

LEÇONS D'ANGLAIS PREPAREES

NIVEAU : SECONDE



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SUPERVISEUR

CE ANGLAIS HMF

NB: Lessons, Texts and Activities are from Far Ahead

CE Anglais HMF

UNITY

PEOPLE



Name of School: College Harris Memel Foote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 1: PEOPLE
Lesson 1:
Lesson type: Speaking
Duration: 55 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

TEACHING POINTS		
VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Heavyweight – ambitious – bossy – selfish – studious – hardworking	Using prefixes to express antonyms, opposites	I am organised, but my junior brother is dis organized.

INTRODUCTORY PHASE

Warm up: (1min)

Lead-in activity: (2 min)

Learning context: we are back from the vacation in College HMF Méagui. During a meeting of the English Club, the students of 2nd are talking about the people they met during the vacation to share experiences.

INPUTS PHASE

VOCABULARY

Ambitious: to be full of ambition, showing ambition.

Bossy: fond of giving people orders, domineering.

Selfish: thinking first of one's own interests, needs, without concern for others; not sharing what one has with others.

Studious: spending a lot of time studying; showing great carefulness.

Hardworking (# lazy): working with care and energy, courageous.

Curious: having or showing too much interest

Efficient: able to work well, capable, producing a satisfactory result without wasting time or energy.

Flexible: able to change according to different circumstances; adaptable.

Stubborn: determined not to give way, determined to do what one wants.

LANGUAGE FUNCTION

Using prefixes (**in-**, **dis-**, **un-**, **im-**, **ir-**)

Note: we use some prefixes such as **in**, **un**, **im**, **dis**, **ir** to express antonyms or opposites.

I am organised, but my junior brother is **dis**organized.

Gouzro is really responsible whereas Zogobady is **ir**responsible.

APPLICATION PHASE

ACTIVITY 1: use the words from the chart below to make meaningful sentences. Share them with the class. **Example: Konan is a lazy student.**

Konan – Yéo – Gouzro – Kassi – Zongo – Dan – Guei – Awa - Akissi	Selfish – unambitious – ambitious – organized – bossy – disorganized – hardworking - lazy – jealous	Boy – man – civil servant – farmer – teacher –engineer – woman – mother – student.
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ACTIVITY 2: use the prefixes from the chart below to make meaningful sentences. Share them with the class. **Example: ambitious == unambitious.**

In- di- un- im- ir

Ambitious #-----, Selfish # -----, Organised # -----
disconnected # -----, Irresponsible # -----

Communication activity:

After attending the meeting of the English Club in College HMF Méagui, the students of 2nd are talking about the people they met during the vacation to share experiences.

- 1- Say the person you like the most and say what is his/ her job.
- 2- Use three adjectives to describe him
- 3- Exchange your work with your neighbor and discuss it.

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Communication activity:

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- 1- Say the person you like the most and say what is his/ her job.
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Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 1: PEOPLE
Lesson 2:
Lesson type: Reading
Session: 1
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

Teaching points

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
give in- fit in - skiving off- deal with- stand up for- believe in- back up- grow up	Present tenses: present simple and present continuous	- Gouzro is a hardworking student. He studies his lessons every day. -Awa is working hard now.

INTRODUCTORY PHASE

Warm up: (1min)

Lead-in activity: (2 min)

Learning context: we are back from the vacation in College HMF Méagui. During a meeting of the English Club, the students of 2nd are reading a passage about the people they met during the vacation to share experiences.

INPUT PHASE

Vocabulary: Phrasal verbs

To give in: to collapse, to fall, to descend

To fit in: to conform to, to suit.

To skive off: to play truant.

To deal with: to be about.

To stand up for: to speak or act in support or defense of (a person, a cause)

To believe in: to have confidence in the ability or power of (something, someone)

To back up: to move backward

To grow up: to become an adult

Language Function: Expressing past actions

1- We use the **present continuous** tense for:

- * actions happening now
- * actions happening around now

2- We use the **present simple** tense

- * For habits and facts.
- * With stative verbs: like (emotion), look (appearance/perception), want, hate, know, etc.

Example: He **plays** tennis on Monday. (**Present simple**).

He **is playing** tennis with his sister. (**Present continuous**).

Answer sheet:

Activity 1: 1/ fit in 2/ grow up 3/ give in 4/ deal with 5/ skived off 6/ stand up for 7/ believe in

Activity 2: 1/ do – think 2/ am learning 3/ don't understand 4/ hope 5/ is – running 6/ do – live 7/ does – rise 8/ don't usually wear

APPLICATION PHASE

Activity 1: Complete the sentences with the correct form of the phrasal verbs in the box.

give in- fit in - skiving off- deal with- stand up for- believe in- back up- grow up

- 1- Most people like to -----and it's hard being the only one doing something different.
- 2- I wish she would ----- and stop behaving so childishly.
- 3- Someone lacking confidence is more likely to ----- to peer pressure than someone with a lot of self-esteem.
- 4- She finds it difficult to ----- the pressure of exams.
- 5- Thomas ----- school last week to play football. His uncle saw him and told his parents.
- 6- It's great to have friends who will ----- you when you don't want to do something.
- 7- I don't ----- ghosts!

Activity 2: Complete the sentences with the verbs in the box. Use the correct form of the present simple or the present continuous and the words in brackets.

Hope -learn - run - live – rise- understand- wear- think

- 1- What ----- you ----- about the new president?
- 2- I ----- how to play the guitar at the moment.
- 3- My parents ----- (not) any English at all.
- 4- I -----you do well in your exams.
- 5- Look at that cheetah! How ----- fast ----- it about 80 kph.
- 6- How long -----mosquitoes-----? About two weeks.
- 7- What time ----- the sun ----- At about 6.30 am?
- 8- I (not usually) -----jeans to school.

Communication activity:

Write dialogues with the ideas in the box. Then practice your dialogues with a partner.

Go swimming - play chess - listen to music - watch TV - play video games

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 1: PEOPLE
Lesson 2:
Lesson type: Reading
Session: 2
Duration: 55 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up: (1min)

Review: (3 min)

Activity 1: General idea

Read the text and choose the best option a, b or c

The text is about:

c- The positive and the negative sides of peer pressure

Activity 2: Vocabulary

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

Activity 3: Comprehension

- 1- Peer pressure is when your behaviour is influenced by your peers. -----TRUE
- 2- Many people resist to peer pressure. -----FALSE
- 3- Some do not resist to peer pressure to avoid to seem uncool. -----TRUE
- 4- It is easy to reject peer pressure. ----- FALSE
- 5- It is important to share the same values with your friends. -----TRUE
- 6- Peer pressure is sometimes positive. ----- TRUE

Discussion: (*Possible answers and expressions to use*)

- 1/ making someone drink alcohol or use drugs; encouraging someone to steal; encouraging someone to try a new sport; making someone join an association...
- 2/ When I was... / Last year / A few years / days ago, some friends told me to... / convinced me to... / encouraged me to...Some older students asked me to... / wanted me to...
- 3/ I thought it was a good idea so I agreed. / I didn't want to but I felt I had to do like the others. / I thought it was bad and I told them. / I did what they asked me to but then I told my friends / my parents about it.
- 4/ you can ask a friend for help. / You can clearly state your opinion and explain it. / I could have... / People should only do what they believe is right.
- 5/ Bullying implies repeated physical or verbal violence against one person, whereas peer pressure only consists in trying to influence someone's behavior. Peer pressure is often more temporary. If someone tries to take money from somebody else, for example, or repeatedly insults somebody, it's bullying, not peer pressure.

APPLICATION PHASE

Activity 1: Read the text and choose the best option a, b or c

The text is about:

a- The positive side of peer pressure b- The negative side of peer pressure c- The positive and the negative sides of peer pressure

Activity 2: Read the text quickly and match each word from the text in column A to its synonym or definition in Column B. N°1 is an example. 1-D

Column A

- 1- To have some fun
- 2- People of your own age and status
- 3- Hard to resist
- 4- Dressing
- 5- Wrong
- 6- Tough

Column B

- a- Difficult
- b- Way of wearing clothes
- c- Bad
- d- To entertain
- e- Easy to give in
- f- Peers

Activity 3: On the basis of the text, say whether the following statements are TRUE or FALSE.

- 1- Peer pressure is when your behaviour is influenced by your peers-----
- 2- Many people resist to peer pressure.-----
- 3- Some do not resist to peer pressure to avoid to seem uncool.-----
- 4- It is easy to reject peer pressure.-----
- 5- It is important to share the same values with your friends.-----
- 6- Peer pressure is sometimes positive.-----

Discussion: Discuss these questions.

- 1- What examples of peer pressure can you think of? Make a list.
- 2- What experiences of peer pressure have you had?
- 3- How did you react? What happened?
- 4- Can you think of other ways to deal with peer pressure?
- 5- What is the difference between peer pressure and bullying? Give examples.

TEXT:

PEER PRESSURE

Come on! Forget the History class. We're all going into town to have some fun', says the coolest boy in the class. Will you do what you know is right and go to History class, or will you go with the crowd? When people of your own age and status try to influence how you act, it's called peer pressure. The pressure to conform can be powerful and hard to resist. Many people give in to peer pressure because they want to be liked, to fit in or because they're afraid of looking uncool. Others go along because they are curious to try something new. The idea that 'everyone's doing it' can influence some teenagers to ignore their better judgment. Peer pressure can influence you to do something relatively harmless like dressing in a certain way or buying the latest mobile phone that 'everybody' has. But it can also get you into trouble if it makes you do something that is wrong, such as skiving off school, smoking, or lying to your parents. Nearly everyone experiences peer pressure sooner or later, so it's important that you learn to deal with it and only do what is right for you. Saying 'no' to peer pressure can be tough, but people will respect you if you stand up for what you believe in. It's important to develop friendships with people who have similar values and ideas as you. Just having one friend who will back you up when you need moral support can make all the difference. You should pay attention to your feelings and do what you know is right. Try to support friends who are having trouble resisting peer pressure. Peer pressure is not always negative. Peers who are committed to doing well at school or excelling at sport, for instance, may influence others to follow their example. Your peers might get you involved in clubs, sports, or religious groups. Sharing experiences with peers is an essential part of growing up and becoming self-reliant. Your world would be far less rich without peers to encourage you to try new things.

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 1: PEOPLE
Lesson 3:
Lesson type: Listening
Session:
Duration: 55 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

Teaching points		
VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
fall out with- have a lot in common- get on with- to be keen on- get on well- have similar interests- gets on one's nerves	Verb patterns: -ing form and infinitive	- My brother tends to talk too much in class. -I can't face walking all that way home.

INTRODUCTORY PHASE

Warm up: (1min)

Lead-in activity: (2 min)

Learning context: we are back from the vacation in College HMF Méagui. During a meeting of the English Club, the students of 2nd are listening a passage about role model to share experiences with their classmates.

INPUT PHASE

Vocabulary: idiomatic expressions

To fall out with: to be fond of

To have a lot in common: to have many things to like commonly

To get on with: to be interest in someone or something.

To be keen on: to like, to love.

To get on well: to be always together

To have similar interests: to have things in common

To gets on one's nerves: to provoke, to irritate

Language Function: Verb patterns: -ing form and infinitive

- Some verbs are followed by *-ing* and some are followed by the infinitive (to+ V):

Example: They keep fighting. I want to come.

- Some verbs can be followed by *-ing* or the infinitive with a difference in meaning: Stop talking!

Example: She stopped to talk to me.

Answer sheet:

Activity 1: 1/ falls out with 2/ have a lot in common /'re---- keen on 3/ get on with 4/ get on well 5/ gets on ---- nerves

Activity 2: 1/ to deny 2/ to realize 3/ to improve 4/ going 5/ studying 6/ having 7/ to think 8/ to pass

Activity 3: a1 - b3 - c2- d4

Activity 4: 1/ completed 2/ his own fault 3/ an older girl 4/ are improving

Listening passage (from Far ahead 2nd)

Speaker 1 : My friend Brahim gets me doing things I'd never do on my own because I don't have as much confidence as him. For instance, we often go running together at weekends. Last year, Brahim decided to enter both of us in the Mount Cameroon Race of Hope. I didn't think I could do it, but Brahim encouraged me. I didn't win, but I was very pleased when I completed the race.

Speaker 2 : My friend Daniel is friendly and everyone likes him. We go out a lot together. I'm getting bad results at school and my parents say Daniel is a bad influence and I mustn't see him so often. It's my fault really because I find it difficult to say 'no' when he suggests doing something fun.

Speaker 3 : I talk to my aunt Flora when I need help. For example, when I started my new school, an older girl was horrible to me. My aunt told me not to be afraid and to ignore the girl when she was unkind. It worked and she stopped bullying me.

Speaker 4 : I used to spend hours watching TV and my school results were bad. This made me feel unhappy, but I didn't change until I met Afia. We have similar interests, but she also enjoys studying. Now, we do our homework together and then go out and have fun. My results are getting better and I feel good about myself now.

Activity 1: complete the sentences below with the appropriate idiom from the box

get on with - get on well - falls out with - gets on ----
nerves- have a lot in common- 're---- keen on

- 1- Binta hasn't got many friends because she ----- everyone.
- 2- Obame is older than me but we ----- . We----- both ----- music.
- 3- I don't ----- Binta because she's so bossy.
- 4- Yedo and I ----- because we have similar interests.
- 5- Maty really ----- my ----- with her trendy

Activity 2: Complete the text with the infinitive or -ing form of the verbs in brackets.

Some people tend (1) ----- (deny) responsibility for their lives. They fail (2) ----- (realize) that they can influence their own destiny. Instead of trying (3) ----- (improve) their future prospects, some teenagers prefer (4) ----- (go) out all the time. They dislike (5) ----- (Study) and they spend their time (6) ----- (have) fun. They never stop (7) --- (Think) that they are wasting their time. They expect (8) ----- (pass) their exams without working. But it's never too late to change your ways!

Activity 3: You're going to hear four teenagers talking about people who influence them. Match the speakers (1-4) with what they say (a-d).

- a- This person gives me confidence to do things.
- b- This person helps me and gives me advice.
- c- This person makes it difficult for me to study.
- d- This person has changed my attitude towards studying.

Activity 4: Listen again and choose the correct words.

- 1- Speaker one **won/ completed** the Mount Cameroon Race of Hope.
- 2- Speaker two says it's **Daniel's fault / his own fault** if he gets bad results.
- 3- Speaker three was bullied by **an older girl/ a girl her own age** at school.
- 4- Speaker four's results **are improving / are deteriorating**.

Communication activity:

Tell your partner about a person who has influenced you. Say...

- a- who the person is
- b- what the person is like
- c- what relationship you have with the person
- d- how the person has influenced you
- e- how you feel about this person

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 1: PEOPLE
Lesson 4: a description of a person
Lesson type: Writing
Session: 1
Duration: 55 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up: (1min)

Lead-in activity: (2 min)

Learning context: we are back from the vacation in College HMF Méagui. During a meeting of the English Club, the students of 2nd are writing a description the people they met during the vacation to make them know by the others.

Writing strategy

To describe a person, we use:

- Some adjectives for physical and moral description
- Topic sentence for each paragraph. Topic sentences are usually the first sentences of paragraphs. They often introduce or summarize the topic of the paragraph.
- Cite the motivation for choosing the person

The paragraph can have a title

Answer sheet:

ACTIVITY 1: 1c – 2b – 3d – 4a

ACTIVITY 2: The correct order is: 2, 4, 1, 3.

The topic sentence is sentence 2.

Activity 1: Read the model text below. Then match topic sentences (a-d) with paragraphs (1-4).

- a- I feel very lucky to have such a good friend.
- b- When I got to know Assiba, I realized that we had a lot in common.
- c- The first time I saw Assiba was at theatre club.
- d- Everyone gets on well with Assiba because she has a great sense of humor.

Activity 2: Put sentences 1 to 4 in the correct order. Which is the topic sentence?

- 1- I went into the classroom and sat clown at the back.
- 2- I first met Jonathan when I started my new secondary school.
- 3- Then a tall boy sat clown beside me and asked me my name.
- 4- It was my first day at the school and I didn't know anyone.

TEXT MODEL

An important person in my life

1 _____ I didn't know anyone there and I remember feeling a bit intimidated by her. She looked so confident and clever. Everyone seemed to admire her.

2 _____ Both of us love music and this brought us together. We spent a lot of time together and our friendship grew.

3 _____ She's also assertive and stands up for her ideas. She may sound perfect, but she has her faults. She always says what she thinks and sometimes hurts people's feelings.

4 _____ Assiba is someone I can always rely on. She is always there when I need support. A friend like Assiba is a friend for life.

Homework: write the description of a person you like. In your work, mention:

- two physical attitudes he/she has and
- two moral attitudes he/she has
- say why you like him/her

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 1: PEOPLE
Lesson 2:
Lesson type: Writing
Session: 2
Duration: 55 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up: (1min)

Review: (2 min)

Correction of the homework

Writing task

An online magazine has asked readers to write about a person who has had a strong positive influence on them.

Write your description of this person and describe your relationship. How has the person influenced you?

Choose the person you are going to describe. Make notes under the paragraph headings.

Choose suitable adjectives to describe the person's personality.

Paragraph 1: Present the person and describe your relationship.

Paragraph 2: Describe the person's personality; include both positive and negative aspects.

Paragraph 3: Say how the person has influenced you. Give an example.

Paragraph 4 : Write a conclusion summarizing how you feel about the person.

Write the description in 80 to 120 words following the paragraph plan

Possible answer (120 words)

My grandfather is a very important person to me. I see him almost every day after school, and I spend a lot of time with him.

He always listens to me. He is curious about what I'm learning at school and about my friends. My mother says he was really bossy and inflexible with her, but with me he is patient and understanding.

He's very good at telling stories, and I love them.

Sometimes I tell them to my little brother, and he enjoys them too. Later, I would like to write children stories. I've already written a story for the school magazine.

Being with my grandpa always makes me happy. He inspires me and makes me feel more confident.

[illegible]

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 2: HEALTH AND LIFESTYLE
Lesson 1: Health
Lesson type: Speaking
Session: 1
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
A remedy- painkiller- heart attack- tablet-	Expressing habits (present/ past)	. used to + verb . be used to + verb(ing)

INTRODUCTORY PHASE (5 min)

Warm up: (1min)

Lead-in activity: (2 min)

Learning context (3 min)

Some students of 2nd of Collège HMF of Méagui have attended a conference held by the representative of WHO in the Nawa region about how our physical condition can be affected by our manners of life. Back to school they discuss it and explain it to the rest of the students.

INPUT PHASE (15 min)

Vocabulary (7 min)

- * **Disease:** illness of the body, of the mind, of the plants, caused by infection or internal disorder.
Ex: malaria, AIDS are diseases.
- * **Health:** condition of a person's body or mind. State of being well and free from illness.
- * **Lifestyle:** the way of life of an individual or a group. Manner of life.
- * **Remedy:** treatment or medicine that cures or relieves a pain or a disease.
Ex: injection, tablets such as paracetamol are remedies.
- * **Heart attack:** change in the body that indicates an illness.
Ex: heart arrest is also called heart attack.
- * **Painkiller:** a drug that stops the pain in the body, that stops *dolour*
Example: paracetamol, doliprane, Metronidazol, are painkillers

Language function: expressing habits (8 min)

- * **Present habits:** - to be used to + Verb(ing)
- To get used to + Verb(ing)

Example:- I am used to getting up early in the morning// I **get used to** getting up early.

Gouzro **is used to** learning hard.// Gouzro **gets used to** learning hard

- * **Past habits:** used to + verb infinitive

Example: Uncle Gouzro **used to set** traps in his plantation

ACTIVATION / PRACTICE PHASE

Activity 1: Put the words on health issues into three categories. Which diseases are the most serious?

What are the symptoms of these diseases?

ache - AIDS - antibiotic - boil - conjunctivitis - cough - fever - flu •- heart attack - infection - injection - itching - malaria tablet - tuberculosis - unconscious - vomiting - vaccine - Ebola diabetes - diarrhea - painkiller –allergy

Diseases	Symptoms	Remedies
AIDS-		

Activity 2: choose and underline the best option to complete the sentences below

- 1- I can't **get used to** / **be used to** living in the country. After city life, it's very boring.
- 2- I **get used to** / **am used to** eating a lot of vegetables. We have them every day.
- 3- We **get used to** / **are used to** living in Britain now. We've been here for two years.
- 4- Did you find it difficult to **get used to** / **be used to** eating a balanced diet?

Communication activity (5 min)

You have been invited by a World Health Organisation's (WHO) member in your country to intervene as principal speaker in a conference to support young people who want to be vaccinated against Corona virus disease

Prepare your speech and present it to your classmates for comments and suggestions.

In your speech:

- 1- Say what you are used to say in the past about Corona virus disease
- 2- Say what you are used to saying now
- 3- Say what people are used to say and convince them being vaccinated

Note –taking (7 min)

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd A1/ C2; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 2: HEALTH AND LIFESTYLE
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Medicine- fake- genuine- illicit trader	Past tenses (preterit/ past continuous/ past perfect)	At primary school, Gouzro worked hard

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming (Review for session 2):

Learning context:

The chairman of the English club of Collège HMF of Méagui asked the students of 2nd A to read a magazine about “health” in order to know the difference between original medicines and fake ones. After reading, the students make a report to their classmates.

WHILE-READING (15 min)

1- Vocabulary (8 min)

* **A medicine:** a treatment, a cure

Example: Paracetamol is a good **medicine** for headache

* **Fake:** false, counterfeit, not original

Example: “Deux couleurs” is a fake medicine; we should avoid it.

* **Illicit trader:** an illegal trader, a criminal vendor

Example: Fanta is an illicit trader of medicine in Meagui

* **Genuine:** from the original stock, not counterfeit

Example: genuine medicines are sold in a pharmacy.

2- Language function: expressing past actions (8 min)

Expressing past actions

3- Past simple

✓ with regular verbs

At primary school, Gouzro **worked** hard: (S + V-ed)

✓ With irregular verbs

Yesterday, my mother **went** to our village. (no concrete rule)

4- Past perfect: had + pp

At primary school, Gouzro **had worked** hard.

Yesterday, my mother **had gone** to our village.

Activity 1: 1- Health 2- disease 3-symptoms 4- remedies 5- lifestyle 6- used to

Activity 2: a- are used to having b- is used to working c- am used to helping

WORKSHEET FOR STUDENTS

Activity 1: Use the words from the following list to fill in the spaces in the paragraph:

Used to – symptoms – health – remedies – lifestyle – disease

Mr. Agbin, our biology teacher doesn't feel well these last days. His (1) -----meets some problems. After a diagnostic by the doctor, it seems that he suffers from a serious (2) ----- . The doctor says that according to the (3) ----- it can be malaria. He assures us to give suitable (4) -----to recover quickly. He adds that this is due to his (5) ----- . He leaves in a dirty environment. And in the old days he (6) -----smoke too much.

Activity 2: Give the right form of the verbs in brackets.

- a- Our students (be used to have) -----dangerous attitude.
 - b- John (be used to work) -----hard at school.
 - c- I (be used to help) -----my mother at home
-

WORKSHEET FOR STUDENTS

Activity 1: Use the words from the following list to fill in the spaces in the paragraph:

Used to – symptoms – health – remedies – lifestyle – disease

Mr. Agbin, our biology teacher doesn't feel well these last days. His (1) -----meets some problems. After a diagnostic by the doctor, it seems that he suffers from a serious (2) ----- . The doctor says that according to the (3) ----- it can be malaria. He assures us to give suitable (4) -----to recover quickly. He adds that this is due to his (5) ----- . He leaves in a dirty environment. And in the old days he (6) -----smoke too much.

Activity 2: Give the right form of the verbs in brackets.

- a- Our students (be used to have) -----dangerous attitude.
 - b- John (be used to work) -----hard at school.
 - c- I (be used to help) -----my mother at home
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Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd A1/ C2; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 2: HEALTH AND LIFESTYLE
Lesson2:
Lesson type: Reading (session 2)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

I- **INTRODUCTORY PHASE** (5 min)

Warm up:

Review:

II- **POST-READING** (15 min)

Activity 1: General idea:

The text is about:

- a- The difficulties of health industry
- b- **The dangers of self-medication**
- c- The dangers of fake news

Activity 2: Vocabulary

Read the text again and complete the table below with the words from the text which synonyms or definitions are given below

SUGGESTED SYNONYMS OR DEFINITIONS	WORDS IN THE TEXT
1- Became infected with	FELL ILL WITH
2- Medicament	MEDICINE
3- Not authentic	COUNTERFEIT
4- Authentic	GENUINE
5- Small solid measured amounts of a medicine	TABLETS
6- Not expensively	CHEAPLY

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

- 1- Because they cannot afford genuine drugs or the cost of the medical consultation
- 2- Around 700,000 people
- 3- Kidney and liver diseases
- 4- South East Asia and the Middle East

ACTIVITY 4: Class debate (9 min)

Note –taking (10 min)

READING FOR COMPREHENSION: WORKSHEET (2nd)

Activity 1: General idea: as you read the text, circle the best option a, b or c below (3 min)

The text is about:

- a- The difficulties of health industry
- b- The dangers of self-medication
- c- The dangers of fake news

Activity 2: Vocabulary

Read the text again and complete the table below with the words from the text which synonyms or definitions are given below

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1- Became infected with	
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3- Not authentic	
4- Authentic	
5- Small solid measured amounts of a medicine	
6- Not expensively	

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

- 1- Why do people practise self-medication?
- 2- How many people die per year in the world because of counterfeit tuberculosis and malaria drugs?
- 3- Which diseases can the toxicity of these drugs cause? Where do the large part of these drugs come from?

♣ ACTIVITY 4: Class debate (9 min)

Last week, your school received Professor Paul Smith, an American pharmacist. As the representative of your English Club, you had an interview with him about the dangers of self-medication.

Submit the transcript of the interview to your fellows before publishing it in your English Club magazine.

Class _____; **Number of Students**:.....; **Girls**:.....; **Boys**:.....

UNIT2: HEALTH AND LIFESTYLE

Lesson3: THE INFORMAL EMAIL

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd

Warm up: (*1 min*)

PRE-WRITING

* **Brainstorming** (*lead in activity*) (*2 min*)

- What can you do with an envelope?
- Which sort of letter can we write? (formal, informal, email...)

