas must be improved to encourage people to stay there. For example:

- electrifying rural areas;
- creating drinking water supplies for rural populations;
- improving schooling programs;
- promoting basic care centers;
- promoting sports fields.

À titre indicatif :

- 1- What about electrifying rural areas.
- 2- How about creating drinking water supplies for rural populations.
- 3- How about improving schooling programs in rural areas.
- 4- What about promoting basic health care centers in rural areas.
- 5- How about promoting sports fields and literacy activities.

Activity 3

1. How about building more schools?
2. What about creating more entertainment sites?
3. How about building new roads?
4. What about creating more jobs in villages?
5. How about sensitizing young people (to stay)?

Session 2

Activity 1

Listening text

1. “**Negative consequences**” has for synonym “**drawbacks**”.
2. “**Ameliorate**” has for synonym “**improve**”
3. “**Unemployment**” has for synonym “**inactivity**”
4. “**Shanty towns**” has for synonym “**squatter area**”
5. “**Workforce**” has for synonym “**man power**”

1. Negative consequences = drawbacks
2. Ameliorate = improve
3. Unemployment = inactivity
4. Shanty towns = slums
5. Workforce = man power

Activity 2

Listening text

These days, young people move from their village to the town in order to **improve** their lives. Some think that it is due to **lack of** facilities and entertainment places in the village. This phenomenon impacts seriously the villages and the cities. Not only does it create a lack of **man power** in the villages, but it also contributes to the proliferation of **shanty towns** in the cities.

- 1- improve
- 2- lack of
- 3- manpower
- 4- shanty towns

Activity 3

2. The cities are overcrowded. **As a result** there is proliferation of shanty towns / **As a result** shanty towns prolifer. The cities are overcrowded; **therefore** there is proliferation of shanty towns / **therefore** shanty towns prolifer.

3. Many young men quit the villages. **As a result** there is lack of manpower. Many young men quit the villages, **therefore** there is lack of manpower.

4. In the city's youngsters are jobless. **As a result** there is tendency to become robbers. In the cities youngsters are jobless; **therefore** there is tendency to become robbers.

5. Villages lack entertainments like cinema and pubs. **As a result** city life is preferred. Villages lack entertainments like cinema and pubs; **therefore** city life is preferred.

Session 3 :

Communication activity

Erratum

Une erreur s'est glissée dans la numérotation de la séance. Il fallait plutôt lire « session 3 » et non « session 2 ». Merci de le signaler aux apprenants, et de leur demander de le corriger dans leurs livrets au stylo rouge.

Listening passage

Rural exodus is a serious issue that affects almost every country. This is basically due to a huge difference between cities and the rural areas in terms of living standard.

In fact there is a real lack of basic commodities and facilities in most rural areas. You need to go to town to have access to clean water and electricity. Besides, the countryside offers less job opportunities apart from farm works. Another reason why young people leave the village is the lack of entertainment.

However once in big cities young people get disappointed for they can't get what they were dreaming of. The few jobs opportunities available demand better qualification and it becomes even a problem for them to get an accommodation. As a result there are more jobless people, insecurity and a proliferation of slums.

A) The conference is about

c) causes and drawbacks of rural exodus.

B) The causes of rural exodus raised by the speaker are :

(teacher may accept two among the below proposals)

- lack of basic commodities ;
- lack of basic facilities in most rural areas ;
- the countryside offers less job opportunities apart from farm works ;
- lack of entertainment ;
- etc.

C) The consequence of rural exodus raised by the speaker are : (teacher may accept one among the below proposals)

- jobless people;
- insecurity;
- proliferation of slums.

D)

1) The causes and consequences of rural exodus are :

a) Causes :

- lack of basic commodities ;
- lack of basic facilities in most rural areas ;
- the countryside offers less job opportunities apart from farm works ;
- lack of entertainment ;
- etc.

b) Consequences :

- jobless people;
- insecurity;
- proliferation of slums.

2) Some solutions to rural exodus :

- Electrifying rural areas;
- Creating drinking water supplies for rural populations;
- Improving schooling programs in rural areas ;
- Promoting basic care centers in rural areas ;
- Promoting sports fields in rural areas ;
- Etc.

