

NOTE DE PRESENTATION

Bonjour cher(e) ami(e),

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

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

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

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

Les auteurs

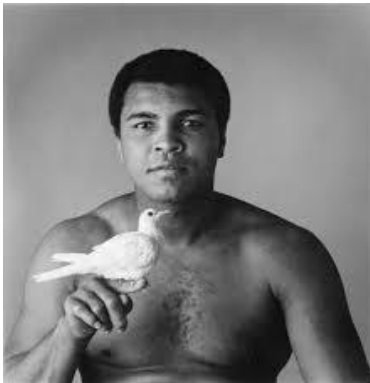
UNIT 1 = PEOPLE

LESSON 1: SPEAKING

Learning context: *The students of 2nd A of College Boliadé Zoukougbeu are discussing about the importance of “people” around the world so as to get appropriate information in order to describe them.*

ACTIVITY ONE

Look at the picture and answer to your teacher's questions



ACTIVITY TWO

The following dates and events represent what's happened in the current life of Muhammad Ali. Discuss in groups of four students and match the corresponding event to the right date. Write your answers in the third column as in the example.

1- 17/01/1942	a- First World heavy-weight title	1 -
2- 1960	b- Death in Scotland, Arizona, USA	2 - f
3- February 1964	c- Muhammad Ali retired	3 -
4- March 1964	d- Ali became a political figure since he has been arrested for refusing military service	4 -
5- 1967	e- Born in Louisville, Kentucky, USA	5 -
6- 1974	f- Olympic light-heavyweight gold medal in Rome	6 -
7- 1981	g- Second World heavy-weight title	7 -
8- 03/06/2016	h- Changed religion and chose the name Muhammad Ali	8 -

ACTIVITY THREE

As you discuss with your partner say what you think about the personality of Muhammad Ali. Was he a famous person? Tell the class and give some examples of personalities you know through the world

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HOMEWORK

In column A are some important dates in the life of Abraham Lincoln. Study these dates and match each date to the right event as in the example. Then answer the question

COLUMN A	COLUMN B	COLUMN C
1- 1809	a- Became famous for opposing slavery	1 -
2- 1832	b- Became a lawyer	2 -
3- 1833	c- Joined Army	3 -
4- 1836	d- Killed in Ford's Theatre, Washington, D.C	4 -
5- 1847	e- Born in Kentucky, USA	5 - i
6- 1858	f- 16 th President of the United States	6 -
7- 1861	g- Left Army; started a business	7 -
8- 1863	h- January 1 st : Emancipation Proclamation proclaimed end of slavery in USA	8 -
9- 1865	i- Representative for Illinois in U.S. Congress	9 -

Question: Was Abraham Lincoln a famous person? Justify your answer.

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UNIT 1: PEOPLE

LESSON 2: READING

Learning context: *The 2ndA students of College Boliadé Zoukougbeu are reading a text about Muhammad Ali in order to get appropriate information about his life, moral and physical aspects so as to discuss his personality.*

ACTIVITY ONE

Read the text quickly and tick (✓) the best option to complete the sentence

The text is about.....

<input type="checkbox"/>	Nelson Mandela
<input type="checkbox"/>	Mike Tyson
<input type="checkbox"/>	Cassius Marcellus Clay Junior

TEXT: FLOAT LIKE A BUTTERFLY, STING LIKE A BEE

Muhammad Ali the world first heard the name In March 1964 when the world heavy-weight boxing champion chose it for himself. Ali had been born on January 17, 1942 and his parents had named him Cassius Marcellus Clay, Jr. With his given name he had won the Olympic light-heavyweight gold medal in Rome in 1960 and the world heavyweight title in February 1964. But 'Cassius Clay' had been the name of a white slave owner. And when he had changed his religion (he had become a Black Muslim). Clay had decided to change his name as well.

By any name, Ali was a wonderful boxer. He was fast, powerful and clever and completely different in style from previous heavyweight champions. His motto was 'Float like a butterfly, sting like a bee'. He also had a wonderful personality. He was funny, handsome and brilliant. But he certainly was not modest, often boasting, 'I am the greatest! I am the prettiest!' His language, which was also very different from that of earlier boxers, was perfect for newspapers headlines, and he was the first star of the new international satellite television. Then, in 1967, he became a political figure.

At that time the United States was fighting a war in Vietnam in Southeast Asia. Ali refused military service for religious reasons and the authorities took away his heavyweight title. But after a legal battle, the courts allowed Ali to fight again in 1970, and in 1971 they said that Ali had been right in 1967.

Ali retired in 1981. He was 39 years old and only a shadow of the great boxer he had once been. He was already beginning to suffer from the effects of the many blows to the head he had received. But in his career, he had won the world heavyweight title three times (in 1964, 1974 and 1978); he had lost only five of his sixty professional fights and he had interested millions of people in boxing. But he had done much more than this. He had fought in places that had never seen a heavyweight championship before, such Zaire, Malaysia and the Philippines. He had met international leaders, and he had won the hearts of the people of the world. And in doing this, Muhammad Ali had become the most famous person on Earth, recognized by more people in more countries than the presidents of the United States or France or the Queen of England.

Extracted from Go for English 3è, page 19.

ACTIVITY TWO

The words in column A are underlined in the text. As you read the text again match each word from column A to its antonym or opposite in column B. Write your answers in column C as in the example.

COLUMN A	COLUMN B	COLUMN C
1- <u>First</u>	a- little	1-e
2- wonderful	b- ugliest	
3- fast	c- continued	
4- powerful	d- slow	
5- different	e- last	
6- previous	f- always	
7- prettiest	g- amateur	
8- retired	h- same, similar	
9- professional	i- horrible	
10- much	j- future	
11- never	k- strengthless	

ACTIVITY THREE

In groups of four students read the text again and give short answers to the questions below.

- 1- When was Muhammad Ali born?
.....
- 2- What was the name given to him by his parents?
.....
- 3- Did Ali change his religion?
- 4- What was Ali occupation?.....
- 5- Did Ali take part in war in Vietnam? Justify your answer
.....
- 6- When did Ali retire?.....
- 7- How many fights did Ali lose?.....
- 8- Was he a famous person? Justify your answer.
.....
.....

ACTIVITY FOUR

As you read the third paragraph of the text, with your partner discuss and answer the following questions.

- 1- Identify the verbs in paragraph 3.
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UNIT 1: PEOPLE

LESSON 3: LISTENING

Learning context: During the English class the teacher makes his/her 2nd A students of College Boliadé Zoukougbeu listen to a text about a famous people so as to discuss his/her moral and physical aspects.

ACTIVITY ONE

Listen to the passage your teacher is going to read and say who was it about. Tick (✓) the best option.

	Abraham Lincoln
	Muhammad Ali
	Michael Jordan

ACTIVITY TWO

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

1- What was the catchphrase of Muhammad Ali?

.....

2- What was the former name of Muhammad Ali?

.....

3- Was Muhammad Ali a boxer?.....

4- When and where did Ali win the gold medal?

.....
.....

5- Did Ali win his first 19 fights?.....

ACTIVITY THREE

As you listen to the passage again? Discuss with your partner and decide if the statements below are true (T) or false (F). **Example: 1- false**

1- "I am the smallest!" was the catchphrase of Muhammad Ali.

2- Ali had changed his religion.....

3- Ali was a horrible boxer.....

4- Ali won his first 90 fights.....

5- He became the most important person on Earth.....

UNIT 1: PEOPLE

LESSON 4: WRITING

Learning context: *The 2nd C students of College Boliadé Zoukougbeu are writing articles about their famous personality so as to describe them and discuss their importance. The best article will be published in the school English club's magazine.*

ACTIVITY ONE

Look at the pictures below. As you study them, give answers to your teacher's questions.



ACTIVITY TWO

Below is a list of information about the life of the people shown in activity one. With your partner, discuss and write them in the right column.

Born on July 18, 1918 in Mvezo – Nobel Peace prize in 2009 – discharged in 1956 – born in Atlanta on February 4, 1913 – sent to prison in 1964 for life – became senator for Illinois in 1996 – Nobel Peace prize in 1993 – on 1 December, 1955 she was arrested as she refused to give up her seat to a white woman – born on August 4, 1961 in Honolulu – first black president of South Africa in 1994 – from 1963 to 1987 she received many honours and awards - died on December 5, 2013 – the first African American president in 2009 – started negotiation for the end of apartheid in 1990.

BARACK OBAMA	
ROSA PARKS	
NELSON MANDELA	

ACTIVITY THREE

In groups of four students choose your famous person in activity 2 and write a paragraph in order to describe him. In your article,

- talk about his life
- mention his moral and physical aspects

Your paragraph will be published in your school magazine (*not more than 12 lines*).

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UNIT 2: HEALTH AND LIFESTYLE

LESSON 1: SPEAKING

Learning context: The second C students of College Boliadé Zoukougbeu are discussing to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people's health.

ACTIVITY ONE

Discuss with your neighbour and find some common diseases like in the example, then answer the question below.

- a- AIDS
- b-
- c-
- How do people catch these diseases?
-
-
- d-
- e-.....
- f-.....

ACTIVITY TWO

For a better understanding of the impacts on living habits on people's health, your teacher asks you this question: what are these people expecting to have by the way they behave in society? With your partner discuss and give short answer to the following questions as in the example.

- 1- A smoker? He can destroy his health with lung cancer, he can die.
- 2- A gangster?.....
- 3- A prostitute?.....
- 4- A portable music player?.....
- 5- An alcoholic?.....
- 6- A drug addict?.....
- 7- A teetotaler?.....
- 8- A non-smoker and non-drunkard?.....

ACTIVITY THREE

You meet your friend Tapé who used to smoke cigarettes. You want to convince him to stop smoking cigarettes. Here is a dialogue between the two of you. Imagine your parts.

You: Hello Tapé, how are you?

Tape: I feel tired, and you?

You: I am well; thanks. But where are you going?

Tape: To the bistro. Would you take some cigarettes with me?

You:.....

Tape: Why do you refuse it?

You:.....

Tape: Yes, I know it's dangerous. But some young men like you smoke cigarettes nowadays. What is bad in smoking cigarettes anyway?

You:.....

Tape: My friends say it permits to avoid timidity, shame and become cool and a showman.

