

ENGLISH FOR EVER Tle Teacher's guide

This document consists of the answer keys of the student's book English For Ever Tle as well some clues for teaching. It is not a lesson preparation. The teacher should therefore design his lesson plans before going to the classroom.

UNIT 1



LIFESTYLE: MOVING WITH THE TIMES

UNIT CONTENT OVERVIEW

- Talking about past and present lifestyles
- Listening and talking about moral values
- Reading and talking about modern migration
- Reading and talking about public services
- Writing a letter of complaint
- Forming nouns using the suffix “ness”
- Using however, whenever, wherever, whoever, whatever and whichever

Lesson 1: SPEAKING

Past and present lifestyles

❖ Lead in (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Describe the housewife's past and present life shown in the first picture. (Possible answer: In the past, the housewife used to do all her chores, herself and manually. In her present life, she uses different appliances for her chores and she even benefits from the help of maids.)
- Which difference do you make between past and present life in the second picture? (Possible answers: Past life was more old-style and physical with the use of manual tools. On the contrary, present life is more modern and technological with the use of sophisticated tools.)
- Do you think life is better now than it was before? (Possible answers: Yes/No. The teacher accepts any students' answer provided that they are able to justify the viewpoint.)

After the lead-in activity, the teacher exploits the learning context.

Learning context: The students of Tle from your school are invited to the local radio English programme. They engage in a debate on past and present lifestyles to make listeners aware of some dangers associated with modernity.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students invited to? (Ans.: They are invited to the local radio English programme.)
- What do they do? (Ans.: They engage in a debate on past and present lifestyles.)
- What for? Or for which reason do they engage in the debate? (Ans.: They engage in the debate to make listeners aware of some dangers associated with modernity.)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about past and present lifestyles by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ New language

1- Which of the following definitions best explains the term "lifestyle"?

The teacher sets the task, going through the instructions in the student's book. Then he tells them the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: b

2- Listen and repeat after your teacher. Which words or expressions are related to lifestyles?

The teacher sets the task, going through the instructions in the student's book. Then he tells them the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: All the words are related to lifestyle.

Traditions – Customs – Religion – Modernity – Fashion/Dressing style
Healthcare – Music – Hobbies – Diet – Housing – Celebrations – Education
Systems of governance – Means of transport – Means of communication

- 3- Fill in the table below with the appropriate words or expressions from Activity 2. French cognates are not concerned.

Example: a- Customs

The teacher sets the task, going through the instructions in the student's book. Then he tells them the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a- *Customs*

b- *Diet*

c- *Healthcare*

d- *Housing*

e- *Hobbies*

f- *Fashion/Dressing style*

- 4- The following passage is on past and present lifestyles. Fill in each blank with the appropriate word from the box. **Example: contrast.**

The teacher sets the task, going through the instructions in the student's book. Then he tells them the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a- *contrast*

b- *complex*

c- *free*

d- *habit*

e- *technology*

f- *diseases*

g- *revolution*

❖ Let's communicate

The production below is a suggestion, students are not supposed to make exactly the same.

Thank you, mister presenter! I do agree with you. Past lifestyle was simple and traditional while present life is complex and highly technological.

In the past, life was simple and hard at the same time. People were hardworking. They used to work with manual and archaic tools. They did not use to produce a lot but they were self-sufficient. In the domain of agriculture, for instance, farmers used tools like hoes, axes and

machetes. They didn't use pesticides and weedicides. As a result, productivity and harvest were low but people used to eat organic food and they were not exposed to some diseases. In the present life, farmers use machines pesticides and weedicides. Consequently, productivity and harvest are very high. Unfortunately, the crops we consume now are not organic and we are exposed to many diseases.

I prefer the present life, because despite some difficulties, life is easier and more interesting. Smartphones, computers, smart televisions, the development of healthcare, high-speed vehicles, and planes are tools and means that make life more enjoyable.

Lesson 2: LISTENING

Moral values in traditional and modern Africa

❖ Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Look at the pictures and the proverbs below. Which behaviours are you taught to adopt? (Possible answers: unity, solidarity, tolerance, integrity, honesty, etc.)
- Which phrase best summarizes such behaviours? (Possible answers: Moral values).

After the before-listening activity, the teacher exploits the learning context.

Learning context: In order to prepare for their upcoming English club discussion, the students of Tle from your school are listening to a VOA programme on moral values in traditional and modern African communities.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students doing? (Ans.: They are listening to a VOA programme.)
- What is the programme about? (Ans.: It is about moral values in traditional and modern African communities.)
- For which reason are they listening to the programme? (Ans.: They are listening to the programme in order to prepare for their upcoming English club discussion.)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about moral values in traditional and modern African communities by the end of the day's lesson.

Note: the teacher can also design their own questions.

- Identify and write down the best definition of “moral values” among these propositions.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: a

❖ Let's listen

- 1- Listen to the audio and say what it is about.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: d

Passage

The pre-colonial African society is often considered the 'Golden Years' of African moral values. It was a period where the African was not distracted by foreign visitors with their foreign influences; hence the African was free to practise his traditional values almost exclusively.

Often you hear it said, "We have lost our values as Africans." This suggests that there must be some recognizable virtues or traits that identify an African and which inform her/his moral values. Notable African moral values include large family practice, hard work, respect for senior members of the society, extended family system, religion, value for private property, language, honesty, trust, fairness, integrity, solidarity and many others. The African family is the nucleus of existence, which places a premium on children. The more children you have the more important in the society you are considered to be. Large families are considered to be important for cheap labour in the chain of production. Hard work is a trait the average African man loves to pride himself. Laziness is synonymous with a life of poverty. The type of occupation is not as important as the fact that one is engaged in something. One of the distinguishable values of the African child is an embedded sense of higher authority or seniority. Greeting an elder for a child born in an African society is almost non-negotiable. The extended family is an important aspect of the African society.

<https://www.africanliberty.org/2015/09/09/onuoha-frank-locating-african-values-in-twenty-first-century-economics>, 15/03/2023

2- Listen to the text again and write down the behaviours included in African moral values.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the

Answer keys:

large family practice, hard work, respect for senior members of the society, extended family system, religion, value for private property, language, honesty, trust, fairness, integrity, solidarity, sense of higher authority or seniority.

3- As you listen to the text again, decide whether the following statements are true (T) or false (F). **Example: a- T**

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer keys:

a- *Example*

b- *T*

c- *T*

d- *T*

e- *F*

f- *F*

❖ After listening

The production below is a suggestion, students are not supposed to make exactly the same.

Moral values refer to the standards of good and evil which guides people behaviours and choices. Moral values can also refer to the guidelines that assist people in deciding what is good or wrong.

In traditional Africa, moral values were imperative. All the African societies were based on some core values. They included large family practice, hard work, and respect for senior members of the society, religion, value for private property, language, honesty, trust, fairness, integrity and solidarity. Unfortunately, today, values like fairness, honesty, integrity and solidarity tend to disappear. Modern Africans neglect their tradition. They are getting more and more selfish and dishonest.

Many modern Africans want to behave like Europeans. Information and Communication Technologies means and tools such as the Internet, social networks and the huge diversity of television channels have filled the majority of modern Africans' minds with other people's values. Consequently, they have forsaken their lifestyle and adopted that of other people.

Lesson 3: READING 1

Modern migration

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- What can you see? (*Possible answer: I see some urban areas full of tents as well as some people*)
- Who are the people living there? (*Possible answer: Migrants/Illegal migrants*).
- Would you agree to travel to a foreign country and live in such conditions? (*Possible answer: Yes/No. The teacher will take into account any students' answer provided that they are able to justify the viewpoint.*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: The students of Tle from your school are taking part in a seminar organized by the British Council about modern migration. They are reading a text to gather information for an awareness-raising campaign about illegal migration.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- **Which event are the students taking part in?** (Ans.: *They are taking part in a seminar organised by the British Council.*)
- **What are they doing during the seminar?** (Ans.: *They are reading a text.*)
- **Why are they reading the text?** (Ans.: *They are reading the text to get information for an awareness campaign about illegal migration.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about illegal migration by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

- 1- Read the text and choose the appropriate heading from the list below.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: d

- 2- The words below have their synonyms in the text. As you read the text, write down the appropriate words. Lines are indicated to help you. **Example: a-abuses**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- **abuses**
- b- **inhumanity**
- c- data
- d- findings
- e- deadly
- f- missing
- g- fatalities
- h- traumas
- i- labour

- 3- Read the text again and give short answers to these questions.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *The UNHCR is the United Nations Refugee Agency.*

- b- *The report released by the UNHCR and the MMC is titled 'On this journey, no one cares if you live or die'.*
- c- *It is difficult to collect accurate data on migrants' deaths in Northern Africa because many of them take place in the shadows and away from the view of authorities and their formal systems for managing data and statistics.*
- d- *Between 2018 and 2019, at least 72 deaths are estimated per month.*
- e- *In Northern Africa, people are most likely to die in Sabha, Kufra, Qatrun in southern Libya, the smuggling hub of Bani Walid south-east of Tripoli.*
- f- *No. For some migrants, once they get to Libya, they are subjected to brutal violence, risk of rape and sexual and gender-based violence.*

4- As you read the text again, explain in a few words why migrants who succeed in reaching North African shores often suffer from mental health issues.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: Migrants who succeed in reaching North African shores often suffer from mental health issues. Those mental health issues are the result of the traumas they faced during their travel. Indeed, illegal migrants on their way to Northern suffer all kinds of threats, pains and traumas including random killings, torture, forced labour and beatings.

❖ **After reading**

The production below is a suggestion, students are not supposed to make exactly the same.

Today many young Africans try to migrate to Europe through the Mediterranean Sea. They migrate for various reasons. The large majority of them leave their countries for economic reasons. As they can hardly get a job in their countries, to take care of themselves and their families, they decide to travel to Europe where they hope to find a better life. Unfortunately, as they don't succeed in having the official travelling documents such as the visa, they choose the illegal way. Other young Africans travel illegally to flee wars and different kinds of discrimination.

Migrating illegally is not easy. Illegal migrants face many difficulties in host countries. Those difficulties include unemployment, accommodation problems, as well as some racism-based prejudices.

It is high time African governments take measures to prevent their youth from illegal migration. They should create job opportunities for young people. They should fight against corruption in all the sectors of their countries. They should promote entrepreneurship and help young people benefit from the support of banks to start some businesses.

Lesson 4: READING 2

Public services

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- What are the occupations of the people in the first picture? (Possible answers: we see firemen/woman, doctors and policemen/woman).
- Do they work in private or public services? (Possible answers: They work in public services).
- Name the services that are shown in the second picture. (Possible answers: Justice, Healthcare, Electricity, Fire-fighter, Water, Telecommunications, Housing, Transport, Education, Emergency services, Waste management).

After the before-reading activity, the teacher exploits the learning context.

Learning context: The students of Tle A from your school are participating in a debate organized by the American embassy to improve public services in Africa. They are reading a text on the topic to gather information about the issue.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Which event are the students participating in? (Ans.: They are participating in a debate organized by the American embassy.)
- What is the aim of the debate? (Ans.: The debate aims at improving public services in Africa.)
- Why are the students reading the text? (Ans.: They are reading to gather information about the issue.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about public services by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

- 1- Read the text below and choose the best option among the four.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: b

- 2- Read the text again and find the synonyms of the words in red in the list below. One option from the box is not concerned.

Example: available = accessible

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

on behalf of = in the interest of

citizens = inhabitants
income = revenue
mental acuity = intelligence
policy = rule
outputs = products
require = necessitate
ethos = ethic principles

- 3- Read the text again and say if the following statements are true (T) or false (F).
 Indicate the line(s) to justify your answers.

Example: a- T (L 1-2)

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- Example
- b- T (L 2-3)
- c- F (L 12-13)
- d- T (L 17)
- e- F (L 18)
- f- F (L 23-24)
- g- T (L 28-29)

- 4- Read the text again and complete the table below about services with the words from the box.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Public services	Private services	Both
Police, Airport,	Restaurant, Bank, grocery, shopping mall	Hospital, radio station, newspaper, school, TV station

❖ **After reading**

The production below is a suggestion, students are not supposed to make exactly the same.

Hello, dear pen friend! I hope you're doing well.

Like in all the countries around the world, public services are also available in my country. The most significant are Schools and Universities, Electricity and networks, Health care, Military, Public buildings, Public transportation, Services, Telecommunications, Transportation infrastructure, and Courts.

Public services address different needs of citizens, including education, security, health, transportation, housing and social welfare in general.

In my country, most of the public services are efficient. Unfortunately, some services are not efficient at all. Indeed, in some public services, infrastructures and working tools and means

are old, outdated or sometimes inexistent. Added to that, some employees don't work efficiently, they are lazy, unqualified or dishonest.

Lesson 5 : WRITING

Letter of complaint

❖ Before writing (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions.

- **What do you think of these patients' attitudes?** (*Possible answers: These patients' attitudes are inappropriate. they are using violent ways to express their disapproval or complaint.*)
- **Instead of using violence, what should they rather do?** (*Possible answers: They should rather complain to the hospital authorities, by using appropriate and conventional means of complaint.*)

After the before writing activity, the teacher exploits the learning context.

Learning context: On vacation in Ghana, a group of students of Tle from your school, was ill-treated in a hospital where they went for some medical tests. They decide to write a letter of complaint to the hospital's director to raise his awareness about some doctors' bad behaviour.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- **Where are the students ?** (*Ans.: They are on vacation in Ghana*)
- **What happened to them in the hospital?** (*Ans.: They were ill-treated during some medical tests.*)
- **What do they decide to do?** (*Ans.: They decide to write a letter of complaint to the hospital's director to raise his awareness about some doctors' bad behaviour.*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write a letter of complaint by the end of the second session.

Note: the teacher can also design their own questions.

❖ Let's prepare to write

1- Which problems are related to the following services in your country?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: Below is a suggestion, students are not supposed to give the same answers.

Hospital	Hospitals are not clean. There is a lack of technical capacities. The medical staff are in insufficient numbers and they are not welcoming.
Drugstore	Medicines are too expensive.
Electricity	Electricity is expensive. There is a lot of power cuts.
Tap water supply	Water is expensive. It is not clean and drinkable. There are a lot of power cuts.
Waste management	The service is too slow and inefficient.