* **Learning context** (*2 min*)

For the next English club of Collège HMF of Méagui, the chairman asked the students of 2nd A to have a writing competition about “health”. He asks them to write an email to their pen friends in order to know the difference between original medicines and fake ones. After the competition, the students make a report to their classmates.

Features of informal emails.

In informal emails, we use:

- **Contractions:** I’m (NOT I am), can’t (NOT cannot)
- **First names in greetings:** Dear Cathy, Hi Sam
- **Expressions such as:** write soon, see you soon, bye, love...

The points of an informal letter:

- Paragraph1: we state the problem
- Paragraph 2: we describe the consequences of this problem
- Paragraph 3: we request advice.

Study focus: adverbs of degree

We often use adverbs of degree like **extremely**, **really** and **a bit** in informal language.

Very and **quite** are neutral and can be used in both formal and informal texts.

ANSWER SHEET:

Activity1: B and C

Activity 2: Comprehension questions

- 1/ the style is informal.
- 2/ Pamela starts with ‘Dear Zohra’, and ends with ‘Love’ and her signature.
- 3/ Paragraph 2 describes the consequences.
- 4/ Pamela asks for advice in paragraph 3.
- 5/ Paragraph 1 states the problem.

Activity 3:

- 1/ the adverbs come before adjectives.
- 2/ the strongest is ‘extremely’.
- 3/ the weakest is ‘very’.

WRITING AN INFORMAL EMAIL (UNIT 2/ CLASS: 2nd)

Text model (from Far Ahead 2nd)

Dear Zohra,

(1) I'm writing to you about a problem. I'm **really** worried about my brother Bilal because I think he's started smoking. I haven't seen Bilal smoking, but all his friends smoke. Also, I was waiting for a friend outside school yesterday when I saw him buying cigarettes.

(2) Bilal used to be **really** crazy about soccer, but he's given that up. He used to be good in most subjects, but now his school results are **very** bad. What's more, he argues all the time with our parents.

(3) I can't tell my parents because they'd be extremely angry. Do you think I should tell a teacher or his football coach, or someone else?

What do you advise me to do?

Write soon

Love

Pamela

Activity1: Read the email. What is Pamela's problem?

Why is she writing to her cousin Zohra? Choose the right answer(s).

- a- To give her news of her family.
- b- To inform her of a problem.
- c- To request her advice.

Activity 2: Comprehension questions

- 1- Is the style of this email formal or informal?
- 2- How does Pamela start and end her mail?
- 3- Which paragraph describes the consequences of Bilal's behaviour?
- 4- In which paragraph does Pamela ask for advice?
- 5- Which paragraph starts the problem?

Activity 3: Study the adverbs of degree in bold in the email and answer the questions.

- 1- Do they come before nouns or adjectives?
- 2- Which is the strongest adverb?
- 3- Which is the weakest?

Name of School: / **Date:**.....

Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 2: HEALTH AND LIFESTYLE

Lesson3: THE INFORMAL EMAIL

Lesson type: Writing (session 2)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (4 min)

Warm up:

Review:

POST WRITING

Your friend has made some new friends who have a bad influence on him. They behave badly at school and hang out in bars. You are really worried about your friend.

Write an email to another friend to ask for advice about the problem.

Decide how your friend's behaviour has changed and the consequences this is having on his/her behaviour, appearance, results, etc.

- Paragraph1: we state the problem (say why you write the email)
- Paragraph 2: we describe the consequences of this problem (the consequences of peer pressure)
- Paragraph 3: we request advice. (how to be cured from it)

Write your email in 80 to 120 words following the paragraph plan. Try to use adverbs of degree.

Feedback (Possible answer (116 words))

Dear Joseph,

I really need your advice. I'm quite worried about my friend Daniel. He's made friends with a group of boys who have a very bad influence on him. They hang out in bars together almost every night, smoking and drinking a lot of alcohol. Daniel used to really like school and say he wanted to study medicine, but now he never does his homework anymore and his results are getting very bad. He's always looking exhausted and is extremely irritable. What's more, he says he doesn't care about studying anymore.

What do you suggest I do? Should I tell his parents, or talk to a teacher about it?

Write soon,

Bye for now,

Samuel

Note –taking (10 min)

WRITING AN EMAIL: WORKSHEET

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Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class:2nd; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 2: HEALTH AND LIFESTYLE

Lesson 4:

Lesson type: Listening (*session 1*)

Duration: 45 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

I- INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

- 1- What health problems does smoking cause?
- 2- Do you know anyone who has (had) smoking-linked diseases?

Answer:

Smoking can cause cancers of the lung, throat, mouth, bladder and oesophagus. It can also cause heart and cardiovascular diseases, pulmonary diseases, dental diseases, bronchitis, pneumonia, diabetes, as well as problems during pregnancy and childbirth.

Learning context:

The students of 2nd of Collège HMF of Méagui are listening a podcast about “smoking and its consequences”. After listening, they share experience to their classmates.

II- WHILE-LISTENING (15 min)

Activity 1: *Listen the report and give the missing information.*

Listening passage: Smoking kills zero

- 1- Nearly **six** million people die every year from smoking.
- 2- Over **six hundred thousand** people die because they breathe second-hand smoke.
- 3- In the 20th century, a round **one hundred** million people died because of smoking.
- 4- This could increase to **one** billion people in the 21st century.
- 5- More than **ninety** countries have banned smoking in public places.
- 6- Nearly **half** of the world’s children are passive smokers.

Activity 1: *Listen again to the statements. Which ones do you think are true? Listen to a World Health Organization (WHO) report on smoking and check your answers.*

- 1- Smoking has become a serious global epidemic. T-----
- 2- Tobacco only kills smokers. F-----
- 3- Malaria kills more people in the world than smoking. F -----
- 4- A majority of countries have banned smoking in public places. T-----

Communication activity: Discuss these questions.

- 1 - What is the best way to prevent people from taking up smoking?
- 2 - Do you think anti-smoking campaigns are effective? Why / Why not?
- 3- Do you think the government should ban smoking in public places?

LISTENING FOR COMPREHENSION: UNIT 2/ LESSON 4

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- 1- Nearly ----- million people die every year from smoking.
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- 4- This could increase to -----billion people in the 21st century.
- 5- More than -----countries have banned smoking in public places.
- 6- Nearly -----of the world's children are passive smokers.

Activity 2: Listen again to the statements. Which ones do you think are true? Listen to a World Health Organization (WHO) report on smoking and check your answers.

- 1- Smoking has become a serious global epidemic. -----
- 2- Tobacco only kills smokers. -----
- 3- Malaria kills more people in the world than smoking. -----
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UNIT 3

TECHNOLOGY



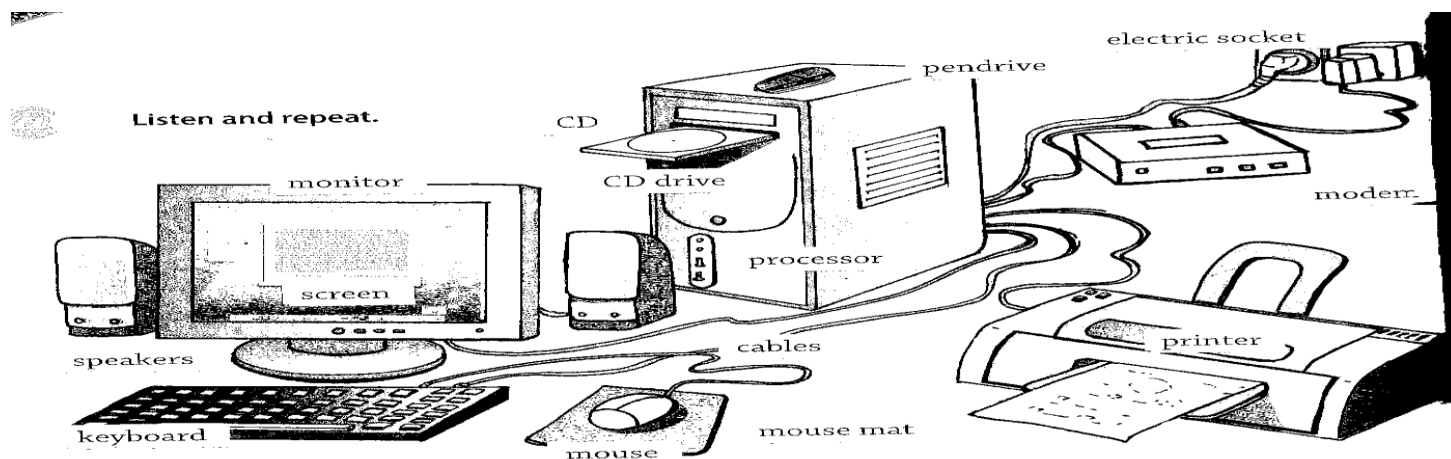
Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 3: TECHNOLOGY
Lesson 1: the computer and the mobile phone
Lesson type: Speaking
Session: 1
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Airtime- landline- ringtone- app- download- handset	Present perfect with: just, already, yet, still	I have already called him

I- INTRODUCTORY PHASE (5 min)

Warm up: (1min)

Lead-in activity: (2 min) what can you do with a computer? What are the other means of communication used in Cote d'Ivoire?



Learning context (3 min)

Some students of 2nde C2 of College HMF of Méagui have attended a conference held by the representative of Moov Cote d'Ivoire in the Nawa region about the usefulness of NTICs. Back to school they make the report of that conference to the rest of the students and discuss it.

II- INPUT PHASE (15 min)

1- Vocabulary (6 min)

- * **Airtime:** time devoted to someone for a TV program

Ex: the airtime of Tempo is about two hours.

- * **Landline:** a fixed telephone, not mobile phone.
- * **Ringtone:** sound of mobile phone that signals a call.
- * **App:** that is the abbreviation of application.

Examples of apps: zoom, whatsapp, facebook, Beauty plus, Music Player...

- * **To download:** to transfer from internet to computer or mobile phone.

Ex: The boy downloads new apps in his mobile phone.

- * **Handset:** the part of the landline containing both receiver and transmitter

Language function: the present perfect with yet, still, already, just

These words are often used with the **present perfect** tense. **Yet, still, just** and **already** can also be used with other tenses.

‘**Just**’ means ‘*a short time ago*’.

- *I’ve **just** seen Sarah coming out of the meeting.*

Still is used to talk about something that **hasn’t** finished (**negative** sentences) especially when we expected it to finish earlier

- *I’ve **been waiting** for over an hour and my client **still** hasn’t arrived.*

- ❖ ‘**Already**’ is used to say that something happened early or earlier than expected.

- *I’ve **already** had my performance review.*

- ❖ ‘**Yet**’ is used to talk about something you expect to happen. It means ‘*at any time up to now*’. It is used in **questions** and **negatives**.

- *Have you finished your report **yet**? (The speaker expects that the report will be finished.)*

- *I haven’t finished it **yet**. I’ll do it after dinner.*

‘**Yet**’ usually comes at the end of the sentence.

ANSWER SHEET

Activity 1: 1- ringtone 2- landline 3- airtime 4- password 5- to

Activity 2:

1. I have already eaten sushi before.
2. She has not visited Germany yet:
3. They have already seen this movie.
4. We have just met your teacher.
5. The teacher still hasn’t come
6. We still haven’t finished our homework.
7. He has already taken the plane.
8. Your son has just broken his arm.

Communication activity (3 min)

Your request to conduct a workshop during the next Africa Web Festival (AWF) has been accepted. You will talk about Information and Communication Technologies (ICTs). Here are some themes that you have to choose for your work. Do it with your classmate, then present it before the class.

Theme 1: ICTs and the advent of new forms of job

Theme 2: ICTs and the advent of new social phenomenon

Theme 3: ICTs and education

Theme 4: The impact of ICTs on our lifestyle

Theme 5: The contribution of ICTs in entrepreneurship

Activity 1: Choose the right word among that are proposed in each sentence.

- 1- Kokosséré's phone's (app / ringtone) sounds good.
- 2- My father has bought a (landline / download) for his brother.
- 3- For tonight's program you have to decide your (password / airtime).
- 4- I have forgotten my (ringtone / password). I can't have access (to / in) my computer.

Activity 2: Rewrite the sentences adding (Already / Just / Yet/still) while putting the verb in parenthesis into the present perfect. Pay attention to the place of *Already, just, yet and still*.

1. I (to eat) sushi before. (already) = I have already eaten sushi before.
 2. She (not to visit) Germany. (yet):
 3. They (to see) this movie. (already).....
 4. We (to meet) your teacher. (just)
 5. The teacher (not to come). (still)
 6. We (not to finish) our homework. (still)
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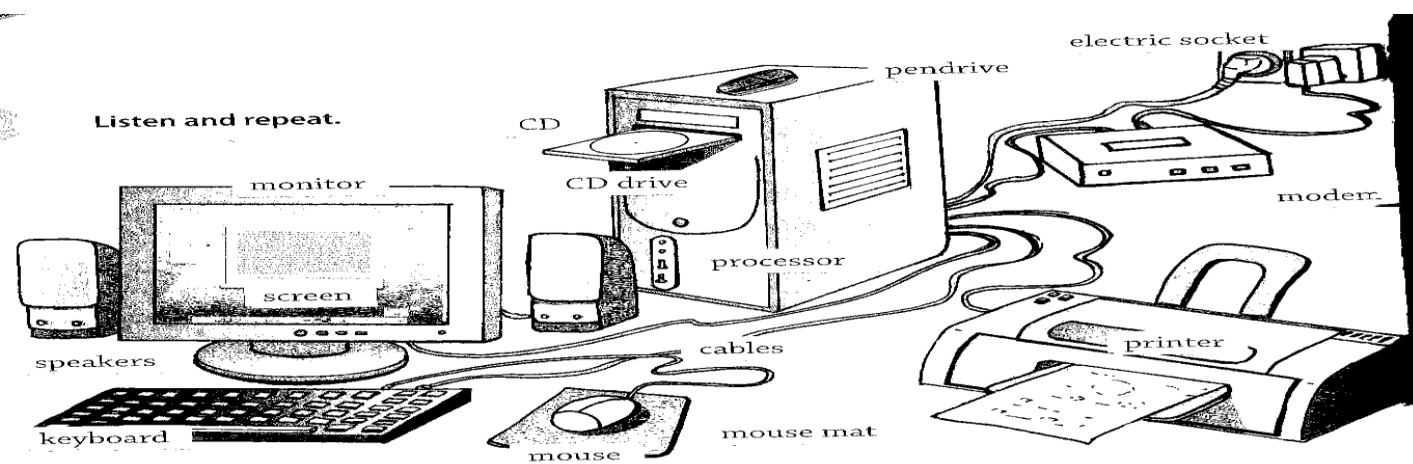
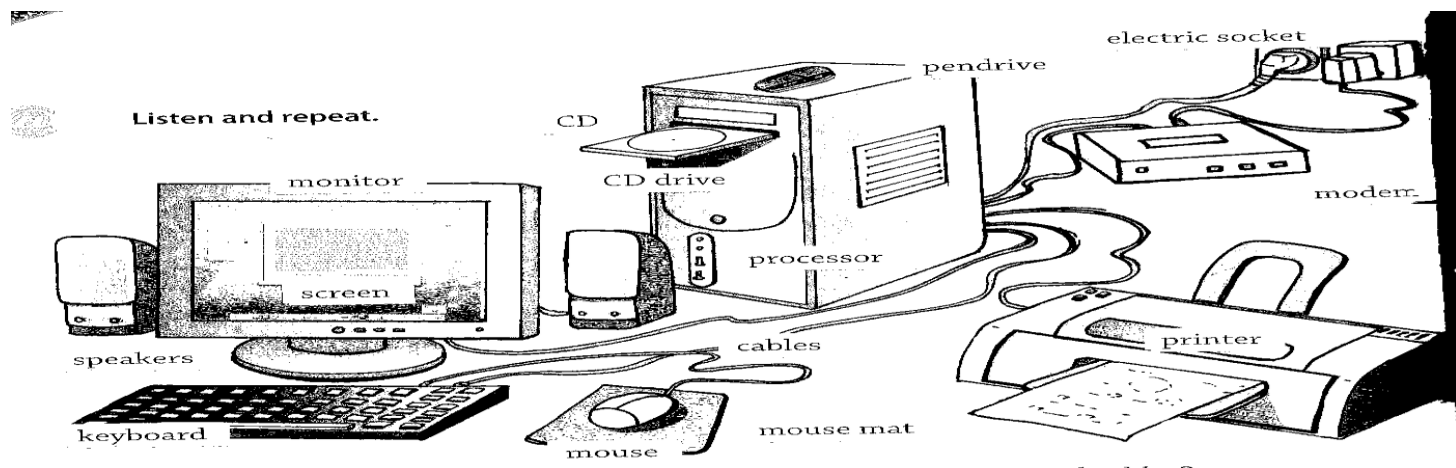
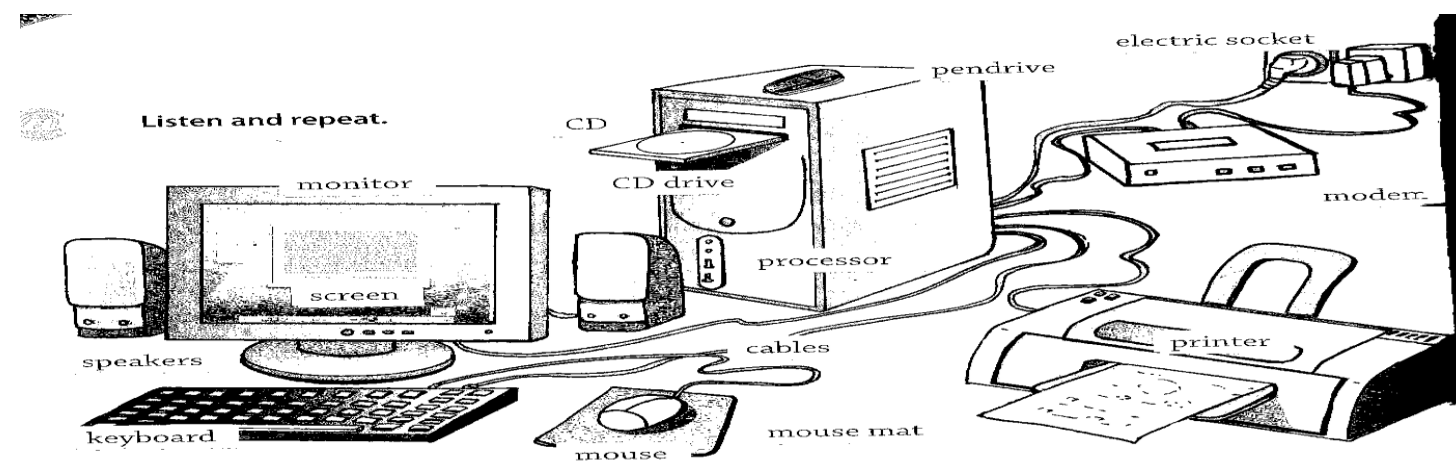
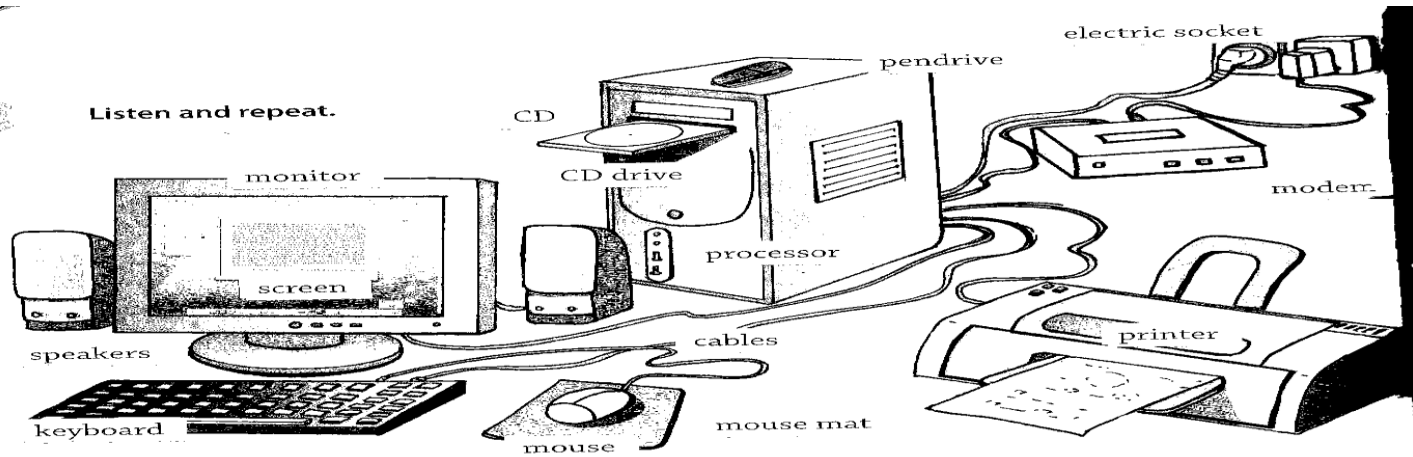
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Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 3: TECHNOLOGY

Lesson 2: THE MOBILE PHONE

Lesson type: Reading (session 1)

Duration: 45 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Forecast- uprising- to explode- a dweller	Present perfect with: for and since	I have spoken English since 2016 I have spoken English for 5 years.

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

Some students of 2nd of College HMF of Méagui have a reading competition organised by the Moov Cote d'Ivoire in the Nawa region about the importance of NTICs.

WHILE-READING (15 min)

Vocabulary

- * **To forecast:** to suggest something in advance

Example: Some specialists **forecast** the weather in Meteo.

- * **Uprising:** a popular revolt against the members of government

Example: there was an uprising in Guinea on August.

- * **To explode:** to destroy with an explosion

Example: The rebels **explode** some villages in the west of the country

- * **A dweller:** An inhabitant of a specific place, an inhabitant

Example: Bakwe people, Baoule people and others constitute the **dwellers** of Meagui.

Language function: using the present perfect with since and for

We use the present perfect to express recent past event. We can use since or for to express it.

- ❖ **Since** is used to express the starting point of something

Example: I have spoken English since 2016

- ❖ **For** is used to express the duration of an action

Example: I have spoken English for 5 years.

ANSWER SHEET

Activity 1: 1- to forecast 2-dweller 3-explode 4- uprising

Activity 2:

- 1- They **have owned** that restaurant **since** I was 10 years old.
- 2- We **have spoken** English **since** first form.
- 3- My brother **has eaten** attiéké **for** 3 years.
- 4- She **has used** a computer **since** she was at Second form.
- 5- American soldiers **have been** in Korea **since** 1950.

WORKSHEET FOR STUDENTS

Activity 1: *Vocabulary: find the words which definitions or synonyms are given below:*

Explode- uprising- dweller- to forecast

- 1- To tell what will happen in the future is -----
- 2- The inhabitant of Abidjan is called Abidjan-----
- 3- The destruction of an area through a bomb is to-----
- 4- A sort of demonstration is also said to be an -----

Activity 2: **Fill the gap with since or for and put the verb in parenthesis into present perfect**

- 6- They that restaurant.....I was 10 years old. (to own)
- 7- We English.....First form. (to speak)
- 8- My brother attiéké 3 years.(to eat)
- 9- She a computer..... she was at Second form. (to use)
- 10- American soldiers in Korea.....1950. (to be)

WORKSHEET FOR STUDENTS

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- 5- American soldiers in Korea.....1950. (to be)

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 3: TECHNOLOGY
Lesson2:
Lesson type: Reading (session 2)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

POST-READING (15 min)

Activity 1: Vocabulary

Answer: 1_C_ -2_F__ - 3- E - 4_B_ - 5_D_ - 6_A

Activity 2: Comprehension

- 1- The first ever text message was sent by
A- Neil Papworth
B- Neil Armstrong
C- Richard Jarvis
- 2- The second most used function on a mobile is
A- MMS
B- SMS
C- E-mail
- 3- Since 2007, the use of SMS has
A- Decreased compared to the use of voice call
B- Passed the use of voice call
C- Equated the use of voice call
- 4- Text-speak' includes
A- Abbreviations and initials but not emoticon smiley symbols
B- Abbreviations, initials without emoticon smiley symbols
C- Abbreviations, initials as well as emoticon smiley symbols
- 5- In the World Texting Championship, competitors have to type the message
A- Rapidly and correctly
B- Slowly but correctly
C- Quickly but not correctly

Communication activity:

You have been chosen by a Non-Governmental Organization working for children's education to write a report to the UNESCO about how text-speak is badly affecting students literacy skills.

Note –taking (10 min)

UNIT 3: TECHNOLOGY/ LESSON2: READING

Texting

On 3 December 1992, a 22-year-old British engineer called Neil Papworth used his computer to send the text message 'Merry Christmas' to the mobile phone of a colleague called Richard Jarvis. It was the first ever text message. Jarvis couldn't reply because mobile phones didn't have keypads in those days. The first mobile which allowed the user to type text messages was commercialized by Nokia in 1993.

Today SMS (Short Message Service) has become the second most commonly used feature on a mobile phone (behind checking the time), and it is estimated that over 9 trillion messages are sent every year - the equivalent of 250,000 every second. Since 2007, texting has even overtaken speaking on the phone.

Texting is particularly popular with tech-savvy teenagers who use it to keep in touch with their friends. They have developed a special text language with abbreviations, initials and emoticon smiley symbols (@) called 'text-speak'. For example, the letter 'b' is used for the word 'be'. Similar letters are 'c' (see), 'r' (are), 'y' (why), and 'u' (you).

Many people believe that texting damages children's ability to write properly, but recent research has shown that the opposite is true. For the past ten years, a British university has studied the effects of texting on 8-12 year-olds. They have found that children who are fluent at text messaging have better literacy skills than youngsters who do not use mobile phones. Texting improves their ability to recognize rhymes and speech patterns. So parents who are concerned about their texting children should stop worrying!

Texting has also inspired some unusual competitions. The World Texting Championship has existed since 2010. Participants compete to type the fastest and most accurate message. Two Korean students are the current world champions. A few years ago, the Guardian newspaper in the UK launched a text poetry competition and received nearly 7,500 entries! This poem by Hetty Hughes was the winner.