You:.....

Tape: you are right, thank you for your advice. I am going to stop smoking cigarettes.

You:

ACTIVITY FOUR

Now, in groups of four students, discuss the topic below. Then appoint a member of your group to report your view point to the class.

Topic: The way you behave determines your health.

- Say what you think about this assertion.
- Give examples and illustrations.
- Say how people should behave to have a good health.

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UNIT 2: HEALTH AND LIFESTYLE

LESSON 2: READING

Learning context: *The 2ndA students of College Nonlourou Blandine are exploiting a text in order to get appropriate ideas to take part in a reading competition organised by the English Club on the impacts of living on people's health.*

ACTIVITY ONE

Read the text quickly and decide which option from (a – b – c) is suitable to complete the following sentence. The text is about.....

- a- Electronic devices.
- b- The impacts of portable music players on people.
- c- Zogby International.

TEXT: Portable Music Players Linked to Hearing Loss

Electronic devices are changing the way people listen to music. But studies show the devices may be causing hearing loss in many people. Some experts say people may be playing them too loud and for too long.

Researchers from Zogby International did a study for the American Speech-Language-Hearing Association. It involved three hundred high school students and one thousand adults. They were asked about their use of portable music devices. Some of the most popular are Apple Computers' iPod, C.D. players and portable laptop computers.

The study found that more than half of the students and less than forty percent of the adults had at least one kind of hearing loss. Some reported difficulty hearing parts of a discussion between two people. Others said they have to raise volume controls on a television or radio to hear it better. And some experienced ringing in their ears or other noises.

Hearing experts say part of the problem is the listening equipment people are using. They say large earphones that cover the whole ear are probably safer than the smaller ear buds that come with most music players. Ear buds are fought to be less effective than earphones in blocking out foreign noises.

Hearing loss may not be apparent for years. But once it happens, it is permanent. About thirty million Americans have some hearing loss. One third of them lost their hearing as a result of loud noises.

Experts at the Mayo Clinic in Minnesota say any sound above ninety decibels for long periods may cause some hearing loss. But most portable music players can produce sounds up to one hundred twenty decibels.

The American Speech-Language-Hearing Association is working with manufacturers and government officials on setting rules for use of portable music devices. The group says the best way to protect your hearing is to reduce the volume, limit listening time and using earphones that block out foreign noises.

Written by Cynthia Kirk

ACTIVITY TWO

As you read the text again, discuss with your partner and give short answers to the questions below.

- 1- Are electronic devices transforming the way people listen to music? Justify your answer.....
.....
- 2- How many people are involved in the use of electronic devices according to researchers from Zogby International?.....
.....
- 3- Do all people agree on the kind of hearing loss? Justify your answer
.....
- 4- Is it possible to avoid hearing loss? How?.....
.....

ACTIVITY THREE

Read the paragraph below and fill in the gaps with the words given. Do it like in the example. **Example: 2- devices**

health – expert – devices – hearing loss

An (1).....asserts that most of people in the world are suffering from hearing loss. Today, electronic (2).....are changing the way people listen to music. He explained that (3).....is caused by the way they use their appliances; people may be playing them for long period. He told them that to keep in good fit, they must control their way of doing things; because our (4).....depends on the way we live.

ACTIVITY FOUR

In each statement below, there are three options in brackets. As you discuss with your partner, choose the most appropriate so as to make the statement meaningful. Write your answer like in the example.

Example: 1- sold

- 1- Yao (**sells / sold / selling**) his mobile phone the day before.
- 2- I (**am / was / were**) in Daloa yesterday.
- 3- Mister Bahi (**buy s /bought / buy**) a new computer last week.
- 4- The students (**played / play / playing**) football the day before.
- 5- They (**go / went / had gone**) on the farm two days ago
- 6- She (**cried / cries / crying**) her husband last night.

UNIT 2: HEALTH AND LIFESTYLE

LESSON 3: LISTENING

Learning context: During the English Club meeting, the chairman makes the members listen to a text about diseases round the world in order to debate the dangers they cause.

ACTIVITY ONE

As you listen to the following passage, answer the following questions

- a- What's the text about?.....
- b- Name the endemic diseases mentioned in the text as in the example.
Fever Ebola,.....
.....

ACTIVITY TWO

Listen to the following text, and choose the best option which best sums up the text.

- a- Amah's parents
- b- Amah's life story
- c- AIDS

ACTIVITY THREE

As you listen to the text again, discuss with your neighbour and say whether these statements are true (T) or false (F). An example has been done for you.

- 1- Amah loved parties: **true**
- 2- Amah's parents were unhappy when they saw her with boys.
- 3- Amah's parents took her to hospital because of her symptoms.
- 4- Amah wanted to kill herself.
- 5- Amah's blood was tested because they knew that she had AIDS.....
- 6- The members of the association had AIDS.....

ACTIVITY FOUR

Listen to the text again, then discuss with your partner and give short answers to the following questions.

- 1- Was Amah a pretty girl? Justify your answer
.....
- 2- How did Amah behave?.....
.....
- 3- Which disease did she catch?.....

UNIT 3: TECHNOLOGY

LESSON 1: SPEAKING

Learning context: During the English club meeting, the 2nd C students are discussing about the impacts of technology in their today's life.

ACTIVITY ONE

Discuss with your partner and say how you understand this proverb, and then tell the class.

“NECESSITY IS THE MOTHER OF INVENTION”

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ACTIVITY TWO

With your partner, discuss and name the devices below



1.....	2.....	3.....	4.....
5.....	6.....	7.....	8.....

ACTIVITY THREE

As you discuss with your partner, look at the picture and tell the name of its different parts to the class.



1.....	2.....	3.....	4.....
5.....	6.....	7.....	8.....

ACTIVITY FOUR

In groups of four students, discuss the impacts of technology in your today's life and tell the class.

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UNIT 3: TECHNOLOGY

LESSON 2: READING

Learning context: *The 2ndA students of College Boliadé Zoukougbeu are reading some articles from Newsweek magazine about information and communication technologies in order to participate in a campaign to promote the use of technology in their country.*

ACTIVITY ONE

Take three minutes to skim the text to discover its main topic.

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TEXT: Benefits of Modern Technology

Technology has inspired drastic development in manufacturing and processing industries, as well as the health care industry. Developing countries are always seeking to find better utilities, more vehicles, and faster internet just to mention but a few. Modern technology is therefore a necessary evil needed to achieve the feasts of a modernised society.

With improved technology in the health care industry, health and human longevity is drastically improved. Better understanding of the human body and how it functions to come with new ways to heal it, for instance enhanced medication, nonintrusive surgical techniques, sonograms, and lasers. Not only will it help extend life span, but people will live comfortably as they can recover from diseases and wounds.

Technological advancement has also revolutionized different modes of communication. After the infamous World War, mass media and telecommunication has seen positive improvement in the past few years. Cellular technology, radio, wireless internet and radio facilitate better communication bringing people from different backgrounds and cultures together.

Modern technology presents new ways on how to do stuff. It focuses on encouraging discovery and direct experimentation all geared towards achieving an industrial and commercial goal. This simply shows you that technology and increased knowledge go hand in hand.

Technological advancements allow us to accomplish tasks with ease. Through inventive surgery and prosthetic limbs, patients can now live comfortably. Modern technology is a necessary evil in some sense because fraudsters can easily access sensitive data every day. Online technology, on the other hand, requires large sums of capital: for instance, most surgical apparatus are expensive.

Adapted (September 2016) – <http://benefitsof.net/benefits-of-modern-technology/>

ACTIVITY TWO

The words in column A are underlined in the text. As you read the text again, match them to their synonyms or definitions in column B. Write your answers in column C like in the example.

COLUMN A	COLUMN B	COLUMN C
1- drastic	a- reinforced	1-b
2- industries	b- severe	
3- health	c- demands	
4- seeking	d- methods	
5- necessary	e- care	
6- ways	f- fact of being well	
7- heal	g- ease	
8- enhanced	h- information	
9- facilitate	i- companies	
10- allow	j- searching	
11- data	k- permit	
12- requires	l- need	

ACTIVITY THREE

Read the text again and say whether the following statements are true (T) or false (F), then justify your answers with the line(s) from the text. Do like in the example.

Example: 1- F (line 2, 3)

- 1- Developed countries are always looking for finding better uses:
- 2- Modern technology is a necessary bad needed:
- 3- People may heal from sickness and hurts:
- 4- New technology presents new routes on how to do stuff:
- 5- Technological advancements permit us to complete duties with difficulty:
- 6- Most surgical apparatus are cheap:

ACTIVITY FOUR

As you read the following sentences, underline the best option between brackets to make the sentences meaningful. **Example: 1- inspired**

- 1- Technological has (*inspires / inspiring / inspired*) drastic development.
- 2- Modern technologies have also (*revolutionised / revolutionise / revolutionising*) different modes of communication.
- 3- Technology today has (*make / making / made*) life better and quicker.
- 4- Technology has (*broke / broken / break*) the old-fashioned methods.
- 5- Nowadays machines have (*began / begun / begin*) executing laborious repetitive tasks.
- 6- Automation of processes has (*brings / brought / brings*) about efficiency and speed.

UNIT 3: TECHNOLOGY

LESSON 3: LISTENING

Learning context: The students of 2nd C from College Boliadé Zoukougbeu are listening to a text about the impacts of technology in order to debate about the situation of this tool in their country.

ACTIVITY ONE

Listen to the text your teacher is going to read and choose the best option to complete the sentence below.

The text is about.....

- a- the impacts of the computer
- b- the universality of the computer
- c- the dangers of the computer

ACTIVITY TWO

Here is a list of words. As you listen to the teacher read a text, tick (*✓*) the words you hear. Do it like in the example.

Thinks		Hackers	
And	<i>✓</i>	websides	
Itself		Objects	
Hear		Target	
Internet		People	
Memory		Still	
Fruit		Attach	
These		Wrong	

ACTIVITY THREE

Listen to the teacher read a text about the impacts of computers and circle the right word from the brackets as in the example.