LET'S RECAP 5 :		
1- j	2- d	3- a
4- g	5- e	6- h
7- i	8- c	9- f
10- b		

Test 5

PART ONE: READING

Vocabulary check

2- f ; 3- a ; 4- g ; 5- i ; 6- h ; 7- e ; 8- b ; 9- d

Comprehension check

1. Big college and universities are available. More, there are both great numbers government and private schools.
2. Cinema houses and multiplexes; parks and gardens.
3. The financial benefits are:
 - the availability of huge opportunity for employment with companies;
 - the presence of trade centers and commercial opportunities.
4. Because only seasonal jobs are available to them.

PART TWO: LANGUAGE IN USE

Task A:

2. newer; 3. easier; better

Task B:

2. because of ; 3. therefore ; 4. due

PART THREE: WRITING

Erratum

Une erreur s'est glissée dans la première réplique de "You". Il faut plutôt lire "**life**" au lieu de "**live**". Merci de le signaler aux apprenants et de leur demander de le corriger dans leurs livrets au stylo rouge.

Free production. The teacher should assist students and call some for presentation before their friends.

Unit 6:
HUMAN
RIGHTS

Lesson 1: My rights

Session 1:

Activity 1:

- 1) right to shelter
- 2) child labour
- 3) claiming one's rights
- 4) discrimination
- 5) torture
- 6) equality for all

Activity 2

1- e ; 2- f ; 3- g ; 4- b ; 5- c ; 6- a ; 7- d

Activity 3

- 1) Women **are allowed to** express their opinion.
- 2) The people **have the right to** choose their president.
- 3) The government **is supposed to** protect citizen's rights.
- 4) I **am entitled to** freedom of expression.
- 5) Girls **are allowed to** join the army.
- 6) A child **has the right to** have his say.

Session 2

Activity 1:

1- e ; 2- d ; 3- a ; 4- b ; 5- c ; 6- g ; 7- f

Activity 2:

Listening passage

A: Do you ever feel your **human rights** are being **violated**?

B: No, I don't. I can't even imagine how bad that would be. But I know that a lot of people in the world feels that way. In my opinion, we have to **stand for** them and help them as much as we can by **denouncing** human rights violations.

A: I completely agree with you. How would the world be different if all human rights were respected?

B: It would be **fair** and more peaceful obviously. But I don't think that's going to happen in the near future, when an elementary right like **freedom of expression** is denied to some people.

A: What can be done to make people respect and **apply** laws as far as human rights are concerned?

B: For me, constantly educating every generation about our human rights might be a solution.

Answers:

1- human / 2- violated / 3- stand for / 4- denouncing / 5- fair / 6- freedom of expression / 7- apply

Activity 3:

- 1/ **In my opinion**, children are entitled to free medical treatment.
- 2/ **From my point of view**, any citizen has the right to vote.
- 3/ **As far as I'm concerned**, teenagers are supposed to state out their opinions.
- 4/ **I think**, we are allowed to denounce Human rights violations.
- 5/ **In my opinion**, a journalist has the right to freedom of expression.

Session 3:

Communication Activity

Listening passage

In Uganda, 1.500 people die each week in the internally displaced person camps. According to the world Health Organization, 500.000 have died in these camps. This situation is changing because the government is providing them with adequate houses and they are having enough to eat.

Vietnamese authorities forced at least 7.500 drug addicts and prostitutes into 71 overpopulated rehabilitation camps, providing no treatment and forcing them to work. Those who refuse to work were beaten by guards.

In northern Uganda, the LRA (Lord's Resistance Army) had kidnapped 20.000 children over 20 years old and forced them into service as soldiers or sexual slaves for the army. A child's place is at school and his opinion is to be taken into account. During the war in Syria some European countries closed their borders to thousands of people fleeing the conflict.

Many journalists all over the world are tortured to death because of their articles.

A. 1- T ; 2- T ; 3- F ; 4- F ; 5- F ; 6- T

B.

Many journalists all over the world are tortured to death because of their articles.	9	In Northern Uganda, the LRA (Lords Resistance Army) had kidnapped 20.000 children over 20 years old and forced them into service as soldiers or sexual slaves for the army.	6
This situation is changing because the government is providing them with adequate houses and they are having enough to eat.	3	During the war in Syria some European countries closed their borders to thousands of people fleeing the conflict.	8
In Uganda, 1.500 people die each week in the internally displaced person camps	1	According to the world health organization, 500.000 have died in these camps.	2
Vietnamese authorities forced at least 7.500 drug addicts and prostitutes into 71 overpopulated rehabilitation camps, providing no treatment and forcing them to work	4	Those who refuse to work were beaten by guards.	5
		A child's place is at school and his opinion is to be taken into account.	7

C.