"Txin iz messin, mi headn'me englis, try2rite essays, they all come out txtis. gran not plsed w/letters shes getn, swears i wrote better b4 comin2uni. & she's African" (Information of the Guardian, www.theguardian.com/uk, © Hetty Hughes). Can you read it?

READING FOR COMPREHENSION: WORKSHEET (2nd)

Activity 1: Vocabulary

Read the text quickly and match each word from the text to its synonym or definition. N°1 is an example. 1-C

WORDS FROM THE TEXT	SUGGESTED SYNONYMS OR DEFINITIONS
1- Reply 2- Keypads 3- Tech-savvy 4- Emoticon 5- Text-speak 6- Literacy skills	A- Abilities to read and write B- Representation of a facial expression C- Answer D- The type of language and spelling containing short forms of words used in text messages E- A person who knows much about modern technology F- Small sets with numbers and letters used to operate a mobile phone!

Answer: 1 _____ -2 _____ -3 _____ - 4 _____ - 5 _____ - 6 _____

Activity 2: Comprehension

Read the text carefully and find the best ending for each sentence. N°1 is an example. 1- A

G- The first ever text message was sent by

- a. Neil Papworth
- b. Neil Armstrong
- c. Richard Jarvis

H- The second most used function on a mobile is

- a. MMS
- b. SMS
- c. E-mail

I- Since 2007, the use of SMS has

- a. Decreased compared to the use of voice call
- b. Passed the use of voice call
- c. Equated the use of voice call

J- Text-speak' includes

- a. Abbreviations and initials but not emoticon smiley symbols
- b. Abbreviations, initials without emoticon smiley symbols
- c. Abbreviations, initials as well as emoticon smiley symbols

5- In the World Texting Championship, competitors have to type the message

- D- Rapidly and correctly
- E- Slowly but correctly
- F- Quickly but not correctly

Communication activity:

You have been chosen by a Non-Governmental Organization working for children's education to write a report to the UNESCO about how text-speak is badly affecting students literacy skills.

Class: 2nd ; **Number of Students:**; **Girls:**.....; **Boys:**.....

UNIT2: HEALTH AND LIFESTYLE

Lesson3: THE INFORMAL LETTER

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd

Warm up: (1 min)

Brainstorming

Learning context: Some students of 2nd A2 of College HMF of Méagui have received a letter from their Liberian pen-friend to prepare their presentation about the TV channels. Back to school they make the report of that letter to the rest of the students and discuss it.

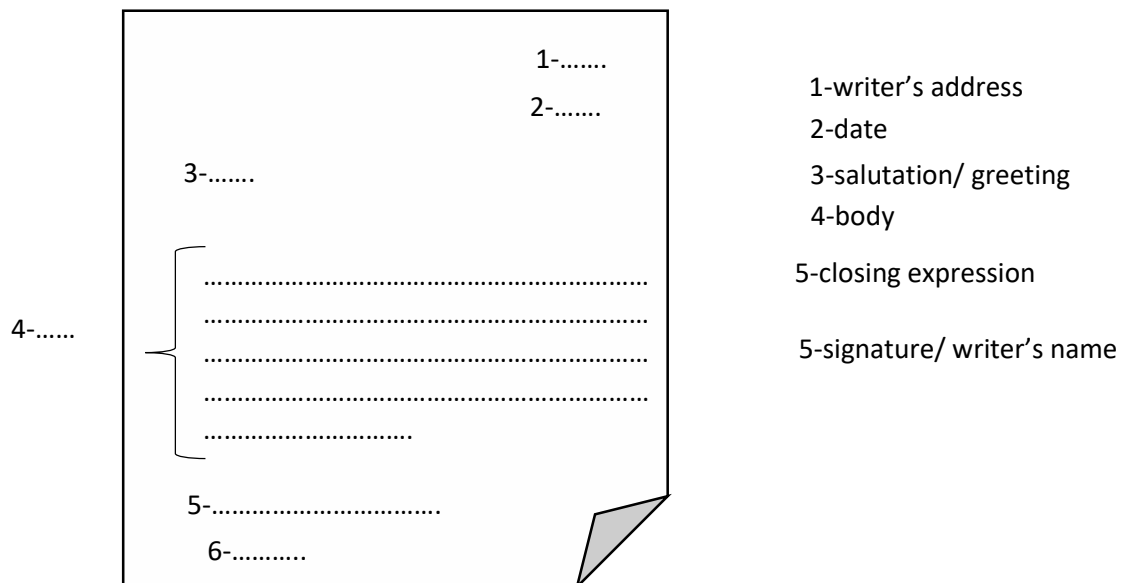
PRE-WRITING

Writing strategy:

In informal emails, we use:

- Contractions, for example can't NOT cannot, I'm NOT I-am
- First names in greetings, for example Hi Sam, Dear Cathy.
- These expressions at the end: Write soon, See you soon, Bye (for now), Love.

The Layout



ACTIVITY N°4: communicative activity

Your Nigerian pen-friend wrote you a letter about the impact of new technologies on their educational system in Nigeria. He/ She wanted you to write back about yours. Write him/her about how people use social networks and mobile phones for the educational system in your country. Your letter (in not more than 15 lines) should take into account the following steps:

- The plan of the letter
- The reason why you write the letter
- The effect of modern technologies on your educational system
- What you expect for your system

ACTIVITY N°1: Read the letter from below and give short answers to the following questions

- a- Who wrote the letter?
- b- To whom did she write the letter?
- c- What is the writer's address?
- d- Do you think this a friendly letter or a business letter?

Monday, 8th November 2021, Monrovia (Liberia)

Dear Eric,

It was great to hear from you. Yes I'm happy now. The people are friendly and I've made a lot of friends since I arrived. I haven't been home at Monrovia since I got here and I miss my relatives. You asked me what TV is like here. Well, it's amazing. There are a lot of local channels and I can also get English-speaking channels from all over Africa with our satellite dish. My favourite program is "Question pour un champion" on TV5. I watch it every Friday. Have you seen it? Has TV changed much since I left? Are there any English-speaking channels? What's your favourite TV programme?

That's all for now. Say hello to your favourite

Please write soon

Christine

ACTIVITY N°2: Study the letter and complete the guideline with the appropriate parts of the letter: **date** and **writer's address**, **heading**, **body of the letter**, **signature**, **ending expression**

1-.....

2-.....

3-.....

4-.....

5-.....

1-.....

2-.....

3-.....

4-.....

5-.....

ACTIVITY N° 3: match the words or expressions below with the guideline's numbers:

Alice, Dear Eric, 10th December 2019, Yours Sincerely, see you too soon, I'm writing you this letter.....,

Name of School: / **Date:**
Class: 2nd ; **Number of Students:**; **Girls:**; **Boys:**
UNIT 3: TECHNOLOGY
Lesson3: THE INFORMAL LETTER
Lesson type: Writing (session 2)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

Warm up:

Review:

POST-WRITING ACTIVITY

Imagine that you are Christine's former primary school classmate. Write a reply to her letter.

Give her your news and answer her questions.

Decide what news could interest her, for example, news about former primary school classmates, friends you have made, interests you have taken up, people you haven't seen for a long time, etc.

Greeting: Greet your friend.

Paragraph 1: Thank her for her letter and mention something she wrote about.

Paragraph 2: Give her your news and include information about former classmates.

Paragraph 3: Answer her questions. Ask her one or two questions.

Ending: Write a suitable ending.

Write your letter in 100 to 150 words following the paragraph plan.

FEEDBACK (Possible answer (145 words))

Friday 15th April, Robert port

Dear Christine,

Thanks for your letter. I'm glad to learn that you have made new friends in Méagui.

Here everything is fine, I've joined the theatre club this year and I really enjoy it. Peter is also part of it, you probably remember him from primary school, the boy who was always laughing! As for Rachel, she has moved to Porto-Novo with her parents, and she invited me to come visit her next month. I can't wait to go! You asked if I have seen Questions pour UN champion. Yes, a few times, and I also like it. But I prefer watching series; my favourite series is Emergency Room. Have you seen it? TV here hasn't changed much since you left, except now we can watch some English-speaking channels. Do you know when you're coming home? Maybe for Christmas?

Write again soon,

Take care,

Eric.

Imagine that you are Christine's former primary school classmate. Write a reply to her letter.

Give her your news and answer her questions.

Decide what news could interest her, for example, news about former primary school classmates, friends you have made, interests you have taken up, people you haven't seen for a long time, etc.

Greeting: Greet your friend.

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Paragraph 3: Answer her questions. Ask her one or two questions.

Ending: Write a suitable ending.

Write your letter in 100 to 150 words following the paragraph plan.

Imagine that you are Christine's former primary school classmate. Write a reply to her letter.

Give her your news and answer her questions.

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Greeting: Greet your friend.

Paragraph 1: Thank her for her letter and mention something she wrote about.

Paragraph 2: Give her your news and include information about former classmates.

Paragraph 3: Answer her questions. Ask her one or two questions.

Ending: Write a suitable ending.

Write your letter in 100 to 150 words following the paragraph plan.

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 3: TECHNOLOGY
Lesson 4: THE SMS (Short Message System)
Lesson type: Listening
Duration: 45 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

I- INTRODUCTORY PHASE (5 min)

Warm up:

Learning context:

The students of 2nd of Collège HMF of Méagui are listening a podcast about “the use of SMS on mobile phone”. After listening, they share experience to their classmates.

II- WHILE-LISTENING (15 min)

LISTENING FOR COMPREHENSION TEXT

Texting

On 3 December 1992, a 22-year-old British engineer called Neil Papworth used his computer to send the text message “Merry Christmas” to the mobile phone of a colleague called Richard Jarvis

It was the first ever text message. Jarvis couldn’t reply because mobile phones didn’t have keypads in those days. The first mobile which allowed the user to type text messages was commercialized by Nokia in 1993.

Today SMS (Sort Message Service) has become the second most commonly used feature on a mobile phone (behind checking the time), and it is estimated that over 9 trillion messages are sent every year – the equivalent of 250,000 every second. Since 2007, texting has even overtaken speaking on the phone.

ACTIVITY 1: listen again to your teacher and underline the topic related to the paragraph:

A- Text message language, **B-** texting competition, **C- the history of SMS**

ACTIVITY 2: after you have listen to your teacher reading the paragraph find out the words corresponding to these definitions:

- a- Electronic device for storing and analyzing information:---**COMPUTER**-----
- b- Person with whom one works:-----**COLLEAGUE**-----
- c- Make an answer in speech or writing:-----**REPLY**-----
- d- That’s a synonym for keyboard:-----**KEYPAD**-----

ACTIVITY 3: after you have listen to your teacher reading the text, answer the questions below.

- 1- What is Neil Papworth? ----- **old British engineer**
- 2- When did he use computer to send message for the first time? -- **On 3 December 1992**-----
- 3- Who did he send the message to? -----**To a colleague called Richard Jarvis** -----

Note –taking (10 min)

ACTIVITY 1: listen again to your teacher and underline the topic related to the paragraph:

A- Text message language, B- texting competition, C- the history of SMS

ACTIVITY 2: after you have listen to your teacher reading the paragraph find out the words corresponding to these definitions:

- a- Electronic device for storing and analyzing information:-----
- b- Person with whom one works:-----
- c- Make an answer in speech or writing:-----
- d- That's a synonym for keyboard:-----

ACTIVITY 3: after you have listen to your teacher reading the text, answer the questions below.

- 1- What is Neil Papworth? -----
 - 2- When did he use computer to send message for the first time? -----

 - 3- Who did he send the message? -----

-

ACTIVITY 1: listen again to your teacher and underline the topic related to the paragraph:

A- Text message language, B- texting competition, C- the history of SMS

ACTIVITY 2: after you have listen to your teacher reading the paragraph find out the words corresponding to these definitions:

- 1- Electronic device for storing and analyzing information:-----
- 2- Person with whom one works:-----
- 3- Make an answer in speech or writing:-----
- 4- That's a synonym for keyboard:-----

ACTIVITY 3: after you have listen to your teacher reading the text, answer the questions below.

- 1- What is Neil Papworth? -----
 - 2- When did he use computer to send message for the first time? -----

 - 3- Who did he send the message? -----

-

ACTIVITY 1: listen again to your teacher and underline the topic related to the paragraph:

A- Text message language, B- texting competition, C- the history of SMS

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- 1- Electronic device for storing and analyzing information:-----
- 2- Person with whom one works:-----
- 3- Make an answer in speech or writing:-----
- 4- That's a synonym for keyboard:-----

ACTIVITY 3: after you have listen to your teacher reading the text, answer the questions below.

- 1- What is Neil Papworth? -----
- 2- When did he use computer to send message for the first time? -----

UNIT 3: TECHNOLOGY



UNIT 3: TECHNOLOGY



UNIT 3: TECHNOLOGY



UNIT 4:

LOOKING

FORWARD



Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 4: LOOKING FORWARD
Lesson : ENERGY
Lesson type: Speaking
Duration: 55 minutes

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Coal- biofuel- geothermal- firewood- hydroelectric energy	adjectives with suffixes: able	Drinkable, unacceptable

INTRODUCTORY PHASE (5 min)

Lead-in activity: (2 min) *How do you get electricity at home? Which company produces electricity in Cote d'Ivoire? What are the other sources of energy that you know?*

Learning context (3 min)

Some students of 2nde of College HMF of Méagui have attended a conference held by the representative of CIE in the Nawa region about the energy sources. Back to school they make the report of that conference to the rest of the students and discuss it.

INPUT PHASE (15 min)

Vocabulary (6 min)

- * **Coal:** a black rock from wood

*Ex: The mother uses the **coal** to make fire*

- * **Biofuel:** A fuel obtained from a renewable resource.
- * **Geothermal:** thermic of pertaining to heat.
- * **Firewood:** wood used to make fire.

*Examples: village women take carry **firewood** from the plantation*

- * **Hydroelectric energy:** water (dam) that produces electricity.

*Example: The dam of Soubre is a **hydroelectric energy***

Language function: adjectives with suffixes: able

Note: we add the suffixes **able** to nouns or verbs to form adjectives

Example: We cannot accept it= it's unacceptable

We can drink this water; this water is **drinkable**

Activity 1: energy **Activity 2:** 1-nuclear 2-Coal 3-firewood 4-Hydroelectric energy 5-Solar 6- Biofuel
 7- Natural gas 8- Geothermal **Activity 3:** 1- valuable 2-unacceptable 3-unreasonable 4-enjoyable
 5- knowledgeable

1- What energy do you use for cooking and lighting in your home?

For cooking: Firewood – gas - hydroelectric energy – biofuel.

For lighting: solar power – hydroelectric power – oil.

2- What type of energy is used to produce electricity at your school?

At my school hydroelectric power is used (any possible good answer is accepted)

3- Which energy sources are fossil fuels?

Nuclear energy, coal, gas and oil are fossil fuels.

Communication activity

You and some of your friends have prepared a project of solar energy that has attracted foreign investors. Prepare a PowerPoint presentation in which you

- 1- Cite four (04) sources of energy
- 2- Say what they are used for
- 3- Explain how solar energy functions

PRACTICE PHASE: UNIT 4/ LESSON 1

ACTIVITY 1: Here are some words. Say in one word what they refer to.

Nuclear – gas – solar – oil – wind – firewood – biofuel – geothermal – hydroelectric – coal.

➤ They refer to-----

ACTIVITY 2: underline the correct words in these sentences.

- 1- In 2011, a tsunami caused a disaster at a **nuclear** / **solar** power station in Fukushima, Japan.
- 2- **Oil** / **Coal** is a black rock which is found underground.
- 3- Many people still burn **firewood** / **wind** for cooking.
- 4- **Biofuel** / **Hydroelectric energy** uses the power of water.
- 5- **Wind** / **Solar** power uses the sun's energy to produce electricity.
- 6- **Biofuel** / **Geothermal energy** is produced from plants.
- 7- **Natural gas** / **Firewood** comes from underground and is mainly composed of methane (CO).
- 8- **Geothermal** / **Nuclear energy** is heat from the Earth.

Activity 3: Complete the sentences with adjectives formed from the words in the brackets. Use the suffix -able, and a negative prefix if necessary.

- 1- She's wearing a -----gold necklace. (value)
- 2- Your behaviour was ----- . You must apologise. (accept)
- 3- You're being ----- . I can't miss school. (reason)
- 4- We had an -----afternoon. (enjoy)
- 5- She is very ----- about alternative energies. (knowledge)

PRACTICE PHASE: UNIT 4/ LESSON 1

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Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 4: LOOKING FORWARD
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
	Will/ be going to	Will you come with me? Oil will run out one day. Many animals won't: survive.

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

- 1- Look at the picture. What type of energy does it show? How does it work?
- 2- Read the blog. What is the purpose of this blog?
 - a- To describe how to build a biogas generator.
 - b- To discuss and share information about future jobs.
 - c- To persuade people to use renewable energy.



Learning context:

Some students of 2nd of College HMF of Méagui have a reading competition organised by the representative of CIE Cote d'Ivoire in the Nawa region about the importance of energy. Back to school they make the report of that conference to the rest of the students.

Language function: Will/ be going to

We use the future simple with will and won't or **be going to**

- to make predictions about the future we use **will**: Oil **will run out** one day. Many animals won't: survive.
- To make requests we use **will**: Will you come with me?
- for a decision at the moment of speaking we use **will**: **I'll think**. I'll go shopping.
- For a future plan or intention, we use **be going to**: She's **going to** see her father

WHILE-READING (15 min)

Answer sheet

The picture shows renewable energy produced from organic matter with a biogas digester. Organic matter – animal dung and human sewage – is put into a digester which turns it into gas. The Gas can then be used for cooking for example.

Activity 4: 1/ b 2/ d 3/ a 4/ c

Activity 5: 1/ are going to play 2/ will win 3/ Will you come 4/ will celebrate

WORKSHEET FOR STUDENTS /UNIT 4/ LESSON 2/ LESSON TYPE: READING

Activity 1: Match sentences 1-4 with the uses a-d.

- | | |
|--|---|
| 1- She's going to see her father. | a- a prediction about the future |
| 2- I'll have to get the next flight. | b- a future plan or intention |
| 3- People will travel to Mars one day. | c- to make a request |
| 4- Will you come with me? | d- for a decision at the moment of speaking |

Activity 2: Complete the dialogue with the verbs in brackets. Use **will** or **be going to**.

- 1- We----- (play) against the Stars team tomorrow.
- 2- I'm sure you----- (win). Their best player is injured.
- 3- ----- (you/come) and support us?
- 4- I can't, But I----- (celebrate) with you after the match.

WORKSHEET FOR STUDENTS /UNIT 4/ LESSON 2/ LESSON TYPE: READING

Activity 1: Match sentences 1-4 with the uses a-d.

- | | |
|--|---|
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WORKSHEET FOR STUDENTS /UNIT 4/ LESSON 2/ LESSON TYPE: READING

Activity 1: Match sentences 1-4 with the uses a-d.

- | | |
|--|---|
| 1- She's going to see her father. | a- a prediction about the future |
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TEXT: Let's look ahead

By Singh on April 24, 2015

With the end of high school not far off, we have to decide on a career. It's an important decision because some jobs might become obsolete, whereas others will develop. What sectors will offer the best opportunities in the future?

If you're interested in new technologies, there will be plenty of jobs in renewable energies. Solar and wind energy will be major power sources in the future. Companies will need engineers as well as technicians and workers to install and maintain solar panel~ and wind turbines. Two of my friends are going to study engineering so they can work in solar energy.

Other alternative energy sources will also develop. Have you heard of biogas? No? Well, I hadn't until I read an article about farmers in the Pradesh region of India who have installed biogas digesters to produce gas. Biogas is a really exciting source of energy because it is simple, affordable and helps people save money. How does it work?

A biogas digester transforms animal dung, human sewage and other organic matter into gas (mainly methane and carbon dioxide) which is then used for cooking and lighting homes. Here's a diagram.

There are also industrial biogas projects. I can see a bright future for biogas, and I'd like to get into it. But how? Any suggestions?

COMMENT

Ker2nepal: If you do an engineering course, you'll learn the basics. Then you could go abroad and specialize.

Cynthia: How can you consider a career in ANIMAL DUNG!? It's unimaginable! Yuk! If you work on a farm in the holidays, you'll see plenty of that. You may change your mind then!

Tonto: Don't let Cynthia put you off, Singh. Biogas is definitely going to develop. It's a really green alternative to fossil fuels and firewood. I typed 'Biogas engineering studies' into my search engine and I found lots of courses.

Padma: They're going to build a biogas generator on a dairy farm near me. It will produce gas for our village. Let's an exciting project.

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 4: LOOKING FORWARD
Lesson2:
Lesson type: Reading (session 2)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

I- INTRODUCTORY PHASE (5 min)

Warm up:

Review:

II- POST-READING

Activity 1: 1C /The sources of energy

Activity 2: 2- wind 3- renewable energies 4- affordable 5- dung 6- sewage

Activity 3:

- 1- True (Parag2)
- 2- True(Parag2,)
- 3- False (Parag 4)
- 4- False (Parag 5)
- 1- True (Cynthia's comment,)
- 2- True (Tonto's comment,)

Communication activity:

Liam, a friend of yours from the United States posted a text on Facebook in which he addressed the notions of renewable and non-renewable resources. But the distinction he made between the two notions is not clear. In your comment,

- 1- **Cite some** renewable resources
- 2- **Cite some** non-renewable resources
- 3- Give the difference between renewable resources and non-renewable resources

Note –taking (10 min)

WORKSHEET FOR STUDENTS

Activity 1: *Read the text below and choose the best option below: a, b, or c*

The text is about:

a- The sources of new jobs b- The sources of pollution c- The sources of energy

Answer: the text is about:-----

Activity 2: *Find in the text the words in the text corresponding to the suggested synonyms or definitions. N°1 is an example.*

- 1- Out-of-date:-----**obsolete**-----
- 2- The movement of air :-----
- 3- Energies from a source that is naturally replaced when used:-----
- 4- Not expensive:-----
- 5- Excrement:-----
- 6- Waste matter such as water, human urine or solid waste:-----

Activity 3: *Decide which sentences are true and which are false. Justify your answers and correct the false sentences.*

- 1- The writer thinks that there will be job opportunities in alternative energies. -----
- 2- You have to study engineering to get a job in the solar industry. -----
- 3- Biogas is only a good energy source for farms. -----
- 4- Singh wants to know more about biogas projects. -----
- 5- Cynthia thinks that working in biogas is disgusting-----
- 6- Tonto disagrees with Cynthia. -----

Communication activity:

Liam, a friend of yours from the United States posted a text on Facebook in which he addressed the notions of renewable and non-renewable resources. But the distinction he made between the two notions is not clear. In your comment,

- 1- **Cite some** renewable resources
- 2- **Cite some** non-renewable resources
- 3- Give the difference between renewable resources and non-renewable resources

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 4: LOOKING FORWARD

Lesson3: The Article

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd

TEACHING POINTS

VOCABULARY	Language Function	STRUCTURES
	Inquiring and giving information about travel	. When is the next bus to...? The next one leaves at 14.30.

Warm up: (1 min)

PRE-WRITING

- * **Brainstorming** (*lead in activity*) (2 min)
- * **Learning context** (2 min)

For the writing competition organized by the English Club of College HMF Meagui, the students of 2nd are asked to write an article about how people cut down trees in their area. This will help them for their competition while suggesting some ways to protect the natural resources of their own country.

INPUTS PHASE

Communication: Inquiring and giving information about travel

➤ **Inquiring information about travel**

To ask for information about travel arrangement, we can say

- When is the next bus to...?
- How long does it take?
- What time does it get to...?
- How much is it?

➤ **Giving information about travel**

- The next one leaves at 14.30.
- It takes two hours. ...
- It gets there at 16.15. ...
- It costs 3,000 francs.

Layout of Magazine Article/ Writing Strategy

A good magazine article should have a:

- **Title / heading** (short and attractive): the title also called heading should attract the size of the readers
- **Introduction:** it state briefly what happened, where, when and how it happened.
- **Body:** it gives more details about the fact; we should have two or three paragraphs. Each paragraph should have a topic sentence. They may answer questions like who, when, what, why or how.
- **Conclusion:** it gives a personal comment about what happened. It must be short.
- **The author:** the name of the person who wrote the article. It may be after the title or at the end.

Supporting details

A paragraph usually consists of a topic sentence and supporting details. These details constitute the main body of the paragraph. Supporting sentences develop and explain the main idea of the topic sentence. They may answer questions like **who, when, what, Why or how.**

Answer sheet

Activity 1:

1/ When's 2/ leaves 3/ What time 4/ How much 5/ Can 6/ How long 7/ Could

Activity 2:

1/ b

2/ **Topic sentence in paragraph 2:** 'The 21st century will probably be a difficult time.' → There will be a lot of serious problems in the 21st century. / People will have to face serious problems during the 21st century.

Topic sentence in paragraph 3: 'Things will start to improve from 2100.' → From 2100, the situation will get better. / Starting from 2100, things / life will get easier.

3/ **Paragraph 2:** shortage of oil and gas – difficulties in transport and industry – overpopulation: 9 billion people in 2050 – wars for water and food

Paragraph 3: development of solar and wind power – less pollution – space travel – life on other planets

4/ Paragraph 2 presents only negative details.

Activity 1: Complete the dialogues with the following words: *Can -leaves - Could - How long - How much - What time - When's*

1-A Can I help you, Madam?

B Yes, please. (1) ----- the next bus to Parakou?

A next one (2) ----- at 14.30.

B (3) -----does it get to Parakou?

A It gets there at 16.15.

B (4) ----- is it?

A It costs 3,000 francs.

B Here you are.

A Thank you, Madam.

2-A (5) ----- I help you, Sir?

B Can you tell me when the next bus to Natitingou is?

A There's one at 11.30.

B (6) ----- does it take?

. A It takes five hours. You have to change at Abomey.

B (7) ----- I have a return ticket, please?

A That's 6,000 francs.

B Here you are.

A And here's your change, Sir. Thank you

ACTIVITY 2: Here is an article. Read it and answer the questions below

In the Year 2200

1- I am sure that the world will be very different in the year 2200 if humans survive. Technology will solve many of our problems, and it will help improve people's lives. Unfortunately, this won't happen for a long time.