(Thinks / thanks) to its fantastic abilities *(and / end)* intelligence, the computer has *(composed / imposed)* itself universally in recent *(years / hears)*. It is *(everywere / everywhere)* and it is used for *(everything / everythink)*. However its prodigious memory makes it a *(threat / thread)* to individual liberties. *(Vise / these)* dangers are predators, hackers and pornographic *(websites / websides)*. Predators, like paedophiles, have as major *(traject / target)* our children. Hackers are bad *(pupil / people)* who use their *(skill / still)* to do bad things.

ACTIVITY FOUR

Listen to the text again and write down keywords showing advantages and disadvantages of computer.

ADVANTAGES:

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DISADVANTAGES:

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UNIT 3: TECHNOLOGY

LESSON 4: WRITING

Learning context: *The 2nd C students of College Boliadé are writing letters so as to inform their friends from Lycée Moderne Zoukougbeu about the importance of information and communication technologies (ICT). The best letters will be published in the school magazine.*

ACTIVITY ONE

Discuss with your partner and choose the best option to complete the sentence below.

A letter written to a friend, an age mate or a comrade is.....

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

ACTIVITY TWO

Discuss again with your partner and choose the right number to answer the question below.

How many features are there in an informal letter? Circle the right number

4 – 5 – 6 – 7 – 8 – 9

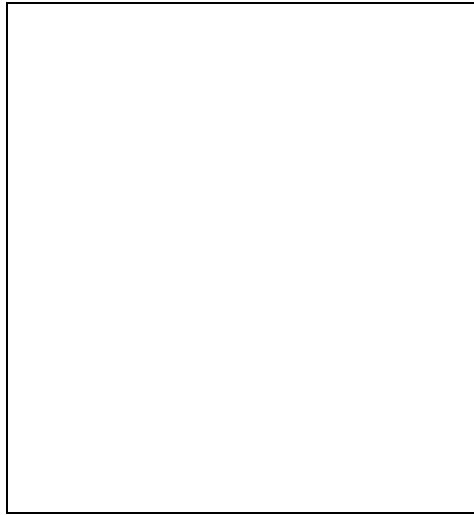
ACTIVITY THREE

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

COLUMN A	COLUMN B	COLUMN C
1- writer's address	a- the day we write the letter	1 -
2- date	b- the part where we say all things we want	2 -
3- salutation	c- birth name	3 -
4- body of the letter	d- the person who writes the letter direction	4 -
5- subscription	e- a greeting	5 -
6- writer's first name	f- a politeness formula	6 - c

ACTIVITY FOUR

Always in groups of four students, discuss and use the different parts of an informal letter from column A in activity three, then draw the layout in the box provided



HOMEWORK

Read the situation below and do it in the lines provided. *(Not more than 15 lines)*

Your Liberian friend saw an advertisement about computers when watching television. Then he writes you a letter to know more about this wonderful machine thanks to technology. Write him back and tell him:

- what a computer is
- how is it important and useful

Your letter will be published in your school magazine

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UNIT 4: LOOKING FORWARD

LESSON 1: SPEAKING

Learning context: *The 2nd C students of College Boliadé Zoukougbeu are discussing about the sources of energy so as to get appropriate information in order to plan a project about their exploitation for the next decade.*

ACTIVITY ONE

In the list below some words or expressions refer to some sources of energy. As you discuss with your partner, circle their names.

Flower – biomass – paper – fire – hydropower – geothermal – forest – water – fossil fuels – uranium – firewood – solar power – sky – wind power – sea.

ACTIVITY TWO

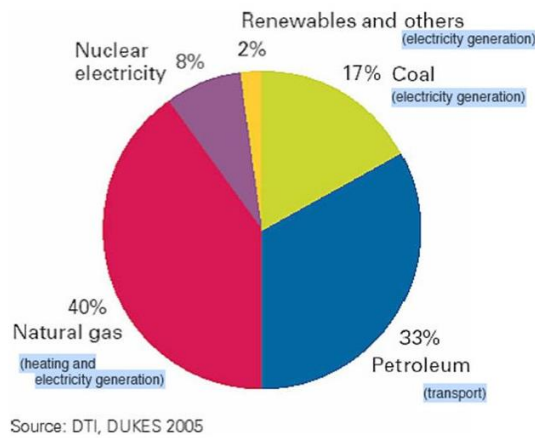
In column A, are some key terms related to sources of energy. In a group of 4 students, discuss and match them with their definitions in column B. **An example has been done for you: 1-e**

COLUMN A	COLUMN B
1- Biomass energy	a- Energy from the sun; often captured directly as heat or as electricity through a photovoltaic process.
2- Energy system	b- Resources such as fossil fuels that cannot be replaced by natural processes at the same rate it is consumed.
3- Fossil fuel	c- Energy transferred with the motion of air in the lower atmosphere that arises from differential heating of the earth.
4- Geothermal energy	d- Heat energy from the earth
5- Hydropower	e- Energy released from plants (wood, corn...) through combustion or other chemical process.
6- Non renewable energy	f- One process in a system comprised of many processes or components
7- Renewable energy	g- Resources, such as wind and water that can be recycled or replaced at a rate faster than they are consumed
8- Solar energy	h- An energy system is made up of a sequence of conversions with inputs and outputs that transform an energy resource into a form usable human work or heating.
9- Uranium	i- A non-renewable energy resource that began to form millions of years ago from the remains of once living plants and animals. Its current forms include petroleum, coal and natural gas.
10- System component	j- Transformation of the energy stored in depth of water into electricity.
11- Wind energy	k- An element that releases heat as it undergoes radio active decay

ACTIVITY THREE

This is a pie chart about energy sources in the United Kingdom (U.K) in 2005. Examine it and in a group of four students, discuss and answer the questions below.

UK Energy sources in 2005



- 1- What percentage of fossil fuel did the U.K consume that year?
.....
- 2- Do you think that renewable sources played an important role in the country? Why?.....
.....
- 3- Does the pie chart give us enough information about the production of renewable and non renewable energy? Why?
.....
- 4- Explain in about three lines what the pie chart shows.
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ACTIVITY FOUR

In order to plan a project about the exploitation of sources of energy for the next decade the Ministry of Energy organises a debate on the topic: "THE IMPACT OF RENEWABLE ENERGY IN YOUR COUNTRY". As you discuss in a group of four students say:

- What does renewable energy consist of?
- The importance and benefits of renewable energy
- What the government can do to improve renewable energy

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

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UNIT 4: LOOKING FORWARD

LESSON 2: READING

Learning context: *The 2ndA students of College Boliadé Zoukougbeu are reading a text about global challenges in order to discuss their impacts on the future.*

ACTIVITY ONE

Read the text quickly and state the main or general idea of the text.

.....

TEXT: WHAT ARE THE BIGGEST GLOBAL CHALLENGES?

By 2050, the world must feed 9 billion people. Yet the demand for food will be 60% greater than it is today. The United Nations has set ending hunger, achieving food security and improved nutrition, and promoting sustainable agriculture as the second of its 17 Sustainable Development Goals for the year 2030. To achieve these objectives we will need to address a host of issues.

First, agriculture sectors will have to become more productive by adopting efficient business models and forging public-private partnerships. And they need to become sustainable by reducing greenhouse gas emissions (1).

The second issue is that despite huge gains in global economic resources, there is evident that the current social, political and economic systems are exacerbating inequalities, rather than reducing them. A growing body of research suggests that rising income inequality is the cause of economic and social ills, ranging from low consumption to social and political unrest and that is damaging our future economic well-being. Another issue is the vast scale of employment. The International Labour Organization estimates that more than 61 million jobs have lost since the start of the global economic crisis in 2008, leaving more than 200 million people unemployed. Nearly 500 million new jobs will need to be created by 2020 to provide opportunities to those currently unemployed and to the young people who are projected to join the workforce over the next years.

We are already seeing and feeling the impacts of climate change with weather events such droughts and storms becoming more frequent and intense, and changing rainfall patterns. Insurers estimate that since the 1980s weather-related economic loss events have tripled. According to the Intergovernmental Panel on Climate Change, this trend will worsen if no action is taken by policy-makers.

The internet is changing the way we live, work, produce and consume. With such extensive reach, digital technologies cannot help but disrupt many of our existing models of business and government. Within the next decade it is expected that more than a trillion sensors will be connected to the internet. By 2025, 10% of people are expected to be wearing clothes connected to the internet and the first implantable mobile phone is expected to be sold. Even if having almost everything connected will transform how we do business and help us manage resources more efficiently and sustainably, the following question remains unanswered: how will this affect our personal privacy, data security and our personal relationships?

Aside from the challenges previously mentioned, gender equality in all aspects of life needs to be addresses too. Although we are getting closer to gender parity, change isn't happening fast enough. The World Economic Forum's reports of the past decade reveal that it would take the world about 118 years (until 2133) to close the gap entirely.

Over the past few decades, the world has seen major advancements in health. As a result, people are generally living longer. However, serious challenges to global health remain, ranging from frequent outbreaks of pandemics to non-communicable diseases.

Adapted from 2016 World Economic Forum

Note 1: Emissions de gaz à effet de serre

ACTIVITY TWO

The following words or expressions are the synonyms or meanings to some words from the text. As you read the text, find the corresponding word and write down your answer like in the example: **1= feed**. The lines given will help you.

- 1- Nourish (line) =
- 2- Ameliorated (line) =
- 3- Decreasing (line) =
- 4- Large (line) =
- 5- Prosperity (line) =
- 6- Nearly (line) =
- 7- Deteriorate (line) =
- 8- Period of ten years (line) =
- 9- Show (line) =

ACTIVITY THREE

As you read the text again, give short answer to the following questions.

- 1- a-) How many people is the world going to nourish by 2050?
.....
- b-) Write this number in figure:
- 2- What is the cause of economic and social ills?
.....
- 3- How many jobs need to be created by 2020? Why?
.....
.....
- 4- What are the impacts of climate change?
.....
.....
- 5- Is the internet changing the way people behave? Justify your answer
.....
.....

ACTIVITY FOUR

Task A: With your partner discuss and complete the table below. Form new words which describe things that people do (job or occupation) and things able to be (adjectives). Use the suffixes (*er – or – ist – able*) to build words.