People die in the internally displaced person camps.	V	The military junta crushed peaceful demonstrators.	V
Children used as sexual slaves for the army.	V	The government provided adequate housing for people.	R
A child's place is at school.	R	Prisoners are beaten and humiliated by guards.	V
A Journalist tortured to death.	V	Children's opinions are taken into account.	R
The population has enough to eat	R	They closed the border to thousands of people fleeing armed conflict.	V

Lesson 2: My Duties

Session 1:

Activity 1:

1- c ; 2- a ; 3- d ; 4- f ; 5- b ; 6-e

Activity 2:

Listening passage

Each student has the **responsibility** to act in a manner that does not infringe upon the rights or property of others. We are all **in charge of** maintaining an atmosphere that promotes respect for learning and human dignity. We have to attend class on time and **take good care** of school facilities. Any student who damages school property, will **bear the responsibility** of his action by compensating for any damaged caused. Students who are **on duty** are **responsible** for keeping the school clean.

Answers:

1- responsibility / 2- in charge of / 3- take good care /
4- bear the responsibility of / 5- on duty / 6- responsible

Activity 3:

1. We need to know our rights as citizens.
 - a. We **must** know our rights as citizens.
 - b. We **have to** know our rights as citizens.
2. A good student has to respect his teacher.
 - a. A good student **must** respect his teacher.
 - b. A good student **needs to** respect his teacher.
3. Parents must take care of their children.
 - a. Parents **have to take** care of their children.
 - b. Parents **need to take** care his of their children.

4. He needs to do his homework to make his father feel happy.
- a. He **has to** do his homework to make his father feel happy.
 - b. He **must do** his homework to make his father feel happy.

Session 2 :

Activity 1 :

1- c ; 2- e ; 3- d ; 4- a ; 5- b

Activity 2 :

Listening passage

During the conference, we were taught that we have to accomplish our **duties**. A **dutiful** person is a person who is motivated by a high sense of duty. The speaker said that, as students, we are **in charge** with keeping our school clean. **It's up** to the school administration to protect us from any danger. To finish, he said that if we don't follow **school** regulations, we will **be accountable** for our actions.

Answers:

1- duties / 2- dutiful / 3- in charge / 4- It's up / 5- school / 6- be accountable

Activity 3:

- 1) You don't have to bully your younger brothers to make them respect you.
- 2) She doesn't need to run to school, because she won't be late.
- 3) I mustn't hide my school results from my parents. They can help me.
- 4) He needn't take his umbrella. It's not going to rain.
- 5) We mustn't cheat in test. It's forbidden.
- 6) You don't have to clean the board. You are not on duty today.

Session 3:

Communication activity

Listening passage

A citizen is a member of a country who owes loyalty to the government of that country. Citizens have rights and the government is in charge with protecting those rights. A duty is some action citizens must accomplish in order to help their communities. In United States, duties includes:

- obeying the law: by doing this, the citizen contributes to the peace, safety and order in his community.
- paying taxes: when you are a taxpayer, you support the different projects of the government. Citizenship is based on these four major pillars:
- be informed and vote;
- the need to respect the rights and property of others;
- to participate in your community and government;
- the obligation to respect the opinions of others.

A. The text is about:

→ *the duties of a citizen.*

B. The three (03) duties are :

- obeying the law;
- paying taxes;
- being informed and vote.

C.

a. T b. T c. T d. T

Lesson 3: Tolerance

Session 1:

Activity 1 :

- | | |
|-------------------|---------------|
| 1- acceptance | 4- to fight |
| 2- armed conflict | 5- to quarrel |
| 3- exclusion | 6- diversity |

Activity 2 :

Listening passage

Let us **unite** to defeat and exclusion that violate Human rights and sow the seed of conflict.

Let us unite to counter **divisive** discourses.

Let us foster **tolerance**.

Let us embrace diversity and even beyond, cultivate **acceptance**, stamp out **rejection** of any kind and preserve the inherent dignity shared by all Human beings.

Activity 3 :

- 1) He must accept people from other countries.
- 2) Every single person has to commit himself to non-violence.
- 3) Religious leaders have to promote tolerance in their sermons.
- 4) A referee must be fair.
- 5) We have to reject divisive discourses.
- 6) They must unite to be stronger.