2- The 21st century will probably be a difficult time. Oil and gas will run out and this will seriously affect transport and industry. By 2050, there will be about 9 billion people on Earth. This overpopulation will have serious consequences, such as wars for water and food.

3- Things will start to improve from 2100. Solar and wind power will be the main forms of energy, so there will be less pollution. Space travel will develop, and people will start living on other planets.

4- In general, I am optimistic about the future. I believe that in 2200, there will be fewer people on Earth. They will be better educated and have better lives.

Questions:

1- Which sentence best summarises the writer's view of the future?

a- Life will gradually be better.

b- Life will get worse before it gets better.

2- Which are the topic sentences in paragraphs 2 and 3~ Can you rephrase them?

3- What supporting details are mentioned in each of these paragraphs?

4- Which paragraph only presents negative details?

Homework

UNESCO is organizing a writing competition among teens from everywhere in the world. As a candidate to this competition, you have to write an article to be sent to the organization official e-mail.

Here is the topic: what will the world be like after the pandemic of coronavirus? Are you optimistic or pessimistic about capacity of humanity to face other pandemics?

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 4: LOOKING FORWARD

Lesson 3: The article

Lesson type: Writing (*session 2*)

Duration: 45 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up

Review

POST-WRITING PHASE

Write an article with the title 'In the year 2200'.

Write topic sentences for paragraphs 2 and 3. Then add one or two supporting details.

Paragraph 1: Introduction: include your opinion

Paragraph 2: First main idea + supporting details

Paragraph 3: Second main idea + supporting details

Paragraph 4: Conclusion: sum up your ideas

Write your article following the paragraph plan. (100-150 words)

Possible answer (134 words)

In the year 2200

In my opinion, life in 2200 will be far from perfect. Some aspects of it will be better than what it is today, but there will still be serious difficulties.

I think energy won't be a problem anymore in the 23rd century. The energy crisis will be over because people will be using only renewable energy sources. That means there will also be less pollution.

But I believe there will still be a lot of poverty and inequality in the world. Access to efficient healthcare services as well as higher education will still be an issue for the poorest populations, and inequalities will continue to grow.

On the whole, I am more pessimistic than optimistic about the future, even if I am sure that some aspects of life will have improved in 2200.

WORKSHEET: UNIT 4: LOOKING FORWARD/ LESSON 3: THE ARTICLE

Write an article with the title ‘In the year 2200’.

Write topic sentences for paragraphs 2 and 3. Then add one or two supporting details.

Paragraph 1: Introduction: include your opinion

Paragraph 2: First main idea + supporting details

Paragraph 3: Second main idea + supporting details

Paragraph 4: Conclusion: sum up your ideas

Write your article following the paragraph plan. (100-150 words)

WORKSHEET: UNIT 4: LOOKING FORWARD/ LESSON 3: THE ARTICLE

Write an article with the title ‘In the year 2200’.

Write topic sentences for paragraphs 2 and 3. Then add one or two supporting details.

Paragraph 1: Introduction: include your opinion

Paragraph 2: First main idea + supporting details

Paragraph 3: Second main idea + supporting details

Paragraph 4: Conclusion: sum up your ideas

Write your article following the paragraph plan. (100-150 words)

WORKSHEET: UNIT 4: LOOKING FORWARD/ LESSON 3: THE ARTICLE

Write an article with the title ‘In the year 2200’.

Write topic sentences for paragraphs 2 and 3. Then add one or two supporting details.

Paragraph 1: Introduction: include your opinion

Paragraph 2: First main idea + supporting details

Paragraph 3: Second main idea + supporting details

Paragraph 4: Conclusion: sum up your ideas

Write your article following the paragraph plan. (100-150 words)

WORKSHEET: UNIT 4: LOOKING FORWARD/ LESSON 3: THE ARTICLE

Write an article with the title ‘In the year 2200’.

Write topic sentences for paragraphs 2 and 3. Then add one or two supporting details.

Paragraph 1: Introduction: include your opinion

Paragraph 2: First main idea + supporting details

Paragraph 3: Second main idea + supporting details

Paragraph 4: Conclusion: sum up your ideas

Write your article following the paragraph plan. (100-150 words)

WORKSHEET: UNIT 4: LOOKING FORWARD/ LESSON 3: THE ARTICLE

Write an article with the title ‘In the year 2200’.

Write topic sentences for paragraphs 2 and 3. Then add one or two supporting details.

Paragraph 1: Introduction: include your opinion

Paragraph 2: First main idea + supporting details

Paragraph 3: Second main idea + supporting details

Paragraph 4: Conclusion: sum up your ideas

Write your article following the paragraph plan. (100-150 words)

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 4: LOOKING FORWARD

Lesson 4: Optimistic or pessimistic?

Lesson type: Listening

Duration: 45 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
	Suffixes -ist, -er, -or	.

INTRODUCTORY PHASE (5 min)

Warm up:

Learning context:

The students of 2nd of Collège HMF of Méagui are listening a radio tape about “the future”. After listening, they share experience to their classmates.

WHILE-LISTENING (15 min)

Language Function: Suffixes -ist, -er, -or

We can form noun of jobs or occupations by adding a **suffix (ist- or- er)** to the first noun or verb

Example: art ⇒ artist act ⇒ actor piano ⇒ pianist

LISTENING FOR COMPREHENSION TEXT

1- Padma is from **India** .For Padma, the most serious problem will be **overpopulation** in her country there are 1.26 billion people today and the number will be **1.40** in 2020. This will cause unemployment and **poverty**

2- John is from **Bamako/ Mali**. For John, the most serious problem will be **lack of water**. This is already a problem in his country and it will get worse with **climate change** If there isn't enough water, crops won't grow. This might cause **famine**.

3- Lucas is from **Sao Paulo/ Brazil**. For Lucas, the most serious problem might be the **energy crisis** when fossil fuels run out. But he is confident that **alternative energy** sources will replace it and this will stop **climate change**.

Activity 1: reception**ist** -doctor -explorer -adventurer - manager

Activity 2: 1-Padma: **Pessimistic** 2- John: **pessimistic** 3- Lucas: **optimistic**

Activity 3: SEE TEXT

WORKSHEET/ UNIT 4: LOOKING FORWARD/ LESSON4: LISTENING

Activity 1: Complete these jobs and occupations with: **-ist, -er, -or.**

reception ⇒ ----- doct ⇒ ----- explor ⇒ -----
adventur ⇒ ----- manag ⇒ -----

Activity 2: Listen to your teacher about three people from different countries talking about the future. Who is optimistic (o) and who is pessimistic (p) about the future?

1-Padma: ----- 2- John: ----- 3- Lucas: -----

Activity 3: listen again to your teacher and complete the texts for each speaker.

1- Padma is from----- .For Padma, the most serious problem will be -----
-----in her country there are 1.26 billion people today and the number will be -----
-----in 2020. This will cause unemployment and -----

2- John is from ----- . For John, the most serious problem will be ----- This
is already a problem in his country and it will get worse with----- If there isn't
enough water, crops won't grow. This might cause -----

3- Lucas is from----- . For Lucas, the most serious problem might be the-----
--when fossil fuels run out. But he is confident that ----- sources will replace it and this
will stop-----

Class debate: Read the texts again. Which speaker do you agree / disagree with? Tell the class.

WORKSHEET/ UNIT 4: LOOKING FORWARD/ LESSON4: LISTENING

Activity 1: Complete these jobs and occupations with: **-ist, -er, -or.**

Reception ⇒ ----- doct ⇒ ----- explor ⇒ -----
adventur ⇒ ----- manag ⇒ -----

Activity 2: Listen to your teacher about three people from different countries talking about the future. Who is optimistic (o) and who is pessimistic (p) about the future?

1-Padma: ----- 2- John: ----- 3- Lucas: -----

Activity 3: listen again to your teacher and complete the texts for each speaker.

1- Padma is from----- .For Padma, the most serious problem will be -----
-----in her country there are 1.26 billion people today and the number will be -----
-----in 2020. This will cause unemployment and -----

2- John is from ----- . For John, the most serious problem will be ----- This
is already a problem in his country and it will get worse with-----
If there isn't enough water, crops won't grow. This might cause -----

3- Lucas is from----- . For Lucas, the most serious problem might be the-----
---- when fossil fuels run out. But he is confident that ----- sources will replace it and
this will stop-----

Class debate: Read the texts again. Which speaker do you agree / disagree with? Tell the class.

UNIT 5: GENDER AND EDUCATION



Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 5: GENDER AND EDUCATION
Lesson:
Lesson type: Speaking
Duration: 55 minutes

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Address- fall -succeed - increase - improve - salve -decrease –achieve- literacy – illiteracy	the use of the determiners any/ some	I have some money in the bank. I don't have any money

INTRODUCTORY PHASE (5 min)

Lead-in activity: (2 min)

Learning context (3 min)

The 2nd A students of College HMF are exchanging information from the Newsweek magazine about female students' achievements in American schools in order to participate the debate in a campaign for the promotion of girls' education in their country.

INPUT PHASE (15 min)

Vocabulary (6 min)

* **Fall:** a loss of greatness

Ex: *The fall of URSS by the USA*

* **To succeed:** to prosper, to promote.

* **Salve:** a cream, an ointment

Example: Coco butter, White cream...

* **Literacy:** the ability to read. Opposite of **illiteracy**

* **Illiteracy:** the inability to read. Opposite of **literacy**.

* **To increase:** to elevate, to augment

* **To achieve:** to accomplish, to succeed in something

* **Gender:** masculinity and femininity (male and female)

Language function: adjectives with suffixes: any/ some

Some and **any** are quantifiers. They are used when the exact number or quantity is not known or stated.

* We use **some** for positive sentences or questions.

e.g: I have **some** money in the bank. I have **some** good friends. Can I have **some** coffee?

* We use **any** for negative sentences or questions

e.g: I don't have **any** money. Do the police have **any** clue who committed the crime?

Answer sheet

Activity 1: 1-successful 2- learned 3-literate 4-illiterate 5-illiteracy 6- literacy 7- High school 8- College 9- Degree 10- Gender

Activity 2: 1/ any 2/ some 3/ any 4/ some 5/ any 6/ any

Class debate: 1/ the rate of literacy in my country is between ... and ... percent / is inferior to 35 percent.

2/ The African countries with the lowest literacy rates are Mali, Burkina Faso, Niger and South Sudan. The African countries with the highest literacy rates are Equatorial Guinea and South Africa.

3/ I think illiteracy can be caused by a lack of education / a lack of schools / poverty / ill-health / child marriage / child labour...

4/ can build more schools / reduce poverty / organise campaigns to raise awareness / fight against child marriage and child labour / encourage parents to send their children to school...

PRACTICE PHASE: UNIT 5 / LESSON 1

ACTIVITY 1: Match each word from the box with its definition below.

Literacy- learned- Literate- Gender- Successful- High school – illiterate- Degree- College-illiteracy

N°	WORDS	DEFINITIONS
1		An adjective referring to a person who has experienced success in any domain.
2		An adjective referring to a person who has got great knowledge
3		An adjective referring to a person who can read and write
4		An adjective referring to a person who is unable to read and write
5		The incapacity to read and write
6		The ability to read and write
7		An institution like Felix Houphouet Boigny University (Cocody) and Alassane Ouattara University (Bouaké)
8		An institution like Lycée Moderne Bondoukou and Lycée Classique d'Abidjan
9		An award or title given by a university or college, either earned by examination or research, or given as a mark of honour such as Baccalaureate, Bachelor, Master, Doctorate
10		Male or female

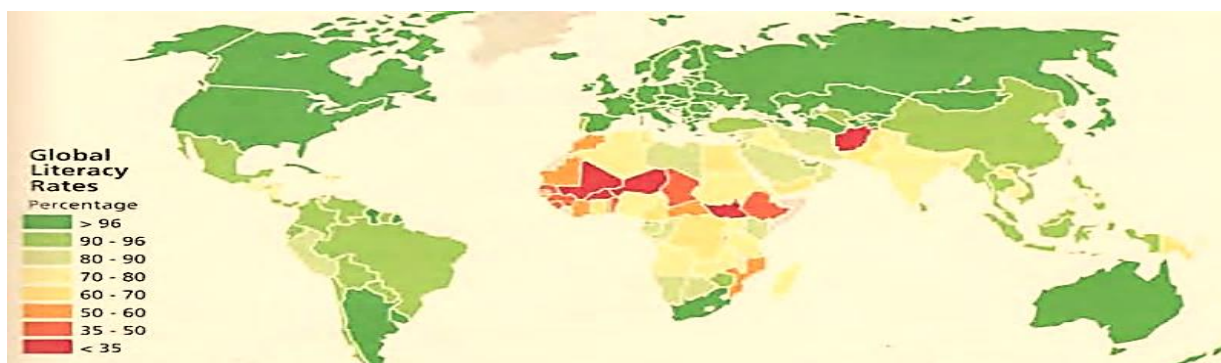
ACTIVITY 2: Complete the sentences with some or any.

- 1- I haven't got -----money to get the bus.
- 2- In -----countries, more girls attend university.
- 3- Are there -----new students in your class?
- 4- In -----classes, there are over sixty students.
- 5- There isn't -----sexual harassment at my school.
- 6- Have we got -----English homework

Class Debate

In pairs, look at the map and answer the questions

- 1- What is the rate of literacy in your country?
- 2- Which African countries have the lowest/ highest literacy rates?
- 3- What do you think are the causes of illiteracy?
- 4- How can we reduce illiteracy?



Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 5: GENDER AND EDUCATION
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Lower- compulsory- duty- sanction- consent	Countable and uncountable nouns with much, many, a lot of, (a) little, (a) few	

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

3- Look at the photo. What is the woman doing?

(The woman in the photo is voting; she's casting her ballot paper in a ballot box.)



Learning context:

The 2nd A students of College HMF are reading an article from the Newsweek magazine about female students' achievements in American schools in order to participate the debate in a campaign for the promotion of girls' education in their country.

Vocabulary:

Lower: something getting down

*Example: the level of our educational system is getting **lower***

Compulsory: obligatory

*Example: Taking care of children is **compulsory** for the parents*

A duty: an obligation

*Example: It's a **duty** for women to feed their children*

A Sanction: a punishment

A Consent: an authorization, a right

Language function: Countable and uncountable nouns with much, many, a lot of, (a) little, (a) few

- We use: **much, (a) little, a lot of** with **uncountable** nouns.
- We use: **many, (a) few, a lot of** with **countable** nouns.
- In affirmative sentences, much is not usually used.

Example: I have a lot of work. NOT I ~~have much~~ work

But with **so** and **too**, we can use much in affirmative sentences.

*Example: I have **too / so** much work.*

Answer sheet

Activity 1: 1-d 2-c 3-a 4-e 5-b

Activity 2: 1/ many 2/ a lot of 3/ many 4/ A few 5/ much 6/ much 7/ a lot of 8/ little 9/ many 10/ a lot of

WORKSHEET FOR STUDENTS /UNIT 5/ LESSON 2/ LESSON TYPE: READING

Activity 1: Match the words 1-5 with the synonyms or definitions a-e.

- | | |
|---------------|----------------------------------|
| 1- Lower | a- moral or legal responsibility |
| 2- compulsory | b- permission |
| 3- duty | c- obligatory |
| 4- sanction | d- bring down |
| 5- consent | e- punishment |

Answer:

- | |
|----------|
| 1- ----- |
| 2- ----- |
| 3- ----- |
| 4- ----- |
| 5- ----- |

Activity 2: Choose the correct words to complete the sentences and underline it.

A/ Are there (1) **many** / **much** illiterate adults in your village?

B/ Yes, there is (2) **a lot of/ much** illiteracy.

A / Do (3) **many** / **much** girls go to school?

B / (4) **A few** / **A little** girls don't go to school.

A/ Those who go to school don't have (5) **many** / **much** time to study in the evenings.
They have so (6) **a lot of/ much** housework!

B/ What about the boys? Do they do (7) **a lot of/ much** housework, too?

A/ No. The boys do very (8) **few** / **little** housework.

But (9) **many** / **much** boys spend (10) **a lot of/ much** time doing farm work, instead.

Class debate: Your English Club is participating in a national debate between secondary schools organized by the Embassy of the United States in Abidjan. As your team will debate on “girls’ right to education in Africa”, you have decided to rehearse with two contradictory teams in order to get ready.

WORKSHEET FOR STUDENTS /UNIT 5/ LESSON 2/ LESSON TYPE: READING

Activity 1: Match the words 1-5 with the synonyms or definitions a-e.

- | | |
|---------------|----------------------------------|
| 1- Lower | a- moral or legal responsibility |
| 2- compulsory | b- permission |
| 3- duty | c- obligatory |
| 4- sanction | d- bring down |
| 5- consent | e- punishment |

Answer:

- | |
|----------|
| 1- ----- |
| 2- ----- |
| 3- ----- |
| 4- ----- |
| 5- ----- |

Activity 2: Choose the correct words to complete the sentences and underline it.

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B/ What about the boys? Do they do (7) **a lot of/ much** housework, too?

A/ No. The boys do very (8) **few** / **little** housework.

But (9) **many** / **much** boys spend (10) **a lot of/ much** time doing farm work, instead..

Class debate: Your English Club is participating in a national debate between secondary schools organized by the Embassy of the United States in Abidjan. As your team will debate on “girls’ right to education in Africa”, you have decided to rehearse with two contradictory teams in order to get ready

18 The magic age - not everywhere!

How old do you have to be to get married, leave school, drive a car , or vote in your country? In most places, 18 is the magic age when a child legally becomes an adult, but this isn't the case everywhere, or for everything .

1- Nina Muller is too young to drive a car, but she can vote! Austria recently became the first European country to lower the voting age in national elections from 18 to 16. Only a few other nations, including Argentina and Brazil, allow voting at 16, but others, like the UK, are debating the issue. The most common minimum voting age across the globe is 18, but in Japan it is 20 and in Cameroon and in Ivory Coast you have to be 21 to vote. In a majority of countries, you don't have to vote if you don't want to, but in Australia, Argentina and Belgium it is compulsory. In these countries, taking part in elections is considered a citizen's duty . If you don't vote, you face sanctions.

2- Andy and Kelly are both 16 and they have just got married without their parents' permission. They could do this because they live in Scotland where 16 is the legal age for marriage. In England, and most other countries, you have to get parental consent to marry if you're under 18, and marriage is illegal under 16. In China, the minimum age for marriage is 22 for men and 20 for women! In a few Muslim countries like Yemen, there is no minimum age, and many girls are forced into marriage when they're very young, causing great emotional and physical suffering.

3- 3 year-old Loic Gautier is painting at his local nursery school. Loic doesn't have to go to school until he is 6, but a quarter of French 2 year-olds, and 95% of 3 year-olds go to school every day. Loic will have to stay at school until he is at least 16, which is the legal school leaving age in France and a majority of countries. In a few countries like Israel and Germany, school is compulsory up to 18, while in Morocco and Tanzania, children don't have to stay at school after 13.

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 5: GENDER AND EDUCATION
Lesson2:
Lesson type: Reading (session 2)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

POST-READING

Activity 1: A2 – D3 – E1

Activity 2: Paragraph 1 is about b- The diverse voting ages in different countries

Paragraph 2 is about: a- Legal age for marriage in a number of countries

Paragraph 3 is about c- The legal school leaving age in some countries

Activity 3: 1-young (*exple*) 2-to lower 3-consent 4- great 5- local 6- compulsory

Activity 4: 1-True 2- False 3- True 4- False 5- True 6- True

Communication activity:

1/ in our country, we / you must be ... (years old) to vote in a national election.

2/ Yes, it is. / No, it's not.

3/ The minimum age to get married is ... (years old). / You cannot get married under the age of ... There is no minimum age to get married.

4/ Children have to start school at ... (years old) / when they are...

5/ Children can leave school when they are ... (years old). / The legal school-leaving age is...

Note –taking (10 min)

WORKSHEET FOR STUDENTS

Activity 1: Read the text quickly. Match the sections with the topics. There are two extra topics.

A-Marriage (----) B- Employment (----) C- Driving (----) D- Education (----) E- Elections (----)

Activity 2: Read the text again. Choose the best option for each section with the topics.

Paragraph 1 is about a- The violation of the right to vote in many countries b- The diverse voting ages in different countries c- The voting system in different countries

Paragraph 2 is about: a- Legal age for marriage in a number of countries b- Forced marriages in Muslim countries c- Illegal marriages in China

Paragraph 3 is about a- The right to education b- The obligation to send children to school c- The legal school leaving age in some countries

Activity 3: Find in the text the words in the text corresponding to the suggested antonyms. N°1 is an example.

- 1- Old (Paragraph 1) ---- **YOUNG** -----
- 2- To increase (Paragraph 1) -----
- 3- Refusal (Paragraph 2) -----
- 4- Small (Paragraph 2) -----
- 5- - Foreign (Paragraph 3) -----
- 6- - Optional (Paragraph 3) -----

Activity 4: read the text carefully and say if the sentences below are true and or false. Justify your answers and correct the false sentences

- 1- The voting age in national elections in Austria is 16. -----
- 2- In Brazil and Argentina, the voting age is beyond 16-----
- 3- People who refuse to vote in Australia, Argentina and Belgium are punished -----
- 4- In England, even if you are 18, you need parental consent before getting married -----
- 5- Some Muslim countries have no fixed age for marriage. -----
- 6- At the age of 16, a French child can leave school. -----

Communication activity:

Work in pairs and answer the questions about your country. Note down your answers.

- 1- How old must you be to vote in a national election?
- 2- Is voting compulsory?
- 3- What is the minimum age to get married?
- 4- When do children have to start school?
- 5- When can children leave school?

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 5: GENDER AND EDUCATION

Lesson3: A description of a weekly routine

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd

TEACHING POINTS

VOCABULARY	Language Function	STRUCTURES
	Expressing obligation with: Have to, must and should	In Australia you have to vote. It's the law. In Cameroon, you must be 21 to vote.

Warm up: (1 min)

- * **Brainstorming** (*lead in activity*) (2 min)
- * **Learning context** (2 min)

The 2nd A students of College HMF are writing a description about a weekly routine in American schools in order to organize one's daily activity.

INPUT PHASE

Grammar: Have to, must and should

Have to and **must** both express obligation and they have similar meanings.

Example:

- 1- You **must** go to school. = You **have to** go to school. (*It's the law.*)
- 2- In France, children **don't have to** start school at the age of two.
- 3- You **should** work harder

- a - We can use **must** and **have to** to express obligation.
- b- We can use **don't have to** to express no obligation.
- c - We can use **should** to express a recommendation

Definition

A description of a weekly routine is the fact to describe all what someone has done during a week. It include all the activities we do from getting up to going to bed.

Layout of description/ Writing Strategy / Study focus (because/ so)

- We use **because** to introduce a reason.

Example: I have to leave at 7 am **because** I walk to school,

- We use **so** to introduce a result.

Example: I have a job, **so** I have to get up at 6 am again.

Answer sheet

Activity 1: 1/ have to 2/ mustn't 3/ mustn't 4/ have to 5/ don't have to 6/ mustn't 7/ mustn't

Activity 2: 1/ because 2/ so 3/ because 4/ so 5/ so

Activity 3:

1/ I have to get up at 6.30 am.

2/ I start school at 8 am.

3/ I finish school at 4 pm.

4/ After school, I go to the computer club / the English club / the theatre club / the sports club / I practise basketball / football... / I go home and watch TV / cook dinner / I go shopping for food / I take care of my younger brother / sister...

5/ In the evening, I have to do my homework / cook dinner / do the washing up / tidy my room...

6/ At the weekend, I have to wake up early to work on Saturdays / go to church on Sundays / do my homework / visit my grandparents / help with the housework / go to the market...

ACTIVITY 1: Choose the correct words.

In South Africa, children (1) **have to** / **should** start school at the age of seven. Under the age of 15, they (2) **don't have to** / **mustn't** work. Children aged 15-18 are allowed to have a job, but they (3) **must**/ **mustn't** do dangerous jobs. 18 is the legal age for marriage; between 16 and 18, children can get married, but they (4) **have to** / **don't have to** get their parents' written consent. South African children (5) **don't have to** / **mustn't** stay at school after 15. There are many other things that under 18 they (6) **mustn't** / **don't have to** do, for example they (7) **mustn't** / **don't have to** smoke or drink alcohol. It's illegal.

ACTIVITY 2: Complete the sentences with **because** or **so**.

- 1- Mum takes me every morning ----- she works near my school.
- 2- I go to bed very late, -----I'm often tired.
- 3- I don't always do my homework ----- I don't have time.
- 4- Yesterday I missed the bus, -----I got to school late.
- 5- I get to school early, -----I can spend time with my friends.

ACTIVITY 3: Complete the sentences about your weekly routine.

- 1 I have to get up at -----
- 2 I start school at -----
- 3 I finish school at -----
- 4 After school, I -----
- 5 In the evening, I have to-----
- 6 At the weekend, I have to-----

ACTIVITY 1: Choose the correct words.

In South Africa, children (1) **have to** / **should** start school at the age of seven. Under the age of 15, they (2) **don't have to** / **mustn't** work. Children aged 15-18 are allowed to have a job, but they (3) **must**/ **mustn't** do dangerous jobs. 18 is the legal age for marriage; between 16 and 18, children can get married, but they (4) **have to** / **don't have to** get their parents' written consent. South African children (5) **don't have to** / **mustn't** stay at school after 15. There are many other things that under 18 they (6) **mustn't** / **don't have to** do, for example they (7) **mustn't** / **don't have to** smoke or drink alcohol. It's illegal.

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Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 5: GENDER AND EDUCATION

Lesson 3: A description of a weekly routine

Lesson type: Writing (*session 2*)

Duration: 45 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up

Review

POST-WRITING PHASE

ACTIVITY 1: Read GJ's description of his weekly routine on the English Club website below. What things are different from your routine? What things are similar?

TEXT MODEL OF A DESCRIPTION OF A WEEKLY ROUTINE

Me lazy? You must be kidding! By GJ

Many adults complain about how lazy teenagers are. I think this is unfair. Here is a description of my week. Do you really think I am lazy?