	-er	-or	-ist	-able
predict				
Advise				
Rely				
Speak				
Journal			<i>journalist</i>	
Credit				
Vary				
Collect				
reception				
Visit		<i>Visitor</i>		
explore	<i>Explorer</i>			<i>Explorable</i>
Motor				
Catch				
science				

Task B: Below are some sentences about actions that should be looked forward for the future. Write the verbs in brackets in the correct form and tense as in the example.

- 1- If we turn off the lights, we **(save)** electricity.
*If we turn off the lights, we **will save** energy.*
- 2- If we don't use water carefully, we (have) water to drinks and water our crops.

- 3- They will breathe clean air if the factories **(make)** smoke.

- 4- If she **(plant)** trees, she will protect her environment.

- 5- The water cycle **(change)** if you cut down trees and other plants.

- 6- The earth will be green if people **(look)** after it.

- 7- If he **(protect)** his environment, he won't have good crops.

UNIT 4: LOOKING FORWARD

LESSON 3: LISTENING

Learning context: The 2nd C students of College Boliadé Zoukougbeu are listening to a passage extracted from a magazine about a biggest global challenge in order to discuss the situation in their country.

ACTIVITY ONE:

As you listen to your teacher read a passage, say what biggest global challenge is the passage about?

.....

ACTIVITY TWO

Listen to the following sentences or phrases from the text, then choose the right word you hear to complete the sentences so as to make them meaningful as in the example.

- 1- A greenhouse gas is a gas in ***an atmosphere***
 - a) an amosphere
 - b) an atmosphere
 - c) an atmospheric
- 2- A greenhouse gas is a gas that absorbs and emits.....
 - a) radiotion
 - b) radietion
 - c) radiation
- 3- The average temperature of Earth's surface would be about.....
 - a) – 80°C
 - b) – 8°C
 - c) – 18°C
- 4-activities since the beginning of the Industrial Revolution.
 - a) Woman
 - b) Human
 - c) Pullman
- 5- Earth's surface temperature could exceed historical values as.....as 2047.
 - a) yearly
 - b) early
 - c) hearly

ACTIVITY THREE

The paragraph below is from the text. As you listen to your teacher read it, fill in the gaps with the missing words as in the example.

The greenhouse gases in Earth's atmosphere are vapour, carbon dioxide, methane, nitrous oxide and Without greenhouse gases, the average ***temperature*** of Earth's surface..... be about – 18°C than the present average of 15°C.

ACTIVITY FOUR

As you listen to the passage once more, discuss in groups of four students and tick (*v*) the actions that should be done in order to reduce greenhouse gases emissions. An example has been done.

<i>passing out fossil fuels</i>	<i>v</i>
using natural lights if possible	
do not plug TVs equipment and phone chargers when not in use	
turning on the lights and computer when leaving office	
recycling or reusing as many waste materials as possible	
biking or walking to go to work if possible	
cut down more and more trees	
explore renewable sources	
use of personal transportation	
adopt to nuclear energy	
stop low carbon technologies	

UNIT4: LOOKING FORWARD

LESSON 4: WRITING

Learning context: *As members of the English Writing club of their school the second A students from College Boliadé Zoukougbeu are writing some articles for a newspaper magazine about the different global challenge so as to warn people for the future. The best article will be published in the next New York Times edition.*

ACTIVITY ONE

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

FOOD INSECURITY IN WEST AFRICA

The world demand for food is growing rapidly due to population increase and farmers are expected to produce significantly large amounts of food to meet this pressing demand.

Agriculture is expected to play a leading role to arrest the situation and feed a global population that will number 9.6 billion in 2050, while providing income, employment and environmental services. Food insecurity has become a global challenge particularly in Sub-Saharan Africa where the rate of population growth far exceed the quantity and the quality of food needed to feed the population...

West Africa has taken a bold step to combat food insecurity. Several research and sustainable agriculture programs are underway. Policies towards agriculture and food security must be efficient towards helping family farmers to have access to; land, water, and capital rural financial services.

Emmanuel Mensah, Graduate Research Assistant

Questions:

1- What's the heading of this article?

.....

2- How many parts could you recognised? Identify them

.....

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UNIT 5: GENDER AND EDUCATION

LESSON 1: SPEAKING

Learning context: So as to sensitise their schoolfriends and people about the importance of sending girls at school, the English Speaking Club of College Boliadé Zoukougbeu organises a debate on the topic: "IS THE PLACE OF GIRLS AT HOME?"

ACTIVITY ONE

The table below is about the percentage of school children (boys and girls) and those who do not go to school. As you study it, answer to your teacher's questions

	2011	2012	2013	2014	2015
Schoolboys	50	52	54	58	60
Schoolgirls	30	34	34	36	37
Non schoolchildren	20	14	12	04	03

ACTIVITY TWO

As you study the statistics above, draw the graphic showing the percentages of schoolchildren from 2011 to 2015, and then answer the question below.

Question: Why do fewer girls than boys stay on at school?

.....

.....

.....

ACTIVITY THREE

During the holidays, you paid a visit to your friend Awa. Once there her parents were having a conversation. Awa's father refused to send her at school again because he says that *"the place of girls is not at school but at home like her mother"*. As a witness, what do you think about Awa's father saying?

In groups of four students discuss and tell your view points to the class.

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UNIT 5: GENDER AND EDUCATION

LESSON 2: READING

Learning context: *The 2ndA students of Collège Nonlourou Blandine are reading an article from the Newsweek magazine about female students' achievements in American schools in order to participate in a campaign for the promotion of girls' education in their country.*

ACTIVITY ONE

As you read the text quickly, state briefly its general idea

.....

TEXT: GENDER AND EDUCATION

Educating men and women is key to economic growth and sustainable development in both OECD* and non-OECD countries. Raising funds for the education levels and literacy rates of women is one of the most effective investments for increasing female productivity. It also enhances the well-being of families and children. In the OECD area, where women are becoming more educated than men, the challenge is making better use of women's qualifications. In developing countries, reducing gender inequality in literacy is essential because it reduces poverty and accelerates economic development.

The educational gender gap in favour of women, starts early in the OECD area. Girls now tend to do better at school than boys in almost all countries. For example, international assessments of 15-year-old students find that girls outperform boys in reading by a wide margin. This gender differential is particularly large in Iceland, Norway, Austria and Finland and less apparent in countries such as Korea and the Netherlands.

In the OECD area, women are now more highly educated than ever, increasing both their opportunities for employment and earning power. On average, tertiary education substantially increases lifetime earnings and is a good investment for individuals and society as a whole. However, this tends to be less true for women. A main reason is the difference in the subjects that young men and women study at university. Women prefer health and welfare subjects with humanities, arts and education a close second. For male graduates, subjects related to engineering, manufacturing and construction come first, just ahead of mathematics and computer science. Women thus end up in female-dominated fields characterized by lower status and less well-paid jobs.

In non-OECD countries, investment in the education of girls reduces birth rates and lowers infant and child mortality rates. Primary education for women increases their labour force participation and earnings. Moreover, it fosters educational investment in children. But more than two-thirds of the world's illiterate adults are women. While more young girls are receiving primary education in even the poorest parts of the world, very few receive secondary and tertiary education. Under these conditions the third Millennium Development Goal "to promote gender equality and empower women" will not be attained by 2015.

Adapted from Gender and sustainable development- OECD 2008

**Organization for Economic Co-operation and Development*

ACTIVITY TWO

The paragraph below is about schoolgirls pregnant in Cote d'Ivoire. Read it and with your partner, discuss and fill in the gaps with the suitable words from the box. **Example: 5- report**

report – pregnant – educate – early – sensitisation – girls – primary – drop out – sexual – alarming – condition

A report published (1).....this year by the Ivorian Ministry of National and Technical Education says the (2).....are between the ages 13 and 17 years old were forced to (3).....of school due to their (4)..... The (5).....shows that more than 4,471 schoolgirls in (6)..... and secondary school were found (7).....during the 2016-2017 academic year. The (8).....levels of pregnancies among school going girls have resulted in several (9).....programmes launched by the Ivorian government and civil society organisations to (10).....the youth about (11).....and reproductive health.

ACTIVITY THREE

With your partner discuss and complete the table below. Follow the example

NOUN	ADJECTIVE	ADVERB
Substance		
Nation	National	Nationally
Occasion		
Nature		
Race		
Commerce		
Geography		
Industry		
Colony		

ACTIVITY FOUR

The expressions below show what people have to do or mustn't do in order to increase the rate of female gender at school. Rewrite them using, "**have to, must or should**". Use them in negative if necessary.
Example: 1- people must help girls in their education

- 1- Help girls in their education
- 2- Send girls at school at the right age

- 3- Let girls at home

- 4- Sensitise schoolgirls about pregnancies

- 5- Allow girls to do domestic chores

- 6- Avoid sexual violence and harassment

UNIT5: GENDER AND EDUCATION

LESSON 3: LISTENING

Learning context: During the English class, the teacher makes his/her 2nd A students of College Boliadé Zokougbeu listen to a text about their school system in order to discuss its efficacy and inefficiency.

ACTIVITY ONE

Listen to the text the teacher is going to read and complete the sentence below.

The text is about.....

ACTIVITY TWO

As you listen to the text again, complete the following sentences as in the example

In Cote d'Ivoire:

- a- *The academic year starts in **October***
- b- The academic year ends in.....
- c- The official primary school enhance age is.....
- d- The primary cycle lasts.....
- e- The lower secondary lasts.....
- f- The upper secondary lasts.....

ACTIVITY THREE

Listen to the text again and give short answers the question below

- 1- How long last the academic year in Cote d'Ivoire?
.....
- 2- Which approach is used in Ivorian school system?
.....
- 3- What does P.T.R stands for?
.....

ACTIVITY FOUR

Listen to the text again and in a group of four students, discuss and list some difficulties faced by Ivorian school system.

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UNIT 5: GENDER AND EDUCATION

LESSON 4: WRITING

Learning context: *The students of 2nd A & C of College Boliadé Zoukougbeu notice that in their area, many people don't know how to read and write. So, in order to sensitise them to send their children to school, they decide to write some leaflets on the topic: "STOP ANALPHABETISM".*

ACTIVITY ONE

With your partner, discuss and answer the question below

What do you know about analphabetism?

.....

.....

.....

ACTIVITY TWO

In groups of four students read the communication situation below and do it.