- 2- Read the letter of complaint below, then match each part with the appropriate description from the box. **Example: a: sender's address**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *sender's address*
- b- *Receiver's address*
- c- *Greeting*
- d- *Introducing the reason for writing*
- e- *Background information*
- f- *What should be done*
- g- *Closing*

- 3- Read Roger Bingham's letter of complaint again and give short answers to the following questions.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *He is writing to the Manager of Eden Hill Pharmacy.*
- b- *He is complaining about a mistake made by the pharmacist concerning a medicine he bought at Eden Hill Pharmacy.*
- c- *His grandmother could have taken a dangerous overdose of Kendomol.*
- d- *He suggests the manager to hire at least two pharmacists.*
- e- *No! He uses sentences like "I understand that mistakes happen". "I hope you can take steps to make sure this mistake does not happen"*

❖ Let's write

The production below is a suggestion, students are not supposed to make exactly the same.

Jeff Winner
PO Box 1189 Osu
10 April 2024

The Director of "The Trust Hospital"
PO Box 11 Osu

Dear Madam,

I am writing to express my dissatisfaction with the medical examination service of The Trust Hospital in Osu, Ghana.

Ahead of a job interview on Tuesday 9 April at 11.30 am, four friends of mine and I were asked to do some medical tests. On Friday 5 April, I called the receptionist of the hospital to have an appointment for Monday 8 April, for our examination. The receptionist told me that Monday was busy. Therefore, the appointment was set for Tuesday 9 April at 7.00 am, that is to say, the day of our job interview. She told me that doctors will be on time so we will not miss our interview. On Monday; one day before the appointment, I called the receptionist again for confirmation.

The day of the appointment, we went to the hospital at 6.30 am. Unfortunately, the doctors who were supposed to be around at 7.00 am, arrived at 9.35 am. The tests were done one hour later and the results were given at 11.00 am. We barely had time to grab a taxi and head to our job interview. We arrived at 11.30 sharp. We were really lucky that the traffic was flowing smoothly. We did not miss our job interview but we could have. We could have lose that job opportunity.

The doctors and the receptionist apologized, but I wanted to bring it to your attention. This situation happened because the doctors were late. Moreover, once they arrived at the hospital, they spent almost one hour in their office before starting the examinations. I hope you can take steps to make sure this situation does not happen again.

Yours faithfully,
Jeff Winner

Lesson 6: GRAMMAR FOCUS

Note: for the grammar session, the teacher can design a learning context and a communication activity focusing on the language functions related to the structures to be taught.

- THE SUFFIX "NESS"

- Adding the suffix “-ness” to adjectives forms nouns that express a state, quality, or condition of that adjective. Here are few examples.

The teacher presents and explains the grammar points to the students.

Activity: Complete the sentences below with the nouns derived from the adjectives in the box.

Example: 1- Dirtiness

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Dirtiness
- 2- effectiveness
- 3- smartness
- 4- awareness
- 5- happiness

- the compound words:

however, whenever, wherever, whoever, whatever, whichever

The teacher presents and explains the grammar points to the students.

Activity: Read the sentences below and fill in the gaps with *however, whenever, wherever, whoever, whatever, or whichever*.

Example: a -whatever

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- whatever
- b- However
- c- Whatever
- d- Wherever
- e- Whatever
- f- whichever
- g- whenever
- h- whoever

UNIT SUMMARY

Game: Reorder the letters to get nouns of moral values. Get all the right words and become the champion.

The teacher will form groups of four students to complete the task. The group that will be the first to finish and find all the correct words is the winner.

Answer keys:

HOSPITALITY – SOLIDARITY – RESPECT – COURTESY – JUSTICE

INTEGRITY – KINDNESS – OBEDIENCE – COURAGE – DIGNITY

Note: This activity can serve as a warm-up.

The activities of the unit summary allow the teacher and the students to come back on some key points taught all through the unit for remediation.

1- Look at the picture.

- What is this phenomenon?
- Where does it occur?
- What are its consequences?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- This phenomenon is illegal migration.
- It occurs in the (Mediterranean) Sea, between Africa and Europe
- The consequences are numerous. They include pain, traumas, diseases, mental health issues, sexual abuse, and deaths in most of the cases.

2- Match each public service in column A with the appropriate people's need in column B. **Example: 1- b**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

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

3- Find the appropriate words related to lifestyle, for each definition below. **Example: a- hobby**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *hobby*
- b- *housing, accommodation*
- c- *fashion/dressing style*
- d- *diet*
- e- *custom*
- f- *religion*
- g- *health care*

- 4- Fill in the gaps using *however, whenever, wherever, whoever, whatever, or whichever*. **Example: a - Whatever**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- **Whatever**
- b- Whatever
- c- Whoever
- d- however
- e- Whenever
- f- Whichever
- g- Wherever

- 5- Reorder the following headings to find the right layout for a letter of complaint.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- *Sender's address*
- *Receiver's address*
- *Greeting*
- *Introducing the reason for writing*
- *Background information*
- *What should be done*
- *Closing*

❖ Let's self-evaluate

- Assessing my achievements after Unit 1.

After the seven (07) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback can allow to see the lesson points to be reviewed.

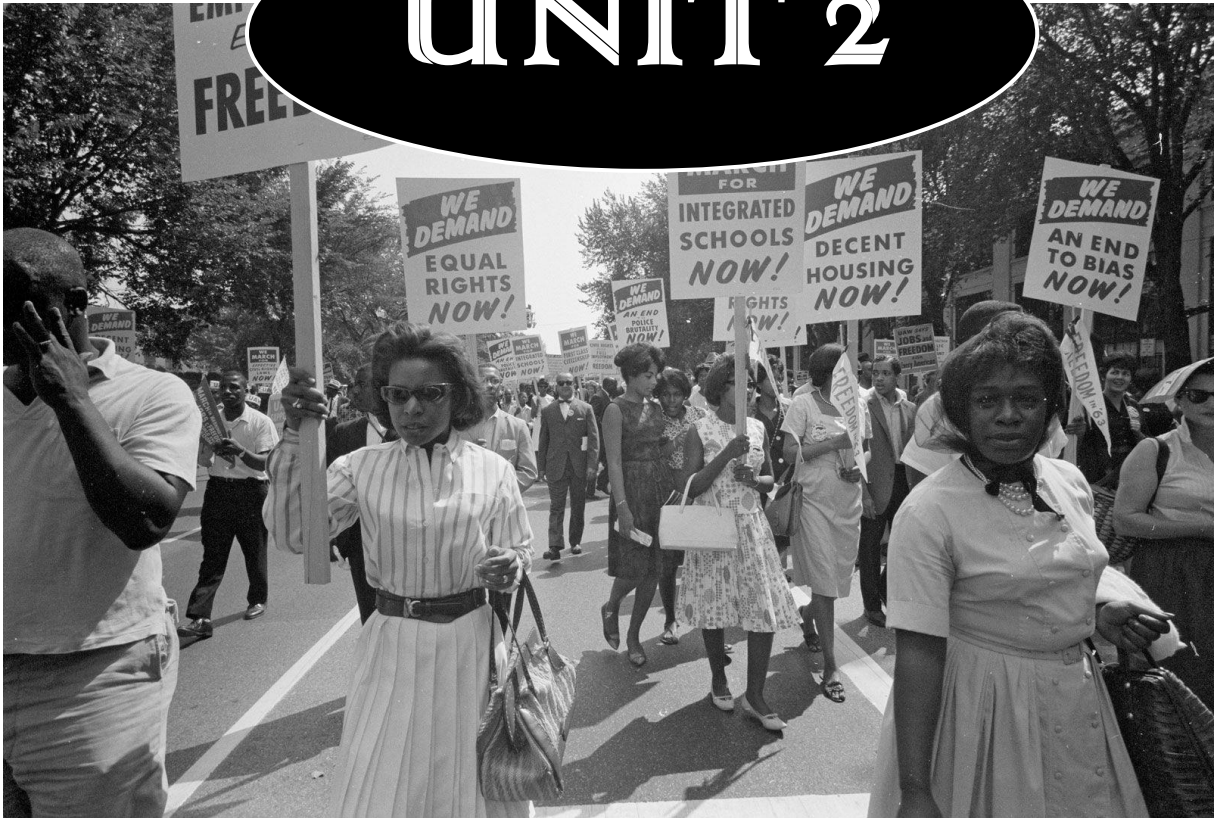
NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
talk about past and present lifestyles			
talk about moral values			
talk about modern migration			
talk about public services			
write a letter of complaint			
form nouns using the suffix "ness"			
use however, whenever, wherever, whoever, whatever and whichever			

UNIT 2



FREEDOM AND CIVIL RIGHTS

UNIT CONTENT OVERVIEW

- Talking about civil rights
- Listening and talking about the dangers of racial discrimination
- Reading and talking about the necessity of fighting against racism and discrimination
- Reading and talking about activists' role against discrimination
- Talking about extended family and stepfamily
- Writing an informal or a friendly letter
- Using modals to talk about past unreal situations
- Using prefixes and suffixes to form nouns

Lesson 1: SPEAKING

Civil rights are Human rights too!

❖ Lead in (after the warm-up, and the review session)

The teacher asks the students to look at the picture and answer the question.

- In your opinion, is there any difference between human rights and civil rights? Justify. (Possible answer: Yes there is a difference between the two notions. Human rights are linked to the fact of being a human being while civil rights are related to the fact of being a citizen in a given nation)

After the lead-in activity, the teacher exploits the learning context.

Learning context: The students of Tle from your school are invited to a conference on civil rights organized by the American Embassy. They make a presentation on the topic to make listeners aware of the importance of civil rights for society.

The teacher asks the students to take their textbooks on page and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Which event are the students invited to? (Ans.: They are invited to a conference on civil rights.)
- Who organised the conference? (Ans.: The conference was organised by the American embassy.)
- What do they do at the conference? (Ans.: They make a presentation on civil rights.)
- For which reason do they make the presentation? (Ans.: They make the presentation to make listeners aware of the importance of civil rights for society.)

Finally, the teacher tells the students that, through a series of speaking activities, they will be prepared to discuss the importance of civil rights by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ New language

- 1- The passage below is about rights. Fill in the gaps with "Human rights" or "Civil rights".

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for pair work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- Civil rights
- b- Human rights

- 2- Here is a list of both civil and human rights. Write down each of them in the right column. Then discuss your answer with your partner. One is done as an example.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to completing the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

<i>Civil Rights</i>	<i>Human Rights</i>	<i>Both</i>
Right to a fair trial, Right to vote, Right to bear arms,	Right to life, Freedom of religion, Right to food, Right to education, Protection from discrimination, Right to marry, Protection from torture, Freedom of religion,	Freedom of expression,

3- Work in pairs. Make a list of civil rights observable in your country

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: it is a pair work

Answer keys:

The right to vote – the right to a fair trial, the right to use public services and facilities, the right to public education, etc.

4- Read these words or expressions aloud, stressing the syllables in red. Then, write down those which can constitute a “threat” to civil rights.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Racism – Segregation – *Injustice* – *Inequality* – Persecution – *Exclusion* – *Prejudice* – Colonisation – *Bias*

❖ Let's communicate

The production below is a suggestion, students are not supposed to make exactly the same.

Good morning ladies and gentlemen!

Civil rights are important. Promoting and observing them is a necessity for the welfare of our societies. Unfortunately, some of our attitudes and practices constitute threats to civil rights. Those threats include racism, segregation, injustice, inequality, persecution, exclusion, prejudice, and bias.

Civil rights improve the society. They ensure peace and happiness in human societies. Indeed, when a person finds that his civil rights are respected by others, he is willing to respect others' rights in turn. Civil rights set the rules and serve as the foundation on which people agree to live together peacefully.

Ladies and gentlemen, it is high time we all start promoting civil rights. Everyone can do something in that way. First, let everyone respect other people's rights. Then, let's not be lenient to any act of discrimination in daily life. Finally, we ask governments to pass laws to punish any person who practises discrimination, racism or xenophobia.

Lesson 2: LISTENING

Racial segregation

❖ Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the picture and answer the questions.

- How is the Black student treated in this classroom? (*Possible answer: the Black students is marginalized.*)
 - Based on the picture, how would you describe “racial segregation”? (*Possible answers: Racial discrimination is all kinds of prejudice based on race.*)
-
- Identify and write down the best definition of “racial segregation”.

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: c

After the before-listening activity, the teacher exploits the learning context.

Learning context: In order to prepare for their upcoming English club discussion, the students of Tle from your school listen to a VOA programme on racial segregation.

The teacher asks the students to take their textbooks on page 29 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What do the students do? (*Ans.: They listen to a VOA programme.*)
- What is the programme about? (*Ans.: the programme is on racial segregation.*)
- Why do they listen to the program? (*Ans.: They listen to the program in order to prepare for their upcoming English club discussion.*)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about racial discrimination by the end of the day’s lesson.

Note: the teacher can also design their own questions.

❖ Let’s listen

- 1- Listen to the audio and say what it is about by circling the letter of the best option.

The teacher sets the task, going through the instructions in the student’s book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Passage 1

Segregation is the practice of requiring separate housing, education and other services for people of colour. After the United States abolished slavery, Black Americans continued to be marginalized through enforced segregation and diminished access to facilities, housing, education and opportunities.

The first steps towards official segregation in the post-slavery United States of America came in the form of “Black Codes”. These were laws passed throughout the South starting around 1865. They dictated most aspects of Black people’s lives, including where they could work and

live. The codes also ensured Black people's availability for cheap labour after slavery was abolished.

Segregation soon became an official policy enforced by a series of Southern laws. Legislators segregated everything from schools to residential areas, public parks, theatres, pools, asylums, jails and even cemeteries. There were separate waiting rooms for white people and Black people in professional offices and, in 1915, Oklahoma became the first state to even segregate public phone booths.

<https://www.history.com/topics/black-history/segregation-united-states, 12/04/2023>

Answer: c- segregation in post-slavery USA

- 2- As you listen to the audio again, decide whether the following statements are true (T) or false (F). **Example: a- T**

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer key:

- a- Example
- b- T
- c- F
- d- F
- e- T
- f- F
- g- T

- 3- As you listen to the passage about Apartheid in South Africa, fill in the gaps with missing words. **Example: a- segregation**

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Passage 2

Apartheid, or "apartness" in the language of Afrikaans, was a system of legislation that upheld segregation against non-white citizens of South Africa. After the National Party gained power in South Africa in 1948, its all-white government immediately began enforcing existing policies of racial segregation. Under apartheid, non-white South Africans –a majority of the population– were forced to live in separate areas from whites and use separate public facilities. Contact between the two groups was limited. Despite strong and consistent opposition to apartheid within and outside of South Africa, its laws remained in effect for the better part of 50 years. In 1991, the government of President F.W. de Klerk began to cancel most of the legislation that provided the basis for apartheid.