Every morning I must get up at six o'clock. I have to leave at 7 am because I walk to school. I finish school at 3.30, but I don't go home then. I go to English Club on Mondays and Thursdays. I also play basketball, so I have to train on Wednesdays.

At home, I have to help with the housework because both my parents work. I always do the washing up, and on Fridays I have to cook dinner. I also have to do my homework.

On Saturdays, I have a job at the market, so I have to get up at six again! On Sundays, I don't have to get up early, but I have to help at home, go to church, and then, in the evening, revise my school work. It's a busy week! Do you really think I am lazy?

Activity 2: Writing task

Write a description of your weekly routine for your school website. Make notes under the paragraph headings. Use **because** and **so** where it is possible.

Paragraph 1 The school day

Paragraph 2 At home

Paragraph 3 at the weekend

Write your description in 100 to 150 words following the paragraph plan.

WORKSHEET: UNIT 5: GENDER AND EDUCATION/ LESSON 3: THE ARTICLE

ACTIVITY 1: Read GJ's description of his weekly routine on the English Club website below. What things are different from your routine? What things are similar?

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Activity 2: Writing task

Write a description of your weekly routine for your school website. Make notes under the paragraph headings. Use **because** and **so** where it is possible.

Paragraph 1 The school day

Paragraph 2 At home

Paragraph 3 at the weekend

Write your description in 100 to 150 words following the paragraph plan.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 5: GENDER AND EDUCATION

Lesson 4: The boot camp

Lesson type: Listening

Duration: 45 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

Teaching Points		
Vocabulary	Language Function	Structures
Behavior- teenagers- drugs- a jail- overcome- commit	Adjectives with suffix -al	natural; physical

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

The 2nd A students of College HMF are listening to a podcast about how some parents punish their children. That will help them prepare their debate about youth and a boot camp.

Vocabulary:

A Behavior: a human conduct relative to social norms

*Example: The little boy has an adult **behavior***

Teenager (teen): a young person, an adolescent

*Example: Yao is 16, he is a **teenager**, not a child*

A jail: a prison

*Example: In a boot camp, there is a military **jail** for dishonest persons.*

To overcome: to surmount, to get the better of

To commit: to do something bad

Drugs: cannabis, heroin, cocaine...are hard **drugs**.

Language function: Adjectives with suffix -al

Many adjectives are formed with a noun + -al

Example: drought is a natural disaster; physical training is good for our health

Answer sheet

Activity 1: 1/ prison 2/ crimes 3/ behavior 4/ discipline 5/ law 6/ drugs 7/ delinquents 8/ trouble

Activity 2: 1/ logical 2/ personal 3/ global 4/ regional 5/ musical 6/ original

Activity 3: 1C– 2B– 3B– 4A– 5C– 6A

Class debate: Possible answers

A disadvantage of state schools is that the number of students per class is often very high.

An advantage of single-sex schools is that girls cannot get harassed by boys.

A disadvantage is that boys and girls cannot meet at school.

An advantage of independent schools is that there are more activities and fewer students per class.

A disadvantage is that they are often expensive.

An advantage of boarding schools is that you can live at school and don't need to travel long distances every day to go to school.

A disadvantage is that you cannot go home often.

WHILE-LISTENING (15 min)

LISTENING FOR COMPREHENSION TEXT

➤ Speaker 1

My name's Mani and I'm from Nigeria. I go to a state secondary school. It's a mixed school with over 1, 200 students. My parents sent me here because the school has a good reputation and many students get good results. One of the reasons is that there are a lot of school rules and many teachers are strict. I'm happy at my school but I don't like our uniform. I have to wear a grey skirt and jumper and a horrible red tie.

➤ Speaker 2

My name's Afia and I'm from Ghana. I go to an independent boarding school and I only go home in the holidays. I used to get homesick, but not anymore. I like my school and the teachers are kind, but strict. There are lots of activities. I belong to the computer club and I also play table tennis and basketball. The only thing I don't like is that there are no boys¹

➤ Speaker 3

Hi, I'm Yéro. My parents sent me here when I was 18 because I was getting into trouble. At first I hated everything. I was very angry with my parents because I couldn't go home or contact my friends. The discipline here is very strict. We have to wear a uniform, get up early to do the cleaning, and do physical exercise every day. Now I'm grateful to my parents. My results have improved and I've become more positive and confident.

WORKSHEET/ UNIT 5: GENDER AND EDUCATION/ LESSON4: LISTENING

Activity 1: Complete the paragraph below with words in the box.

Behaviour - crimes - delinquents - discipline - drugs - law - prison - trouble

The first boot camps started in the USA in the early 1980s as an alternative to (1)----- for young people who had committed (2)----- . The idea was to change difficult teenagers' (3)----- with a tough military-style (4) -----Since the 1990s, commercial boot camps have become popular. These special boarding schools are for teens that behave badly or have started breaking the (5) ----- , by taking (6) ----- or getting into fights. At these schools, teenagers have to follow a strict routine with lots of physical exercise. People in favor of boot camps say that they prevent teen from becoming juvenile (7) -----They see the camps as a way to turn around 'problem teenagers' who are at risk of getting into serious (8) ----- or even being in your country? Sent to prison. However boot camps do not suit everyone, especially teens with emotional problems.

Activity 2: Complete the sentences with adjectives formed from the words in the box.

region -person - globe -origin -music -logic

- 1- There must be a -----answer.
- 2- That's just my ----- opinion.
- 3- With the Internet, the world has become a -----village.
- 4- Nigeria's -----conflicts are very serious
- 5- Mozart was a -----genius.
- 6- Your hairstyle is very-----

Activity 3: Listen again and choose the correct answers.

1- What does Mani dislike about his school?

- A It's very big. B There are strict rules. C He has to wear a uniform.

2- Why does Mani go to this school?

- A It's near his home. B Students do well there. C There's strict discipline.

3- Does Afia ever get homesick?

- A Hardly ever. B Not anymore. C Occasionally.

4- What does Afia dislike about her boarding school?

- A There are no boys. B She can't go home every day. C She has a lot of homework.

5- Yéro goes to a special boarding school because ...

- A parents live abroad. B his parents don't like the local school. C he was behaving badly.

6- What is Yéro's attitude today?

- A parents' decision was a wise one. B He is angry with his parents. C He is unhappy at school.

Class debate: Write one advantage and one disadvantage about these schools:

- state schools • single-sex schools • independent (private) schools • boarding schools
- Example: An advantage of state schools is that you don't have to pay.*

UNIT 6

CITIZENSHIP



Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 6: CITIZENSHIP
Lesson: 1
Lesson type: Speaking
Duration: 55 minutes

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
To take part- to provide- to launch- to campaign- to empower- to commit- to inspire	Relative pronouns (who, which, where, whose and that)	The people who took part were all volunteers. They distributed leaflets which explained their actions

INTRODUCTORY PHASE (5 min)

Lead-in activity: (2 min)



Amnesty International



Save the Children



Red Cross

Learning context (3 min)

During their English Club's meeting, the 2nd A students of College HMF are exchanging information from the Newsweek magazine about international organizations for volunteering in order to help disabled people in their country

INPUT PHASE (15 min)

Vocabulary: Verbs for taking actions (6 min)

* **To take part:** to participate

*Ex: The Ivorian team **took part** to the African Nation Cup in Cameroon*

* **To provide:** to give

*Example: The Red Cross **provides** medical aid.*

* **To launch:** to start

*Example: The charity is **launching** a series of actions.*

* **To campaign:** to fight for or against something

*Example: Amnesty International **campaigns** to abolish the death penalty*

* **To empower:** to give authority

*Example: Educating girls is the best way **to empower** women.*

* **To commit:** to decide

*Example: The WWF **is committed** to saving rainforests.*

* **To inspire:** to influence

*Example: Nelson Mandela's life **inspired** many young people.*

Grammar: Relative pronouns (who, which, where, whose and that)

- ⊗ We use **who** to refer to people, **which** to refer to things, and **where** to refer to places.
- ⊗ We use **whose** to replace a possessive adjective.

- ⊗ We often use **that** instead of which. It is also possible to use **that** instead of who, but only in very informal style.

Example: It's a problem **that** we must solve.

He's someone **that** I've never met. (Very informal)

- 1- They cleaned up a forest **where** people relaxed at weekends.
- 2- The people **who** took part were all volunteers.
- 3- They distributed leaflets **which** explained their actions.
- 4- I met a man **whose** wife works for the WWF.

Answer sheet

Activity 1: 1-Amnesty International 2- Red Cross 3-Save the children

Activity 2: 1/ campaigns 2/ empower 3/ provides 4/ committed 5/ inspired 6/ participate
7/ launching 8/ supports

Activity 3:

- 1/ that's the school where my father went.
- 2/ I sit next to a boy whose father is from Abidjan.
- 3/ This is the leaflet which we distributed to people.
- 4/ this is the market where we do our shopping.
- 5/ That's the exercise which we must do for homework.
- 6/ He's the journalist who wrote an article about the campaign.

Class debate: Possible answers and expressions to use

- 1/ I have heard of CARE, which fights poverty / Médecins Sans Frontières (MSF), which provides emergency medical aid / Handicap International, which helps disabled people / Greenpeace, which fights to protect the environment...
- 2/ In my country, there are several NGOs: / I know a few NGOs in my country:
- 3/ I think Save the Children is the most useful, because children are extremely vulnerable throughout the world, and they represent the future. / I think all three organisations are very useful, because they fight to protect basic human rights.

PRACTICE PHASE: UNIT 6 / LESSON 1

ACTIVITY 1: Complete the sentences with the names of organizations below:

Red Cross- Amnesty International- Save the children

- 1 ----- works to protect human rights and save people from injustice.
- 2 -----brings emergency medical aid and basic healthcare to people in need.
- 3 -----fights to protect children's rights and improve their lives.

ACTIVITY 2: Choose the correct words in the sentences.

- 1 Greenpeace is an NGO which **campaigns** / **supports** against climate change.
- 2 Countries should **provide** / **empower** local people to find local solutions.
- 3 The Red Cross **inspires**/ **provides** healthcare when there are disasters.
- 4 The volunteers are **committed** / **empowered** to protecting children.
- 5 Gandhi's non-violent methods have **launched** / **inspired** many civil rights' activists.
- 6 Hundreds of volunteers **participate**/ **provide** in the event each year.
- 7 The organization is **committing** / **launching** a media campaign.
- 8 Amnesty International **supports** / **provides** political prisoners everywhere.

ACTIVITY 3: Join the sentences with who, which, whose or where. Make any necessary changes.

Example: I met a woman. She works for the Red Cross. ⇒ I met a woman **who** works for the Red Cross.

1- That's the school. My father went to the school.

2- I sit next to a boy. His father is from Abidjan.

3- This is the leaflet. We distributed to people. About the campaign.

4- This is the market. We do our shopping here.

5- That's the exercise. We must do for homework.

6- He's the journalist. He wrote an article

Class Debate

Answer the questions.

- 1- What other NGOs have you heard of? What do they do? -----

- 2- What NGOs are there in your country? -----

- 3- Which of the NGOs or international organization(s) do you think is the most useful? Why?

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 6: CITIZEN
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Volunteering - huge- to be proud of - lifelong- dubious- a trash-a requirement	Indefinite pronouns with some, any and every	Someone/ somebody- Anything Everything- Nothing

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

The 2nd A students of College HMF are reading an article from the Newsweek magazine about how to become a volunteer in American schools in order to help disabled persons of their neighbourhood.

Vocabulary:

A teen: an adolescent

Huge: very big and large

*Example: The room is **huge***

To be proud of: to be pleased of, to be satisfied of

Lifelong: living eternally

Dubious: doubtful

A trash (AmE): a rubbish

Volunteering: deciding to help or offer service freely

A requirement: a condition, a criteria

Grammar: Indefinite pronouns with some, any and every

- a- We use pronouns with **some** in affirmative sentences.
- b- We use pronouns with **any** in negative sentences and in questions.
- c- We use a singular verb with **everyone** and **everything**.

	Person	Thing	Place
Some	Someone/ somebody	Something	Somewhere
Any	Anyone/ anybody	Anything	Anywhere
Every	Everyone/ everybody	Everything	Everywhere
No	No one/ nobody	Nothing	Nowhere

Answer sheet

Activity 1: 1-D — 2-C — 3-E — 4-F — 5-B — 6-A

Activity 2: 1/ something 2/ anyone / anybody 3/ someone / somebody 4/ no one / nobody
5/ Everyone / Everybody 6/ anything

WORKSHEET FOR STUDENTS /UNIT 6/ LESSON 2/ LESSON TYPE: READING

Activity 1: Match the words 1-6 with the synonyms or definitions a-f.

- | | |
|-----------------|---|
| 1- Teens | a- Big |
| 2- Requirement | b- Eternal |
| 3- Pride | c- Condition, criterion |
| 4- Volunteering | d- Teenagers |
| 5- Lifelong | e- Feeling of pleasure, satisfaction and accomplishment |
| 6- Huge | f- Offering helps or service freely, for no money |

Activity 2: Complete the sentences with indefinite pronouns

- 1- I want to do -----with children for my community service.
- 2- Has ----- seen my mobile phone?
- 3- Listen! I can hear -----laughing
- 4- There was -----in the café. It was empty.
- 5- -----enjoyed the concert. It was a success.
- 6- There isn't -----on TV tonight

Discussion: In a recent letter, Akuapem, a Ghanaian friend of yours talked about the symbols of his country and said Ghanaians are good citizens. In a reply, tell him about the symbols of your country and say if your fellow citizens are good citizens and why you say so.

WORKSHEET FOR STUDENTS /UNIT 6/ LESSON 2/ LESSON TYPE: READING

Activity 1: Match the words 1-6 with the synonyms or definitions a-f.

- | | |
|-----------------|---|
| 1- Teens | a- Big |
| 2- Requirement | b- Eternal |
| 3- Pride | c- Condition, criterion |
| 4- Volunteering | d- Teenagers |
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Community service

Community service for teens has become a school graduation requirement almost everywhere in the United States. At Jamestown High School all students must complete 40 hours of community service. School principal, Tina Harris, feels strongly that schools have a responsibility to teach young people the value of giving back to their community. 'The satisfaction and pride that comes from helping someone else can be life-changing. But it's important that students choose a meaningful project and not just something to put on their college "résumé". We hope that the experience will encourage our students to make volunteering a lifelong habit. Governments can't do everything and volunteers make a huge difference. If people never help each other and only think about themselves, the world becomes a crueler and sadder place.'

TESTIMONIALS

"I'm a volunteer for Running with Ropes, a charity which helps the blind. We tie ourselves to the blind runners with ropes and guide them a round and over obstacles. I run with a former long-distance runner twice a week. It's incredibly rewarding." **Karen**

"I'm doing my community service at a club which organizes sports for the disabled. I coach the junior basketball team. The kids adore it, and so do I" **Dave**

"For my community project, I help fifth grade students do their homework. At first, I only did it to put on my résumé, but it has been an eye-opener. I've decided to be a teacher!" **Steve**

"My project is visiting the elderly at a retirement home. I visit a 91 year-old man there. At first, I was a bit dubious about spending time with someone so old, but I really enjoy his company and value his friendship. I shall carry on volunteering when I leave school." **Sally**

"I'm a volunteer with Coast sweep, an organization that cleans up beaches. We pick up all sorts of trash including cans, plastic bottles and fishing lines. Our work really makes a difference" **Peter**

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 6: CITIZENSHIP
Lesson2:
Lesson type: Reading (session 2)
Duration: 55 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

POST-READING

Activity 1:

The text is about:

- a- The importance of young people in the society
- b- The importance of community service**
- c- The importance of education

Activity 2: 1/ Sally 2/ Steve 3/ Karen 4/ Dave

Activity 3: 1B – 2C – 3B – 4B – 5A – 6B – 7B – 8C

Communication activity: Possible answers

1/ Yes, I know some people who are volunteers. They help... / spend time with... / are committed to... / are part of an organisation which... / I am a volunteer myself. I do...

No, I don't know anyone who is a volunteer.

2/ Yes, I think community service should be a graduation requirement, because it can make students better aware of the needs of their community.

No, I don't think it should be. Students should do it as a personal initiative.

3/ If I had to do community service, I would help younger students with their homework, because I like being around children and I would like to work as a teacher. / I would visit people in hospital to bring them some company and distract them for their illness. / I would work for blind people and help them do things they cannot do on their own, like reading or going shopping.

Note –taking (10 min)

WORKSHEET FOR STUDENTS

Activity 1: Read the text quickly. Match the sections with the topics.

The text is about:

- a- The importance of young people in the society
- b- The importance of community service
- c- The importance of education

Activity 2: Match four of the volunteers in the testimonials with the people they help.

- 1- 'I often felt lonely and I used to get bored, so chatting with a young person is like a breath of fresh air.'
- 2- 'I go to homework club and some of the older students help us. I really appreciate their help and my grades have improved.'
- 3- 'When I lost my sight, I thought I'd never run outside again. Now I run twice a week with a volunteer. It's changed my life.'
- 4- 'Basketball is my passion. I train once a week at the sports club. The volunteers are really supportive.'

Activity 3: Read the text again and choose the correct answers.

1- Community work is compulsory

A- In all US schools. B - In most US schools. C- Only in Jamestown High School.

2- The principal at Jamestown High School encourages community service because it

A- Looks good on résumés. B -is satisfying for parents. C- Helps self-development.

3- Sally's project is visiting

A- Orphans. B -old people. C -the blind.

4- At first, Steve community work.

A - was enthusiastic about doing B - wasn't interested in C- didn't want to do

5- Steve's project was 'an eye-opener'. It has him.

A- Inspired B -empowered C -frustrated

6- Peter's project makes a difference to

A - Neighbourhood. B - The environment. C - His school.

7- 'Young people should be taught the values of giving back to their community,' means

A- Abandoning B- supporting C- turning back

8- 'I was a bit dubious about spending time with someone so old,' means

A -curious B -excited C- reluctant

Communication activity:

Discuss these questions.

- 1- Do you know anyone who is a volunteer? What do they do?
- 2- Do you think community service should be a graduation requirement?
- 3- If you had to do community service, what would you do? Why?

Class: 2nd ; **Number of Students:** **Girls:** **Boys:**

UNIT 6: CITIZENSHIP

Lesson3: A formal letter

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

TEACHING POINTS

VOCABULARY	Language Function	STRUCTURES
	Reflexive pronouns	He taught himself Spanish. He didn't have lessons.

PRE-WRITING

Warm up: (1 min)

- * **Brainstorming** (*lead in activity*) (2 min)
- * **Learning context** (2 min)

During a conference held in American corner in the US Embassy, the 2nd A students of College HMF are writing formal letters to apply for becoming volunteer at that place. Each volunteer is asked to write the letter that will be read during the next English Club meeting.

INPUT PHASE

Grammar: Reflexive pronouns

Be careful: not to confuse reflexive pronouns and each other.

Dacko and Solange bought **each other** presents. (Dacko bought a present for Solange and Solange bought a present for Dacko.)

Dacko and Solange bought **themselves** presents. (Dacko bought a present for himself, and Solange bought a present for herself.)

Definition

A formal letter is a letter addressed to an authority, a member of government or other personalities.

Layout of description/ Writing Strategy

When you are satisfied with the content of your letter, it is very important to reread it carefully and correct any mistakes.

Look for the following mistakes: grammar, spelling, punctuation, and incorrect word order. Do not use contractions.

With **Dear Sir** and **Dear Madam**, we use yours **faithfully**.

With **Dear Mr XX** and **Mrs XX**, we use **Yours sincerely**.

Answer sheet

Activity 1: 1/ burnt myself 2/ repaired – ourselves 3/ hurt herself 4/ cut – himself 5/ buy yourself 6/ turn itself

Activity 2:

Activity 3: Julie Amari wants to become a volunteer with the NGO Save Street Children. Her letter includes the following points from exercise 2: age, motivation, experience, skills, school, availability and qualities.

Homework

Grammar mistakes: 'many' → much – 'our' → their

Spelling mistakes: 'Wensdays' → Wednesdays – 'heering' → hearing

Punctuation mistake: 'to meet you, please...' → to meet you. Please...

Incorrect word order: 'old years' → years old – 'number mobile' → mobile number

ACTIVITY 1: Complete the sentences with the verbs in the box and a reflexive pronoun. do it like in the example. **Example:** He taught himself Spanish. He didn't have lessons.

Burn -buy -cut - hurt - repair - teach - turn

- 1 I -----with the hot frying pan.
- 2 We ----- the car. We didn't take it to a garage.
- 3 She -----badly when she fell off the ladder.
- 4 He ----- his hair. It looks awful!
- 5 You should -----some new shoes.
- 6 You can programme this cooker to -----off.
- 7 He -----Spanish. He didn't have lessons.

ACTIVITY 2: Imagine that you are going to apply to an organization to become a volunteer.

What type of information would you include in your letter? Think about your...

- age • parents' profession • motivation • experience • skills • school
- availability • favourite subject • health • ambitions • qualities

ACTIVITY 3: Read the letter below. What kind of volunteer work does Julie Amari want to do?

Which points in exercise 2 does she include in her letter?

NGO Save Street Children
BP 002, Bouaké, C.I.

Julie Amari
20 BP 442 Abidjan 20
Mobile: 40-61-69-49
julieamari@yahoo.fr
6th November 2015

Dear Sir/ Madam!

I am interested in becoming a volunteer with your organization. I am seventeen **old years**, and I am in Seconde C at Lycée Le Succès of Abidjan.

I believe that I have the qualities necessary for working with children. I am a reliable and caring person, with a lot of patience. I have had **many** experience teaching children as I have five younger brothers and sisters, and I help them regularly with **our** homework.

I am keen to do any training that you feel is necessary. I am able to work on Mondays and **Wensdays** after 4 pm. If you require any further information, I would be **p**leased to come to your office to meet you, please feel free to contact me on my **number mobile**.

I look forward to **heering** from you.

Yours faithfully,

Julie Amari

Homework: Look at the mistakes in bold and colour in the letter. What type of mistakes are they? Correct the mistakes.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 6: CITIZENSHIP

Lesson 3: A formal letter

Lesson type: Writing (*session 2*)

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up

Review

POST-WRITING PHASE

Correction of the homework

Grammar mistakes: 'many' → much – 'our' → their

Spelling mistakes: 'Wensdays' → Wednesdays – 'heering' → hearing

Punctuation mistake: 'to meet you, please...' → to meet you. Please...

Incorrect word order: 'old years' → years old – 'number mobile' → mobile number

Activity: Writing task

You have decided to become a volunteer for a local organization. Write a letter of application. Decide what type of voluntary work you would like to do. Choose an organization or invent one.

Paragraph 1: Say why you are writing and give some personal information.

Paragraph 2: Give your qualities and experience.

Paragraph 3: Give your availability and end your letter politely.

Write your letter in 100 to 150 words following the paragraph plan. Check for mistakes. Then exchange letters with another student and check for mistakes.

Possible answer (135 words) (the headings and addresses are personal)

Dear Mr Diabaté,

I'd like to become a volunteer with your organisation, Help the Disabled. I am sixteen years old and am currently in Seconde at Collège Harris Memel Fotê in Méagui.

I have already had some experience working with disabled people, especially children. My younger brother has been in a wheelchair for five years and I often help him wash himself or get dressed. I also accompany him to a care centre where he does various activities with other disabled children. I regularly organise sports activities for them, and this has taught me to be extremely patient and caring.

I am available from Mondays to Fridays after 4 pm. If you require any further information, please do not hesitate to contact me on my mobile.

I look forward to hearing from you soon.

Yours sincerely,

Fatou Diallo

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 6: CITIZENSHIP

Lesson 4:

Lesson type: Listening

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: picture, worksheet, board

Teaching Points		
Vocabulary	Language Function	Structures
	Asking for and giving opinions	In my opinion/ view, ...

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

The 2nd A students of College HMF are listening to a podcast about the advantages of being a volunteer. That will help them prepare their debate about volunteering.

Language function: Asking for and giving opinions

<u>Asking for opinion</u>	<u>Giving opinion</u>
What do you think about? .. ?	Personally, I (don't) think ...
How do you feel about...?	I'd say that ...
What's your view / opinion?	In my opinion/ view, ...
What do you mean?	What I mean is ...
Do you think (...) is a good idea?	I (don't) believe that ...

Answer sheet

Activity 1: 1/ think 2/ don't think 3/ mean 4/ opinion 5/ feel 6/ great idea 7/ do

Activity 2: Order of the statements: 6 – 1 – 4 – 2 – 3 – 8 – 5 – 7

Class debate: Possible answers: Possible answers and expressions to use

I would really like to visit people in hospital, because I think they feel lonely and need company.

I would like to accompany children on trips, because I appreciate taking care of children.

I would like to work in an animal shelter, because I love animals and I think it's important to protect them.

I wouldn't like to train a junior sports team, because I'm not very good at sports.

I don't think

I would like to help at a homework club, because I don't really enjoy doing homework!

LISTENING FOR COMPREHENSION TEXT

Interviewer: Volunteering is hard work and it is also challenging. So, why do people do it? What are the advantages of being a volunteer?

Volunteer: You're right. It is hard work and sometimes quite challenging, but it's also a fantastic way to spend your time. The disabled people at a tour centre are amazing. They have so much determination! I've made some great friends amongst them.

Interviewer: I imagine it is extremely satisfying.

Volunteer: Yes, but that's not all. I used to be quite shy and helping other people has increased my self-esteem and confidence. I feel proud of what I do.

Interviewer: It's probably a good thing to put on your CV or college application form, isn't it?

Volunteer: Yes, and you learn useful skills for later in life. But that isn't why I became a volunteer. I wanted to help people who weren't as lucky as me. Of course, it is good to feel needed. But most of all, volunteering is a lot of fun. I would encourage everyone to become a volunteer.

Interviewer: It sounds like volunteering does as much for the volunteer as, it does to the people, places, or animals that you're trying to help!

Volunteer: That's the secret of volunteering. People who become volunteers usually lead richer, happier, and more satisfying lives than those who don't volunteer. Don't hesitate. Just go for it!

