

Collection "Supernova"

ENGLISH

For ever

4^{ÈME}

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AVANT-PROPOS

OBJECTIF DU MANUEL

Une éducation de qualité est le socle d'une nation forte, instruite et compétente. C'est dans cette optique que l'Etat Ivoirien a opté depuis 2013 jusqu'à nos jours pour l'enseignement par l'Approche Par les Compétences (APC). Cette méthode d'enseignement bien que dérivée de la Formation Par Compétence (FPC) a une spécificité. La particularité d l'APC est qu'elle commence obligatoirement par une situation appelée situation d'apprentissage et se termine impérativement par une situation dénommée situation d'évaluation. Il est indubitable que l'élaboration de ces 2 parties essentielles représente une épine dans la chair de la plupart du personnel d'encadrement. Raison pour laquelle nous vous offrons volontiers, dans les manuels... et dans le but d'aider à l'amélioration des résultats scolaires ivoiriens, toutes les situations.

A LA DECOUVERTE DE LA COLLECTION

Les manuels de la collection "ENGLISH For Ever" accompagnent les élèves dans l'apprentissage de l'Anglais de la 6^e à la 3^e. En parfaite adéquation avec les Programmes Educatifs et techniques pédagogiques disciplinaires, ils leur permettent d'acquérir et de développer progressivement leurs compétences linguistiques tout en les préparant efficacement à l'examen du BEPC. A cet effet, ils offrent aux élèves, une large diversité de textes, de dialogues et d'images sur des thèmes variés et d'actualité. Ces manuels sont conçus dans un design attrayant destiné à constituer une source de motivation supplémentaire à l'apprentissage de l'Anglais.

Les manuels de la 6^e à la 3^e sont composés, chacun, de huit (08) unités constituées de trois (03) leçons chacune. Chaque leçon est séquencée en trois (03) séances et comporte une situation d'apprentissage, des contenus d'enseignements, des exercices d'application, des exercices de consolidation et une situation d'évaluation. L'élève y trouvera une page ludique contenant des chants, des poèmes et des jeux en fin d'unité.

DESCRIPTION DES COMPOSANTES DE CHAQUE UNITÉ

- **SKILL** : la compétence linguistique développée dans l'unité
- **UNIT** : le thème de l'unité
- **LESSON** : le titre de la leçon
- **LEARNING CONTEXT** : un exemple de situation d'apprentissage par leçon, plaçant les élèves devant une situation de la vie réelle dans laquelle ils auront besoin d'utiliser les habiletés à installer.

Une case comportant le thème du vocabulaire, les fonctions langagières et les structures à étudier dans toute la leçon.

Une image, un texte ou un dialogue d'illustration de la leçon

- **SESSION** : le numéro de la séance de la leçon

Un tableau des contenus présentant les mots de vocabulaire, les fonctions langagières et les structures à étudier dans la séance.

- **Time to learn** : Phase d'installation des habiletés
 - **Look, listen and repeat** : des images, textes ou dialogues illustrant les mots de vocabulaire à étudier.
 - **Listen and repeat** : des phrases, des dialogues, de brefs textes illustrant la ou les structures grammaticales à étudier, en relation avec la fonction langagière.

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SKILL	LESSON	VOCABULARY	LANGUAGE FOCUS	STRUCTURE	PAGE
SPEAKING	UNIT 1 : LIFE AT SCHOOL				
	Lesson 1 : Where did you spend your holidays ?	Vocabulary related to school memories	Talking about holidays	A : Where did you spend the holidays ? B : I spent the holidays in my village.	11
			Talking about holiday activities	A : What did you do during the holidays ? B : I went fishing.	
	Lesson 2 : School memories	Vocabulary related to school memories	Expressing past habits	A : What did you use to do at primary school ? B : I used to clean the school yard.	17
			Expressing obligations in the past	A : What did you have to do at primary school ? B : I had to clean the school yard.	
	Lesson 3 : Work at school	Vocabulary related to school results	Expressing conditions	If you work harder, you will pass your exam.	23
			Asking and answering questions about school results	A : What will happen if I don't learn my lessons ? B : If you don't learn your lessons, you will repeat your class.	
	UNIT 2 : WOMEN AT WORK				
	Lesson 1 : Rural Women	Vocabulary related to rural women's activities	Expressing abilities	A : What can a rural woman do ? B : She can cut firewood.	31
			Reporting what a person said	He said that rural women could cut firewood.	
	Lesson 2 : Women's rights and duties	Vocabulary related to women's rights and duties	Expressing women's rights and duties	Women have the right to be happy. Women have the duty to respect their husbands.	37
			Making comparisons	Women are weaker than men.	
	Lesson 3 : Girls at school	Vocabulary related to girls' schooling	Giving opinions	For me, the place of girls is at school.	43
			Making suggestions	-Parents should send girls to school. -Parents shouldn't neglect girls' schooling.	