In your area, you notice that many people are illiterate as more and more people do not go to school. So you decide to write a leaflet on the topic: "STOP ANALPHABETISM", in order to sensitise people to send their children to school. Write your leaflet in the space provided. Your leaflet will be stick on your school's walls.

UNIT 6: CITIZENSHIP

LESSON 1: SPEAKING

Learning context: *The 2nd A students of College Boliadé Zoukougbeu are discussing to undertake a sensitisation campaign in order to explain to their community people the importance of humanitarian aid and assistance.*

ACTIVITY ONE

In groups of four students, look at the pictures below and describe them.



ACTIVITY TWO

After describing the pictures in activity one, the teacher asks you some questions, as you discuss with your partner, complete the dialogue below.

Teacher: What kind of emergencies can you think of?

You:.....
.....

Teacher: what can international organizations do to help?

You:.....
.....

Teacher: What can local people even schoolchildren do?

You:.....
.....

Teacher: What is humanitarian aid or assistance?

You:

ACTIVITY THREE

In the table below are some abbreviations concerning organisms or organisations. In groups of four students, discuss and complete the table as in the example.

ORGANISM & ORGANISATION	DEFINITION	ROLES
M.S.F		
N.G.O		
U.D.H.R		
U.N.P.D		
U.N.I.C.E.F		
U.N.F.P.A		
W.H.O		
U.N.H.C.R		

ACTIVITY FOUR

In groups of four students, discuss the topic below and tell the class.

Topic: there was a land conflict in your neighbouring village which made Yaya fleeing with his family. They arrived at your place at night, and asked for help.

- What would you do?
- Justify your answer.

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UNIT 6: CITIZENSHIP

LESSON 2: READING

Learning context: *The students of 2nd C are exploiting a text about Rights and Duties so as to understand their importance in people's life.*

ACTIVITY ONE

Read the text quickly and point out the main idea of the text.

.....

TEXT: RIGHTS DON'T COME ALONE

When you get older, you will have the right to stay up late. But you may also have when responsibility of looking after your younger brothers and sisters when your parents are out. They may include sending them to bed at the right time!

The more rights we enjoy, the more responsibilities we have to accept, as well. Most children develop a sense of their own rights, but it is sometimes harder for them to understand that other children rights too. Mealtimes are a good illustration of this. Every child has a right to have enough to eat, but a greedy older child may deprive a younger brother or sister of the food he or she needs.

Schoolchildren sometimes find the rules at school rather difficult, but most of these rules were made so that school life is trouble-free and everybody has equal chance to work, to play, to make friends and to be happy.

When someone becomes a teacher, he or she accepts lots of responsibilities for helping children. But please, remember, teachers also have rights! rights and responsibilities go hand in hand.

Extracted from "Go for English" 4e, page 41

ACTIVITY TWO

As you read the text again, choose the best option labelled (a – b – c) to complete the sentences. Write your answers like this. **Example: 1- a**

- 1- When you get older you will have the right.....
 - a) not to sleep
 - b) to have a rest
 - c) to play
- 2- You have the responsibility of..... your younger brothers and sisters
 - a) beating up
 - b) insulting
 - c) taking care of
- 3- A greedy older child maya younger brother or sister of the food he or she needs
 - a) give something back
 - b) take something away
 - c) leave something to
- 4- School life is.....
 - a) with problems
 - b) anxious
 - c) safe, without worry

- 5- Everyone has equalto work, to play, to make friends.
- disadvantages
 - opportunity
 - difficulty

ACTIVITY THREE

Read the text again and decide if the statements below are true (T) or false (F). Then justify your answers with the lines from the text. **Example: 1- F (L3)**

- As an older you should send your younger brothers and sisters to bed at a wrong time.
- Few kids develop a judgment of their own rights.....
- Lunchtimes are right evidence.....
- A gluttonous adult can't take the food away from a younger boy or girl.....
- Rights and duties work together.....

ACTIVITY FOUR

Task A: Read the sentences below and complete them with the suitable relative pronoun from the list:
who – which – where - that

- The manlives here is a doctor from M.S.F
-you said is right.
- The town they went to help people in distress was by the sea
- The car.....transported the refugees is new.

Task B: complete the following sentences with the right indefinite pronoun: **any – every – some.**

- There are refugees in this camp.
- He doesn't want.....help from his neighbour.
-nation should apply human rights.

UNIT 6: CITIZENSHIP

LESSON 3: LISTENING

Learning context: so as to understand the importance of their rights and duties, the teacher makes his/her 2nd A students listen to a text during the English class about human rights in order to discuss it.

ACTIVITY ONE

Listen to your teacher read a text and say what it deals with. Tick (✓) the best option.

<input type="checkbox"/>	The Universal Declaration of Human Duties
<input type="checkbox"/>	The General Assembly of the United Nations
<input type="checkbox"/>	The Universal Declaration of Human Rights

ACTIVITY TWO

As you listen to the text again decide if the statements below are true (T) or false (F)

- 1- The UDHR has been adopted and proclaimed on December 10, 1984.....
- 2- The UDHR is a personal standard declaration for all nations.....
- 3- The UDHR is composed of thirteen articles.....
- 4- The declaration shall be exposed and read everywhere.....

ACTIVITY THREE

Below are some articles from the Universal Declaration of Human Rights. As you listen to your teacher read them, put them into the right order you hear them as in the example

All human beings are born free and equal in dignity and rights.	
Everyone has the right to life, liberty and security of person.	
Everyone has the right to nationality.	
Everyone has the right to freedom of opinions and expressions.	
Everyone without any discrimination has the right to equal pay for equal work.	
Everyone has the right to a standard of living adequate for the health and well-being.	
Everyone has the right to education. Education should be three.	
<i>Everyone has the right freely to participate in the cultural life of the community.</i>	8

ACTIVITY FOUR

As you listen to your teacher read the list of rights and duties, write (**R**) if the phrase expresses a right and (**D**) if it expresses a duty. An example has been done for you.

- | | |
|-------------|----------|
| 1- R | 7-..... |
| 2- | 8-..... |
| 3- | 9-..... |
| 4- | 10-..... |
| 5- | 11-..... |
| 6- | |

HOMEWORK

What do you think about Universal Declaration of Human Rights? Are these rights respected everywhere? As you answer the questions above, justify your answer.

UNIT 6: CITIZENSHIP

LESSON 4: WRITING

Learning context: *The second C students from College Boliadé Zoukougbeu are writing a formal letter so as to take part in a writing competition organised by the Prefect of Department on the topic: "HOW SHOULD WE LIVE IN PEACE?"*

ACTIVITY ONE

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

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

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

ACTIVITY TWO

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

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

6 - 7 - 8 - 9 - 10

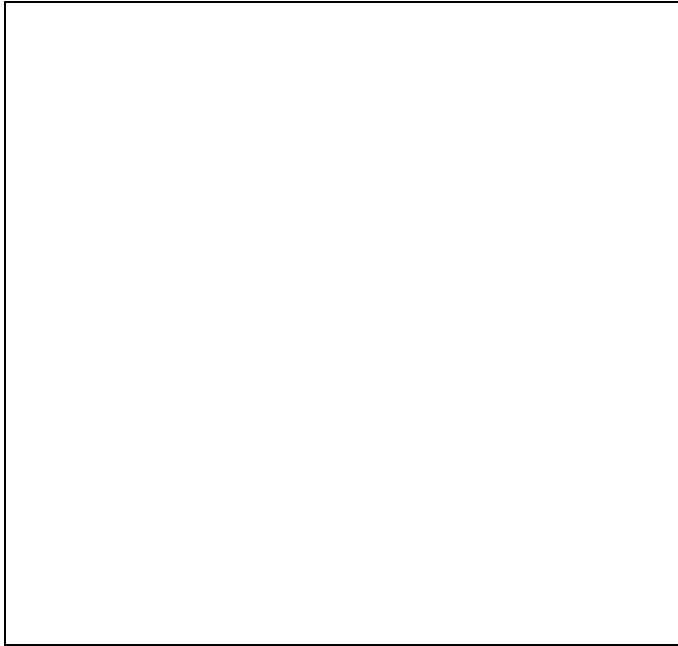
ACTIVITY THREE

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

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

ACTIVITY FOUR

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



HOMEWORK

Read the situation below and do it in the following lines. (*Not more than 15 lines*)

In your area you notice that most of the people do not respect human rights, laws, and they forget their duties as well. As a member of your English Writing Club, you are asked to write a letter that will be addressed to the **Minister of Justice: P.O.Box 1040 Abidjan, Cote d'Ivoire**. In your letter,

- inform him about the situation
- ask him to come to sensitise people

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UNIT 7: SPORTS

LESSON 1: SPEAKING

Learning context: *The students of 2nd A and 2nd C are discussing about the different sports they practice at school so as to choose one to organize a competition.*

ACTIVITY ONE

Discuss with your partner, and write the words from the list below in the right column. Follow the example.

Football – rugby – board games – chess – basketball – jogging – scrabble – hopscotch – race – running – marbles – cards – handball – wrestling – horse riding – jumping – awalé – draught board – ludo – word games – cycling – karate – bowls – crosswords puzzle – boxing.

SPORTS	GAMES
Football -	

ACTIVITY TWO

As you look at the following pictures, tell the class which sports they are.



1.....	2.....	3.....
4.....	5.....	6.....

ACTIVITY THREE

In groups of four students, discuss and identify sports games and equipment.

Example: 1- football

- 1- Name a sport where you cannot touch the ball with your hands:.....
- 2- Name a sport where you cannot touch the ball with your foot:.....
- 3- Name three sports that use a net or nets:.....
.....
- 4- Name two sports where you hit the ball with a racket:
.....
- 5- Name two sports with one player on each side of the court:
.....
- 6- Name three team sport:.....
- 7- Which sport is played with eleven players in each team?.....
- 8- Which sport is played with five players in each team?.....
- 9- Which sport is played with six players in each team?.....
- 10- Which sport is played with thirteen or fifteen players?.....

ACTIVITY FOUR

In your class, some students refuse to practise sport for personal reasons. In order to persuade them about the benefits of sports, your teacher asks you to talk about the importance of sport.

In groups of four students, discuss and then appoint a member of your group to report your point of view to the class. In your report,

- mention some of the sports you practice at school;
- give some advantages of practicing sports;
- talk about your favourite sport(s) and explain why you like it or them

.....