WORKSHEET/ UNIT 6: CITIZENSHIP/ LESSON4: LISTENING

Activity 1: Complete the dialogues with the words in the box.

do - don't think - feel - great idea - mean - opinion - think

- 1 A What do you (1) ----- about making all teenagers do voluntary work?
B Personally, I think it is a good idea. It would make people more responsible.
A I (2) -----students would have time for it.
B What do you (3) -----?
A What I mean is the school day is long and we get a lot of homework.
B In my (4) -----, students could do it at weekends.
- 2 A How do you (5) -----about participating in this year's Clean Up the World Weekend?
B I'd say it's a (6) ----- But we need to choose an activity.
A We could organize actions to clean up school yards. (7) ----- You think that's a good idea?
B Ye, it is. And we could also plant trees.
A Let's go for it, then!

Activity 2: Listen to the interview with one of the volunteers. Number statements below in the order they are mentioned.

- 1 You meet interesting people and you don't get lonely.
- 2 It makes you feel proud and gives you self-esteem.
- 3 Volunteering looks good on your CV.
- 4 You feel satisfaction when you help others.
- 5 You feel needed and important.
- 6 Volunteering is a good way to fight boredom.
- 7 Volunteering is fun.
- 8 It can help you gain useful skills

Class debate: Discuss these voluntary activities. Which would you (not) like to do? Why?

- 1- visit people in hospital
- 2- teach illiterate people to read
- 3- train a junior sports team
- 4- accompany children on trips
- 5- help at a homework club
- 6- go shopping for an elderly person
- 7- organize activities for the disabled
- 8- work in an animal shelter

UNIT 2

SPORT



Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 7: SPORT
Lesson: 1
Lesson type: Speaking
Duration: 55 minutes

TEACHING POINTS		
VOCABULARY:	Grammar	STRUCTURES
set -defeat/beat - hold - lose - score -enter - win - fail - practise	2 nd conditional	It would be great if he was / were in the final.

INTRODUCTORY PHASE (5 min)

Lead-in activity: (2 min)

Which sports are practiced in your country? Which one do you like? How do people practice it?

Learning context (3 min)

During their English Club's meeting, the 2nd A students of College HMF are exchanging information from the Newsweek magazine about the sports they like. That will help them to help know more about sports.

INPUT PHASE (15 min)

Vocabulary (7 min)

- * **To set:** to direct a ball to a teammate

Ex: Serey Die **set** the ball to Haller and he scored the goal

- * **To defeat:** to beat

Example: Senegal **defeats** Egyptians during the penalty kicks.

- * **To hold:** to organise

Example: Cameroon **held** the African Nations Cup of 2021.

- * **To lose:** not to win, to be defeated

Example: Egypt **lost** the final match against Senegal.

- * **To score:** Mane, the Senegalese **scored** the last goal

- * **To fail:** to lose

Example: Mane **failed** his first penalty against Egypt.

- * **To practise:** to perform, to repeat an activity

Example: Marx Gradel **practises** football.

Grammar: 2nd conditional

- * The 2nd conditional describes imaginary situations.

- * There is a comma between the two clauses when the if -clause comes first

We use both **was** and **were** with he /she / it in the 2nd conditional. "**Were**" is more common in formal English

If + subject + Verb (past simple) → subject + would + Verb (infinitive)

Examples:

- 1- The teams **would do** better in international competitions **if** witchcraft really **worked**.
- 2- **If** witchdoctors **were** so powerful, they **would predict** winning teams.
- 3- It would be great if he **was** / **were** in the final.

Answer sheet

Activity 1: 1/ win – lose 2/ holds 3/ defeated / beat 4/ scored 5/ set 6/ failed 7/ practise 8/ enter

Activity 2: 1/ met – would ask 2/ would win – had 3/ would be – was 4/ had – would be
 5/ went – would visit 6/ wouldn't feel – didn't train

PRACTICE PHASE: UNIT 7 / LESSON 1

ACTIVITY 1: Complete the sentences with the correct form of these verbs. (*Far Ahead 2nd p. 85*)

set -defeat/beat - hold - lose - score -enter - win - fail - practise

- 1- Sports people want to ----- matches, not----- matches.
- 2- Usain Bolt ----- the world records for 100 metres and 200 metres.
- 3- Cameroon ----- / ----- Benin by 4-2 in the championship.
- 4- He has -----eight goals this season.
- 5- She -----a new Olympic record last year.
- 6- One of the sprinters ----- a drugs for the 100 test and was eliminated.
- 7- Many people -----sports just to keep fit.
- 8- Before you -----a competition, you must train hard.

ACTIVITY 2: Complete the sentences with the correct form of the verbs. (*Far Ahead 2nd p. 88*)

- 1- If I (**meet**) ----- Usain Bolt, I (**ask**) ----- him the secret of his success.
- 2- Our national team (**win**)----- more matches if it (**have**)----- a witchdoctor.
- 3- The world (**be**) ----- a better place if there (**be**)----- no corruption.
- 4- If everyone (**have**) ----- clean drinking water, there (**be**) -----less disease.
- 5- If I (**go**) -----to China, I (**visit**) ----- the Great Wall.
- 6- You (**not feel**) -----so tired if you (**not train**) ----- every day.

Class Debate

Ask and answer questions with a partner. Then compare your answers with the class.

- 1- What is the most popular sport in your country?
- 2- Who is the greatest sports person in your country/ the world today?
- 3- Who do you think is the greatest sports person in history?

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 7: SPORT
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Grammar	STRUCTURES
Court-game- goalkeeper - match - net – penalty- pitch/field -racket – referee-serve -set -umpire	1 st conditional and 2 nd conditional	If I have time, I'll go running. If I had time, I'd go running

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

During their English Club's meeting, the 2nd A students of College HMF are reading a passage from the Newsweek magazine about the practice of sports in Africa. That will help them to help know more about sports.

INPUT PHASE (15 min)

Vocabulary:

A Court: places where we practice some sports (tennis, basketball, volleyball)

A game: ludo, cards are **games**

A goalkeeper: Sylvain Gbohhouo is a goalkeeper, not a defender

A pitch/field: places where we practice some sports (football, rugby)

A racket: a tool used to play tennis in one's hand

A referee: the judge of a sport

An umpire: the official who presides over a tennis game, badminton game,

Language function: 1st conditional and 2nd conditional

* The first conditional describes possible situations: **if + present simple → will + Verb (infinitive)**

* The second conditional describes imaginary situations: **if + past simple → would + Verb (inf)**

Examples: If I have time, I'll go running. If I had time, I'd go running.

She'd win the race if she trained harder. She'll win the race if she trains harder.

ANSWER SHEET

Activity 1:

1/ court 2/ rackets 3/ net 4/ set 5/ games 6/ match 7/ umpire

Activity 2:

1/ If I earned a lot of money next year, I would buy an island.

2/ If I met Serena Williams, I would ask her how often she trains.

3/ It will be brilliant if he wins another gold medal.

4/ If he beats Rafael Nadal, he'll become number one player again.

Activity 3:

1-basketball, pitch

2-athletics, track

3-football, pitch

4-tennis, court

WORKSHEET FOR STUDENTS /UNIT 6/ LESSON 2/ LESSON TYPE: READING

Activity 1: Complete the description with words from the box

Court-game- goalkeeper - match - net – penalty- pitch/field -racket –
referee- serve -set -umpire

Tennis is played on a (1) ----- between two players. The players have (2) -----which they use to hit a ball over a (3) ----- . To win a (4) ----- , a player must win at least six (5) ----- . To win a (6)----- a player must win three (for women) or five (for men) sets. A tennis match can last a long time. The person responsible for a tennis match is the (7) -----

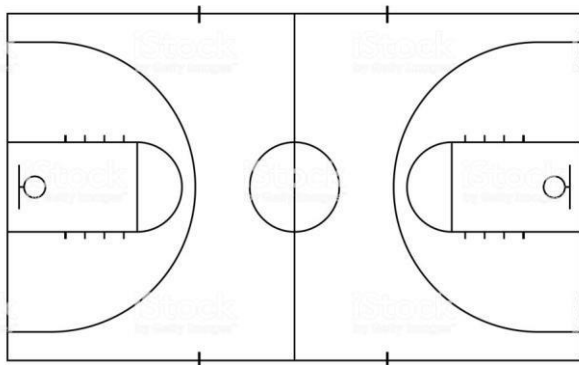
Activity 2: Write sentences. Use 1 stand 2nd conditionals.

- 1- If I (**earn**) ----- a lot of money next year, I (**buy**) ----- an island. (2nd conditional)
- 2- If I (**meet**) ----- Serena Williams, I (**ask**) ----- her how often she trains. (2nd conditional)
- 3- It (**be**) ----- brilliant if he (**win**) -----another gold medal. (1st conditional)
- 4- If he (**beat**) ----- Rafael Nadal, he (**become**) ----- number one player again. (1st conditional)

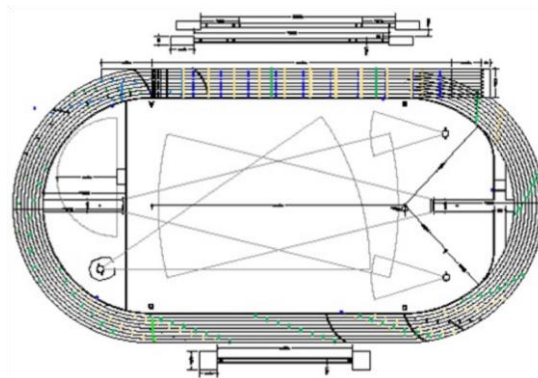
Activity 3: Write on each picture its name and which sport is practised on.

SPORTS: Football — Basketball — Athletics — Tennis

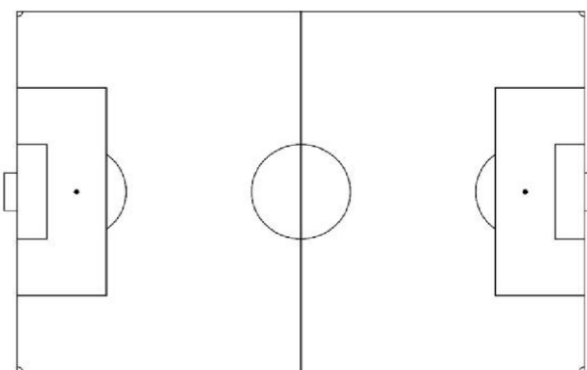
PLACES WHERE THESE SPORTS ARE PRACTISED: Pitch — Court — Track



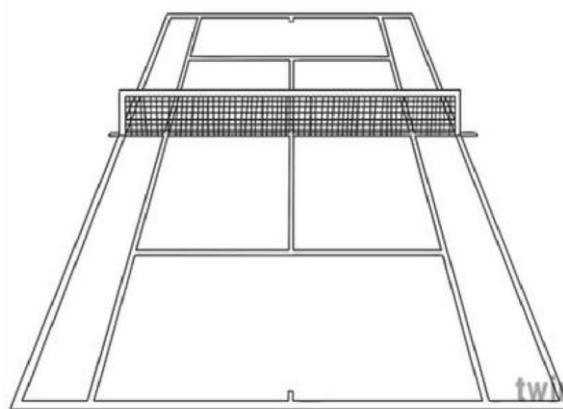
1-----;



2-----;



3-----;



4-----;

AFRICAN TEAMS TURN TO MAGIC FOR SUCCESS

In many African countries, it is still widely believed that magic can affect the performance of football players, that juju, charms or muti can influence the outcome of matches. Although everyone acknowledges the importance of training and technical skills, in football, they also believe that these are not enough. You can still come across witchdoctors in the changing rooms or on the field before a match.

Before tournaments, some players consult witchdoctors who give them charms or muti which they rub on their bodies, carry with them or bury on the pitch. Before an important international match, a famous African goalkeeper was caught burying bones and spraying a strange elixir on the field in order to cast a spell on it ... The police arrested him.

Most practices aim at weakening the opponents' spirits. One technique involves putting pig's blood in the opponents' changing room to scare younger players. There are also claims that a witchdoctor can make the players of the opposing team so weak that they lack the energy to play. Others believe that they can prevent the goalkeeper from catching a ball by turning it into a stone or a frightening object. The witchdoctors are always trying to come up with new things to outdo each other. It's a competitive business and their services don't come cheaply!

Such odd behaviour is not limited to African national teams. Superstitions are common in football worldwide. Many European and South American soccer stars follow rituals and routines. One player always sits in the same place on the bus when travelling to games. Another player always walks onto the field last. And yet another always wears the same undershirt.

Most people agree that witchcraft is less common than it used to be, and that mostly smaller soccer clubs turn to marabouts for help. Fortunately, fewer people in the football world believe in the power of witchcraft these days and juju practices seem to be dying out.

"Teams with witchdoctors would do better in international competitions if magic really worked," one official commented.

The Confederation of African Football obviously agrees with this because they have banned magic rituals and witchdoctors from the stadiums.

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 7: SPORT
Lesson2:
Lesson type: Reading (*session 2*)
Duration: 55 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

POST-READING

Activity 1:

The text is about:

a- **Magic in football** b- Discrimination in football teams c- The business of football

Activity 2:

1/ odd 2/ outdo 3/ acknowledges 4/ outcome 5/ weakening 6/ lack 7/ cast a spell on 8/
spraying

Activity 3: 1C – 2C – 3B – 4C – 5B – 6A

Communication activity:

Note –taking (10 min)

WORKSHEET FOR STUDENTS

Activity 1: Read the text quickly. Match the sections with the topics.

The text is about:

- a- Magic in football b- Discrimination in football teams c- The business of football

Activity 2: Match the words in Column A with their definitions in Column B.

- | | |
|--------------------|---|
| 1- Outcome | a- strange |
| 2- Acknowledges | b- do better than somebody else |
| 3- Spraying | c- accepts the truth of something |
| 4- cast a spell on | d- final result |
| 5- Weakening | e- taking the strength from someone |
| 6- Lack | f- not have enough of something |
| 7- Outdo | g- use magic to influence something |
| 8- Odd | h- covering with a small amount of liquid |

Activity 3: Read the text again and choose the correct answers.

1- Teams use witchdoctors' services because

A- They can't win without them. B-players are afraid of them. C-everyone believes in them.

2- A famous African goalkeeper was arrested before a match because he was

A- Cheating. B-drinking something illegal. C- Performing strange rituals.

3- Witchdoctors put pig's blood in the changing rooms to

A- Weaken opponents. B- Frighten players. C-improve team spirit.

4- Some people believe that witch doctors can

A-put a stone in the ball. B -frighten the opponents' goalkeeper. C -transform the ball.

5- There are footballers in other parts of the world who

A-consult witchdoctors. B -are superstitious. C -believe in witchcraft.

6- Witchcraft and magic important football competitions.

A-are becoming less common in B- are increasing in C- will never disappear from

Communication activity:

Make a comparative analysis of sport in Africa and sport in Europe and propose your analysis to Sky Sports, a British sport newspaper.

Class: 2nd ; **Number of Students:** **Girls:** **Boys:**

UNIT 7: SPORT

Lesson3: An opinion essay

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

TEACHING POINTS

VOCABULARY	GRAMMAR	STRUCTURES
	So and such	He's such an incredible athlete. I wish you wouldn't talk so loudly. She's so fast that nobody can beat her...

PRE-WRITING

Warm up: (1 min)

- * **Brainstorming** (*lead in activity*) (2 min)
- * **Learning context** (2 min)

During a conference held in American corner in the US Embassy, the 2nd A students of College HMF are writing essays to give their personal opinion about sport in their country. Each student is asked to write the essay that will be read during the next English Club meeting.

INPUT PHASE

Grammar: So and such

We use **such** before a **noun** or **noun phrase**:

We use **so** before an **adjective**.

We use **so** before an **adverb**.

Such + noun/noun phrase
So + adjective/ adverb

Layout of description/ Writing Strategy

A basic opinion essay is organized into 4 or 5 paragraphs: **introduction+ body paragraphs + conclusion**. We use link words or phrases (linkers) to introduce a new paragraph.

Here are some examples of paragraph linkers:

- In the first place, Firstly, First of all,
- Secondly, in addition,
- In conclusion, to sum up.

Answer sheet

Activity 1: 1/ so 2/ so 3/ such 4/ so 5/ such

Activity 2:

1/ Paragraph D presents mental advantages of regular sport and paragraph A presents physical advantages.

2/ The writer includes 2 arguments in favour of practising sports: sport is good for the body and sport is good for the mind.

3/ To state personal opinions, the writer uses the following expressions: 'In my view' and 'I feel strongly that'.

4/ Paragraph B sums up the writer's opinion.

Activity 3: Correct order: C – A – D – B

Homework: 'In the first place' → Firstly / First of all

'Secondly' → In addition

'In conclusion' → To sum up

ACTIVITY 1: Complete the sentences with *so* or *such*.

- 1- The team is -----good that they will win the championship.
- 2- The weather was -----wet that the football match was cancelled.
- 3- It was ----- a boring match that we left before the end.
- 4- She plays -----well that nobody can beat her.
- 5- It is ----- a big stadium!

ACTIVITY 2: Answer the questions about the text below.

1. Which paragraphs present...
 - Mental advantages of regular sport?
 - Physical advantages of regular sport?
2. How many arguments in favour of practising sports does the writer include?
3. What expressions does the writer use to state? Personal opinions?
4. Which paragraph sums up the writer's opinion?

TEXT MODEL

The importance of sports

(A) **In the first place**, sport is good for the body. Exercise makes your body stronger, and helps prevent heart disease, diabetes or strokes. It also strengthens bones and muscles and helps fight obesity.

(B) **In conclusion**, I feel strongly that everyone should have the opportunity to practise sport. It is good for our minds and bodies, and it help us live longer, happier lives.

(C) More people practise sports today than ever before. In my view, this is a good thing because sport helps people develop their physical and mental skills.

(D) **Secondly**, sport is good for the mind. You learn social and communication skills through sport. For example, if you play in a volleyball team, co-operating with other team members develops team spirit. What's more, many people discover things that they are good at and this improves their self-esteem.

ACTIVITY 3: Read the model text again. Look at the bold phrases and put paragraphs A-D in the correct order.

- 1- -----
- 2- -----
- 3- -----
- 4- -----

Homework: What linker's introduce the paragraphs in this essay? Replace each expression in bold with another paragraph linker.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 7: SPORT

Lesson 3: An opinion essay

Lesson type: Writing (*session 2*)

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up

Review

POST-WRITING PHASE

Your local sports club is planning to finance a new sports activity. The choice is between The team sport basketball and the individual sport running.

Write an opinion essay for the school authorities supporting one of these sports.

Activity 1: Decide which sport you are going to support, make notes under the paragraph headings.

Paragraph 1: Introduction: present the situation and state your preference.

Paragraph 2: First argument: In the first place,

Paragraph 3: Second argument: Secondly...

Paragraph 4: Conclusion: restate your preference and sum up your arguments.

Activity 2: Write your essay in 100 to 150 words following the paragraph plan.

Possible answer (146 words)

The sports club is planning to finance a new activity, and is going to choose between basketball and running. In my view, basketball would be a better choice, because it is a team sport and it requires more equipment.

In the first place, basketball, contrary to running, is a team sport. I believe it will help students develop qualities like team spirit and communication, which are also essential in daily life.

Secondly, basketball requires more equipment than running. Students who want to practise running can easily do it by themselves, and they only need running shoes. That's why I think it would make more sense to finance basketball, because you really need a basket and an appropriate ball to practise this sport.

To sum up, I feel strongly that the team sport basketball, which requires specific equipment, would be the best choice for the sports club.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 7: SPORT

Lesson 4:

Lesson type: Listening

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: picture, worksheet, board

Teaching Points		
Vocabulary	Language Function	Structures
competitiveness -team spirit -self-control-determination -self-esteem -discipline	Comparatives and superlatives	He's older than his cousin She's the most confident player

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

The 2nd A students of College HMF are listening to a podcast about the some sportsmen or sportswomen. That will help them know how to become good in sport.

INPUTS PHASE

Vocabulary

Competitiveness: the state of being competitive

Team spirit: to play and behave as in one bloc with others

Self-control: to be capable to control oneself

Self-esteem: show respect and high value for oneself

Grammar: Comparatives and superlatives

We can make comparisons using:

- comparative adjective+ than: He's **older than** his cousin.
- more + long adjective+ than: She's **more confident than** her opponent.
- (not) as+ adjective+ as: The marathon isn't **as exciting as** the 100 metres.
- the + superlative adjective: He is **the fastest** sprinter in history.
- The+ most + long adjective: She's the **most confident** player.

LISTENING FOR COMPREHENSION TEXT

The Jamaican sprinter, Usain Bolt is the world's fastest man. He holds world records for the 100 and 200 metres and the team 4 x 100 metres. How does he do it? In a recent interview, Bolt revealed some of his secrets.

First of all, Usain Bolt knows what it means to make sacrifices and he started young. As a kid, he didn't often go out in the evening with friends because he had to rest. He knew that he would have plenty of time in the future to have fun.

He is also incredibly competitive. One of his main motivations is the fear of losing. He gets over this fear by training harder than other competitors. He says that role models are important. One of his role models is basketball player Kevin Durant. Bolt admires his determination and leadership qualities and he tries to copy him. According to Bolt, having the right people around him is essential. He says that if he wasn't part of a great team, he wouldn't excel. And his parents have always been supportive. His dad was strict and made sure he never missed a track meeting when he was a kid.

Finally, he believes that the most important thing is enjoying what you do. He says that he wouldn't be a champion if he didn't enjoy training and competing

Answer sheet

Activity 1: 1/ determination 2/ self-control 3/ team spirit 4/ discipline 5/ competitiveness 6/ self-esteem

Activity 2: 1/ than 2/ the 3/ as 4/ most 5/ more

Activity 3: 1/ three 2/ social life 3/ fear of losing 4/ determined 5/ parents 6/ enjoyment

Class debate: Possible answers

(Venus Williams) She's an American professional tennis player. She was the first American black woman to become the world number 1, in 2002. Her younger sister is also a very famous tennis player.

(Frédéric Kanouté) He's a retired football player from Mali. He was most successful when he played for Sevilla FC in Spain's La Liga. He was given the African Footballer of the Year award in 2007.

WORKSHEET/ UNIT 7: SPORT/ LESSON4: LISTENING

ACTIVITY 1: Match these words and phrases with the sentences.

Competitiveness -team spirit -self-control- determination - self-esteem - discipline

- 1- Even when she's losing, she never gives up. -----
- 2- He never shows his emotions even when he's feeling nervous or angry. -----
- 3- We all work together and share the same aims. -----
- 4- She follows a strict routine and lifestyle - she never misses training or stays out late. -----
- 5- More than anything I want to beat my opponents. -----
- 6- She has more confidence in everything she does these days.-----

Activity 2: Complete the sentences with the words in the box.

as -more - most - than - the

- 5- He is better ----- anyone else.
- 6- They are ----- greatest distance runners in the world.
- 7- No other country has -----many champions as Kenya.
- 8- He's the----- dedicated athlete in the team.
- 9- The 100 metres is ----- exciting than the marathon.

Activity 3: Listen to a text about Usain Bolt and answer the questions.

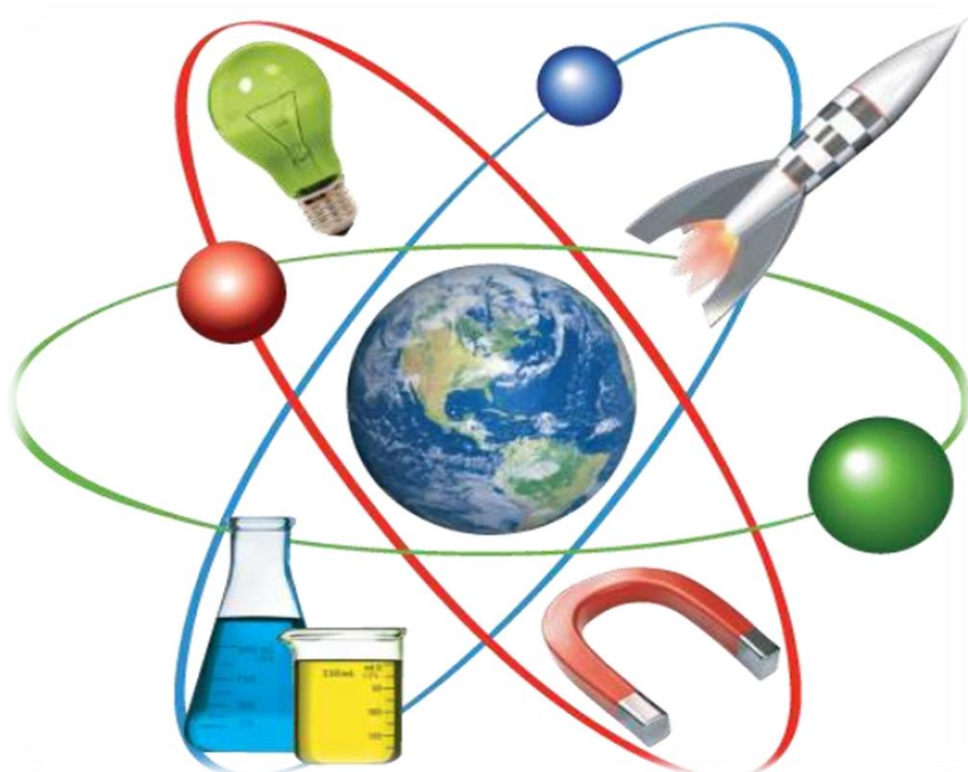
- 1- Usain Bolt holds **two / three** world records.
- 2- Bolt has had to give up his friends / **social life** in order to succeed.
- 3- He is motivated to win by his fear **of** losing / **incredible** determination.
- 4- He admires sportspeople who are **determined / famous**.
- 5- As a child, Bolt was supported by his **team mates / parents**.
- 6- The most important motivation to succeed is **discipline / enjoyment**.

Class debate:

Write three sentences about two famous sports people without mentioning their names.
In pairs, take turns saying your sentences and guessing the people.