<https://www.history.com/topics/africa/apartheid, 12/04/2023>

Answer keys:

- a- *segregation*
- b- *power*
- c- *policies*
- d- *separate*
- e- *limited*
- f- *opposition*
- g- *cancel*

4- In this audio, James, a Black American boy is talking about racial segregation in the USA today. As you listen, answer the questions below.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Passage

As a black young man in America, I feel every day is a new worry. I'd like to be able to go out and not be afraid of something happening to me, my friends or my family or other people of colour. When the death of George Floyd occurred, something definitely changed. People became more aware of the fear that people of colour go through in everyday life situations. I'd love to one day see a country where skin colour doesn't contribute to how a human being is treated.

Answer keys:

- a- *He would like to be able to go out and not be afraid of something happening to him, his friends or his family or other people of colour.*
- b- *When George Floyd died, people became more aware of the fear that people of colour go through in everyday life situations.*
- c- *He would love to see one day, a country where skin colour doesn't contribute to how a human being is treated.*

❖ After listening

The production below is a suggestion, students are not supposed to make exactly the same.

Racial segregation is the fact of restricting people to certain circumscribed areas of residence, services and facilities on the basis of their race. In other words, racial segregation refers to discrimination and exclusion based on race.

Segregation and exclusion can be based on race but they can also have many other sources. In my country, exclusion is sometimes based on gender, ethnic group and social class.

Xenophobia, discrimination, racism and all the other types of exclusion are detrimental to society. They are the sources of various crises. They can even lead to dreadful armed conflicts. Many wars that broke out around the world have been caused by exclusion. Rwanda in Africa is the perfect illustration of how dangerous exclusion can be for a society.

Lesson 3: READING 1

Fighting against racism and discrimination

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- **What is the aim of these footballers kneeling?** (*Possible answer: they kneel down to protest against discrimination towards Black people.*)
- **The second picture's caption may sound familiar to you, what does it refer to?** (*Possible answer: This caption refers to a worldwide movement of protest against discrimination towards Black people. The movement started after George Floyd's death.*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: The students of Tle from your school are taking part in a conference on racism and discrimination organized by the South African embassy. They read a document to collect information on the urgency of combatting racism today.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- **Which event are the students taking part in?** (*Ans.: They are taking part in a conference on racism and discrimination organised by the South African embassy.*)
- **Where do they do?** (*Ans.: They read a document.*)
- **Why? Or for which reason do they read the document?** (*Ans.: They read the document to collect information on the urgency of combatting racism today.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about racism and discrimination by the end of the day's lesson.

❖ Let's read

- 1- Read the text below and find five communities or groups who face discrimination.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: (*Accept 5 of the following*)

- *People of African descent, Roma, Sinti and travellers, persons belonging to religious and ethnic minorities, migrants, refugees, asylum-seekers, people living in extreme poverty, women, children and LGBTQI+ people*

- 2- The words below have their synonyms in the text. As you read the text, write down the appropriate words. Lines are indicated to help you. **Example: a- fair**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- Example
- b- Distrust
- c- Harms
- d- Deepens
- e- Descent
- f- Legacies
- g- Indigenous
- h- Combatting
- i- Halt

- 3- Read the text again and decide whether the following statements are true (T) or false (F). Give the lines to justify your answers.

Example: a – T (L 2-3)

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- Example
- b- F (L 4-5)
- c- T (L 7-8)
- d- F (L 10 -12)
- e- F (L 18-20)
- f- F (L 22-23)
- g- T (L 27-28)

- 4- Discrimination and exclusion also exist in large families and stepfamilies. Match the nouns related to family relationships with their right descriptions. **Example: 1- b**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

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

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

Today, all around the world, many people still suffer from various sorts of discrimination. In many countries, people daily face discrimination based on race, gender, ethnic group, religion and social class.

People who face discrimination are highly affected. They lose their peace and happiness as they live in constant fear. Some suffer from mental diseases while others who endure physical violence can even die.

To halt discrimination, everybody needs to understand the value of any human life. Everyone must respect other people's civil and human rights. Nobody should be lenient to any act of discrimination in daily life. Governments to pass strong laws to punish people who practise discrimination.

Lesson 4: READING 2

Activists against discrimination

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the picture and answer the questions.

- Who is the author of the famous speech entitled “I have a dream”? (Answer: It is Martin Luther King Jr.)
- What does he mean in this extract? (Possible answer: In this extract, he expresses his hope for an American society where racial discrimination no more exists.)
- Do you think he had an impact on racial segregation in the USA? Justify. (Possible answer: Yes/No. the teacher will allow the students to express their viewpoint.)

After the before-reading activity, the teacher exploits the learning context.

Learning context: At the English club meeting, the students of Tle read a text to gather information and prepare for an upcoming seminar organized by the South African embassy on the topic: activists’ role against discrimination.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students? (Ans.: They are at the English club meeting)
- What do they do? (Ans.: they read a text)
- Why? Or for which reason do they read the text? (Ans.: They read the text to gather information and prepare for an upcoming seminar organised by the South African embassy on the topic of activists’ role against discrimination.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about activism against discrimination by the end of the day’s lesson.

❖ Let’s read

- 1- Read the text below and select the appropriate heading.

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: c (explain that this answer takes into account all aspects of the text: The story of the CRM and a biography of Philip Randolph)

- 2- The words in column A from the text. Match them with their synonyms or definitions in column B. One option is not concerned in B. **Example: 1- c**

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Example
- 2- d
- 3- g
- 4- e

- 5- b
- 6- h
- 7- f

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

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *From his parents, he learnt the importance of a person's character and conduct and the importance of education and defending oneself physically.*
- b- *He called for "100,000 loyal Negro American citizens" to march on Washington DC.*
- c- *He founded the League for Nonviolent Civil Disobedience against Military Segregation in 1947.*
- d- *Yes, he did. President Harry Truman ordered an end to military discrimination because he was threatened with widespread civil disobedience and he needed the black vote in his 1948 re-election campaign.*
- e- *Randolph is considered the true father of the civil rights movement because his actions convinced the next generation of civil rights activists that nonviolent protests and mass demonstrations were the best way to mobilize public pressure.*
- f- *Martin Luther King Jr. gave his famous "I Have a Dream" speech, during the 1963 march on Washington.*
- g- *The civil rights movement named him the chair of the 1963 March on Washington.*

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

From all times, some people have stood against discrimination, exclusion and prejudice. Those people are known as activists or freedom fighters. Among them, we can quote Philip Randolph and Martin Luther King Jr. in the USA, Nelson Mandela in South Africa, Mahatma Gandhi in India and Felix Houphouet Boigny in Cote d'Ivoire.

Philip Randolph, Martin Luther King Jr. and Nelson Mandela fought against racial discrimination in their different countries. Mahatma Gandhi and Felix Houphouet Boigny fought for independence in their different countries. These activists preferred using nonviolent ways to reach their goals.

Dear friends, fighting discrimination every day is possible. Therefore, you must respect other people's civil and human rights. Stop being lenient to any act of discrimination that occurs around you. Whenever you see vulnerable people suffering a prejudice, defend them as you can. And above, use social networks to sensitize people to the dangers of discrimination.

Lesson 5: WRITING

Informal or friendly letter

❖ Before writing (after the warm-up, and the review session)

The teacher asks the students to look at the picture and answer the questions.

- How did students in cities communicate with their parents who lived in villages before the invention of cell phones? (*Possible answer: They communicated through letters.*)
- Have you ever written a letter to a parent? (*Possible answers: Yes/no*)
- Have you ever seen an official letter? (*Possible answers: Yes/no*)
- How do the two letters differ from one another? (*Possible answers: the forms or layouts are different.*)

After the before writing activity, the teacher exploits the learning context.

Learning context: A group of students of Tle from your school has recently received a letter from their Ghanaian pen friend. They write a reply to give him some pieces of advice.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What have the students received? (*Ans.: They have received a letter from their Ghanaian penfriend.*)
- What do they do then? (*Ans.: They write a reply to give him some pieces of advice*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write an informal or friendly letter by the end of the day's lesson.

❖ Let's prepare to write

- 1- Work in pairs. Write down some reasons for writing an informal letter and identify the intended recipients.

Example: a letter to a friend, to ask about his holiday schedule

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for pair work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

A letter to a parent: to ask for money / A letter to a son/daughter: to ask about the family / Etc.

- 2- Your Ghanaian pen-friend is now living in the United States. As you read the letter he sent you, name the different parts: A, B, C and D.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- A- Date and/or sender's address (tell the students that in some cases the sender's address can be added)
- B- Salutation/Greeting
- C- Body of the letter
- D- Closing and Sender's name / Signature

- 3- Look at the underlined words or expressions in your penfriend's letter. What do you notice?
- How many paragraphs does the body of the letter consist of?
 - Which information does each paragraph give you?
 - What can you say about the length of the sentences and the punctuation?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- It consists of three (03) paragraphs.
- Paragraph 1: greetings and the reason for writing.
- Paragraph 2: Stating the facts, what the writer experiences in his new life.
- Paragraph 3: Conclusion and asking for a piece of advice.
- The sentences are short, the punctuation and the language used, are informal.

❖ Let's write

Note: Before the students start writing, the teacher will draw their attention on the writing tips below so that they can use them to make their productions.

Tips: *Make short and simple sentences, Use contractions and informal language, Use informal punctuations (! /...)*

The production below is a suggestion, students are not supposed to make exactly the same.

April 12, 2023

Dear Kwesi,

I hope you feel better now! As for me, I am fine, but after reading your letter, I feel a bit sad and irritated at the same time. I'm writing to give my opinion on what you are experiencing in the USA!

Dear friend, as you know, life easy nowhere. Discrimination exists everywhere in the world. Even in your own country, you can face exclusion. Don't be affected by those people's wickedness. Whether they accept it or not, you are human like them.

Be strong enough to succeed and reach your goal. It will be the best revenge that you will take upon them. Take care!

*Your Ivorian pen friend
Patrick*

Lesson 6: VOCABULARY AND GRAMMAR FOCUS

Note: For the vocabulary and grammar sessions, the teacher can design a learning context and a communication activity focusing on the language functions related to the structures to be taught.

PAST MODALS

- Do you know how to use modal verbs to show how certain you are about past events? Read the sentences below, write down and identify the different components of the verb phrases starting with a modal.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *could have met (a modal + an auxiliary + a verb in the past participle)*
- b- *should have fought (a modal + an auxiliary + a verb in the past participle)*
- c- *may have been (a modal + an auxiliary + a verb in the past participle)*

The teacher presents and explains the vocabulary point to the students.

Activity: Write down the appropriate modals among the propositions between brackets to make meaningful sentences. **Example: a- might have.**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- ***might have.***
- b- *would have*
- c- *must have*
- d- *should have*
- e- *could have/should have*
- f- *may have*
- g- *might have*

NOUN PREFIXES AND SUFFIXES

- Look at the words below. Pay attention to the syllables in red. What are they?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: Depending on their position, they are prefixes (at the beginning of words) or suffixes (at the end of words)

The teacher presents and explains the grammar point to the students, moving from the sentences to the structures.

Activity: Add prefixes or suffixes to the words below to form nouns or other nouns.

Example: player

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Possible answer:

- *inability*
- *kindness*
- *vendor*
- *malnutrition*
- *misinformation*
- *capitalism / capitalist*
- *sexuality*

UNIT SUMMARY

SONG

Note: This can be used as a warm-up. The teacher will play a little part of the song and then tackle the activity with the students.

Who is the singer in the picture? *Answer: It is Bob Marley*

Read the lyrics below, what is the singer talking about? *Answer: he is talking about Black/African slaves brought to America.*

Review

- 1- Match the words or expressions in column A with their synonyms or definitions in column B. **Example 1- e**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- *Example*
- 2- *d*
- 3- *a*
- 4- *g*
- 5- *c*
- 6- *b*
- 7- *f*

- 2- How would you define “Human rights” and “Civil rights”? List some civil rights upheld in your country.

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- **Human rights** are basic rights inherent with birth. They belong to everyone, everywhere, regardless of nationality, sexuality, gender, race, religion or age.
- **Civil rights** are rights that one enjoys under citizenship in a particular nation or state

Right to vote – the right to a fair trial, the right to use public services and facilities, the right to public education

- 3- What is an activist?
 - Name the activists below.
 - Match each of them with the appropriate paragraph.

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- An activist is someone who campaigns to bring about political or social change
- **A: Mahatma Gandhi**, **B: Nelson Mandela**, **C: Felix Houphouet Boigny**, **D : Martin Luther King Jr**
- **Matching**
 - A: Mahatma Gandhi : P 2
 - B: Nelson Mandela : P 3
 - C: Felix Houphouet Boigny : P 4
 - D: Martin Luther King Jr : P 1

- 4- Do you remember what extended family and stepfamily mean? Fill in the table with the words from the box. **Example: 1- stepsister**

Descriptions	Relationship
a- <i>Your stepmother’s daughter</i>	<i>Stepsister</i>
b- <i>Your mother’s husband</i>	<i>Stepfather</i>

c- Your sister's husband	Brother-in-law
d- Your husband's mother	Mother-in-law
e- Your husband's son	Stepson
f- Boys who have only one common parent.	Half-brothers
g- Girls who have only one common parent.	Half-sisters
h- Your father's wife	Stepmother
i- Your husband's sister	Sister-in-law
j- Your wife's brother	Brother-in-law

5- Fill in the gaps with the appropriate past modals.

Example: a- must have

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- Example
- b- may have
- c- could have
- d- could have
- e- should have
- f- may have

6- Add prefixes or/and suffixes to the words from the box below to form nouns or new nouns. **Example: friendliness**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Possible answer:

friendliness – misinterpretation – scepticism – rudeness – driver – sailor – punishment nutritionist – opposition – incapacity – carelessness – speaker – activist – user – actor

❖ Let's self-evaluate

- Assessing my achievements after Unit 2.