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UNIT 7: SPORTS

LESSON 2: READING

Learning context: *The students of second C of College Boliadé Zoukougbeu are exploiting a text about sport so as to understand its importance.*

ACTIVITY ONE

As you read the text quickly choose the option that best sums up the text.

- a) The history of sport and physical activities.
- b) The consequences of sport and physical activities.
- c) The advantages of sport and physical activities.

TEXT: WHAT ARE THE BENEFITS OF SPORT AND PHYSICAL ACTIVITIES?

Sports and physical activities both fall under the category of exercise. Any time you move your body in a repetitive fashion for any length of time you are performing physical activity. To gain the benefits of sport and activity, you should stick with something you enjoy. This will keep you motivated to continually participate.

When you are inactive, you are highly susceptible to a number of chronic conditions, such as high blood pressure, high triglycerides, diabetes and high cholesterol. Aerobic physical activity can help eliminate or reduce all of these risk factors, according to the American Heart Association. Aerobic activity is the same as cardiovascular activity. Running, biking, elliptical training, swimming, rowing and walking are examples.

Being overweight or obese is a contributor to chronic diseases as well as a lower self-esteem. Sport and physical activity can help you reduce your weight, because they burn calories efficiently. The key thing is to work out at a moderate or higher pace and to exercise long enough. The American College of Sports Medicine recommends 150 to 250 minutes moderate-intensity physical weekly to achieve weight loss. As an added benefit, losing weight will take excess stress off your joints and enable you to move more efficiently.

Sport and physical activity have more than just a physical impact on the body. During the course of a game or exercise session, your brain releases chemicals that can put you at ease and make you feel more relaxed. This is beneficial, especially if you a stressful job or personal life and you need a distraction.

Yoga is a form of physical activity that involves holding your body in a fixed position for an extended period of time. This type of activity helps improve your flexibility. Having better flexibility will help you getting around with more ease. Any type of stretching will also have this effect on the body.

By KEVIN RAIL

ACTIVITY TWO

As you read the text again give short answers to the following questions

- 1- In which category fall sport and physical activity?.....
.....
- 2- What should you do to acquire the advantages of sport and physical activities?
.....
- 3- Cite the chronic condition mention in the text?.....

.....
4- Why can sport and physical activity help you reduce your weight?
.....

5- When do your brain release chemicals?.....
.....

6- Which activity helps you improving your flexibility?
.....

ACTIVITY THREE

The paragraph below is about some problems in sport. As you read, fill in the gaps with the suitable words from the box so as to make it meaningful. **Example: 1- professional**

professional – drugs – athletes – encourage – criminal – skill – sportsmanship – admirable.
--

There are some problems with (1).....sports are supposed to (2)..... the development of good character and (3)..... Some professional (4).....demonstrate admirable (5)..... in playing their game, but their life off the field or the court is not very (6).....and, in some cases, shocking and even (7)..... Some have been charged with criminal acts, such as rape, assault and using illegal (8).....

“English for Success”, page 31.

ACTIVITY FOUR

Study this sentence: “sport and physical activities have **more** physical impact **than** other games on the body”. Now with your partner, discuss and complete the table, then write correctly the sentences using the words in brackets.

ADJECTIVES	COMPARATIVES	SUPERLATIVES
Cheap	cheaper than	the cheapest
Expensive		
Beautiful		
Small		
Healthy		
Natural		
Bad		
Dry		
Low		

- 1- Football isvolleyball. (interesting)
- 2- Football issport. (popular)
- 3- Basketball ishandball. (expensive)
- 4- If you buy sport equipment at the market, it is
.....buying them in the shops. (cheap)

UNIT 7: SPORTS

LESSON 3: LISTENING

Learning context: During the English class the teacher makes his/her 2nd C students from College Boliadé of Zoukougbeu listen to a text about the drawbacks of sport in order to discuss it.

ACTIVITY ONE

Listen to the text the teacher is going to read, then choose the best option labelled (a – b – c) to complete the sentence below.

The text is about.....

- a- The benefits of sports
- b- The disadvantages of sports
- c- The different kinds of sports

ACTIVITY TWO

As you listen to the text again, decide whether or not the following sentences are true (T) or false (F). Do it with your partner. **Example: 7- F**

- 1- Sports are important four our health.....
- 2- Sports can have same drawbacks.....
- 3- Sportspersons employ some drugs to weak their performance.....
- 4- Athletes can not be injured in sports competition.....
- 5- Racism is a serious matter in sports.....
- 6- Most of the time athletes are discriminated.....
- 7- The Italian player head-butted the French player Zinedine Zidane.....

ACTIVITY THREE

Listen to the text again and with your partner identify the following dates.

- a- 2003.....
- b- 2006.....
- c- 2007.....
- d- 2017.....

ACTIVITY FOUR

During a meeting of your English club, you have listened to a record about the benefits of sports. Then, Bahi, one of your classmates asserted that: “sports can be dangerous for sportspersons”.

In groups of four students, discuss the assertion above and say what you think.

- give some drawbacks of practising sports
- state your position

.....
.....

UNIT 8 = SCIENCE

LESSON 1: SPEAKING

Learning context: So as to better understand the way they are, the students of 2nd C from College Boliadé of Zoukougbeu are discussing about their race.

ACTIVITY ONE

For a better understanding of the way you are, the teacher asks you some questions through a dialogue. As you discuss with your partner complete it.

Teacher: Which continent are you living in?

You:.....

Teacher: what colour is your skin?

You:.....

Teacher: Where could you find such a race?

You:.....

Teacher: Do we find the same race in every part of the world?

You:.....

Teacher: OK, but what skin colour could you find in America, Europe and Asia?

You:.....

ACTIVITY TWO

Now with your partner, discuss and give short answers to the following questions.

1- What is race?

.....

2- How many races could you recognize?

.....

3- What makes the difference between them?

.....

4- How can we define genes?

.....

.....

ACTIVITY THREE

Communicative situation

One day a person asserts that: *“the difference of skin colour among people makes them different.”* In groups of four students, discuss and say what you think about this assertion by giving details and illustrations in the lines below. A spokesman will report your point of view to the class.

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UNIT 8: SCIENCE

LESSON 2: READING

Learning context: *The students of second C from College Boliadé Zoukougbeu read a text about science so as to understand its advantages.*

ACTIVITY ONE

As you read the text quickly, say what it deals with.

.....

TEXT: WHAT IS DNA?

"It is in your genes!"

Have you ever been told that you look just like your mother, or that you act just like your brother or sister? You may not think it's true, but there's a good reason that people say that. It's because, in every cell in your body, you have (more or less) the same DNA. As you already know, you get one copy of your DNA from your mother and one from your father. Also, you know that the DNA is split up into strands called chromosomes, and that the ribosomes use the DNA in order to make proteins.

But what does it really mean that this DNA is in every single one of your cells? After considering this for a while, many people ask themselves things like; "why do the cells in my heart need to have the same information as the cells in my stomach? It's true that all of the 100 trillion cells in your body have all of the genetic information to be or do anything that your body does. It's also true that your DNA is 3 billion "letters" long: in other words each one of those 100 trillion cells contains 3 billion pieces of information!

Each cell in your body only uses the information that it needs from the DNA: in other words, your heart cells only use the heart information; the stomach cells the stomach information. But the cells carry everything in case they need to become something else, a power which scientists are just beginning to use themselves!

So, how does that DNA actually *do* anything? The trick is that DNA is turned into proteins, and it's the proteins that make a heart cell beat a nerve cell send messages, and a lung cell take up air. You can think of the relationship between DNA and protein like this: the DNA is like a page of instructions to build a house and the proteins are the wood, steel, nails, screws and glass that actually make the house. Clearly, to get from the instructions (DNA) to the building materials (proteins), something needs to put it all together – so in come the ribosomes to actually make the protein!

Shawmst.org

ACTIVITY TWO

In this puzzle below, there are 13 words from the text. Read the text then in groups of four students, find the hidden words. One has been done for you as example.

Key: the words can go across, down, left, right and diagonally

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

ACTIVITY THREE

The table below is about some fields in science. With your partner, discuss and complete it then answer the questions below.

WORD RADICAL	SCIENCE	OCCUPATION
cardio		
feto		
	andrology	
		neurologist
sero		
phono		
		herbologist
	seismology	
	zoology	
		radiologist

1- What are “logy” and “logist”?

.....

2- How can we define suffixes?

.....

3- Do suffixes change the meaning of a word?

.....

ACTIVITY FOUR

Task A: below are some fields of science.

- 1- Sociology: the study of society.
- 2- Genetics: the study of genes.
- 3- Zoology: the study of animals.
- 4- Biology: the study of life.

As you study the following example, with your partner write sentences like in the example.

- 1- *We need a sociologist to study the society.*
- *We need a sociologist in order to study the society.*
- *We need a sociologist for studying the society.*

2-

.....

.....

3-

.....

.....

4-

.....

.....

Task B: here is what the teacher asked or told the students about genes in class. In order to tell your neighbour who was absent that day, rewrite the sentences beginning with the underlined phrases.

Example: *he asked to the class if we knew genes.*

- 1- "Do you know genes", he asked to the class.
- 2- "What did our genes consist of?", the teacher asked me.
.....
- 3- "Now, listen to this record about genes", he told the class.
.....
- 4- He asked Topé: "have you had the same genes as your parents?"
.....
- 5- "We inherited our genes from our parents", he said.
.....
- 6- "But genes are changing all the time now", he added.
.....
- 7- He said again: "identical twins may have the same genes".
.....
- 8- Finally he told the class: "Don't play in the science room".
.....

UNIT 8: SCIENCE

LESSON 3: LISTENING

Learning context: During the English class the teacher makes his/her 2nd A students of College Boliadé Zoukougbeu listen to a text about a student's family tree in order to draw the diagram.

ACTIVITY ONE

Listen to the teacher read a text about family tree then underline the right word from the brackets as in the example.