Session 2:

Activity 1:

- 1- d ; 2- e ; 3- g ; 4- f ; 5- c ; 6- h ; 7- a ; 8- b

Activity 2:

Listening passage

Seventy-five years ago, at the time of **distress** and fear, world leaders came together to create the United Nations. They recognized that what unites us is stronger than what divides us. Today **xenophobia**, **racism** and discrimination on ethnic and religious ground are unfortunately on the rise. It's high time to take effective measures against rising **injustice**, prejudice, all forms of **terror**, discrimination, hate crimes and **hate speech**. Each of us has an individual and collective responsibility **to promote** tolerance. We must all stand and work together to safeguard freedom and ensure equality within and between communities.

Answers:

1- distress / 2- xenophobia / 3- racism / 4- injustice / 5- terror / 6- hate speech / 7- to promote

Activity 3:

1. don't have; 2. mustn't; 3. doesn't have; 4. mustn't; 5. don't have; 6. don't have

Session 3:

Listening passage

The brief History of International tolerance Day is as under. In 1993, at the initiative of UNESCO, United Nations proclaimed 1995 as “The year for Tolerance.”

UNESCO’S 1995 Declaration of principles on tolerance was, “Tolerance is respect, acceptance, and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human.” This declaration initiated the General Assembly of the United Nations for the proclamation of tolerance day. One year late, in 1996, the UN General Assembly prescribed all the Member states to celebrate 16, November as international day for Tolerance. The chosen date of 16, November also celebrates the adoption anniversary the above declaration. For the promotion of Tolerance and non-violence, UNESCO created “The UNESCO-Nadanjeet Nobel Prize” with an amount of us \$ 100 000 in 1995. The prize is awarded every two years to individuals or organizations at international tolerance day. The 2018 winners of this prize were Manon Barbeau (a Canadian filmmaker) and “The coexist Initiative” (a non-profit organization of Kenya)

A/

1- T ; 2- T ; 3- T ; 4- T ; 5- F ; 6- F ; 7- T ; 8- F

B/

- 1) 1995 was proclaimed as the year of tolerance.
- 2) Respect; acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being Human.
- 3) For the promotion of Tolerance and non-violence, UNESCO created "The UNESCO-Madanjeet Singh prize"

LET'S RECAP 6:		
1- b	2- e	3- c
4- i	5- g	6- d
7- f	8- h	9- a

Test 6

PART ONE : READING FOR COMPREHENSION

VOCABULARY CHECK

1-f; 2-e; 3-j; 4-g; 5-a; 6-i; 7-b; 8-c; 9-d

COMPREHENSION CHECK

1-F; 2-F; 3-F; 4-T; 5-T

PART TWO : LANGUAGE IN USE

Task 1:

1) must ; 2) mustn't ; 3) need to ; 4) must

Task 2:

1) illiterate ; 2) school ; 3) right ; 4) harassment

PART THREE : WRITING

In their writings, students should follow the below instructions :

- At least two examples of the non-respect of women's rights;
- At least two examples of what must be done to promote women's rights;
- At least two solutions.

Unit 7 :
Hygiene and
Health

Lesson 1: Is it an Epidemic or a pandemic?

Session 1:

Activity 1:

1- to sneeze ; 2- blood transfusion ; 3- weight loss ; 4- a fever ; 5- a virus ; 6- to cough

Activity 2:

Erratum

L'exemple donné n'est pas correct. Il fallait plutôt lire "1.d" au lieu de "1.e". Merci de le signaler aux apprenants en leur demandant de le corriger dans leurs livrets au stylo rouge.

1- d ; 2- c ; 3- e ; 4- b ; 5- a

Activity 3:

2- A cure for Covid-19 is expected by all countries.

3- No preventive measures are being taken by governments.

4- Many children in Africa have been killed by the outbreak of Malaria.

5- Weight loss can be provoked by AIDS.

Session 2:

Activity 1:

1- outbreak; 2- pandemic; 3- loss of appetite; 4- blood test; 5- isolated; 6- cure

Activity 2:

1- diseases; 2- bacteria; 3- epidemic; 4- spread; 5- quarantine; 6- diarrhea

Activity 3:

2- A vaccine for Covid-19 is expected by us soon.

3- Traditional medicine is thought by African people to be able to cure Covid-19.