After the seven (07) lessons of the unit, the teacher can ask the students to fill in the table below at home. The feedback can allow to see the lesson points to be reviewed.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
talk about civil rights			
talk about the dangers of racial discrimination			
talk about the necessity of fighting against racism and discrimination			
talk about extended family and stepfamily			
talk about activists' role against discrimination			
write an informal or a friendly letter			
use past modals			
use prefixes and suffixes to form nouns			

Project 1

**A speech of protest against
discrimination**

**ENGLISH
FOR EVER
TLe**

The teacher asks students to form some groups of four or five members. He will set the task, going through the instructions in the student's book. Then he tells them the time dedicated to the completion of the activity. Students will work at home and present their productions in class.

The stress is to be put on:

- The quality of the information gathered
- The ideas and their organization
- Accuracy

UNIT 3



DEVELOPMENT ISSUES

UNIT CONTENT OVERVIEW

- Talking about the importance of sustainable development for developing countries
- Listening and talking about the impact of armed conflict in Ukraine on food security
- Reading and talking about corruption in the Philippines
- Reading and talking about the protection of minorities in Pakistan
- Writing the steps of an article of a school magazine
- Three-part phrasal verbs
- Causative verbs

Lesson 1: SPEAKING

Development challenges in Africa

❖ Lead in (after the warm-up, and the review session)

The teacher asks the students to look at the graph on page 47 and answer the questions above the graph.

- Name the most pressing challenges developing countries will face in the future. (Possible answers: health; peace and security; education and water and sanitation.)
- What are the important challenges that developing countries will face according to the percentages? (Possible answers: health 39%; peace and security 36%; education 34%; water and sanitation 30%; employment 29%; democracy and human rights 25%; food security and agriculture 25%; economic growth 20%)
- How could these countries reach a sustainable development? (Possible answers: By setting policies to enhance living conditions of populations and by implementing the principles of sustainable development goals.)

After the lead-in activity, the teacher exploits the learning context.

Learning context: The students of Tle A of your school have been invited to 'let's discuss', an English program, on the local radio station. They are talking about development challenges in Africa and the importance of sustainable development

The teacher asks the students to take their textbooks on page 47 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (Ans.: They are at the local radio station.)
- What are they doing? (Ans.: They are talking about development challenges in Africa and the importance of sustainable development)
- What for? Or for which reason are They talking about development challenges in Africa and the importance of sustainable development (Ans.: They are talking about development challenges in Africa and the importance of sustainable development to know more about the issue)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to discuss sustainable development by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ New language

1-Read the list below and identify the challenges that developing countries face and the different conditions for sustainable development. Complete the table, then discuss your list with your partner.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual work and/or pair/group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Development challenges	Conditions for sustainable development
<ul style="list-style-type: none">- Corruption- Poor education- Water pollution- Poor healthcare- Famine- Armed conflicts- Gender inequality	<ul style="list-style-type: none">- Good health and well-being- Quality education- Gender equality- Clean water and sanitation- Decent work and economic growth- Peace, justice and strong institutions

2-Match each word from the box below with its meaning or synonym.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual and pair/group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *Affordable (e.g)*
2. *wealth*
3. *emergencies*
4. *ensure*
5. *huge*
6. *chronically*
7. *embrace*
8. *tough*
9. *flow*
10. *grievances*

3-Read the passage and complete the headings with the correct paragraphs.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys :

1-c 2-a 3- 4-b

❖ Let's communicate

The following ideas can be elicited

Development problems in food, education and social life

Severe food insecurity appears to be increasing in almost all regions of Africa, as well as in South America

Universal primary education achievement has been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies

Definition of sustainable development

Carefully planned strategy to embrace growth while using it more efficiently, with consideration of long-term benefits for our planet

Importance of sustainable development goals

To end poverty, hunger, aids and discrimination against women and girls. Ensure that by 2030 all people enjoy peace and prosperity.

Solutions to solve development issues and achieve sustainable goals

Development must balance social, economic and environmental sustainability

Promoting sustainable agriculture, supporting small-scale farmers and equal access to land, technology and markets

Promoting the rule of law and human rights

Reducing the flow of illicit arms

Complete and free primary and secondary education

Access to affordable vocational training

Eliminate gender disparities

Achieve universal access to quality higher education

Lesson 2: LISTENING

Crisis in Ukraine and food security

❖ Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures on page 50 and answer the questions above the pictures.

- List the products that are exported from Ukraine to Russia (*Possible answer: Wheat, barley, maize, rapeseed, sunflower seeds*).
- According to the picture, which of the two countries exports more products? (*Possible answer: Ukraine is the country which exports more products*).
- Do you think that the crisis in Ukraine has an impact on the exportation of products? What kind of impact could it be? (*Possible answers: Yes/the crisis in Ukraine has an impact on the exportation of products because the lack of Ukrainian products leads to inflation worldwide*).

After the before-listening activity, the teacher exploits the learning context.

Learning context: At the meeting of the English club, the students of Tle A from your school listen to some audio about the impact of armed conflicts on food security in order to discuss the issue

The teacher asks the students to take their textbooks on page 50 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (*Ans.: They are at an English club meeting.*)
- What do they do? (*Ans.: They listen to some audios about the impact of armed conflicts on food security*)
- What for? Or for which reason do they listen about the impact of armed conflicts on food security? (*Ans.: They listen to some audios in order to discuss the issue.*)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about the impact of armed conflicts on food security by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's listen

1- Listen to the audio and choose the best answer.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer:

1-c: the global impact of crisis in Ukraine on food security

Passage

Ukraine crisis and food security

A year after Russia invaded Ukraine, the effects on food security in developing nations are still being felt. Russia and Ukraine have traditionally been major suppliers of food inputs, fertilizers and energy_ and developing nations have been big buyers of their wares.

In 2021, either Russia or Ukraine ranked among the top three global exporters of wheat, maize, rapeseed, sunflower seeds and sunflower oil. Russia also stood as the world's top exporter of nitrogen fertilizers, the second leading supplier of potassium fertilizers and the third largest exporter of phosphorous fertilizers. Ukraine's largest markets for wheat and maize exports were Egypt, Indonesia, Bangladesh, Pakistan, and Morocco. For Russian exports of the same commodities, the biggest buyers were Egypt, Turkey, Bangladesh, Sudan and Nigeria.

'There is a dependency on Russia for oil. Sanctions are affecting the price of oil and food prices are highly correlated. It affects everything, including transportation and production, in developing countries even if they are not directly importing food from Ukraine and Russia.' It is important to note that war is not only one of the factors contributing to food security issues in the developing words. The COVID-19 pandemic, famine, and other conflicts are also important factors at play.

Adapted from <https://www.just-food.com/specialfood-security>

- 2- Listen to the audio again and fill in the table below with the countries which import products from Ukraine and Russia. One is done for you as an example.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Countries importing products from Ukraine	Countries importing products from Russia
<ul style="list-style-type: none">- EGYPT- INDONESIA- BANGLADESH- PAKISTAN- MOROCCO	<ul style="list-style-type: none">- EGYPT- TURKY- BANGLADESH- SUDAN- NIGERIA

- 3- Listen to the audio again and say if the statements below are true or false. Write T for true and F for false

Example: 1-f

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

- 1- False
- 2- True
- 3- True
- 4- True
- 5- False

❖ After listening

The production below is a suggestion, students are not supposed to make exactly the same.

- The crisis in Ukraine has a huge impact on food security worldwide because many countries import a variety of products from Ukraine and Russia such as wheat, barley, maize, rapeseed and sunflower seeds.
- Along with the crisis, the lack of exported products from Ukraine and Russia results in the increase of food prices on international markets. In addition to the increase of food prices, developing countries are exposed to food insecurity. To help developing countries cope with food insecurity, governments should modernize farming techniques in order to increase agricultural production.

Lesson 3: READING 1

Corruption in the Philippines

❖ Before-reading(after the warm-up, and the review session)

The teacher asks the students to look at the picture on page 52 and answer the questions above the diagrams.

- How can you interpret the picture below? (*Possible answer: the picture is about corruption*).
- What can be the impact of corruption on a country's economy? (*Corruption has a negative impact on the economy of a country. It can lead to the loss of money in a country.*)
- Do you think that there are some solutions to stop corruption? (*Yes, some solutions to stop corruption exist*)
- What are the solutions against corruption and who should act to stop it? (*Governments can take strict measures to punish people responsible for corruption. Governments can also sensitize people about the negative impact of corruption on the country's economy.*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: The best students of Tle A from your school are invited by the British Council to participate in a panel discussion about corruption. They read a text on the topic in order to know more about the issue.

The teacher asks the students to take their textbooks on page 52 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- **Who invited the students?**(Ans.: *They are invited by the British Council*)
- **Where are they invited to?** (Ans.: *They are invited to a panel of discussion about corruption*)
- **Why do they read the text?** (Ans.: *They read the text to know more about the issue.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about corruption by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ **Let's read**

1- Read the text and choose the statement that best summarizes the text

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: A- *The prevailing form of corruption in the Philippines*

2- Read the text again and find the words whose meanings or synonyms are given below. Line indications will help you.

Example: 1- ranked

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. ***ranked***
2. *ill-gotten*
3. *robbery*
4. *bribery*
5. *whistleblower*
6. *unheard*
7. *income*
8. *convicted*
9. *implement*

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

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- *The Philippines is perceived to be one of the most corrupt countries in the world.*

- 2- No, because it is difficult to measure corruption especially as it involves under-table activities that are only discovered when they are prosecuted.
- 3- The family responsible for the biggest extortion of the government is the Marcoses.
- 4- CPI measures corruption through perceptions.
- 5- Three corruption behaviors :
 - bribery
 - diversion of public fund
 - nepotism in the civil service

- 6- mechanisms to prevent corruption:
 - enforcement mechanisms
 - effective prosecution of corrupt officials
 - red tape
 - laws or adequate financial disclosure
 - legal protection for whistleblowers
- 7- CPI finds data from international organizations such as the World Bank; World Economic Forum and private consulting companies
- 8- The Philippines is familiar with oligarch and clan corruption
- 9- Corruption results in a loss of government money, which could have been used to boost the economy.
- 10- According to the text, the government must implement policies directed against corruption, such as :
 - Lifting the bank secrecy law
 - Prosecuting and punishing corrupt officials
 - Increasing government transparency

❖ **After reading**

The production below is a suggestion, students are not supposed to make exactly the same.

- Corruption is prevailing in many West African countries, especially in Cote d'Ivoire. The most common forms of corruption in my country are bribery, diversion of public funds and nepotism in the civil service.
- Corruption has a negative impact on a country's economy because it results in the loss of money and reduces the government national budget.
- To stop corruption, some strict measures should be taken by the government to punish the corrupt officials and government transparency should be reinforced.

Lesson 4: READING 2

Protecting minorities in Pakistan

Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures on page- 55 and answer the questions above the picture.

- **What Look at the picture and say why people are protesting** (*Possible answer: People are protesting because Christians are killed in Pakistan*).
- **Are Christians protected in Pakistan? Why?** (*Possible answers: Christian are not protected in Pakistan because they are victims of violence and their rights are not respected*).

After the before-reading activity, the teacher exploits the learning context.

Learning context: The best students of 2nd are invited by the British Council to participate in a panel discussion about minorities' protection in Pakistan. They read a text on the topic in order to know more about the issue.

The teacher asks the students to take their textbooks on page 55 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- **Where are the students?**(*Ans.: They are invited by the British Council*)
- **What do they do?** (*Ans.: They read a text about minorities protection in Pakistan*)
- **Why do they read the text?** (*Ans.: They read the text in order to know more about the topic.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about the protection of minorities in Pakistan by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

5- Read the text and choose the correct general idea.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1-b The text is about laws for minorities' protection in Pakistan

2- Read the text again and match each word or expression in the table below with its meaning. Line references are given.

Example: 1- D

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. D
2. B
3. F
4. E

5. G
6. H
7. I
8. A
9. C

3-Read the text again and say if the statements are true or false. Write T for true and F for false. Justify your answers with the lines.

Example: 1- F

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- False (13-4)
- 2- True (111-12)
- 3- False (112-13)
- 4- True (118)
- 5- True (122-23)
- 6- True (124-25)
- 7- True (134)

❖ After reading

The production below is a suggestion; Students are not supposed to make exactly the same.

In Pakistan, minorities need to be protected because they live in poor conditions. In fact, Christians, Hindu and Sikh are considered as minorities in Pakistan and they are victims of forced conversion and girls' rights are violated through child marriage.

As a solution to protect minorities in Pakistan, legislators should adopt laws that respect the minorities' rights.

Lesson 5: WRITING

Steps for writing an article of magazine

❖ Before writing (after the warm-up, and the review session)

1- Do you know how to write an article of magazine? Say if these statements are true or false. Write T for true and F for false. **Example : a-F**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. False
- b. True
- c. False
- d. True
- e. True

2-Fill in the gaps with the words from the box.

Example: unfortunately

- 1- Unfortunately
- 2- Basically
- 3- Obviously
- 4- Surprisingly
- 5- personally

After the before writing activity, the teacher exploits the learning context.

Learning context: At the meeting of the English club of your school, the students of Tle C are taking part in a writing competition organized by the British Council. They are asked to write down the different steps for an article of magazine.

The teacher asks the students to take their textbooks on page 58 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students taking part in?(Ans.: They are taking part in a writing competition)
- Who organised that competition? (Ans.: The competition was organised by the British council)
- What are they asked to do? (Ans.: They are asked to write down the different steps for an article of magazine)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write down the different steps for an article of magazine by the end of the second session.

Note: the teacher can also design their own questions.

Let's prepare to write

3-Read the model passage and tick (✓) the correct steps for writing an article below. Number 1 is an example.

- ✓ The writer used a catchy title to get people's interest
- ✓ The writer used adverbs to introduce his opinion
- ✓ The writer gave a real-life example
- ✓ The writer gave details and examples to explain ideas

❖ Let's write

The production below is a suggestion, students are not supposed to make exactly the same.

Title: "STUDENTS IN DANGER"

Violence in schools has become a pressing issue that demands urgent attention. Acts of violence in schools have evolved into a pervasive problem with negative impacts. This article aims to answer the following questions: what are the negative impacts of violence in schools? What could be the comprehensive solutions to stop the problem?

Violence in schools not only endangers the physical safety of students but also inflicts emotional fear. This fear of violence can lead to stress and anxiety, which can prevent students from staying focused on their education. In addition, violence in school makes students develop a sense of insecurity that negatively influences their academic performance. Therefore, there is a need for solutions to protect the school environment. Educators and communities can work collaboratively to implement preventive measures, support affected students, and create a safe environment for students.

In short, school violence is a serious problem. It is crucial to recognize that addressing this problem is not just a matter of security but a fundamental investment in the well-being and future of our communities.