A family tree is a (**diaphragm / diagram**) which shows the relationship between (**pupil / people**) in several generations of a family. It is also a (**chart / chat**) showing (**oil / all**) the branches in a family. Everyone's family (**his / is**) different. (**Some / Somme**) people may have lots (**off / of**) brothers and sisters. Some may have foster fathers and (**mathers / mothers**) or be aunts or (**oncles / uncles**). Your (**awn / own**) family tree (**shows / chose**) the way your family has developed and some of the history that (**goes / goose**) into making you who you are.

ACTIVITY TWO

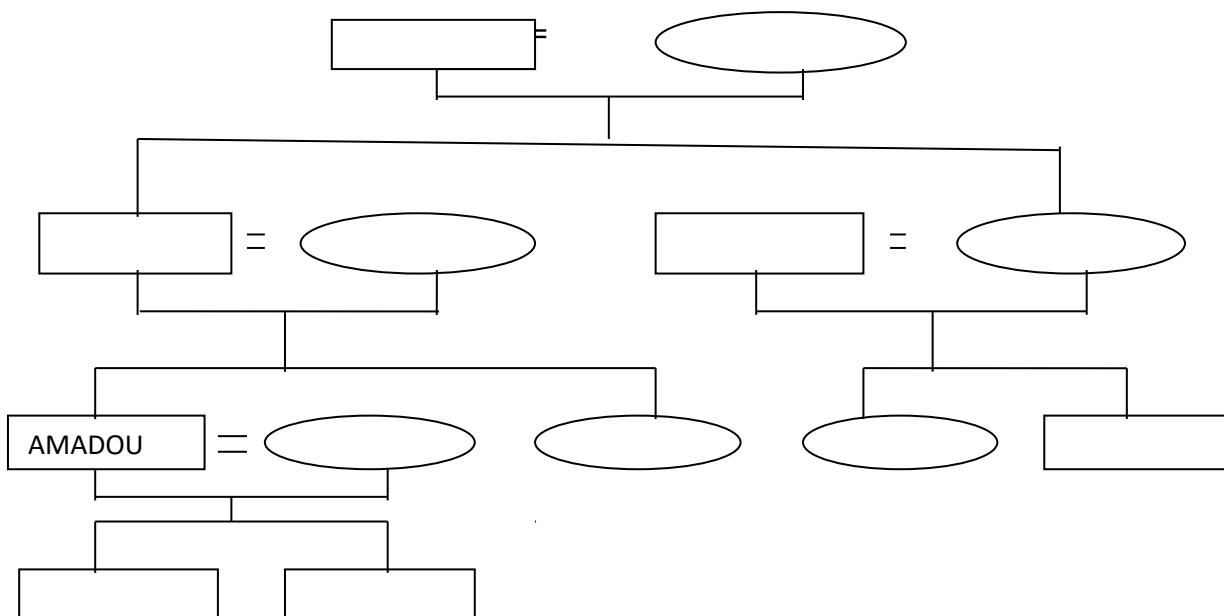
As you listen to the teacher read a text about Amadou's family tree, in groups of four students complete the diagram below.

These keys will help you

(=): means that two people are married

□: represents a male

○: represents a female



AMADOU'S FAMILY TREE

ACTIVITY THREE

You have listened to Amadou's family members and completed the family tree. Now with your partner discuss and answer the questions below.

- 1- What is Abou to Awa?.....
- 2- What is the relation between Abdoul and Issa?
.....
- 3- Are Amadou and Drissa brothers? If no, say what they are.
.....
- 4- Each level in a family tree represents one generation. So how many generations are shown in Amadou's family tree?
.....
- 5- Name an ancestor of Ali.....

ACTIVITY FOUR

In groups of four students listen to these clues and complete the crossword puzzle. An example has been given.

										7							
														10			
	1								8	N				C			
	G													O			
				3				4						U			
				F										S			
							5				T	11		I			
														N			
2	C			L				N		9	S						R
					6				B			D					

UNIT 8: SCIENCE

LESSON 4: WRITING

Learning context: *The students of 2nd C of College Boliadé Zoukougbeu are writing a report about genes and race in order to explain the difference or the relationship between them. The best article will be published in your school English club’s magazine.*

You attended a meeting as a member of your School English Club. The topic of the day was about “GENES and RACE”.

After the next meeting, you are asked to write a report about genes and race to show their relationship.

In groups of four, write your paragraph in the following lines (12 lines maximum). Do not forget your report will be published in your school magazine.

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UNIT 9: WILDLIFE

LESSON 1: SPEAKING

Learning context: So as to sensitize schoolfriends about the importance of wild species, the English Club of College Boliadé Zoukougbeu organizes a debate on the topic: SHOULD WE PROTECT WILDLIFE?

ACTIVITY ONE

With your usual partner discuss the following:

What do you know about?

1- The fauna:

.....

2- The flora:

.....

ACTIVITY TWO

As you discuss with partner check the names of these animals, then complete the sentences below:



1.....	2.....	3.....	4.....
5.....	6.....	7.....	8.....

1- An animal with a trunk:.....

2- An animal with horns:.....

3- An animal with a tail:.....

4- An animal with wings:.....

ACTIVITY THREE

In a group of four students discuss and write the names of animals from the list below in the right class.

Snake – gorilla – heron – whale – giraffe – weaver – shark – catfish – lizard – tilapia – crow – lion – vulture – crocodile.

REPTILES	FISH	MAMMALS	BIRDS

Then answer the following questions,

- 1- How do reptiles move?
- 2- How do fish move?
- 3- How do mammals move?
- 4- How do birds move?

ACTIVITY FOUR

As you discuss in a group of four students about the communication situation below, complete the dialogue.

A survey on wild species is being carried out by WWF (World Wide Fund), a non governmental organization. A member of the NGO asked you some questions.

WWF: hello

You:

WWF: What do you know about the fauna and the flora?

You:.....

WWF: is wildlife safe in your area?

You.....

WWF: Why?

You:.....

WWF: What do you do to stop it?

You:.....

WWF: Has the government been informed?

You:.....

WWF: How does the government react?

You:.....

WWF: Good bye. Thank you for your participation.

You:.....

UNIT 9: WILDLIFE

LESSON 2: READING

Learning context: *The second C students of College Boliadé Zoukougbeu are reading a text so as to understand its importance in people's life.*

ACTIVITY ONE

As you skim the text, say what it deals with? Circle the letter which best summarises it.

- a) Wildlife
- b) Actions against poaching
- c) WWF

TEXT: STOPPING POACHING

We know that wildlife is important for the ecosystem. And yet we have driven many of wild animals towards the brink of extinction through poaching. For 50 years, WWF has fought to stop this slaughter.

Poaching is the greatest current threat to tigers, rhinos, gorilla and other African and Asian species. It's a crime and it's driving species to extinction. Tigers and rhinos are particularly vulnerable; their body parts are being prized in traditional Asian medicine.

The old image of a lone poacher with a rifle, man against beast, is far from the true story nowadays. The current wave of poaching is carried out by sophisticated and well-organised criminal network – using helicopters, night-vision equipment, tranquilisers and silencers to kill animals at night, avoiding law enforcement patrols.

Why does this continue to happen? The problem is poaching is rarely a political priority and is a very lucrative business. "The value of a rhino horn in illegal trade is probably 100 times the average earnings of a villager living next to them," explains Christy Williams who leads our work on Asian elephants and rhinos. "It makes poaching a coveted money-making opportunity."

We work to tackle poaching and the causes behind it on many levels. We train anti-poaching patrols and campaign for stronger actions against the illegal wildlife trade. We also help local communities benefit from wildlife tourism.

We're helping boost the number of anti-poaching patrols on the ground, making sure they have the equipment they need to communicate with each other and to act swiftly to tackle illegal activity. Thanks to these actions, the number of wild animals has increased significantly over the last few years.

From the internet; posted on 05 April 2011

ACTIVITY FOUR

Task A: Below are four sentences from the text. Rewrite them without changing their meanings. Start with the underlined words or phrases. Write your answers like in the example.

Example: 4- ***Anti-poaching patrols are trained by us.***

1- WWF has sought to stop this slaughter

.....

2- Poaching threatens wild animals.

.....

3- Traditional Asian medicine is prizing tigers and rhinos body parts.

.....

4- We train anti-poaching patrols.

Task B: The following sentences are about actions done to protect wild species. As you study the example rewrite them.

Example: 1- *Wild species must be protected by governments.*

1- Governments must protect wild species.

2- Poachers should stop criminal acts.

.....

3- Villagers could inform forestry commission.

.....

4- People shall not destroy the flora and the fauna.

.....

UNIT 9: WILDLIFE

LESSON 3: LISTENING

Learning context: *The students of the 2nd A are listening to some texts about the flora and the fauna in order to discuss their importance.*

ACTIVITY ONE

In the box below are some names of animals.

Bat – giraffe – gazelle – whale – lion – gorilla – hippopotamus - elephant

As you listen to the descriptions the teacher is going to read, match the descriptions to the right animals. Two animals in the box are not concerned.

A:..... B:.....
C:..... D:.....
E:..... F: giraffe

ACTIVITY TWO

As you listen to the teacher read a text, answer the following questions.

1- Name four animals that we can see in the Ivorian game reserves

.....

2- Are there giraffes in Cote d'Ivoire?

.....

3- Name two places where we can see these animals.

.....

4- Are poachers good for animals? Why?

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

ACTIVITY THREE

As you listen to the text the teacher is going to read, discuss with your partner and give short answers to the following questions.

1- How wide is the Tai Forest?

2- Where is the Tai Forest?

3- Do plants and animals still live in the Tai Forest?

.....

4- Name two plants in the text:

5- Which company destroy the Tai Forest?

.....

ACTIVITY FOUR

As you listen to the text again, discuss with your partner and say whether the statements are true (T) or false (F).

- 1- The Tai Forest covers 14,000 square kilometres:
- 2- The Tai Forest is the poorest rainforest in West Africa:
- 3- Traditional doctors use Tai's plants as medicines:
- 4- The inhabitants of Tai cut down more trees:

UNIT 10: CULTURE AND CIVILISATION

LESSON 1: SPEAKING

Learning context: For a better understanding of their own history, the 2nd A students of Collège Boliadé Zoukougbeu organise a debate on the topic "CULTURE AND CIVILISATION IN AFRICA"

ACTIVITY ONE

As you look at the pictures below, tell the class what they are, and then answer to your teacher's questions.