4- Preventive measures are claimed by scientists to be more efficient in fighting against Ebola and Covid-19.

5- A new remedy is proposed by the doctor to cure malaria.

6- The number of infected people is declared by the government to be on the rise.

Session 3:

Communication activity

A/

C-The spread of Covid-19 in rural areas.

B/

a. healthcare ; b. spread ; c. policy ; d. settlements ;
e. witnessed ; f. lockdowns ; g. hamper.

C/

a. F (L1) ; b. F (L3) ; c. T (L3 – L4) ; d. T (L8 – L9) ; e. F (L9) ; f. T (L13) ; g. F (L18 – L19)

D) Here, the production is subjective. Some information from the text may help students in their writing.

Lesson 2: Promote Hygiene at school

Erratum :

- Une erreur s'est glissée dans l'entête de cette leçon. Il fallait plutôt lire « *Reading* » et non « *Listening* ». Merci de le signaler aux élèves, et de leur demander de le corriger.
- Dans le GOOD TO KNOW, il fallait plutôt lire : « To blow one's *hands* » et « To *scrub* one's hands ». Merci de les faire corriger.

Session 1 :

Activity 1:

1. to weed ; 2. to wear a mask ; 3. dirty hands ; 4. a dustbin ; 5. to collect rubbish ; 6. washing hands

Activity 2:

Unhealthy attitudes	Unhealthy attitudes
1- washing hands; 2- sneeze in a handkerchief; 3- throw garbage in the dustbin	1- throw rubbish on the floor; 2- eat with dirty hands; 3- sweep the floor without watering; 4- have a bushy school yard

Activity 3:

2. You shouldn't eat with dirty hands.
3. You shouldn't sweep the floor without watering.
4. You shouldn't have a bushy schoolyard.
5. You should wash your hands.
6. You should sneeze in a handkerchief.
7. You should throw garbage in the dustbin.

Session 2:

Activity 1:

1. blowing; 2. spit; 3. sanitizer; 4. scrub; 5. soap; 6. towel

Activity 2 :

Erratum :

Une lettre a été omise dans l'item 4. Il s'agit de la lettre « a ». Merci de demander aux apprenants d'ajouter ladite lettre avant de traiter l'activité.

1. handkerchief; 2. garbage; 3. water the floor; 4. used packaging 5. healthy environment

Activity 3:

2. so as to ; 3. so that ; 4. so that ; 5. so as to ; 6. so as to.

Session 3: Communication Activity

Erratum:

La numérotation des différents items de cette activité devrait être présentée de la façon suivante :
« **A ; B ; C ; D** ». Veuillez le signaler aux élèves.

A/

→ The text is about hygiene at school.

B/

→ 1- e ; 2- d ; 3- f ; 4- a ; 5- c ; 6- g ; 7- b

C/

a/ A good and successful school is one that provides a clean and safe environment for its students.

b/ According to the author, school hygiene is important because it is one of the primary necessities of any educational facility.

c/ A building that is not hygienic can be dangerous because it can collect a significant amount of bacteria overtime

d/ here, the production is subjective. Some information from the text may help the students. The format of an email should also be respected.

D/

Writing : free production.

Lesson 3: HIV-Free Generation

Session 1:

Activity 1 :

1. blood transfusion ; 2. a needle ; 3. to lose weight ; 4. a blade ; 5. a condom ; 6. skin rashes

Activity 2 :

1. HIV positives ; 2. faithfulness ; 3. Lose weight ; 4. weak ; 5. contract ; 6. stigmatization

Activity 3 :

1. did you? ; 2. didn't he? ; 3. will you? ; 4. hasn't she? ; 5. aren't they? 6. are they?

Session 2:

Activity 1

1. mistaken ; 2. hug ; 3. kissing ; 4. sharing ; 5. shaver ; 6. shearer ; 7. sexually ; 8. ARV

Activity 2

1- b: broom ; 2- c: drinking alcohol ; 3- a: pregnancy ;
b: happiness ; 5- c: malaria

Activity 3

1. Don't have sexual intercourse without condom.
2. Do blood test every three months.
3. Don't share needles or blades.
4. Stay faithful to one sexual partner.
5. Use condom during sexual intercourse.
6. Don't be unfaithful to your partner.

Session 3:

Erratum :

La réponse de l'item (b) se trouve à la ligne 2 et non à la ligne 3. Merci de le signaler aux élèves.