VOCABULARY/ GRAMMAR FOCUS

Note: for the grammar session, the teacher can design a learning context and a communication activity focusing on the language functions related to the structures to be taught.

▪ THREE-PART PHRASAL VERBS

The teacher presents and explains the grammar points to the students, moving from the sentences to the structures.

- 1- The sentences below are about development challenges in Africa. Fill in the blanks with the phrasal verbs from the box below. Put the verbs in the correct tense when necessary. Example : 1- go in for

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. go in for
2. come up with
3. get away with
4. live up to

5. *get on to*
6. *put up with*
7. *stand up for*

▪ CAUSATIVE VERBS : MAKE ;LET ; ENABLE ; ALLOW ; HAVE ; GET

- 2- The sentences below are about food security. Select the correct answer for each sentence below. **Example : 1- letting**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *letting*
2. *have*
3. *made*
4. *allow*
5. *enable*
6. *got*
7. *made*

- 3-These sentences are about corruption. Which word is needed in the following sentences, 'make' or 'let'. Change the form of the verb when needed.

Example: 1- let

Answer keys:

- a. *let*
- b. *makes*
- c. *make*
- d. *let*
- e. *let*
- f. *make*

UNIT SUMMARY

Crossword: Complete the crosswords according to the definition below. One is done for you as example

Note: This activity can serve as a warm-up.

Answer keys:

- 1- *Hunger*
- 2- *Healthcare*
- 3- *Corruption*

- 4- Poverty
- 5- Education
- 6- Crime
- 7- Government

The activities of the unit summary allow the teacher and the students to come back on some key points taught all through the unit for remediation.

- 1- The passage below is about Healthcare. Fill in the gaps with the words from the box below. **Example: progress**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1. *progress*
- 2. *maternal*
- 3. *malaria*
- 4. *inequalities*
- 5. *climate*
- 6. *challenges*
- 7. *sustainable*
- 8. *poverty*

2-Complete the table below with the correct phrasal verbs.

Example: 1- look up to

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

PHRASAL VERBS	MEANINGS
<i>1-look up to</i>	<i>admire or respect someone</i>
<i>2-put up with</i>	<i>tolerate</i>
<i>3-stand up for</i>	<i>defend someone or something</i>
<i>4-come up with</i>	<i>find or produce</i>
<i>5-get away with</i>	<i>escape punishment</i>
<i>6-go down with</i>	<i>become sick</i>

3-These sentences are about education in Africa. Complete the sentences with the three-part phrasal verbs from the box below. Change the form of the verb when necessary.

stand up for- live up to- go in for- get away with- put up with- go down with

Example: go down with

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *go down with*
2. *live up to*
3. *put up with*
4. *standing up for*
5. *get away with*
6. *go in for*

4-These sentences are about peace and security in Africa. Complete the following sentences with *allow*, *make*, *let* and *enable*.

Example: 1- enable

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *enable*
2. *let*
3. *let*
4. *allow*
5. *enable*
6. *make*

❖ Let's self-evaluate

- Assessing my achievements after Unit 3.

After the seven (07) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback can allow him see the lesson to be reviewed.

Now, I can	Yes	no
Talk about the sustainable development goals		
Listen and talk about the impact of the armed conflict in Ukraine on food security		
Talk about corruption in the Philippines.		
Talk about the protection of minorities in Pakistan		
Write an article of school magazine		
Use correctly three-part phrasal verbs		
Make the difference between causative verbs		

UNIT 4



What the future holds

UNIT CONTENT OVERVIEW

- Talking about Pollution in Africa
- Listening and talking about humanitarian actions
- Reading and talking about urbanization in Rwanda
- Reading and talking about recycling in Cote d'Ivoire
- Writing an argument essay
- Strong adjectives
- The future with "will" or "be going to"
- Expressions with "it + imperative or gerund"

Session 1: SPEAKING

Pollution

❖ Lead in (after the warm-up, and the review session)

The teacher asks the students to look at pictures 67 and answer the questions above the pictures.

- Look at the pictures and determine the forms of pollution that you can see. (possible answer: air pollution and water pollution)
- What are the factors of these kinds of pollution? (possible answer: smoke from factories and chemical liquid from industries)
- What other forms of pollution do you know? (Possible answer: soil pollution; chemical pollution; radioactive pollution etc.)

After the lead-in activity, the teacher exploits the learning context.

Learning context: The students of Tle have been invited to ‘Let’s discuss’, an English program on the local radio station. They are talking about pollution and the importance of a safe environment to stay healthy

The teacher asks the students to take their textbooks on page 67 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Which event have the students been invited to? (Ans.: They have been invited to English program on the local radio station.)
- What is Talk Show? (Ans.: It is an English program on the local radio station)
- What are the students talking about? (Ans: They are talking about pollution and the importance of a safe environment to stay healthy)
- What for? Or for which reason are they talking about pollution and the importance of a safe environment? (Ans.: They are talking about pollution and the importance of a safe environment to stay healthy.)

Finally, the teacher tells the students that, through a series of speaking activities, they will be prepared to discuss the importance of hygiene on health by the end of the day’s lesson.

Note: the teacher can also design their own questions.

❖ New language

- 1- Find the correct form of pollution and fill in the table below. Number one is done for you as an example

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

FORMS OF POLLUTION	DEFINITIONS
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<i>-industrial pollution</i>	<i>Pollution is spread by industries in the form of solid, liquid, and harmful gases in the environment.</i>
<i>plastic pollution</i>	<i>Accumulation of plastic objects and particles in the Earth's environment.</i>
<i>soil pollution</i>	<i>Land degradation is caused by the presence of toxic substances.</i>
<i>radioactive pollution</i>	<i>Introduction of radioactive substances into the environment.</i>
<i>chemical pollution</i>	<i>Contamination of the environment with chemicals that are not found there naturally.</i>

5- Match each word below with its meaning. **Example: a-consciousness**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. Awareness: d. consciousness
2. Disposal: e. the process of getting rid of something
3. Pollutant: g. any substance that pollutes something
4. Render: f. make
5. Release: h. allow something to flow freely
6. Renewable: a. not depleted when used
7. Implement: b. put a decision into effect
8. Waste: c. unwanted or unusable materials or substances

6- Classify the sentences below in the table. Number 1 is done for you as an example.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Causes of pollution	Consequences of pollution	Solutions to stop pollution
<ul style="list-style-type: none"> - Industries that produce goods and services often release pollutants. - The use of pesticides in agriculture can contaminate water sources - Improper disposal of solid waste including plastic contributes to pollution 	<ul style="list-style-type: none"> - Pollution can degrade the natural environment including air, water and soil - Water pollution can render water unsafe for drinking and harm aquatic ecosystem - Breathing polluted air can cause respiratory infection such as asthma 	<ul style="list-style-type: none"> - Promote the use of renewable energy sources such as solar wind and hydropower - Encourage industries to adopt cleaner production methods - Raise awareness about pollution and its consequences through education campaigns

	- <i>Pollution contributes to climate change</i>	- <i>Implement effective waste management systems including recycling</i>
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❖ Let's communicate

The production below is a suggestion, students are not supposed to make exactly the same.

Pollution is one of the environmental issue that blocks the development of Africa. There are many forms of pollution such as water pollution, air pollution, chemical pollution, industrial pollution. Pollution is often caused by the use of pesticides in agriculture and also by pollutant released by industries. As a result, pollution can degrade the natural environment including air, water and soil. Moreover breathing polluted air can cause respiratory infections like asthma.

Some solutions to limit pollution can be found. For example government can encourage industries to adopt cleaner production methods.

Session 2: LISTENING

Humanitarian actions in Africa

❖ Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures on page 69 and answer the questions above the pictures.

- Look at the picture and say who is providing this woman with food and water? (possible answer: A humanitarian worker is providing food and water to the woman)
- What is the role of a humanitarian worker in a country? (Possible answers: A humanitarian worker helps people in need).
- What events can lead to humanitarian actions in a country? (Possible answers: Events like natural disasters, armed conflicts and diseases can lead to humanitarian actions in a country).

After the before-listening activity, the teacher exploits the learning

Learning context: At the meeting of the English club, the students of Tle listen to some audio on the importance of humanitarian actions in Africa in order to discuss the issue.

The teacher asks the students to take their textbooks on page 69 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (Ans.: They are at the English club.)

- **What are they listening to?** (*Ans.: They are listening to some audio on the importance of humanitarian actions in Africa*)
- **Why? Or for which reason are they listening to some audio?** (*Ans.: They are listening to some audio in order to discuss the issue*)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about a healthy diet by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ **Let's listen**

Passage:

The Government of Cameroon and the humanitarian community in Cameroon jointly launched the 2023 Humanitarian Response Plan (HRP) to address the immediate and urgent needs of 2.7 million of the most vulnerable people in Cameroon. The 2023 HRP requires US\$407.3 million to provide protection services and life-saving assistance to people suffering from the effects of violence, natural disasters, climate shocks, and disease outbreaks. The plan aims to reduce the mortality of people affected by the crisis, improve the respect for their fundamental rights, reduce their vulnerabilities, and strengthen their resilience

Cameroon continues to be impacted by conflict in the Lake Chad basin. As a result, 4.7 million people need humanitarian assistance across the country. Against this background, the humanitarian community will contribute to providing enhanced access to protection, urgent health, food, nutrition, education, shelter, water, sanitation, and hygiene services with a focus on women and children with the most severe needs. The specific needs of men and boys should not be forgotten, particularly protection needs.

Adapted from reliefweb.int/report/cameroon-2023-humanitarian-response-plan

1- Listen to the audio and choose the best answer. The audio is about :

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1-C Humanitarian and government actions for Cameroon

2- Listen to the audio and fill in the table below with the objectives of the Humanitarian Response Plan. Number 1 is done for you as an example.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer keys:

Humanitarian Issues in Cameroon	Objectives of the Humanitarian Response Plan
<ul style="list-style-type: none">- effect of violence- natural disasters- climate shocks- disease outbreak	<ul style="list-style-type: none">- reducing the mortality of people affected by the crisis- improving the respect for their fundamental rights- reducing their vulnerabilities- strengthening their resilience

3- Listen to the audio passage again and say if the following statements are true or false. Example a – F

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer keys:

- a- False
- b- False
- c- True
- d- True
- e- False

❖ After listening

The production below is a suggestion, students are not supposed to make exactly the same.

Humanitarian actions are important and necessary for people in urgent need. In Africa, humanitarian actions contribute to protecting people victims of armed conflicts, natural disasters and disease outbreaks. In addition, the humanitarian community provides food and shelter to the most vulnerable people like women and children in periods of crisis. To be more effective, humanitarian agents should work collaboratively with local communities in order to cope with the real needs of the populations.

Session 3: READING 1

Urbanization in Rwanda

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures on page 71 and answer the questions above the pictures.

- Look at the picture and give your impression about the environment of the city (Possible answers: *The city is very clean. The air is not polluted and there are many trees in the street.*).
- Do you think the number of people living in the city has an impact on the environment? Why? (Possible answers: *Yes, because overpopulated cities are polluted, dirty and noisy.*).

After the before-reading activity, the teacher exploits the learning context.

Learning context: The best students of Tle are invited by the British Council to participate in a panel discussion about urbanization in Rwanda. They are reading a text on the topic to get more information in order to discuss the issue.

The teacher asks the students to take their textbooks on page 71 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students doing? (Ans.: *They are reading a text about urbanization in Rwanda*)
- Why? Or for which reason are they reading the text? (Ans.: *They are reading the text to get some information and discuss the issue.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about urbanization in Rwanda by the end of the day's lesson.

❖ Let's read

5- Read the text and say what it is about.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1-C: *the text is about the green growth project in Rwanda.*

6- Read the text again and find in the list below the synonyms or definitions of the words in red. **Example: 1-d**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- d
- 2- c
- 3- f
- 4- g

- 5- a
- 6- h
- 7- e
- 8- b

Read the text again and give short answers to these questions

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *Rwanda is located in the east of Africa.*
2. *12 million people.*
3. *The impact is that the growth paired with changes to the climate creates pressure on land, water, food and energy resources.*
4. *Rwanda is vulnerable to climate change because it is strongly reliant on rain-fed agriculture both for rural livelihoods and its exports of tea and coffee.*
5. *Yes, because construction and buildings are one of the main contributors to pollution.*
6. *Rwanda will adopt strategic urban planning and people-centered design.*
7. *Kigali will be taken as an example.*

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

The challenge of population growth in Africa presents a complex issue that demands careful consideration. In fact, population growth in Africa causes rapid urbanization with the movement of people from rural to urban areas. This situation results in overcrowded cities with informal settlements and inadequate access to basic services such as clean water, sanitation and healthcare.

Additionally, unplanned urban growth leads to environmental degradation. In the face of rapid population growth, some innovative solutions such as adopting renewable energy sources like solar and wind power can help Africa safeguard its natural resources.

Session 4: READING 2

Recycling in Ivory Coast

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the picture on page 73 and answer the questions above the picture.

- Look at the picture and say what the women are doing (*Possible answers: The women are cleaning dirty and used bottles.*)
- Is it possible to reuse plastic bottles? (*Possible answer: Yes, it is possible to reuse plastic bottles.*)
- How can plastic bottles be reused? (*Possible answer: Plastic bottles can be reused through recycling.*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: The students of Tle are invited by the American embassy to participate in a panel discussion about the importance of recycling in Ivory Coast. They read a newspaper article on the topic in order to get well-prepared for the event.

The teacher asks the students to take their textbooks on page 75 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students doing? (*Ans.: They are reading a text about the importance of recycling*)
- Why? Or for which reason are they reading the text? (*Ans.: They are reading the text to get well prepared for a panel discussion.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about hepatitis B by the end of the day's lesson.

❖ Let's read

4- Read the text and select the correct answer

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1-b: the text is about a plastic recycling unit in Bouaké

5- Read the text and find the words defined below from the text. Line indications will help you. **Example: 1 – henceforth**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. *henceforth*
- b. *generated*
- c. *processing*
- d. *in conjunction with*
- e. *crushed*
- f. *dirt*
- g. *improve*
- h. *waste*

6- Read the text again and say if the sentences are true or false. Justify your answers by indicating the lines.