ACTIVITY TWO

The picture below is about a famous African musician. As you look at it carefully, give short answers to your teacher's questions through the dialogue.



Teacher: Who is that person? And where is he from?

You:

Teacher: Is he still alive?

You:

Teacher: What was his occupation?

You:

Teacher: What was his musical genre?

You:

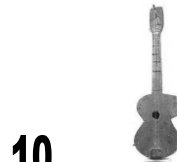
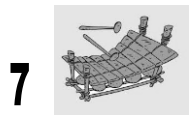
Teacher: what were his musical instruments?

You:

ACTIVITY THREE

Discuss with your neighbour and match each picture below to its right name from the box, and then answer the question below.

violin – guitar – kora – drum – thumb piano – talking drum
– bells – balafon – water drum



1.....	2.....	3.....	4.....	5.....
6.....	7.....	8.....	9.....	10.....

1- Which ones are used in traditional music?

.....
.....

2- Which ones are used in modern music?

.....
.....

ACTIVITY FOUR

During a debate organising by your English Club about “AFRICAN CULTURE AND CIVILISATION”, a member asserts “Today **young people do not respect their culture and civilisation**”. As you discuss in groups of four students, say:

- 5- what you think about this assertion, give your opinion
- 6- if young Africans have kept their culture and civilisation
- 7- give details and examples to support your view points

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HOMEWORK

Match each word from column A to its definition in column B. Write down your answers in column C.

COLUMN A	COLUMN B	COLUMN C
1- Culture	a- frequent repetition of the same behaviour.	1-
2- Civilisation	b- the beliefs, values, behaviour and material objects that constitute a people's way of life.	2-
3- Custom	c- a part of culture that is passed from person to person or generation to generation.	3-
4- Tradition	d- the way of conceiving the world and the reality. It covers many things; the way of speaking, dressing, behaving.	4-

UNIT 10: CULTURE AND CIVILISATION

LESSON 2: READING

Learning context: *The students of 2nd A of College Boliadé Zoukougbeu are reading a text about people's culture and tradition in order to discuss it.*

ACTIVITY ONE

Read quickly the text below and circle the letter of the statement which best summarises it.

- a- Malian songs and rhythms
- b- Culture and tradition in music
- c- West African guitarists and singers

TEXT: ALI FARKA TOURE

“For some people, when you say ‘Timbuktu;’ it is like the end of the world, but that is not true. I am from Timbuktu, and I can tell you we are right of the world.”-Ali Farka Toure.

Ali Farka Toure is one of the finest blues guitarists and singers in West Africa. He combines traditional Malian songs and rhythms with many outside influences to produce a highly individual style. Toure was into the noble *Sorhai* family in the Timbuktu region of Mali in 1939. Being of noble birth and not part of the *Jali* class, he should never have taken up music since the profession is normally inherited in Malian society and the right to play belongs to the *Jali*. However, being a man of fierce determination and independence, once he decided to take music, there was nothing to stop him.

In 1950 he began playing the “gurkel” – a single string African guitar that he chose because of its power to draw out the spirits. He also taught himself the “n’jarka,” a single fiddle* that is today a popular part of his performance. Then in 1956 he saw a performance by the great Guinean guitarist Keita Fodeba. He was so moved that he decided then and there to become a guitarist. Teaching himself, Toure adapted traditional songs using techniques he had learned on the *gurkel*.

During a visit to Bamako in the late 1960s, Toure was introduced to African-American music by such artists as Ray Charles, Otis Redding, and most importantly John Lee Hooker. At first, Toure thought that Hooker was playing Malian music, but then realised that “it has been taken from here,” noticing the use of African retentions in Hooker’s work. Toure was convinced that American blues was rooted in traditional Malian music. He was also inspired by Hooker’s strength as a performer and began to incorporate elements into his own playing.

For many years he followed a successful career in West Africa adapting traditional songs and rhythms in ten languages from Mali’s enormous cultural wealth. This career was combined with a life rooted in his village. Although Toure toured widely in Africa and occasionally in Europe and America, he preferred the security of village life, family, friends, crops and livestock.

Toure was almost 5 when he came to the attention of the world music community in the West. Since then he’s toured often in North America and Europe, and recorded frequently, sometimes with contributions from TajMahal and members of the Chieftans. In 1994 he won the prestigious *Grammy Award* with his *Talking Timbuktu* album. However, Toure didn’t release a record on American shores for five years afterwards; he finally broke the silence in 1999 with *Niafunke*, which discarded the collaborative approach in favour of a return to his musical roots.

*guitare traditionnelle à une corde

Source: *American Blues and Jazz: Rooted in African Tradition* by Adam Reinhard, from *IROHIN, Taking Africa to the Classroom*, A publication of The Center for African Studies University of Florida, Spring 2002. P.13

ACTIVITY TWO

A- Vocabulary check

As you read the text again. Match the terms taken from the text in column A to their equivalents in column B. Work with your usual partner and write down your answers in column C as in the example.

Column A	Column B	Column C
1- songs (line 4)	a- mix, include	1 -
2- style (line 5)	b- primary sources, origins	2 -
3- noble (line 5)	c- travelled	3 -
4- single (line 10)	d- musical compositions	4 -
5- performance (line 12)	e- farm animals	5 -
6- incorporate line 21)	f- achievement	6 -
7- toured (line 24)	g- fashionable	7 - c
8- livestock (line 25)	h- not divided in parts	8 -
9- roots (line 32)	i- aristocrat	9 -

B- Comprehension check

Read the text once more and, and with a partner, choose the best endings for the sentences below and circle the referring letter **a**, **b** or **c**.

- 1- Ali Farka Touré is a traditional musician from.....
 - a- the South of Africa
 - b- the West of Africa
 - c- the North of Africa
- 2- Since Ali was born into the noble family, he should not sing because.....
 - a- playing songs is the property of the Sorhai
 - b- playing songs is the property of all the Timbuktu people
 - c- playing songs is the property of the Jali
- 3- Toure started playing the "gurkel" when he was.....
 - a- 10 years old
 - b- 11 years old
 - c- 17 years old
- 4- Toure visited the capital city of Mali in the.....
 - a- 19th century
 - b- 20th century
 - c- 21st century
- 5- Ali Toure came to the attention of the world music in.....
 - a- 1988
 - b- 1989
 - c- 1990
- 6- Ali won the Grammy Award in.....
 - a- 1999
 - b- 1997
 - c- 1994

ACTIVITY THREE

Look at carefully the table below. Work with a partner and form news word with the suffixes. A word can only be used once. An example has been given

	-ance	-ation	-ment	-hood
desperate		desperation		
argue				
remember				
appoint				
vary				
narrate				
child				
accord				
nation				
govern				
inspire				
neighbour				

ACTIVITY FOUR

Task 1: the paragraph below is an extract from Ali Farka’s biography. Read it and choose the right adverb of time from the box to make the paragraph meaningful. **Example: 1- when**

after – before – when – during – until – while

Ali Farka Toure was still an infant **(1)**.....his father died **(2)**.....serving in the French army in 1940, and the family moved South along the river to their present home, Niafunke. Ali Farka, **(3)**.....seeing the Guinean guitarist Keita Fodeba, he took up the guitar at the age of ten. It wasn’t **(4)**.....about age 17 that he really got a handle on the instrument. Ali became famous in Niafunke performing traditional music **(5)**.....weddings, child naming, ceremonies and circumcision parties. For many years Ali became famous with his traditional Malian music. He was suffering from a bone cancer, however he was able to complete one last album “Savane” **(6)**.....passing out in 2006.

Task 2: the paragraph five of the text is about Ali Farka’s career. As you read it write all the verbs in the present perfect progressive tense. Continue to write the paragraph as follow.

For many years he **has been following** a successful career in West Africa adapting.....

UNIT 10: CULTURE AND CIVILISATION

LESSON 3: LISTENING

Learning context: *During the English class, the teacher makes his/her 2nd A students of College Boliadé Zoukougbeu listen to passage about tradition and also some music songs about different musical genres to collect appropriate information so as to discuss.*

ACTIVITY ONE

Listen to the passage your teacher is going to read and answer briefly the questions below.

1- Which ceremony is the passage about?

.....

2- What do people do after the traditional rituals?

.....

3- What do women do after the meals?

.....

4- Do people reward dancers?

5- Is the author's family proud of its traditions and culture?

.....

ACTIVITY TWO

Listen to the passage once more and discuss with your partner to complete the statements with words or expressions from the passage.

1- In my family.....ceremonies are very important.

2- After the traditional rituals people.....by eating and drinking.

3- The women sing songs to praise their.....

4- The dancers are rewarding with.....

5- The family is.....of its traditions and culture.

ACTIVITY THREE

Listen to these music songs and find out their musical kinds or types and their authors

Songs	Musical kinds	Authors
Song 1		
Song 2		
Song 3		
Song 4		

UNIT 10: CULTURE AND CIVILISATION

LESSON 4: WRITING

Learning context: So as to understand the importance of peoples' culture and civilization, the Ministry of Culture organises a writing competition on the topic: "AFRICAN CULTURE AND CIVILISATION, WHAT STAKE FOR OUR GENERATION? The best article will be published in the Ministry's of Culture magazine.

ACTIVITY ONE

Discuss with your neighbour and match the words to their correct definitions.

Words	Definitions	Answers
1- baptism	a- agreement between a woman and a man to live together as wife and husband	1-
2- circumcision	b- religious ceremony during which a name is given to someone	2-
3- initiation	c- a ceremony during which a person is admitted to a new social group	3-
4- marriage	d- the act by which the foreskin of the penis is cut off	4-

ACTIVITY TWO

As you discuss with your neighbour, name some ceremonies and celebrations that occurred or that you know in your area and write them down in the following lines.

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ACTIVITY THREE

In groups of four students, discuss the communicative situation below and write an article in the line provided. (*Not more than 12 lines*)

In some villages from the department of Zoukougbeu, local people used to practise a ceremony called "PANTHERE". So as to understand its cultural importance, your teacher asks you to write an article in order to describe this event related to peoples' civilisation and tradition. The best article will be published in the Ministry's of Culture magazine. In your description, take the following onto account:

- name the type of ceremony
- when and where does it take place
- who take part in the ceremony
- mention its cultural importance

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