UNIT 8

SCIENCE



Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 8: SCIENCE
Lesson: 1
Lesson type: Speaking
Duration: 55 minutes

TEACHING POINTS

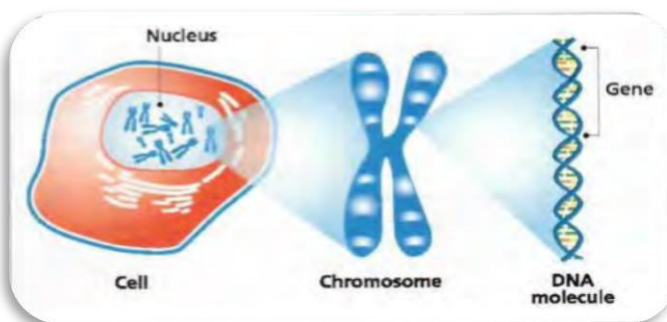
VOCABULARY:	Grammar	STRUCTURES
gene - chromosome – diversity- genome - clones - mutation - cell nucleus -DNA - molecule	the and no article	Research is important for our understanding of the Earth and its history.

INTRODUCTORY PHASE (5 min)

Lead-in activity: (2 min)

Look at the picture.

- 1- What does it show?
- 2- Where do you find cells?
- 3- What do you know about DNA?



Learning context (3 min)

During their English Club's meeting, the 2nd A students of College HMF are exchanging information about genes and human being. They shall experiences to help them know more about our genes and inheritance.

INPUT PHASE (15 min)

Vocabulary (7 min)

- * **A gene:** a unit of heredity of living organism

Ex: **Genes** permits to determine a precise trait of an organism form, such as the hair color

- * **A chromosome:** a genetic word related to our DNA

Example: **Chromosomes** store genetic information

- * **Diversity:** variety, diverse type of example

Example: **Diversity** of genes makes diversity of people

- * **Genome:** the complete genetic information (DNA and RNA) of an organism

Example: Egypt **lost** the final match against Senegal.

- * **A clone :** the copy or imitation of something already existing

- * **A mutation:** a change

Example: Mane **failed** his first penalty against Egypt.

- * **DNA:** (Deoxyribonucleic Acid) a part of a person's character that has a genetic origin.

Example: adenine, guanine, cytosine and thymine are the four chemical groups of **DNA**.

Language function: article the and no article

We use the:

- When there is only one of something.
- When we know which one/ ones are referred to.

We don't use the:

- With place names, including most countries and continents.
- In generalisations with plural nouns.

- In generalisations with uncountable nouns.

Examples:

- 1- **Scientists** analysed thousands of DNA samples.
- 2- **The results** showed that humans came from **Africa**.
- 3- **Research** is important for our understanding of **the Earth** and its history.

Note: We don't use **the** with some common expressions after a preposition:

- To / at school, university, church, work
- At / from home
- By car/ bus, boat
- at night (BUT in the morning / afternoon / evening)
- On Monday in bed /prison/ hospital on holiday

ANSWER SHEET

Activity 1: 1C 2B 3A 4C 5A 6B

Activity 2: 1/ cells 2/ nucleus 3/ chromosomes 4/ DNA 5/ Genes 6/ mutation

Activity 3: 1/ the 2/ no article 3/ the 4/ no article 5/ the 6/ no article 7/ the 8/ the
9/ no article 10/ no article

Discussion: Possible answers

1/ I have inherited my father's / mother's eyes / hair / nose / character / determination / self-confidence...

2/ In my family, I resemble most my father / my mother / my grandmother / my grandfather / my great-grandfather / my great-grandmother / my uncle / my aunt...

3/ Conditions **B**, **E** and **F** are not genetically determined.

PRACTICE PHASE: UNIT 8 / LESSON 1

ACTIVITY 1: Do the genetics quiz with a partner. Then check your answers. (*Far Ahead 2nd p. 97*)

1- How many pairs of chromosomes do humans have?

A -18 B - 20 C- 23

2- In humans, which pair of chromosomes determine the male sex?

A -XX B-XY C-YY

3- What are genetically identical copies of organisms known as?

A -Clones. B-Mutations. C-Genomes.

4- What is a genome?

A-Part of an animal's leg. B-A man who studies genes. C- The complete set of an organism's genes.

5- What is a mutation?

A - A natural change in a gene's structure. B-An organism with an extra chromosome.

6- Where can we find the greatest diversity of living organisms?

A - Mountains. B- Oceans. C- Deserts.

ACTIVITY 2: Complete the text with words from the box. Some words are not concerned. (*Far Ahead 2nd p. 97*)

gene - chromosome – diversity- genome - clones - mutation - cell nucleus -DNA - molecule
--

Your body is made up of trillions of (1) ----- . Each cell has a (2) ----- that contains your (3) ----- . Each chromosome is made up of threads of (4) ----- (deoxyribonucleic acid). (5)----- are segments of DNA that determine specific traits, such as eye or hair colour. You have more than 20,000 genes. A gene (6) ----- is an alteration in your DNA. It can be inherited or acquired during your lifetime. This may occur as cells grow old or if they are exposed to certain chemicals.

Activity 3: Complete the text with or without the. (*Far Ahead 2nd p. 100*)

In my country, (1) ----- school year is 9 months. We are on (2) ----- holiday from June to August. We spend (3) ----- holiday in our village and we don't do (4) ----- school activities. In (5) ----- evening, we eat and tell (6) ----- stories. To get to (7)----- village, we go down (8) ----- river by (9) ----- boat and then we continue on (10) ----- foot.

Discussion (*Far Ahead 2nd p. 97*)

Discuss these questions.

1- What physical characteristics or personality traits have you inherited from your parents?

2- Who do you resemble most in your family?

3- Which of the following conditions are NOT genetically determined?

A albinism B poverty C eye-color D height E cleanliness F AIDS

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 8: SCIENCE
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Grammar	STRUCTURES
species -present-day – to spread inhabitants- early	Expressions of purpose (to, in order to, so that , so as (not) to)	I work hard so as to do well. I moved to Abidjan in order to go to university.

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

During their English Club's meeting, the 2nd A students of College HMF are reading a booklet about genes and human being. They shall experiences to help them know more about our genes and inheritance.

INPUT PHASE (15 min)

Vocabulary:

A specie: Any group whose members share certain features or characteristics

A present day: today

To spread: to extend

An inhabitant: a resident of a given place

Early: first

Language function: Expressions of purpose (to, in order to, so that, so as (not) to)

We use “**to, in order to, so that and so as (not) to**” to talk about purpose:

They started a campaign **to** inform people.

I work hard **so as to** do well. I moved to Abidjan **in order to** go to university.

He's studying law **so that** he can become a lawyer.

We can use an expression of purpose to say...

a- Why somebody does something.

b- How somebody does something.

ANSWER SHEET

Activity 1: 1- species 2-inhabitants 3-present-day 4-spread 5-early

Activity 2:

1/ He moved to Dakar **to** get a better job. (e)

2/ I believe that you have to learn a language **in order to** understand a country's culture. (b)

3/ He is learning Swahili **so that** he can understand people in Kenya better. (d)

4/ When she was a girl she wanted to travel **so that** she could learn about other cultures. (c)

5/ He had to run all the way to the bus station **so as not to** miss the last bus. (a)

WORKSHEET FOR STUDENTS /UNIT 8/ LESSON 2/ LESSON TYPE: READING

Activity 1: complete the sentences below with the appropriate word from the box

Species -present-day – spread- inhabitants- early

- 1- In our country, the -----of elephant are endangered because of poachers.
- 2- The -----of Méagui are composed of Bakwé, Baoulé, Burkinabé and other tribes.
- 3- In the -----, technology has become the key word of all the activities.
- 4- Covid-19 is -----all around the world when the -----contaminated patient was found in China.

Activity 2: *Join the two parts of the sentences using the expressions of purpose in the box*

to - so that - in order to - so as not to- so that

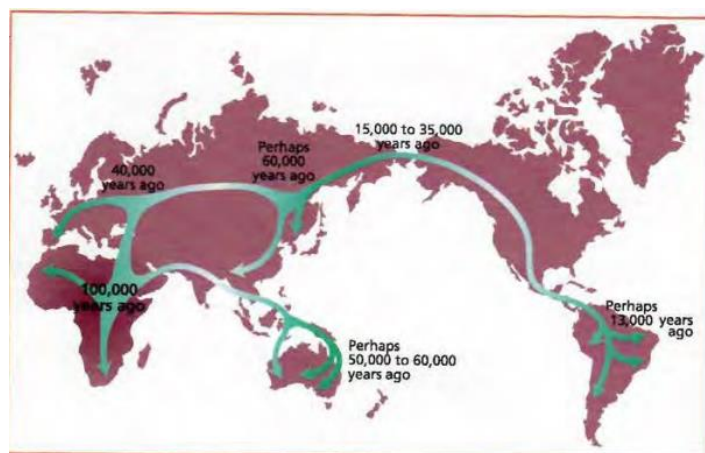
- | | |
|---|--|
| 1- He moved to Dakar | a- Miss the last bus. |
| 2- I believe that you have to learn a language | b- Understand a country's culture. |
| 3- He is learning Swahili | c- She could learn about other cultures. |
| 4- When she was a girl she wanted to travel | d- He can understand people in Kenya better. |
| 5- He had to run all the way to the bus station | e- Get a better job. |

Homework

At the re-opening of schools after the peak of the COVID-19 pandemic, many students say that this pandemic shows the limits of science. On the other hand, some other students say we survived the pandemic thanks to science. It is in this context that your English Club has invited the regional bureau of the World Health Organization (WHO) to attend the debate between the two groups of students and provide you with the right information.

THE HUMAN STORY

Over 6 billion people live on our Planet. Where did all these people come from? How and when did they colonize the world? Scientists from The National Geographic Society's Geographic Project have collected DNA samples from over 500,000 People worldwide in order to find out. So far the results support archaeological and fossil evidence: our species is an African one



1- The human story is clearly written in our genes. When DNA is passed from one generation to the next, it is recombined giving each of us our individuality. But some parts of the DNA chain remain the same through the generations, altered only occasionally by mutations, which are called genetic markers. Scientists have analysed these genetic markers in modern people to create a picture of when and where ancient humans moved around the world.

2- Genetic studies show that the entire human population originated in Africa. This is where we evolved and where we spent the majority of our time on Earth. Our species, Homo sapiens, began to evolve there about 200,000 years ago. 150,000 years ago, some African fossils show modern human features. Around 65,000 years ago, the first small groups of modern humans started to leave Africa. Why they did this is still a mystery, but they may have been driven by climate change.

3- The earliest migrants probably travelled across the Red Sea to present-day Yemen. They then spread rapidly along the coast to India, reaching Southeast Asia and Australia 50,000 years ago. About 40,000 years ago a second group headed inland and colonized the Middle East, Central Asia and Europe. Finally, around 20,000 years ago a small group crossed from Asia into North America, and travelled down to South America.

4- African people are the most genetically diverse in the world. This is because Homo Sapiens originated in Africa, therefore the DNA of its inhabitants has evolved and changed the longest. Human genetic diversity decreases as distance from Africa increases. Researchers have found that the DNA of the San people of Namibia and South Africa is the most diverse. This suggests that the San are the direct descendants of the early humans who migrated out of Africa and colonized the world.

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 8: SCIENCE
Lesson2:
Lesson type: Reading (session 2)
Duration: 55 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

POST-READING

Activity 1:

The text is about:

C- **How genetic studies permitted to trace back the origins of human species**

Activity 2:

- **40,000** years ago a second group of migrants headed inland and colonised the Middle East, Central Asia and Europe.
- **50,000** years ago the earliest migrants reached Southeast Asia and Australia.
- **65,000** years ago the first small groups of modern humans started to leave Africa.
- **200,000** years ago our species, Homo sapiens, began to evolve in Africa.

Activity 3: 1A – 2C – 3C – 4C – 5C – 6A – 7C

Communication activity: Possible expressions to use

1/ My family originally came from...

2/ Yes, some of my relatives / one of my uncles / one of my aunts / some of my cousins have moved to... / No, nobody in my family has moved to another country. Everyone lives in...

3/ I know that my ancestors were from... and they... / I don't know much about my ancestors.

Note –taking (10 min)

WORKSHEET FOR STUDENTS

Activity 1: Read the text quickly. Match the sections with the topics.

These paragraphs show:

- A- How diverse is human species
- B- How DNA gives us individuality
- C- How genetic studies permitted to trace back the origins of human species

Activity 2: What do these 'years ago' refer to in the text?

- 20,000 • 40,000 • 50,000 • 65,000 • 200,000

Example: 20,000 years ago the first humans arrived in North America.

Activity 3: Choose the correct answers.

1- What do scientists use to understand early human migration out of Africa?

- A -Fossils. B - Genetic markers. C - Ancient maps.

2- Where has the human species spent most of its time on Earth?

- A -In Asia. B - In the Americas. C - In Africa.

3- How old are the earliest human-like fossils that have been found?

- A -6 billion years old. B 200,000 years old. C 150,000 years old.

4- Why did early humans leave Africa?

- A -To find food. B Because the climate had become too hot. C - Nobody knows for sure.

5- What part of the world did Homo sapiens colonize first?

- A - Australia. B -The Middle East. C - India and Southeast Asia.

6- What happened 20,000 years ago?

- A -The first humans arrived in North America. B - Early humans left Africa. C Europe was colonized.

7- Which population shows the most human genetic diversity?

- A - North Americans. B - North Africans. C -The San people of southern Africa

Activity 3: Read the text again and give short answers to the following questions.

- 1- How does DNA give each of us our individuality?
- 2- What is referred to as genetic markers?
- 3- According to geneticists, where does human species come from?
- 4- Why are Africans said to be the most genetically diverse worldwide?
- 5- In which countries can be found the most diverse DNA in Africa?

Communication activity:

- 1- Where did your family originally come from?
- 2- Have any of your relatives moved to another country?
- 3- What do you know about your ancestors?

Class: 2nd ; **Number of Students:** Girls: Boys:

UNIT 8: SCIENCE

Lesson 3: writing about a graph

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

TEACHING POINTS		
VOCABULARY	GRAMMAR	STRUCTURES
	Reported statements	I'm going to church early.' She said that she was going to church early.

PRE-WRITING

Warm up: (1 min)

- * **Brainstorming** (*lead in activity*) (2 min)
- * **Learning context** (2 min)

During their English Club's meeting, the 2nd A students of College HMF are writing graphs about global temperature. They shall experiences to help them know more about the new climate change in the world.

INPUT PHASE

Grammar: Reported statements

When you change direct speech to reported speech:

- a- Verbs in the **present simple** change to the **past simple**.
- b- Verbs in the **past simple** change to the **past perfect**.
- c- Verbs in the **present continuous** change to the **past continuous**.
- d- **Will** becomes **would**.
- e- **Can** becomes **could**.

Notice: Pronouns and possessive adjectives change in reported speech:

Example: 'I like your shirt,' said Ngono.

- Ngono said that she liked my shirt.

Layout of description/ Writing Strategy

A graph description should:

- include an introduction, a body and a conclusion;
- only describe the information given;
- do not include a personal opinion.

Answer sheet

Activity 1: 1/ Bintu told the teacher that he didn't understand that exercise.

2/ Etienne said that his sister couldn't swim.

3/ Mr Makanjo told me he was sure that I would do well in the exam.

4/ Comlan said that he had bought a mobile from a street hawker.

5/ Akim said he didn't think that they would come.

Activity 2: 1/ 'I can't meet you after school.'

2/ 'You will pass the exams if you work hard.'

3/ 'We will get home late.'

4/ 'I am feeling ill.'

5/ 'I want to leave school.'

Activity 3: B- Species extinction and human population

Activity 4: 1/ compares 2/ increasing 3/ gradually 4/ sharply 5/ rate

ACTIVITY 1: Rewrite the sentences using reported speech.

Example: 'We're studying evolution in Biology,' Oumarou said.

- Oumarou said that they were studying evolution in Biology.
- 1- 'I don't understand this exercise', Bintu told the teacher.
- 2- 'My sister can't swim', said Etienne.
- 3- I'm sure you'll do well in the exam', Mr Makanjo told me.
- 4- 'I bought a mobile from a street hawker', said Comlan.
- 5- 'I don't think they'll come', said Akim.

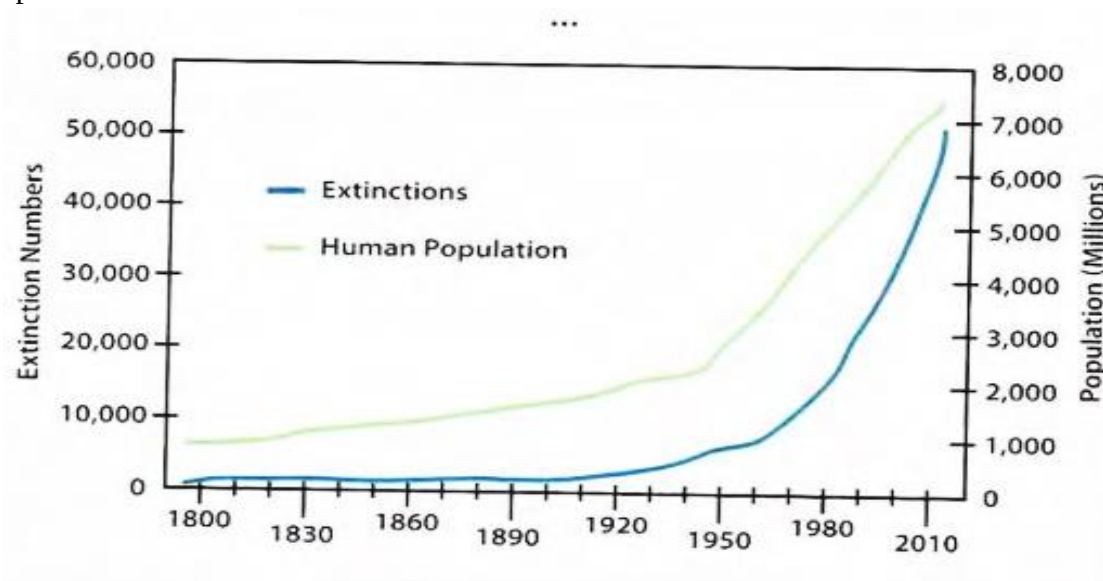
ACTIVITY 2: Rewrite the sentences in direct speech.

Example: He told me that he didn't eat meat. → 'I don't eat meat:'

- 1- She said that she couldn't meet me after school.
- 2- The teacher told the students that they would pass the exam if they worked hard.
- 3- My parents said that they would get home late.
- 4- Idrisso said that he was feeling ill.
- 5- My sister said that she wanted to leave school.

Activity 3: Look at the graph. What does it show? Choose from:

A - Global evolution of biodiversity. B - Species extinction and human population. C - Deforestation and species extinction.



Activity 4: Read the description. Choose the correct words.

The graph (1) **compares /describes** the global human population and the extinction of species between the years 1800 and 2015. It can be clearly seen that both the human population and species extinction are currently (2) **decreasing / increasing** rapidly.

In 1800, the world population was about 1 billion. This number increased (3) **rapidly / gradually** to about 2.5 billion in 1950. Over the same period, the number of species that became extinct also increased from around zero in 1800 to over 2,000 species in 1950. Between 1950 and 2015, the human population rose (4) **slowly / sharply** to nearly 8 billion individuals. At the same time, the rate of extinction increased to nearly 6,000 species in 2015.

In conclusion, we can see that the increase in human population and the extinction of species is linked. As the global human population increases, the (5) **rate / size** of species extinction also increases.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 8: SCIENCE

Lesson 3: writing about a graph

Lesson type: Writing (*session 2*)

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up

Review

POST-WRITING PHASE

Your school magazine has asked readers to write articles for the science section.

Activity 1: Write a description of the graph in activity 3 of session 1

Look at the graph and sentences in exercises 3 and 4

- **Paragraph 1:** Introduction: present the parameters of the graph and main trends.
- **Paragraph 2:** Body of the graph: describe the whole graph.
- **Paragraph 3:** Conclusion: summarise and draw a conclusion.

Activity 2: Write the description in 150 words following the paragraph plan.

Possible answer (152 words)

The graph shows the global temperature trends of the Earth between the years 1880 and 2011. It can be clearly seen that the average temperature of the Earth has globally increased over the period.

In 1880, the global temperature difference was negative. Until 1920, it stayed approximately the same, except for a sudden increase around the year 1900. Between 1920 and 1940, temperatures increased sharply from around -0.25 to almost 0.1 degree Celsius. From 1940 to 1980, temperatures were more or less stable with only slight variations, but since 1980, they have increased steadily, reaching 0.5 degree Celsius in 2011. The average global temperature rose by 0.8 degree Celsius between 1880 and 2011.

To sum up, we can see that even if temperatures have fluctuated over the period shown by the graph, the overall trend between 1880 and 2011 is a rise in the temperature. This is what scientists call global warming.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 8: SCIENCES

Lesson 4:

Lesson type: Listening

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: picture, worksheet, board

Teaching Points		
Vocabulary	Language Function	Structures
the suffixes logy and logist	Explaining how things work	It's for V-ing / They're to + Verb

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

The 2nd A students of College HMF are listening to a podcast about the some genes and DNA. That will help them know more about inheritance.

Vocabulary: suffix logy/ logist

- Logy is used to talk about science studies.
- Logist is used for people who study sciences items.

Communication: Explaining how things work

Asking about things

- What's this? /What are these?
- What's it for? / What are they for?
- How does it work?

Explaining

- It's for (. .. -ing) / They're for (... -ing) ...
- I use it for ...
- You can use it for ...

To explain how things work, you can use expressions such as: it's used for, it's used to, this is,.....

LISTENING FOR COMPREHENSION TEXT

Gabon is in Central Africa and it has a **tropical** climate because it is near the equator. Most of the year round the climate it rather wet with a total **annual** rainfall of around **2,500** mm. Between June and **August** the amount of rain is very low, and there is almost no rain at all in July. It increases in September and from October to **May**, rainfall is high. Temperatures are fairly steady throughout the year with slight variations. The annual temperature range is only about **4** degrees Celsius. The coolest months are from **June** to August, but the average temperature doesn't go below **24 degrees Celsius**. The hottest months are from December to **May** with average temperatures around 28 and **29** degrees Celsius during the whole period.

Answer sheet

Activity 1:

1/ biologist 2/ meteorologist 3/ anthropologist 4/ entomologist

Activity 2:

1/ for 2/ turning it 3/ that 4/ use 5/ work 6/ put 7/ makes

Activity 3:

True statements: 2 – 3 – 5 – 6

False statements: 1 → The graph shows how the average temperature of the Earth has changed since 1880. –

4 → Between 1920 and 1940, temperatures have increased sharply.

Activity 4:

1/ tropical 2/ annual 3/ 2,500 4/ August 5/ May 6/ 4 7/ June 8/ 24 degrees Celsius
9/ May 10/ 29

Class debate: Possible answers

1/ Scientists believe that the increase in the Earth's temperature might be due to an increase in the amount of greenhouse gases, such as carbon dioxide, in the atmosphere. It might also be caused by changes in the way land is used on the planet, like deforestation for example. Finally, industrial pollution, emitting black carbon, might also be partly responsible for the increase in temperature.

2/ this global warming could increase the number of natural disasters such as droughts, floods or storms. It might also provoke a sea level rise and the melting of glaciers. It will bring changes in ecosystems, affecting agriculture, food production and water resources.

3/ the consequences will be rather negative for humans. Access to food and water might be more difficult, and the change in ecosystems might also impact on human's health. Global warming might also increase human migration, forcing some populations to be displaced because of extreme weather events.

WORKSHEET/ UNIT 8: SCIENCE / LESSON4: LISTENING

ACTIVITY 1: Complete the definitions with the words that follow: **anthropologist – biologist - entomologist -meteorologist**

Someone who studies:

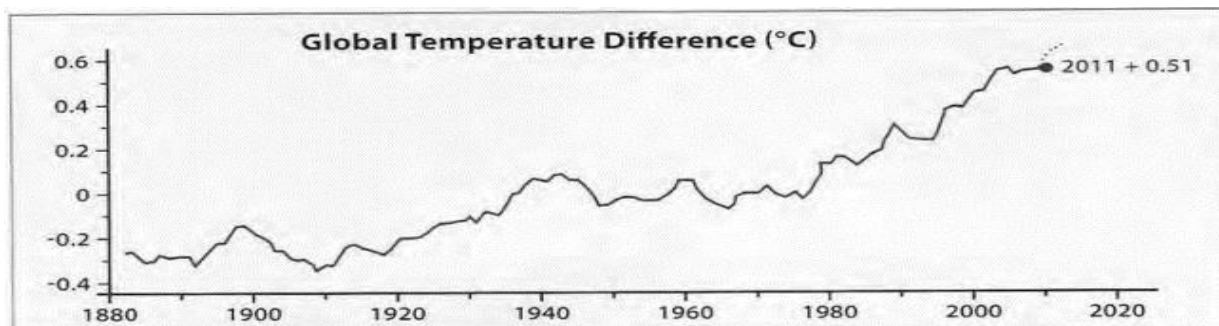
- 1- the human species is a -----
- 2- the weather is a -----
- 3- the relationship between organisms and their environment is a -----
- 4- insects is a-----

Activity 2: Choose the correct words to complete the dialogues. Listen and check.

- 1- A Is this your new tablet? B Yes. It's cool, isn't it? It's got a touch screen.
A's this button (1) **to / for**? B It's for (2) **turn / turning** it on and off. Like this.
- 2- A What's (3) **it / that**? B It's a memory stick.
A What do you (4) **used / use** it for? B I keep my photos on it. It's easy to carry around.
- 3- A's that machine? B It's my parents' new coffee machine.
A How does it (5) **work / do**? B You (6) are **putting / put** the coffee in this container, the boiling water in the bottom, then you hear it. When it (7) **makes / make** a hissing noise, the coffee's ready. Would you like one?
A Yes, please.

Activity 3: Decide which statements are true or false. Correct the false statements.

- 1- The graph shows how the average temperature of the Earth has changed since 1990.
- 2- The overall trend is a rise in the temperature over the period.
- 3- Temperatures have fluctuated over the period.
- 4- Between 1920 and 1940, temperatures decreased sharply.
- 5- Since 1980, temperatures have increased steadily.
- 6- The average global temperature rose by nearly 1° Celsius between 1880 and 2011.



Activity 4: Listen to a description of the climate in Gabon and complete the text. Then listen again and check.