Example: a- False (line 1)

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *False (L1-2)*
- b- *False (L 4-5)*
- c- *True (L 7-8)*
- d- *True (L10-11)*
- e- *True (L 14-15)*
- f- *True (L 16-17)*
- g- *False (L 19-20)*

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

Recycling is a process that involves the collection, processing, and transformation of used materials into new products. There are several types of recycling such as Paper Recycling, which involves the collection and processing of used paper; Metal Recycling which targets the collection and processing of used metal items; and Plastic Recycling which consists in collecting and processing used plastic products.

Recycling is of significant importance for the environment because of the numerous benefits it provides in terms of conservation of resources and reduction of pollution. Recycling helps conserve natural resources by reusing materials like paper, metals, plastics, and glass.

To encourage recycling in my country, government must sensitize communities about the importance of recycling and the benefits it provides for the environment. The government can also share information about what materials can be recycled.

Sessions 5 & 6: WRITING

Writing an argument essay

❖ Before writing (after the warm-up, and the review session)

The teacher asks the students to look at the text on page 75 and answer the questions above the text.

1- Reorder the different parts of a 'for or against' argument essay.

Example: introduction

- 1- Introduction
- 2- Body paragraph 1
- 3- Body paragraph 2
- 4- Counterargument
- 5- Conclusion

2- State if the sentences are true or false. Write T for true and F for false. **Example : F**

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

The teacher conducts the feedback making sure the students understand what each part consists in. The students can be taken through LET'S PREPARE TO WRITE for a better understanding.

After the before writing activity, the teacher exploits the learning context.

Learning context: At the meeting of the English club, the students of Tle are taking part in the writing competition organized by the British Council. They are writing a for or against argument essay

The teacher asks the students to take their textbooks on page 75 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- **What are the students doing?** (Ans.: They are writing a for or against argument essay)
- **Why? Or for which reason are they writing a 'for or against' argument essay?** (Ans.: They are writing a for or against argument essay because they are taking part in a competition organised by the British Council)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write an email by the end of the day's lesson.

❖ Let's write

The production below is a suggestion, students are not supposed to make exactly the same.

Pollution is a serious global issue that affects the environment and human health. While it is undeniable that pollution is a shared responsibility, there is an argument to be made that developed countries should be significantly blamed for the environmental degradation in Africa. This essay will explore the various ways in which developed nations contribute to pollution in Africa.

One of the primary ways in which developed countries contribute to pollution in Africa is through industrial activities. Many developed nations outsource their manufacturing processes to African countries with less stringent environmental regulations, resulting in the release of hazardous chemicals and pollutants. These pollutants contribute to air, water, and soil pollution, negatively impacting the health and well-being of local populations.

Developed countries also play a role in deforestation and habitat destruction in Africa. The demand for timber, agricultural products, and minerals in developed nations drives land-use changes in Africa, leading to deforestation and loss of biodiversity. These activities contribute to the emission of greenhouse gases, exacerbating global climate change and impacting vulnerable ecosystems.

Some may argue that blaming developed countries simplifies the issue, as there are instances of poor governance and mismanagement within African nations contributing to pollution. While it is essential to acknowledge the importance of local accountability, the disproportionate impact of global economic activities originating from developed nations cannot be ignored.

In conclusion, the argument that developed countries should be blamed for pollution in Africa is supported by evidence of their contributions to industrial pollution, and their role in deforestation. However, a global solution can be found to tackle this issue and protect the environment.

Session 7: VOCABULARY AND GRAMMAR FOCUS

Note: for the vocabulary and grammar sessions, the teacher can design a learning context and a communication activity focusing on the language functions related to the structures to be taught.

❖ Vocabulary Focus

▪ STRONG ADJECTIVES

The teacher presents and explains the vocabulary to the students, moving from the sentences to the structures.

1- Find the normal adjectives with the strong equivalent. Number 1 is an example.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

<i>Normal adjectives</i>	<i>Strong adjectives</i>
<i>Very hungry</i>	<i>starving</i>
<i>Very tasty</i>	<i>delicious</i>
<i>Very tired</i>	<i>exhausted</i>
<i>Very small</i>	<i>tiny</i>
<i>Very cold</i>	<i>freezing</i>
<i>Very old</i>	<i>ancient</i>
<i>Very happy</i>	<i>thrilled</i>

❖ GRAMMAR FOCUS

▪ THE FUTURE TENSE: 'WILL' OR 'BE GOING TO'

The teacher presents and explains the grammar point to the students, moving from the sentences to the structures.

2-The sentences below are about humanitarian actions. Use the appropriate option in brackets to make them meaningful. **Example: a - will**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- will
- b- are going to
- c- will
- d- is going to

- e- is going to
- f- are going to

▪ EXPRESSIONS STARTING WITH 'IT'

2~The sentences below are about climate change. Use the appropriate option between brackets (gerund or infinitive) to make each of them meaningful.

Example: a- considering

Answer keys :

- a- *considering*
- b- *to address*
- c- *spending*
- d- *to take*
- e- *to adopt*
- f- *to make*

UNIT SUMMARY

POETRY

*In the darkest corners where despair resides,
Humanitarians step, where hope abides.
They bear the torch of empathy and grace,
In every war-torn, troubled, and forsaken place.*

*They see the tears that silently do fall,
In shattered homes, on every weathered wall.
They hear the cries, both muffled and loud,
Of souls ensnared within oppression's shroud.*

*With open hearts, they mend the broken dreams,
In rivers of compassion, they wade through streams.
They offer aid, a hand, a ray of light,
To those engulfed in the relentless fight.*

*In famine's grip or after nature's wrath,
Humanitarians tread the thorny path.*

*They're beacons of resilience, strength, and care,
In this world where love outweighs despair.*

*They know that kindness knows no borderline,
And every life is equally divine.
In unity, they strive to heal and mend,
For humanity's a bond that will not end.*

*So let us honor those who take this stand,
Extending love and hope across the land.
For in their actions, we can all aspire,
To make this world a place where all hearts can find their fire.*

Source: <https://www.unicef.org.press-releases/world-poetry-day>

The teacher makes the students read the poetry aloud and conducts the interpretation.

7- Fill in the gaps with the words from the box below.

Example: 1- causes

health- soil-pollutants- protect- causes-environment- deforestation

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *causes*
2. *deforestation*
3. *soil*
4. *pollutants*
5. *environment*
6. *protect*
7. *health*

2- Complete the table below with the expressions starting with "it" and followed by infinitive or gerund. Number 1 is an example.

to make a decision - working hours long - to feel nervous- listening to music - to consult a professional - spending time with friends synonyms in column B.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Possible answer:

<i>Expressions</i>	<i>Gerund / infinitive</i>
<i>1- It's enjoyable</i>	<i>spending time with friends</i>
<i>2- It's natural</i>	<i>to feel nervous</i>
<i>3- It's relaxing</i>	<i>listening to music</i>
<i>4- It's difficult</i>	<i>to make a decision</i>
<i>5- It's tiring</i>	<i>working hours long</i>
<i>6- It's best</i>	<i>to consult a professional</i>

Note that several answers are possible.

3-The sentences below are about the environment. Fill in the blanks with the corresponding strong adjective from the box below.

Example: a- gorgeous

thrilled – terrified – freezing - enormous – tiny - gorgeous

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- gorgeous
- b- freezing
- c- thrilled
- d- tiny
- e- terrified

4-Read the rules about the future tense and say yes or no when it's correct or not.
One is done for you as an example.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. no
- b. yes
- c. yes
- d. yes
- e. no
- f. no
- g. no

❖ Let's self-evaluate

- Assessing my achievements after Unit 2.

After the seven (07) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback can allow us to see the lesson points to be reviewed.

Now, I can	Yes	no
Talk about pollution.		
Talk about humanitarian actions in Africa.		
Talk about urbanization and climate change in Rwanda.		
Talk about recycling in Ivory Coast.		
Writing a 'for or against' argument essay.		
Use correctly strong adjectives.		
Make the difference between will and be going to.		

Project Task 2

Upcycling creativity: Transforming waste into Arts

The teacher asks students to form some groups of four or five members. He will set the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity. Students will work at home and present their productions in class.

The stress is to be put on:

- The quality of the information gathered
- The ideas and their organization
- Fluency

UNIT 5



MANAGING RESOURCES

UNIT CONTENT OVERVIEW

- Talking about the importance of natural resources
- Listening and talking about sustainable use natural resources
- Reading and talking agriculture and soil management
- Reading and talking about water management and health problems
- Writing a talk
- Expressing condition
- Using double comparatives
- Using impersonal passive

Lesson 1: SPEAKING

No resource, no life

❖ Lead in (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Look at picture 1. What are the different natural resources? (Possible answer: wind energy, forests, water, oil, soil, animals, solar energy, atmosphere, coal.)
- Now, look at picture 2. How many types of natural resources are there? (Possible answers: There are two types of natural resources: renewable and non-renewable resources.)

After the lead-in activity, the teacher exploits the learning context.

Learning context: The students of Tle from your school are attending a conference organized by the Australian Embassy. They do a presentation on the importance of natural resources in order to arouse listeners' attention to the necessity of managing resources.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students attending? (Ans.: They are attending a conference organised the Australian Embassy)
- What do they do? (Ans.: They do a presentation on the importance of natural resources.)
- What for? Or for which reason do they make the presentation? (Ans.: They make the presentation to arouse listeners' attention to the necessity to manage resources.)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about the importance of natural resources by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ New language

1- Which of the following definitions best explains what natural resources are?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: c

2- How would you pronounce the following words? Which link do you find between them and natural resources?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- Students will pronounce the different words. Teacher will provide correct pronunciation when they are wrong.
- These words show what can be done with natural resources. They express the importance of natural resources.

3-Match the natural resources below with their by-products from activity 2.

Example: d- Water: energy / Drinking water

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- Soils: agriculture*
- Rocks: Construction / Shelter*
- Forests: wood / Food and medicine / Pulp / Recreation / Home of wildlife / Rubber/Cotton*
- Water: energy / Drinking water***
- Animals: Food / Wool / Recreation*
- Minerals: Jewellery / Glass / Cans / Ceramics*
- Oil: Energy / Fuel*

2- Read the sentences below. Decide which ones describe the importance of natural resources. Example: b

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: c / d / f / h / i

❖ Let's communicate

The production below is a suggestion, students are not supposed to make exactly the same.

Good morning ladies and gentlemen! I am here today to talk about the necessity of managing wisely natural resources for the benefit of both present and future generations.

Natural resources are resources that are drawn from nature and used with few modifications. They are materials and substances occurring in nature which can be exploited for economic gain. They include sunlight, water, soil, plants, animals, fossil fuels, etc.

Natural resources play an important role in our lives. They are used to make food, fuel, wood and raw materials for the production of goods. All the food that people eat comes from plants and animals. Other resources such as coal, natural gas and oil provide heat, light and power. In one word, natural resources are essential to the world's economic, social, and environmental well-being.

Ladies and gentlemen, irrational consumption and overuse of natural resources are leading the planet to socio-economic and environmental problems. Natural disasters such as hurricanes, droughts, volcanos and earthquakes will be occurring more often unless we start managing natural resources wisely. It is high time we act and react.

Thank you!

Lesson 2: LISTENING

Sustainable management of natural resources

❖ Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Describe picture 1. How does the picture make sense to you? (Possible answer: In picture 1, we can see two hands holding the Earth. / This picture expresses the necessity to protect the planet and its resources.)
- Do you agree with Swaminathan, in picture 2? Why? (Possible answers: Yes! / Yes I do. Life on Earth is highly tribute to natural resources. If we don't succeed in using those resources rationally, the functioning of the Earth will be altered and as well as all the other domains of life on Earth.)

After the before-listening activity, the teacher exploits the learning context.

Learning context: In order to prepare for their upcoming English club debate, the students of Tle from your school are listening to a BBC programme on the sustainable management of natural resources.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students doing? (Ans.: They are listening to a BBC programme.)
- What is the programme about? (Ans.: It is about the sustainable use of natural resources.)
- For which reason are they listening to the programme? (Ans.: They are listening to the programme in order to prepare for their upcoming English club debate.)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about sustainable use of natural resources by the end of the day's lesson.

Note: The teacher can also design their own questions.

- Identify and write down the best definition of “sustainable” among these options.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: d – Being a method of using a resource in a way it is not depleted.

❖ Let's listen

1- Listen to the audio and say what it is about.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Passage 1

Sustainable management of natural resources means conserving the resources to use them efficiently and avoid their misuse for individual purposes. Management of natural resources is highly important both for us and future generations. It deals with the management of resources such as coal, water, soil, land, animals, trees, etc. It also means taking care of the environment of marine life. Sustainable management of resources leads to keep in mind the needs of future generations so that the coming generation can also benefit from natural resources. It helps us to leave a better world for them.

Answer: b – what sustainable management of natural resources is.

- 2- As you listen to the audio again, decide whether the following statements are true (T) or false (F). **Example: a- T**

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer keys:

- a. *Example*
- b. *T*
- c. *F*
- d. *T*
- e. *F*
- f. *T*

- 3- Listen to the second audio. It is about the objectives of sustainable management of natural resources. What are the three factors mentioned?

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Audio 2

The aim of natural resource management is to achieve sustainable by achieving a healthy balance between the three factors mentioned below.

- People, communities, and other social factors.
- Factors affecting the economy including employment, jobs, capital, and so on.
- Animals, plants, biodiversity, and other environment factors

All the three variables are interconnected, and the only way to achieve a reasonable balance between them is to properly manage natural resources.

www.byjus.com/question-answer/sustainable-managemnet-of-natural-resources-means/ 06/10/2023

Answer keys:

- People, communities, and other social factors.
- Factors affecting the economy including employment, jobs, capital, and so on.
- Animals, plants, biodiversity, and other environment factors

❖ After listening

The production below is a suggestion, students are not supposed to make exactly the same.

Sustainable management of natural resources is the preservation of the resources in order to use them efficiently and avoid their depletion. It also means taking care of nature.

All the natural resources are to be managed sustainably. However we should pay a particular attention to non-renewable resources. They include minerals, soils, coal and natural gas.

Natural resources must be managed viably because they are vital for both present and future generations. They help us to live in better world. If they come to be depleted, life on Earth will be unbearable. Climate will change and disasters may destroy the world. Sustainable management of resources leads to live in so that present and future generations can permanently benefit from natural resources and lead a better life on Earth.