		UNIT 3 : TRAVELLING				
		WRITING	Lesson 1 : I go to school by taxi	Vocabulary related to means of transport	Making comparisons	-A lorry is bigger than a car. -A plane is more expensive than a coach. -A helicopter is as fast as a seaplane
Asking and answering questions about means of transport	A : How do we go to France ? B : We go to France by plane.					
Expressing likes and dislikes	I like travelling by cars.					
Lesson 2 : Back from London	Vocabulary related to air travel		Expressing preferences	-I prefer travelling by plane. -I would rather travel by plane.	57	
Making comparisons			The train is the longest means of transport.			
Lesson 3 : Come and visit Côte d'Ivoire !	Vocabulary related to tourism		Making suggestions	-Why don't you visit the liana bridge ? -How about visiting the liana bridge ?	63	
Accepting or refusing suggestions			-That's a good idea ! -That's great ! -That's interesting ! -Sorry, but.... -I'm afraid. I can't.			
			UNIT 4 : FASHION			
Lesson 1 : Teenagers prefer modern clothes	Vocabulary related to clothing items		Expressing preferences	-I prefer modern clothes to traditional clothes. -I prefer to wear traditional outfits. -I prefer wearing modern clothes. -I' rather wear modern clothes.	71	
Giving reasons		I prefer wearing modern clothes because they are more comfortable than traditional outfits.				
Lesson 2 : Attending a fashion show	Vocabulary related to fashion shows	Describing what people are wearing	A : What is the woman wearing ? B : She is wearing a djellaba.	77		
Persuading		I can assure you that the fashion show will be memorable.				
Lesson 3 : Black complexion is beautiful	Vocabulary related to fashion cosmetics	Giving advice	Black women should keep their natural skin colour. They shoudn't bleach their skin.	83		
Asking for advice		What should I do ? You should avoid bleaching products				

UNIT 5 : CITY OR VILLAGE						
LISTENING	Lesson 1 : Living in the big city of Abidjan	Vocabulary related to city life	Expressing wishes	I wish I lived in Abidjan	91	
			Expressing purpose	-I go to the stadium to watch a football match. -I go to the stadium in order to watch a football match. -I go to the stadium for watching a football match.		
	Lesson 2 : My beautiful village	Vocabulary related to village life.	Expressing feelings	I feel happy to live in my village.	97	
			Giving reasons	-Due to the lack of rain, my plantation fails to produce. -As there is a lack of rain, my plantation fails to produce. -There is a lack of rain, so my plantation fails to produce.		
	Lesson 3 : Leaving the village for the city	Vocabulary related to rural exodus	Expressing results	Life in the village is so difficult that young people leave for the cities.	103	
				People go to the cities so frequently that they are overpopulated.		
	UNIT 6 : HUMAN RIGHTS UNIT					
	Lesson 1 : I know my rights	Vocabulary related to human rights	Expressing rights	-I have the right to live. -I have the right to life. -It's my right to vote.	111	
	Lesson 2 : I have duties too	Vocabulary related to duties	Expressing duties	-It's my duty to obey my parents. -It's my responsibility to obey my parents. -I have the duty to obey my parents. -I must respect my parents. -I have to respect my parents.	117	
Lesson 3 : Let's promote tolerance !	Vocabulary related to tolerance	Expressing obligations	I must be tolerant to people. -We've got to promote tolerance.	123		
UNIT 7 : HEALTH AND HYGIENE						
Lesson 1 : Preventing diseases	Vocabulary related to hygiene and health	Giving advice	A : I don't feel quite well. B : You should go to the hospital.	133		
		Expressing passive actions.	A prescription is given by the doctor.			

UNIT 7 : HEALTH AND HYGIENE					
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			Expressing passive actions.	A prescription is given by the doctor.	
	Lesson 2 : Take care of your school environment !	Vocabulary related to school salubrity	Expressing opinions	In my opinion, it is important to evolve in a clean environment.	139
			Making suggestions	-Why don't we clean the toilets ? -How about mopping our classroom ? -We should collect the rubbish.	
	Lesson 3 : Beware of AIDS!	Vocabulary related to HIV/AIDS	Giving strong advice	You had better avoid sharp contaminated tools.	145
			Making recommendations	I recommend you to do your blood test.	
8 : INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)					
READING	Lesson 1 : What do you know about computers ?	Vocabulary related to parts of a computer and their uses	Talking about the use of objects	A : What is a scanner used for ? A : It used for scanning. / It is used to scan.	153
			Talking about the function of an object using the present simple	A : What is the function of the mouse ? B : The mouse points and moves the cursor on the screen.	
	Lesson 2 : Mobile phones	Vocabulary related to mobile phone	Expressing alternative choice	You need either Orange-CI or MTN-CI.	161
			Making comparisons	Smarphones are more popular than old mobile phones.	
	Lesson 3 : The internet Magic	Vocabulary related to the internet	Asking and answering Yes / No questions	A : Do you have a cellphone. B : Yes, I do. / No, I don't.	167
			Asking and answering Wh-questions	A : Which social network do you prefer ? B : I prefer facebook.	