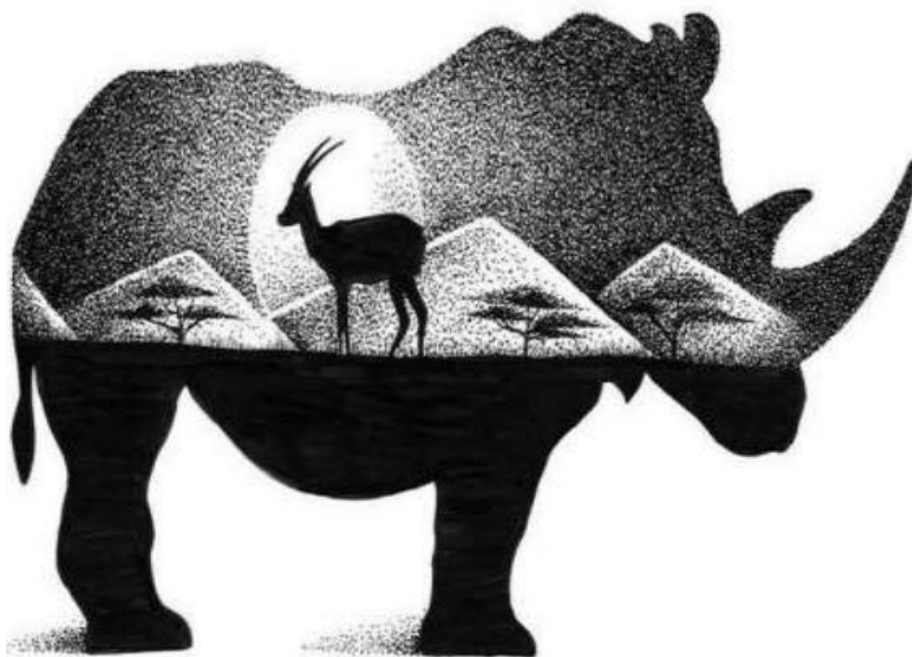
Gabon has a rather (1) ----- climate with a total (2) ----- rainfall of around (3) ----- mm. Between June and (4) ----- the precipitation is very low. Rainfall is high from October to (5) ----- . The annual temperature variation is around (6) ----- degrees Celsius. The months from (7) ----- to August are cooler with the average temperature just above (8) The hottest months are from December to (9) ----- with average temperatures around 28 and (10) ----- degrees Celsius during this period.

Class debate:

- 1- What explanations are there for the increase in the Earth's temperature?
- 2- What will be the possible consequences of this global warming?
- 3- Will the consequences be positive or negative for humans?

UNIT 2

WILDLIFE



Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:..... 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 9: WILDLIFE
Lesson: 1
Lesson type: Speaking
Duration: 55 minutes

TEACHING POINTS

VOCABULARY:	Grammar	STRUCTURES
habitat - species - endangered - destroy - poacher - hunter ranger - conservation – logging- extinct - protect -biodiversity	The Passive	Their forest habitat was destroyed by loggers. The animals will be transferred to another park.

INTRODUCTORY PHASE (5 min)

Lead-in activity: (2 min)

Warm up: 1 Clap – 2 Claps – 3 Claps

Lead-in activity:

- 1- What can you see on this picture? (*Some animals and trees*)
- 2- Where are the animals? (*In the forest*)
- 3- What do animals and forest represent? (*The wildlife*)



Learning context: For the International Day of the environment, SODEFOR Meagui organised a conference in their area about the overexploitation of fauna and flora. Some students of 2nd A1 of College HMF of Meagui took part in that conference. Back to school, they are asked by their English teacher to talk about it with their friends.

INPUT PHASE (15 min)

Vocabulary (7 min)

***Poaching:** catching or shooting animals illegally

Ex: The President signed a decree to stop **poaching** in Ivorian forests.

***Extinction:** disappearance

Ex: The **extinction** of animal species is a reality today.

***A logging:** act of cutting trees

Ex: SODEFOR forbids **logging** in Banco forest.

***Habitat:** living place of animals and plants

Ex: forest is a safe **habitat** for animals and plants

***A ranger:** a guardian, a soldier who protects the forest

Ex: In Cote d'Ivoire, rangers work with in patrols.

***Species:** sort / type of something

Ex: Elephant and Lion are two animal **species**.

Language function: The Passive

We often use the passive when the action is more important than the person who does it. The passive is formed with be+ **past participle**.

To say who or what did the action (**agent**) in a passive sentence, we use by + **agent**.

Examples: Their forest habitat was **destroyed** by loggers

The animals will **be transferred** to another park.

ANSWER SHEET

Activity 1: 1/ species 2/ habitat 3/ logging 4/ poachers 5/ rangers 6/ endangered
7/ extinct

Activity 2: 1/ has dropped 2/ continue 3/ are sold 4/ are used 5/ accelerates
6/ were cut down* 7/ disappear

Activity 3: 1/ is protected 2/ are shot 3/ was killed 4/ were reintroduced
5/ have been seen

Discussion: Possible answers

1- Natural habitat of the hippopotamus: lakes, rivers and mangrove swamps

Threats: poaching for meat and ivory teeth –

Climate change: habitat loss

Protection: identified as a vulnerable species by the International Union for Conservation of Nature (IUCN) – the sale of hippo meat is illegal

Future: possible extinction if poaching and habitat loss continue

2- The hippopotamus, also called hippo, is a large mammal that lives in sub-Saharan Africa. Lakes, rivers and mangrove swamps are its natural habitat. However, global warming is affecting this habitat and threatening the hippo's vital access to fresh water. Hippos have been identified as a vulnerable species by the International Union for Conservation of Nature, and the sale of hippo meat is illegal. Despite the regulations, hippos are badly suffering from poaching for their meat and their ivory teeth. If global warming and poaching continue in the future, hippos might become extinct.

PRACTICE PHASE: UNIT 9 / LESSON 1

ACTIVITY 1: Do the genetics quiz with a partner. Then check your answers. (*Far Ahead 2nd p. 111*)

Orangutans are a (1) ----- of great ape that lives in South east Asia. The tropical forests of Indonesia and Malaysia are the orangutan's natural (2) ----- However, illegal (3) ----- is destroying these forests and threatening the orangutans' survival. Many orangutans are killed by (4) ----- . Unfortunately, there aren't enough park (5) ----- to protect them. Orangutans are now a critically (6) ----- species. If logging continues, orangutans will become (7) ----- in the next twenty years.

ACTIVITY 2: Complete the sentences using the correct active or passive form of the verbs. (*Far Ahead 2nd p. 114*)

The number of wild tigers in the world (1)----- (drop) from 100,000 in the early 20th century to around 3,000 today. Poachers (2) ----- (continue) to kill the world's remaining tigers. The animals (3) ----- (sell) to Southeast Asian countries for their skin, teeth and bones. Tiger body parts (4) ----- (use) in traditional Chinese medicine. What's more, loss of habitat (5) ----- - (accelerate) their extermination. In the past few decades, vast forests (6) ----- (cut down) for agriculture. As forests are destroyed, the tigers (7) ----- (disappear) because they cannot find enough food to survive.

Activity 3: Complete the sentences with correct passive form of the verbs. (*Far Ahead 2nd p. 114*)

Example: In many parts of Europe the bear has been hunted to extinction. (Present perfect)

- 1- The bear ----- (protect) by European law. (present simple)
- 2- Many bears ----- (shoot) every year. (present simple)
- 3- In Austria, the last bear ----- (kill) by poachers in 2012. (past simple)
- 4- In France, five bears ----- (reintroduce) into the Pyrenees in 2006. (past simple)
- 5- Twenty-two bears ----- (see) there recently. (present perfect)

Discussion (*Far Ahead 2nd p.111*)

Choose an endangered animal from your list. Discuss these questions and make notes.

- 1- What is its natural habitat? What is threatening its survival? Is it protected? How? What is likely to happen in the future?
- 2- Write a paragraph about your endangered animal

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 9: WILDLIFE
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Grammar	STRUCTURES
Wandered- startled- relieved- dropped- tusk- underscoring	The passive with present modals	Wild animals <i>must be protected</i> <i>by</i> the International Institutions

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context:

During an English class, the students of 2nd A/C of College HMF in Méagui decide to read a paragraph about the African governments' decisions concerning the preservation of wildlife.

INPUT PHASE (15 min)

Vocabulary:

To wander: to err, to move without specified destination

To startle: to move suddenly, to take by surprise

To relieve: to provide comfort to someone or animal

To drop: to fall, to descent

A tusk: a pointed tooth of an elephant or hippopotamus

To underscore: to draw attention, to underline

Language function: The passive with present modals

For modals, we form the passive with: **modal+ be+ past participle**

Example: Wild animals *must be protected by* the International Institutions

ANSWER SHEET

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

Activity 2:

1/ Logging must be controlled in rainforests.

2/ More park rangers should be employed in national parks.

3/ Green tourism could be developed.

4/ Many endangered species cannot be saved.

5/ Poachers must be caught and sent to prison.

6/ The bushmeat trade must be stopped.

Activity 3: 1-must be forbidden / 2-must be protected / 3-must be visited / 4-should be preserved / 5-should not be legalized

WORKSHEET FOR STUDENTS /UNIT 9/ LESSON 2/ LESSON TYPE: READING

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

- | | |
|-----------------|--|
| 1- Wandered | a- valuable elephant tooth |
| 2- startled | b- emphasizing; stressing |
| 3- relieved | c- walked with no specific destination |
| 4- dropped | d- fallen; gone down |
| 5- tusk | e- taken by surprise |
| 6- underscoring | f- satisfied; reassured |

Activity 2: Reorder the words and write passive sentences.

- 1- controlled / in / logging / be/ must /rainforests
- 2- park / rangers / national/ be / more / in / employed / should/ parks
- 3- be/ tourism / developed / green /could
- 4- species / saved / many / cannot /be /endangered
- 5- prison / sent/ and / poachers / be / must /to/ caught
- 6- trade / the / be / stopped/ bushmeat / must

Activity 3: Choose and underline the best passive forms to build the sentences below.

- 1- Deforestation (**must being forbidden / must be forbidden**) by the Ivorian government.
- 2- Ivorian forests (**must is preserved / must be preserved**) by the SODEFOR soldiers.
- 3- Tai forest (**must be visited / must have visited**) by Ivorian Tourists, too.
- 4- Many beasts (**should be preserved/ should being preserved**) by Villagers.
- 5- Poaching (**should not be legalized / should be not legalized**)

Homework: do the activity in group of five (05) students each

- 1- What do you think about cutting more trees to develop agricultural and industrial activities?
- 2- Do you agree with the legalization of poaching in Cote d'Ivoire?
- 3- What do you think about idea that Climate change is not the result of deforestation and pollution, but a natural process?
- 4- Wildlife tourism is a danger for the preservation of forests.
- 5- Pets / Domestic animals must be forbidden because of their ferocity.

IVORY COAST ELEPHANTS RELOCATED

A group of forest elephants have been moved from villages near Daloa in Ivory Coast after villagers threatened to kill them. The elephants wandered into the area from Marahoue National Park two years ago and became a threat to villagers and their plantations. The elephants were forced to leave their home when their forest habitat was destroyed by loggers, but also by people who had settled in the area during a period of political instability



The relocation operation was conducted by the International Fund for Animal Welfare and was the first of its kind in the world. According to the regional head of the organization, it was highly risky because forest elephants are difficult to locate in dense vegetation. They are unpredictable and if they are startled, they may attack. A dozen elephants were given tranquillizers with special guns, and then they were transported by lorry to Asagny National Park, 500 kilometres southeast of Daloa. Two animals didn't survive the operation.

The villagers were relieved to see the elephants go, but most were pleased that they weren't killed.

Elephant poaching in Africa is at the highest level in more than a decade, as demand for ivory from China and Thailand drives prices up, according to Traffic, a wildlife-trade monitoring group. Asian criminals arm and pay locals to kill animals for their tusks. Furthermore, loss of habitat has made forest elephants the most endangered of all elephants species. Their population has dropped by about 62 percent in the past 10 years. 'If nothing is done to protect them, the forest elephant will become extinct within a generation,' said a conservationist.

Elephants are extremely important in Ivory Coast's culture. Its national soccer team is nicknamed The Elephants. There is a tusk on the national coat of arms. The country is even named after the ivory trade, underscoring how common these giant mammals once were. Nobody knows the exact number of forest elephants left in the country, but conservationists estimate that there are only a few hundred.

It would be a sad irony if the Ivory Coast's national emblem disappeared forever.

Name of School: College Harris Memel Fote Meagui / **Date:**.....
Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
Contact Days:
UNIT 9: WILDLIFE
Lesson2:
Lesson type: Reading (session 2)
Duration: 55 minutes
Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)
Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

POST-READING

Activity 1:

The text deals with elephants as:

a- **Endangered species** b- Protected species c- Non-essential species

Activity 2:

1-endangered 2-relieved 3- threatened 4- dropped 5-wandered 6-startled

Activity 3: 1B – 2A – 3C – 4B – 5B – 6B – 7A – 8B

Communication activity:

Possible answers and expressions to use

1/ In my country, there is the... National Park. Several animal species live there, such as... and...
2/ In my country, several species are threatened: ... and ..., for example, suffer from... The conservation of certain natural habitats like forests / rivers is also threatened.
3/ Yes, some people care / people generally care about the environment, because they believe it is vital for humans to respect nature and animals. / No, people generally don't care / a lot of people don't care about the environment: they think humans should dominate nature and use it as they want and need to.

Note –taking (10 min)

WORKSHEET FOR STUDENTS

Activity 1: Read the text quickly. Choose the best option.

The text deals with elephants as:

- a- Endangered species b- Protected species c- Non-essential species

Activity 2: Read the text quickly and find from the text the word which synonyms or definitions are given below. N°1 is an example. **1-endangered**

- 1- At risk : endangered
- 2- Someone whose pain or worry has diminished or stop: -----
- 3- Menaced :-----
- 4- Declined -----
- 5- Walked with no particular destination -----
- 6- Surprised or astonished -----

Activity 3: Read the text again. Choose the correct answers.

1- How did the elephants arrive in the Daloa area?

A -They were transported there. B -They arrived there by chance. C - The villagers fed them

2- Why did the elephants leave Marahoue National Park?

A- Forest was destroyed. B -They were chased by poachers. C -Villagers threatened to kill them.

3- Why was the relocation operation risky?

A- The elephants were aggressive. B -It had not been done before. C- The elephants can be dangerous if they are taken by surprise.

4- What happened to the elephants before they were loaded onto lorries?

A -They were shot. B - They were given tranquillizers. C - They were identified

5- Who organizes elephant poaching in Africa?

A -The organization Traffic B -Criminals from Asia. C- Local people

6- Why are forest elephants more endangered than other elephants?

A -They have longer tusks. B- Their habitat is disappearing. C -They are easier to kill.

7- Why are elephants important in the Ivory Coast?

A -They are its national emblem. B- They attract tourists. C - They are important for the ivory trade.

8- Which sentence best reflects the writer's opinion about saving elephants from extinction?

A -The writer expresses no opinion. B - The writer regrets the endangered status of elephants.
C -The writer thinks elephants take up useful farmland.

Discuss these questions.

- 1- What national parks are there in your country? What animals live there?
- 2- What conservation problems are there in your country?
- 3- Do people care about the environment? Why? Why not?

Class: 2nd ; **Number of Students:** **Girls:** **Boys:**

UNIT 9: WILDLIFE

Lesson 3: A for and against essay

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

TEACHING POINTS		
VOCABULARY	GRAMMAR	STRUCTURES
	The noun suffix -less	Tasteless, Parentless, homeless, hopeless...

PRE-WRITING

Warm up: (1 min)

- * **Brainstorming** (*lead in activity*) (2 min)
- * **Learning context** (2 min)

During an English class, the students of 2nd A/C of College HMF in Méagui decide to write an essay about the protection of wildlife from cruelty.

INPUT PHASE

Grammar: The noun suffix -less

The noun suffix **-less** expresses the idea of 'without'.

Example: **tasteless** means without taste. **Parentless**, **homeless**, **hopeless**...

Layout of description/ Writing Strategy

Sentence linkers connect one idea or sentence in a text with another. Linkers have different functions. Here are three functions:

- to add ideas: **also**, **what's more**, **furthermore**;
- to introduce examples such as, **like**, **for instance**, **for example**;
- to contrast ideas: **but**, **although**, **on the other hand**

Answer sheet

Activity 1: shameless- needless- defenceless- lifeless- powerless- doubtless- effortless- cloudless- helpless:

Activity 2: The writer is in favour of animal rights. He thinks animals shouldn't be treated cruelly. (Paragraph 4)

A/ paragraph 4

B/ paragraph 3

C/ paragraph 2

D/ paragraph 1

Activity 3: 'but' → on the other hand / although, 'What's more' → Also / Furthermore, 'like' → such as / for instance / for example, 'Also' → what's more / Furthermore, 'Although' → but

Activity 4: 1/ such as / like / for example / for instance

2/ Although

3/ Also / What's more / Furthermore

4/ but

ACTIVITY 1: complete the definitions below with the appropriate word ended with less.

- 1- someone who shows no embarrassment: -----
- 2- something that is not necessary :-----
- 3- someone who is unprotected:-----
- 4- something which contains no life:-----
- 5- someone who has no strength or no capacity to act:-----
- 6- something that is certain:-----
- 7- something that can be done easily: -----
- 8- a sky which is clear and sunny: -----
- 9- someone who is not able to defend himself or herself: -----

ACTIVITY 2: Read the model text. What is the writer's opinion about animal rights? In which paragraph does the writer...?

- A- Express his / her personal view about animal rights?
- B- Present arguments against animal rights?
- C- Present arguments for animal rights?
- D- State the situation and what the problem is

TEXT MODEL

Are you for or against animal rights? Explain your views.

- 1** Animals everywhere suffer because of humans. Many animals are killed while others are beaten or neglected. Many people think that animals should be given rights, **but** others disagree.
- 2** One argument for animal rights is that animals suffer like humans do. They feel pain, pleasure, fear and love. **For example**, when young monkeys are separated from their mothers, they suffer from depression all their lives. **What's more**, some animals, like elephants, apes and dolphins are self-conscious.
- 3** On the other hand, many people argue that animals cannot talk or think rationally, so it is acceptable to treat them badly. **Also**, animals do not know the difference between good and bad.
- 4** In conclusion, I am in favour of animal rights because we shouldn't make animals suffer. Many humans do not know the difference between good and bad, but they are not beaten or killed. **Although** we eat animals, we don't have to treat them cruelly.

Activity 3: Read the writing strategy. Which words in the Strategy can replace the bold words in the text?

Example: For example → For instance

But → ----- for example → ----- what's more → -----

Also → ----- although → -----

Activity 4: Complete the sentences with suitable linkers.

- 1- Some animals, -----monkeys and bats, carry the Ebola virus.
- 2- -----we can catch Ebola from bushmeat, some people still eat it.
- 3- Some people eat bushmeat. -----, they sell it to make money.
- 4- Animals cannot talk, -----they have feelings.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class:2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 9: WILDLIFE

Lesson 3: A for and against essay

Lesson type: Writing (*session 2*)

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE

Warm up

Review

POST-WRITING PHASE

Are you for or against eating bushmeat? Explain your answer.

Activity 1: Make notes under the paragraph headings. Think about the ideas in the box and your own ideas

endangered animal- feeding families - income - illegal - disease -trade

- **Paragraph 1** Introduction: What's the situation? What's the issue?
- **Paragraph 2** Arguments for eating bushmeat.
- **Paragraph 3** Arguments against eating bushmeat.
- **Paragraph 4** Write a conclusion giving your opinion and an explanation.

Activity 2: Write a **for and against essay** in 100 to 150 words following the paragraph plan.

Note: a bushmeat is the meat of wild animals

Possible answer (135 words)

Many people today eat bushmeat, which is the meat of wild animals such as antelopes or elephants. Although some people believe eating bushmeat is a harmless habit, others strongly disagree.

One argument for eating bushmeat is that for some people it is the only way they can afford to get meat to feed their family. Also, some people think the meat tastes good.

On the other hand, many people argue that eating bushmeat can be dangerous, because animals may carry viruses, like Ebola for instance. What's more, many of the wild animals that are killed are endangered species and are protected, so eating bushmeat tends to develop poaching.

To conclude, I am against eating bushmeat. Not only is it dangerous for people's health, but it also encourages the killing of protected animals and reinforces poaching.

Name of School: College Harris Memel Fote Meagui / **Date:**.....

Class: 2nd ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

Contact Days:

UNIT 9: WILDLIFE

Lesson 4:

Lesson type: Listening

Duration: 45 minutes

Source/Reference: Far Ahead 2nd (Student's book & Teacher's book)

Teaching Materials: picture, worksheet, board

Teaching Points		
Vocabulary	Communication	Structures
ill -equipped -lucrative -outnumbered unarmed -underpaid -vicious	Agreeing/ disagreeing	

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Look at the photo.

Who are these people and where are they?

What do they do?

What are the risks of this job?



Learning context:

The 2nd A students of College HMF are listening to a radio broadcasting about the jobs of rangers in the protection of animals. After listening, they will know what to do for their work with their English teacher.

Vocabulary:

Ill –equipped: not well-equipped, do not have appropriate equipment

Lucrative: that provides money

To outnumber: to be more in number than something

Unarmed: not having any arm

To be underpaid: to be paid under the real value

Vicious: violent, destructive, aggressive, and cruel

Communication: Agreeing/ disagreeing

Agreeing

That's exactly what I think.

Yes, I think you're right.

I don't think so either.

I agree with you / that.

So do I

≠

Disagreeing

That's not right.

I disagree. / I don't agree.

I don't think so / that's right.

Neither do I.

Yes, but...

Listening strategy

Before you listen to a text, it is helpful to try and predict things that will be mentioned and words that may be used

LISTENING FOR COMPREHENSION TEXT

My name is Aissatou Moussa and I am a park ranger in the Lobeke National Park in Cameroon. My duty is to protect endangered animals from poachers. I often spend several days in the forest with other rangers tracking down poachers. It is a difficult and risky job. The poachers work for international crime syndicates and poaching is very profitable. They are well organised and are armed with sophisticated weapons, while we are ill-equipped and underpaid.

One evening we were camping in the forest when fourteen heavily armed poachers attacked the ten of us. We were outnumbered and we were forced to surrender the two guns we had. One of the rangers who tried to resist was beaten viciously. After that, the poachers chased us out of the forest and we ran away carrying our injured colleague with us. The next day when we came back accompanied by armed soldiers, we saw the destruction they had left behind - three elephants with all the tusks removed.

I love my job even though it is highly dangerous. Unlike the poachers, we have no radios and only a few of us carry guns - about two out of ten. Our trade union has asked to the government to recruit more rangers, give us necessary equipment and pay us better salaries, but so far to no avail.

Answer sheet

Activity 1:

1/ ill-equipped 2/ vicious 3/ unarmed 4/ underpaid 5/ outnumbered 6/ lucrative

Activity 2:

1/ agree 2/ think 3/ right 4/ do 5/ either 6/ so 7/ you're 8/ what

Activity 3:

1C – 2A – 3B – 4C – 5A – 6A.

Speaking: Possible answers

1/ First of all, to become a park ranger, I think you need to love nature and animals. You need to be fit and a good runner. Since there are many risks to the job, you also have to be brave and alert.

2/ Rangers should be given better equipment, more guns and radios for instance, so that they can better communicate and protect themselves from poachers, and be more efficient in protecting the animals. The rangers' salary should also be raised; that could attract more people to the job, and prevent rangers from being outnumbered by poachers.

3/ Yes, I would like to be a park ranger, because I think it's essential to protect endangered species and I'm not afraid of taking risks. No, I don't think I would like to be a park ranger; I find the job too risky and I think I couldn't do it.

WORKSHEET/ UNIT 9: WILDLIFE / LESSON4: LISTENING

ACTIVITY 1: Match the words in the box with the sentences.

ill -equipped - lucrative - outnumbered - unarmed - underpaid - vicious

- 1- The rangers don't have 4x4 vehicles or two-way radios. -----
- 2- The poachers are prepared to kill rangers who get in their way.-----
- 3- The government didn't let them carry guns. -----
- 4- The rangers don't earn a lot. -----
- 5- There are a lot more poachers than rangers. -----
- 6- The illegal wildlife trade is worth a lot of money.-----

ACTIVITY 2: Complete the dialogues with the words in the box. Listen and check.

Agree- do- either- right- so- think- what- you're

- 1- A - That farmer shouldn't go to prison. B - I don't (1) ----- . He shot two rare elephants.
A - Yes, but he was protecting his crops. B - I don't (2) ----- so. He killed them for their tusks.
A -That's not right.
- 2- A They're extending the national park and forcing people to move. B I don't think that's
(3)----- what
A- Neither (4) I. B - They should let people choose for themselves.
A -I agree with that. And I don't think they should protect dangerous animals. B- I don't think so
(5) -----
3- A- I think there should be more park rangers. B - (6) -----do me. And they should be
given guns.
A - Yes. I think (7) ----- right. It's a dangerous job. B -A ranger was killed last month. Those
poachers are criminals.
A -That's exactly (8) ----- I think.

Activity 3: Listen to your teacher and choose the correct answers.

- 1- As a ranger of the Lobeke National Park, Aissatou protects....**
A - All the animals. B- The trees from loggers. C - Endangered animals.
- 2- The poachers are ...**
A -well-equipped. B - ill-equipped. C - from different countries.
- 3- One night Aissatou and her fellow rangers ...**
A - Caught fourteen poachers. B - Were disarmed by poachers. C - Saved three elephants from
poachers
- 4- One of the rangers was injured because he ...**
A - Tried to escape. B -beat a poacher. C - Refused to surrender his gun.
- 5- All rangers of the Lobeke Park. ..**
A - Are ill-equipped. B - Have radios. C - Receive a good salary.
- 6- How does Aissatou feel each time she leaves for the forest?**
A - Excited B -stressed C - afraid

Speaking: Answer the questions with your partner.

- 1- What qualities do you need to become a park ranger?
- 2- What should be done to help rangers? Why?
- 3- Would you like to be a park ranger?

UNIT 10

CULTURE