Lesson 3: READING 1

Agriculture and soil management

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Which resources are shown? (*Possible answer: the resources shown are plants and soil*)
- What is the objective of these people's actions? (*Possible answer: They are planning to do farming. / They are planning to farm.*)
- What can be the consequences of such actions on the resources? (*Possible answer: These human actions can destroy forests and soils*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: On exchange programme in Nigeria, some students of Tle from your school are taking part in a seminar organized by the Nigerian Ministry of Agriculture, about agriculture and soil problems. During the seminar, they read a text to get information for awareness-raising campaigns.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Which event are the students taking part in? (*Ans.: They are taking part in a seminar organised by the Nigerian Ministry of Agriculture.*)
- What is the seminar about? (*Ans.: The seminar is about agriculture and soil problems.*)
- What do they do during the seminar? (*Ans.: They read a text.*)
- Why do they read the text? (*Ans.: They read the text to get information for awareness campaigns.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about illegal migration by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

1-Read the text and choose the appropriate heading from the list below.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: c – *Industrial agriculture and soil health*

2-The words below have their synonyms in the text. As you read the text, write down the appropriate words. Lines are indicated to help you. **Example: a- depletes**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. **depletes**
- b. *provide*
- c. *yields*
- d. *alters*
- e. *fertilizer*
- f. *escalated*
- g. *decreases*
- h. *weeds*
- i. *fungi*
- j. *broken down*

Below are two intensive reading activities. The teacher can choose only to do with the students and give the other one as homework.

3-Read the text again and decide whether the following statements are true (T) or false (F). Give the line(s) to justify your answers.

Example: a- T (L 1-2)

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. *Example*
- b. *F (L 4-5)*
- c. *T (L 10-11)*
- d. *T (L 13-14)*
- e. *F (L 16-17)*
- f. *T (L 22-23)*

4-Read the text again and answer the following questions.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *Monocropping depletes the soil of nutrients, reduces organic matter in the soil and can cause significant erosion.*
- b- *The complex system of crop rotation refers to the farming system in which three or more crops are rotated over a period of one year or longer, on the same land.*
- c- *When monocropping alters the microbial landscape of soil, it decreases beneficial microbes and causes poor plant growth over time.*
- d- *Plants need nitrogen (N), phosphorus (P) and potassium (K) for healthy growth and productivity.*
- e- *Some research has found that synthetic nitrogen fertilizer application decreases soil's microbiological diversity or alters its natural microbiological composition in favour of more pathological strains.*
- f- *No, not all of them. Lines 28 to 30 show that some pesticides can accumulate in soil and impact nitrogen-fixing microbes important to soil health and fertility.*

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

Industrial agriculture is the large-scale, intensive production of crops and animals. It involves the use of pesticides, chemical fertilizers on crops and may avoid crop rotation. It may also involve crops that are genetically modified.

Industrial agriculture is detrimental to the soil. The use of pesticides and other industrial practices deplete the soil of its nutrients and increase various forms of pollution. In addition, industrial agriculture can also lead to soil erosion.

Soil is the foundation of most types of agriculture. It is also where humans, animals and plants live. Therefore, soil health must be a concern for everyone. We should avoid using harmful pesticides. We should promote and use an adequate form of crop rotation. Finally, we should use less and less chemical fertilizers and favour organic fertilizers.

Lesson 4: READING 2

Water management and health problems

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Which resource is at focus? (*Possible answers: Water / The resource shown in the picture is water.*)
- Is the resource managed viably? (*Possible answers: No. Throwing rubbish in water resources is very dangerous.*)
- What can happen to the woman in the second picture? (*Possible answers: She can contract some sicknesses such as typhoid fever, cholera and some skin diseases*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: The students of Tle A from your school are invited to a debate organized by the Ghanaian embassy on water resources management and health problems in West Africa. They are reading a text on the topic to get prepared.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Which event are the students invited to? (*Ans.: They are invited to a debate organised by the Ghanaian embassy.*)
- What is the debate about? (*Ans.: The debate is about water resources management and health problems in Africa.*)
- Why are the students reading the text? (*Ans.: They are reading to get prepared for the debate.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about water resources management and health problems by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

1-Read the text below and suggest a title.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Possible Answers: Water problems / The need for drinkable water / Water and health ...

2-Read the text again and find the synonyms of the words in red in the list below. One option from the box is not concerned.

Example: recreational = leisure

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

supply = resource
 affordable = inexpensive
 target = objective
 premises = building
 springs = water sources
 preventable = avoidable
 facilities = services

3-Read the text again and say if the following statements are true (T) or false (F).

Indicate the line(s) to justify your answers.

Example: a- F (L 4-5)

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. Example
- b. F (L 7-8)
- c. T(L 10-11)
- d. T (L 12-14)
- e. F (L 15)
- f. F (L 23)

4-Read the text one more time. Copy and fill in the table below.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Number of people	6 billions	1.5 billion	292 million	296 million	115 million
Types of water supply Accessible	Safely managed drinking-water services	Improved water source located within a round trip of 30 minutes	Improved water source requiring more than 30 minutes to collect water	Water from unprotected wells and springs	Untreated surface water from lakes, ponds, rivers and streams

6- According to the text, which health problems can be caused by poor water resources management?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: Contaminated water and poor sanitation are linked to transmission of diseases such as *cholera*, *diarrhoea*, *dysentery*, *hepatitis A*, *typhoid* and *polio*.

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

Like every people in the world, West Africans need water in their daily lives. They need water for drinking, domestic use, food production or recreational purposes. In West Africa, people get water from different sources. In most big cities, people use improved water sources located on premises, available when needed, and free from contamination. However, in some towns and villages, millions of people take water from unprotected wells and springs; and from untreated surface water like lakes, ponds, rivers and streams.

In big cities and some towns, people benefit from adequate water services, but that is not the case in rural areas. In villages and small towns, water sources are not clean. Most wells are not protected. In some cases, people throw rubbish in streams, ponds and rivers where people get water.

Unfortunately, this inefficient management of water resources is very harmful to people. Dirty and contaminated water causes diseases such as cholera, diarrhoea, dysentery, hepatitis A, typhoid and polio.

Lesson 5 : WRITING

Preparing a talk

❖ Before writing (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions.

- What are these women doing? (*Possible answers: They are making a speech / they are giving a talk.*)
- Have you ever done this before? On which occasion? (*Possible answers: Yes, during a class presentation, during a ceremony, at church... / No or never...*).

After the before writing activity, the teacher exploits the learning context.

Learning context: A group of students of Tle from your school is invited to a seminar organized by the Australian embassy, on the necessity to preserve resources. They prepare a talk for their presentation.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students invited? (*Ans.: They are invited to a seminar organised by the Australian embassy.*)
- What is the seminar about? (*Ans.: It is about the necessity to preserve natural resources.*)
- What do they do? (*Ans.: They prepare a talk for their presentation.*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write a letter of complaint by the end of the second session.

Note: the teacher can also design their own questions.

❖ Let's prepare to write

1-Work in pairs. According to you, how many parts does a talk consist of? Name them. The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: it is a work in pairs

Answer keys:

Three (03) parts. Introduction / Body / Conclusion

2- Below is what you need to know, as you are preparing a talk. Match the steps in Column A with their contents in Column B.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: 1- c 2- d 3- b 4- a

3- Read and identify the introduction, the body and the conclusion of the talk below.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Paragraph 1: Introduction / Paragraphs 2 to 5: Body / Paragraph 6: Conclusion

❖ Let's write

The production below is a suggestion, students are not supposed to make exactly the same.

Good morning ladies and gentlemen. I am honoured to have the opportunity to tell you about the necessity to manage water resources. To start, I will talk about the importance of water resources. Then, I will explain how badly water resources are managed. I will conclude with some suggestion to manage them viably.

Water is a vital resource. It is essential for humans, animals, plants and soil. Worldwide, people used water for drinking, domestic use, food production or recreational purposes. Depending on the areas, water resources include sources located on premises, wells, springs, and surface water like lakes, ponds, rivers and streams.

In most part of the world, water resources are not managed viably. Wells are unprotected. Moreover, they are not clean and do not provide drinkable water. In many areas, people fetch water from streams, ponds and rivers. Implausibly, some people throw rubbish, wash their vehicles and water their animals in those sources. This bad management of water resources can caused diseases like cholera, diarrhoea, dysentery, hepatitis A, typhoid and polio.

We have a responsibility to our planet and its water resources as humans. We should avoid putting industrial trash into water resources. We should cover wells and avoid throwing rubbish in surface water. Ladies and gentlemen, it is time to act for preserving water resources.

Thank you!

Lesson 6: GRAMMAR FOCUS

Note: for the grammar session, the teacher can design a learning context and a communication activity focusing on the language functions related to the structures to be taught.

CONDITIO NALS

- Read the sentences below and decide which one expresses:

Zero conditional / First conditional / Second conditional / Third conditional

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *First conditional*
- b- *Zero conditional*
- c- *Third conditional*
- d- *Second conditional*

Note: The teacher presents and explains the grammar points to the students, moving from the sentences to the structures.

Activity: Put the verbs between brackets in the correct tense.

Example: a- **had**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- **had**
- b- *Practise*
- c- *had protected*
- d- *will deplete*
- e- *would found*
- f- *would have prevented*

DOUBLE COMPARATIVES

- Read the sentences below. How many clauses are there in each sentence? Which words introduces each clause?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: *There are two clauses in each sentence. They are introduced with "the more/less" or a comparative.*

The teacher presents and explains the grammar points to the students.

Activity: Use the prompts to make double comparative sentences.

Example: a – the more resources are extracted, the faster they deplete.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. Example
- b. The wiser resources are managed the longer they last.
- c. The more animals we kill the fewer they get.
- d. The older you are the more experience you have.
- e. The more you drink clean water the healthier you feel.

IMPERSONAL PASSIVE

- Look at the sentences below. Are they different in terms of meaning and structure?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: *They are different in terms of structure, but they have the same meaning.*

The teacher presents and explains the grammar points to the students.

Activity: Rewrite the sentences starting with the suggested words.

Example: a 1- It is said that surface water is not drinkable.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a.1- Example
- a.2- Surface water is said to be not drinkable.
- b.1- It is believed that timber companies are too greedy.
- b.2 – Timber companies are believed to be greedy.

UNIT SUMMARY

Game: Reorder the letters to get nouns of resources. Get all the right words and become the champion.

The teacher will form groups of four students to complete the task. The group that will be the first to finish and find all the correct words is the winner.

Answer keys:

Forest – minerals – coal – water – wind – soil – plant – animals

Note: This activity can serve as a warm-up.

Review

The activities of the unit summary allow the teacher and the students to come back on some key points taught all through the unit for remediation.

1- Copy and fill in the table below with the appropriate resources.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Renewable resources	Non-renewable resources
Sun – plants / forests – water – animals	Minerals – soil – coal – natural gas

2-Match each resource in column A with the benefits people get from it in column B.

Example: 1- f

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *Example*
2. *g*
3. *a*
4. *b*
5. *d*
6. *e*
7. *c*

3-What are the different water sources used by people around the world? Cite some diseases caused by dirty water consumption

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Some people use improved water sources located on premises, available when needed, and free from contamination. Other people take water from unprotected wells and springs; and from untreated surface water like lakes, ponds, rivers and streams.

Dirty water causes cholera, diarrhoea, dysentery, hepatitis A, typhoid and polio

4-Use the prompts to make double comparative sentences.

Example: The more you eat a balanced diet, the healthier you are.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a- *Example*

b- *The more they throw rubbish in the river the more contaminated it gets.*

c- *The more/less protected forests are the more/less soil is protected from erosion.*

d- *The less/more we destroy resources the less/more we put the planet in danger.*

e- *The faster you drive the less careful you are.*

5-Put the verbs between brackets in the correct tense.

Example: a- had

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a- *had*

b- *overuse*

c- *is*

d- *would have contracted*

e- *would visit*

6- Rewrite the sentences starting with the suggested words.

Example: a 1- timber companies are considered to be harmful to forests.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a. 1 – *example*

a. 2 – *It is considered that timber companies are harmful to forests*

b. 1 – *Villagers are supposed to be aware of the dangers of drinking water from ponds.*

b. 2- *It is supposed that villagers are aware of the dangers of drinking water from ponds.*

c. 1- *The government is expected to pass laws against poachers.*

c. 2- *It is expected that the government will pass laws against poachers.*

❖ Let's self-evaluate

- Assessing my achievements after Unit 5.

After the seven (07) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback can allow us to see the lesson points to be reviewed.

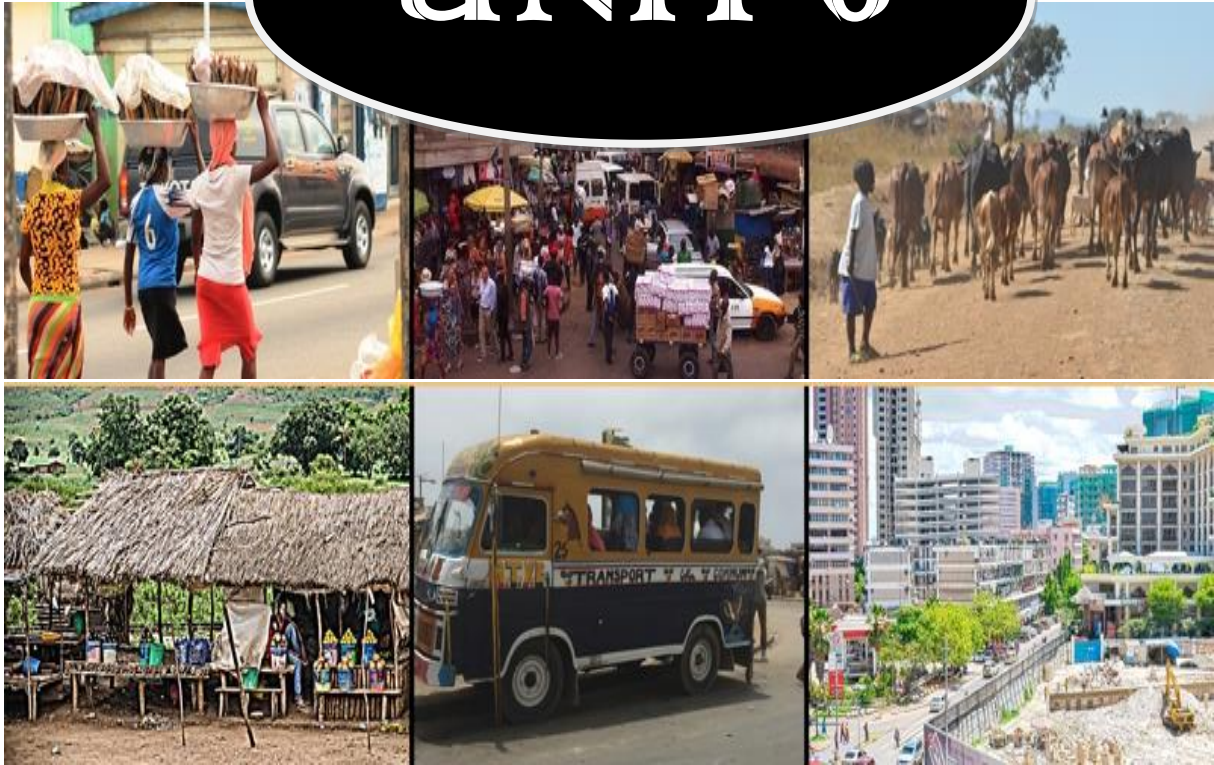
NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
Talk about the importance of natural resources			
Listen and talk about sustainable management of natural resources			
Read and talk agriculture and soil management			
Read and talk about water management and health problems			
Write a talk			
Express condition			
Use double comparatives			
Use impersonal passive			

UNIT 6



CONTEMPORARY AFRICA

UNIT CONTENT OVERVIEW

- Talking about rural and urban African economic activities
- Listening and talking about investing in Africa
- Reading and talking about African economic sectors
- Reading and talking about Modern African successful businesswoman
- Writing an argumentative essay
- Forming negative structures
- Using not only ..., but also

Lesson 1: SPEAKING

Rural and urban African economic activities

❖ Lead in (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Describe the two areas? (Possible answer: The first area is related to life in the village or countryside. We can see some women who are drying some crops. We can see some huts and the bush. The second area is related to city life. We can see many people, building and cars)
- Which types of activities do you think people do in each area? (Possible answers: Area 1: farming, hunting, milling, animal raising, etc. Area 2: accountancy, architecture, banking, teaching, etc.)