A/

→The test is about the impact of HIV / AIDS

B/

a. orphaned children ; b. pulled out ; c. enrolled ; d. heading ; e. households ; f. labour

C/

a. Because of financial constraints of their affected families.

b. girls

c. It encourages children to marry earlier.

D/

Here, the teacher will accept any written production if the students respect the instructions.

LET'S RECAP 7 :		
1- e	2- d	3- h
4- k	6- c	7- b
8- j	9- f	10- a
11- g		

Test 7:

Part one

A) Vocabulary check

1- e ; 2- i ; 3- g ; 4- b ; 5- f ; 6- c ; 7- d ; 8- h ; 9- a

B) Comprehension check

1- FALSE (L1) ; 2- FALSE (L1– L2) ; 3- TRUE (L3 – 4) ; 4- FALSE (L6) ; 5- FALSE (L7 – 8)

Part two

Task A:

1. should ; 2. so as to ; 3. shouldn't ; 4- so that

Rectification : le sujet de la réponse 3 (shouldn't) manque dans le texte ; il faut ajouter « you »

Task B :

1. More than two million people have been infected by malaria.
2. A new protocol against malaria was produced by the government last year.
3. An important improvement in terms of sanitary system is being made by the Ministry of health.
4. Immunization campaigns against measles are organized by the Ivorian health service every year.

Part three: Writing

The teacher will accept any written production if the students respect the instructions.

Unit 8 :
Information
and
communication
Technologies
(ICTS)

Lesson 1 : The computer revolution

Session 1:

Activity 1

- | | |
|------------------|-----------------------|
| 1. a printer | 4. a laptop computer |
| 2. a flash drive | 5. a scanner |
| 3. a webcam | 6. a desktop computer |

Activity 2

- | | |
|-----------------------|------------------|
| 1. a laptop computer | 4. a printer |
| 2. a scanner | 5. a flash drive |
| 3. a desktop computer | 6. a webcam |

Activity 3

1. A cashier always scans articles' prices.
2. A Secretary processes a text every day.
3. The boss of the company never processes texts.
4. The ENS reprographers print many documents **all the time**.
5. the computer scientists regularly save their files on a flash drive.
6. A journalist **never uses** webcam for his video reports.

Session 2:

Activity 1

- | | |
|------|------|
| 1- B | 4- C |
| 2- A | 5- E |
| 3- F | 6- D |

Activity 2

- 1- F power point is a software (example)
- 2- T
- 3- T
- 4- F data is information stored in a computer or provided by it.
- 5- F A printer is a hardware
- 6- T

Activity 3

- 1- look! The secretary **is typing** the texts with the keyboard.
- 2- look! The boss **is controlling** everything in the desktop computer.
- 3- come and see! The computer scientists **are storing** data easily in the computer.
- 4- can you hear the beeps! The cashier **is scanning** the articles' prices.
- 5- keep quiet! Clemso and Pépé **are sleeping** in the bedroom.
- 6- I **am printing** documents right now.

Session 3: Communication activity

A/ here; the teacher should accept any production of his students if it respects the instructions.

B/ 1. D 2. F 3. A 4. E 5. C 6. B

C/ 1- F (L1 L2) 4- F (L8)

2- F (L3) 5- F (L12)

3- T (L5)

D/ Here, the teacher should accept any production of his students if it respects the instructions.

Lesson 2: The cell phone

Session 1:

Activity 1

- | | |
|---------------------|-----------------|
| 1. a landline phone | 4. a smartphone |
| 2. Networks | 5. a tablet |
| 3. a tablet | 6. a cell phone |

Activity 2

- | | |
|---------------------|-----------------|
| 1. a landline phone | 4. a network |
| 2. a sim card | 5. a tablet |
| 3. a smartphone | 6. a cell phone |

Activity 3

1. People of the new generation prefer either smartphones or tablets.
2. Prisca and Anne use either fixed phone or cell phone.
3. Byron prefers either making a call or sending an SMS.
4. Mouchmador calls with either Orange sim card or MTN sim.
5. Léo and Morris work on either computer or smartphone.
6. We send emails through either tablets or computers.

Session 2:

Activity 1

1. A / 2. C / 3.F / 4.D / 5.B / 6.E

Activity 2

1 -SMS / 2.to upload / 3-to text / 4- to take pictures /
5-MMS

Activity 3

1. People of the new generation like **neither** fixed phones **nor** big old phones.
2. Fallonne sends **neither** SMS **nor** MMS.
3. Byron wants **neither** making a simple call **nor** making a video call.
4. Dinké Has **neither** orange sim card **nor** MTN sim card.
5. Mum Pauline uses **neither** computers **nor** tablets.
6. Girls buy **neither** airtime **nor** internet data.

Session 3: Communication activity

A/ Here, the teacher should accept any production of his students if it respects the instructions

B/ 1- F

2- C

3- A

4- D

5- E

6- B

C/ 1- F (L1 L2)

2- T (L3)

3- F (L7)

4- T (L9)

5- T (L12)

D) Here, the teacher should accept any production of his students if it respects the instructions.

Lesson 3 : The magic of the Inte

Session 1:

Activity 1

- | | |
|------|------|
| 1- E | 4- B |
| 2- C | 5- F |
| 3- D | 6- A |

Activity 2

- 1- online
- 2- offline
- 3- a subscription
- 4- download
- 5- search engine
- 6- blog

Activity 3

- 1. Yes, they do.
- 2. Yes, he does.
- 3. No, he isn't.
- 4. No, they aren't.
- 5. Yes, he does.
- 6. Yes, they are.

Session 2:

Activity 1

- | | |
|------|------|
| 1- D | 4- C |
| 2- B | 5- F |
| 3- E | 6- A |

Activity 2

- 1- hack
- 2- cyberbully
- 3- copyright
- 4- piracy
- 5- identity theft
- 6- addicted

Activity 3

- 1- What
- 2- Where
- 3- What
- 4- How
- 5- When
- 6- Why

Session 3: Communication activity

A/ Here, the teacher should accept any production of his students if it respects the instructions

B/ 1- pupils

2- surf

3- booking

4- chat

5- offline

6- instead of

C/ 1- T (L12)

2- T (L2-3)

3- F (L6-7)

4- F (L9)

5- T (L 12 13)

D/ Here, the teacher

should accept any

production of his

students if it respects

the instructions.

LET'S RECAP 8 :		
1-k	2-h	3-g
4-a	5-f	6-i
7-c	8-d	9-e
10-j	11-b	

Test 8

PART ONE: READING

A/ Vocabulary check

- 1- A 6- E
- 2- I 7- C
- 3- H 8- F
- 4- D 9- G
- 5- B

B/ Comprehension check

- 1. F (L1)
- 2- F (L2)
- 3- T (L4)
- 4- F (L6)
- 5- T (L12)

PART TWO: LANGUAGE IN USE

TASK A :

- 1. scanning
- 2. scans
- 3. scan

TASK B:

- 1. neither
- 2. either
- 3. nor

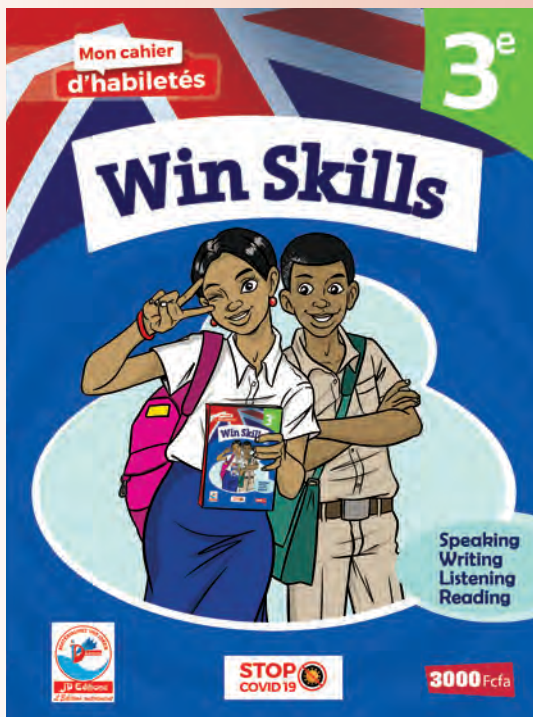
PART THREE: WRITING

Here, the teacher should accept any production of his students if it respects the instructions. You will find some ideas below.

- “Internet is and it represents a major tool for people in their daily life”.
- “The use of internet can sometimes be bad and harmful”
- “Despite the bad sides of the use of internet, it also shows good aspects of its use.”
- “In fact, thanks to internet, people”...

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