After the lead-in activity, the teacher exploits the learning context.

Learning context: The students of Tle from your school are taking part in a seminar organized by the Ghanaian Embassy. They engage in a debate on economic activities in rural and urban modern Africa in order to suggest some economic activities to American investors.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students taking part in? (Ans.: They are taking part in a seminar organised by the Ghanaian Embassy)
- What do they do? (Ans.: They engage in a debate on economic activities in rural and urban modern Africa.)
- What for? Or for which reason do they engage in the debate? (Ans.: They engage in the debate in order to suggest some economic activities to American investors.)

Finally, the teacher tells the students that, through a series of speaking activities, they will be prepared to talk about economic activities in rural and urban modern Africa by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ New language

- 1- Listen and repeat after your teacher. Pay attention to the pronunciation of the syllables in red.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: The teacher will provide correct pronunciation and make the students repeat after him.

- 2- Match each phrase or word in column A with its synonym or definition in column B **Example: 1- f**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. Example
2. c
3. b
4. d
5. j
6. h
7. i
8. a
9. g
10. e

3- Which activities from the list below are related to African rural life, urban life or to both of them? Copy down and fill in the table.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Rural Life activities	Urban life activities	Both
Crop production	Banking	Masonry
Animal raising	Architecture	Shoe making
Fish culture	Website design	Motor repairs
Milling	Engineering	
Fishing	Accountancy	
Hunting	legal services	
Farming	logistic and technology support	

❖ Let's communicate

The production below is a suggestion, students are not supposed to make exactly the same.

Africa is a vast and beautiful continent. Like in the other continents, Africa also has some rural and some urban areas. Rural Africa refers to areas with few homes or other buildings and not very many people. Rural Africa consists of countryside and villages where people generally live in huts and small houses. As for urban Africa, it consists of towns and cities. These are areas with a high population density and an infrastructure of built environment.

Generally, rural Africans do blue-collar jobs. In other words, they do activities like crop production, animal raising, fish culture, milling, fishing, hunting and farming.

Conversely, in urban areas, people do white-collar jobs. They work as bankers, architects, website designers, engineers, accountants ...

In Africa, activities related to crop production, farming, animal raising and food processing are likely to generate high income. The activity of construction and property management is also lucrative.

Lesson 2: LISTENING

Investing in modern Africa

❖ Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures on page 105 and answer the questions above the pictures.

- Look at the information below. Why is Africa said to be a continent of possibilities? (*Possible answer: Africa is a continent of possibilities for many reasons: all the developed countries highly trade with Africa, many African countries involved in faster economic growth, GDP growth, private sector credit growth, and 60% of the world arable land.*)

After the before-listening activity, the teacher exploits the learning context.

Learning context: In order to prepare for their upcoming English club discussion, the students of Tle from your school are listening to a BBC programme on the advantages and risks of investing in Africa.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students doing? (*Ans.: They are listening to a BBC programme.*)
- What is the programme about? (*Ans.: It is about the advantages and risks of investing in Africa.*)
- For which reason are they listening to the programme? (*Ans.: They are listening to the programme in order to prepare for their upcoming English club debate.*)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about the advantages and dangers of investing in Africa, by the end of the day's lesson.

Note: The teacher can also design their own questions.

- Work in Pairs. How would you pronounce the words below?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for pair work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- Students pronounce the different words. The teacher will provide correct pronunciation when they are wrong.

❖ Let's listen

1-Listen to the audio. Select its title among the proposals below

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: d – Investing in Africa: the business case

Passage

Investing in Africa: the business case

With some of the fastest-growing economies in the world, African nations are playing an increasingly significant role in the global economy. The population is young and rapidly growing, and the household incomes and consumption are projected to rise. Digital and mobile access is rapidly increasing, the infrastructure gap is closing, and Africa is prime for mass industrialisation. With business environment reforms being made across the continent, the prospect of investing across Africa's numerous and diverse countries is much different than it was in decades past.

Despite the wealth of opportunities, doing business in Africa continues to be associated with real and perceived risks. Institutional and infrastructure barriers, risk and reward imbalances, and high transaction costs can make it difficult for investors to find opportunities and close deals.

www.prosperafrica.gov/services/invest-in-africa/ 17/10/2023

2-Listen to the text again and select the appropriate words among the propositions. **Example: a- growing**

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer keys:

- a. **growing**
- b. incomes
- c. industrialization
- d. prospect
- e. wealth
- f. investors

3-As you listen to the text again, identify three (3) reasons for investing in Africa.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: (accept two of the following answers)

- Fast growing population
- Rise in household incomes and consumption
- The rapid increase in digital and mobile access
- Infrastructure gap closing
- Mass industrialization

❖ After listening

The production below is a suggestion, students are not supposed to make exactly the same.

Africa is vast and beautiful continent. It is the second largest continent. It consists of fifty-five countries. Africa gathers numerous advantages such as a young population, a large amount of arable lands, an extremely rich subsoil and various natural resources.

Investing in Africa looks advantageous but it can also be risky. The advantages of investing in Africa are related to different facts. Firstly, the population is young and rapidly growing. Moreover, the household incomes and consumption are projected to rise. Finally, digital and mobile access is rapidly increasing. However investing in Africa can prove risky because of Institutional and infrastructure barriers, risk and reward imbalances, and high transaction costs.

Despite all the risks, American investors are encouraged to invest in Africa. Africa is a continent of opportunities. The advantages of investing in Africa are more numerous than the risks. Moreover, the infrastructure gap is closing, and Africa is in a continuous development period.

Lesson 3: READING 1

Women in power

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- What are these African women? (Possible answer: They are businesswomen.)
- In your opinion, what is women's place in contemporary Africa? (Possible answer: In most past African societies, women were associated with domestic chores and farm activities. But, today, in modern Africa, girls are sent to school, and women do almost all the jobs done by men. Some of them even hold high positions.)

After the before-reading activity, the teacher exploits the learning context.

Learning context: At the English club meeting, the students of Tle from your school are reading a text on successful African businesswomen, to get prepared for their upcoming debate on women's place in modern Africa.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (Ans.: They are at the English club meeting.)
- What are they doing? (Ans.: They are reading a text on successful African businesswomen.)
- Why are they reading the text? (Ans.: They are reading the text to get prepared for their upcoming debate on women's place in modern Africa.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about women's place in modern Africa by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

1-Read the passages below and identify these women's businesses.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Teta Isibo: Local made fashion design

Thabiso Mahlape: Publishing imprint

Monica Musonda: Food processing

2-The words below have their synonyms in the passages. As you read them, write down the appropriate words. The reference lines are indicated to help you.

Example: a- planner

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. **planner**

- b. marketing
- c. combine
- d. founded
- e. sought
- f. unpredictable
- j. conglomerate

3-Read the text again and give short answers to these questions.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- Teta Isibo is from Rwanda.
- b- In the UK, she studied urban planning.
- c- She is seeking to enter international markets through distributors and an online shop.
- d- BlackBird Books is the publishing imprint founded by Thabiso Mahlape in 2015.
- e- She discovered that the South African literature and publishing world was essentially white.
- f- Thabiso Mahlape wants to take her work outside South Africa.
- g- Monica was led to her business by the words of her Nigerian boss who pointed to the lack of economic activities in Zambia by Zambians.

4-After reading the three passages, how can you relate the three (3) women?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- The three women are Africans.
- They founded their own company/business.
- They are all successful businesswomen.
- Despite their present success, they still have important ambitions.

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

For all time, women have held an important place in African societies. However, if we consider the matter in terms of past and contemporary Africa, women's roles are different. In the past Africa, women were essentially in charge of children's education, domestic chores and farming activities. They didn't have influential positions, but they used to support their husbands and give them advice in secret.

In contemporary Africa, women hold various positions in society. Not only do they do all kinds of jobs men do, but they also hold important positions. It is true that many women,

especially in rural areas, continue to do domestic chores and farming activities, but most women do more important income-generating activities, all kinds of white-collar jobs and hold high political positions. To illustrate, the last two Ivorian Ministry of Education are women.

I would like to tell girls in general, and school girls particularly, to be conscious of the fact that, today, they have the same opportunities to succeed like boys. So ladies, be hardworking, study your lessons, pass your exams, get your degrees and contemporary Africa will be yours!

Lesson 4: READING 2

Modern African music industry

❖ Before-reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Who are these people? (*Possible answers: Daju, Fally and Yemi Alade are famous African singer.*)
- Are they known in Africa only? (*Possible answers: No, they are known worldwide.*)
- What permits them to be known outside Africa? (*Possible answers: They are known outside thanks to the modern music industry: concerts, streaming platforms, televisions channels, radio stations, music awards...*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: The students of Tle A from your school are invited to a debate organized by the Nigerian embassy on modern African music industry. They are reading a text on the topic to get prepared.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Which event are the students invited to? (*Ans.: They are invited to a debate organised by the Nigerian embassy.*)
- What is the debate about? (*Ans.: The debate is about modern African music industry.*)

- Why are the students reading the text? (Ans.: They are reading to get prepared for the debate.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about the modern African music industry by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

1- Read the first paragraph and say what "Deezer" is.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Possible Answers: "Deezer" is a streaming platform which connects users around the world to tracks.

2- Read the text again and find the synonyms of the words in red in the list below.
One option from the box is not concerned.

Example: **pinnacle = climax**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

undoubtedly = certainly

tracks = songs

enabling = allowing

consumers = clients

trend = tendency

forecast = avoidable

subscribers = followers

levitated = boomed

3- Read the text again and say if the following statements are true (T) or false (F).
Indicate the line(s) to justify your answers.

Example: a- T (L 1-2)

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a. Example

b. T (L 5)

c. F (L 5-8)

d. F (L 10)

e. T (L 10-11)

f. T (L 19-20)

g. F (L 19-20)

h. F (L 25-27)

4- Read the text once again and identify the companies and the streaming platforms related to music industry in Africa.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- Deezer
- IFPI Digital technology
- Telco operators
- MTN Nigeria and Safaricom
- Local services, publishing societies and independent labels

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

There are many singers in Africa. From Egypt to Cote d'Ivoire, from Nigeria to South Africa, all the African countries are full of talented singers. Some of those famous singers are Alpha Blondy, Salif Keita, Sidiki Diabaté, Davido, Burna Boy, Amr Diab, Kabza De Small, Magic System, Fally Ipupa, Dadju, Maitre Jims, etc.

We can listen to African singers' music and watch their videos on different streaming platforms. The most important platforms are Youtube, Deezer, Spotify, Qobuz, Apple Music... Some radio stations and TV channels like Trace Africa are dedicated to African music only.

African singers are talented and many of them are more and more professional in the management of their musical career. That is the reason why African music is in full growth. Moreover, it is important to note that the arrival of the Internet in association with social media and streaming platforms has greatly contributed to the expansion of African music.

Lesson 5 : WRITING

Argumentative essay

❖ Before writing (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions.

- What do they refer to? (Possible answers: They refer to African custom and traditions.)
- Are these African traditions practices good or bad in contemporary world? (Possible answers: Some practices are good but some are bad.)

After the before writing activity, the teacher exploits the learning context.

Learning context: A group of students of Tle from your school, are taking part in a writing competition organised by the Nigerian Embassy. They are asked to write an argumentative essay on the importance of custom and traditions in contemporary Africa.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students taking part in? (Ans.: They are taking part in a writing competition organised by the Nigerian Embassy.)
- What type of composition are they asked to write? (Ans.: They are asked to write an argumentative essay.)
- What is the argumentative essay about? (Ans.: It is about the importance of custom and traditions in contemporary Africa.)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write an argumentative essay by the end of the second session.

Note: the teacher can also design their own questions.

❖ Let's prepare to write

- 4- The text below is from your American pen-friend. It is on arranged marriages. Read it and say how many main parts you can identify.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

There are three (03) main parts:

- Introduction
- Body paragraphs
- Conclusion

Introduction	<ul style="list-style-type: none">~ Hook~ Background information~ Thesis statement
Body paragraphs Three paragraphs (or more)	<ul style="list-style-type: none">• Argument 1<ul style="list-style-type: none">▪ Evidence• Argument 2

	<ul style="list-style-type: none"> ▪ Evidence • Argument 3 <ul style="list-style-type: none"> ▪ Evidence
Conclusion	<ul style="list-style-type: none"> - Summary - Rephrasing and restating your thesis

2-Read the text again and identify: a) the writer’s position, b) the counter argument (other people’s opinion) c) concession and refutation.

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a) The writer’s position: against arranged marriage

b) The counter argument (other people’s opinion): arranged marriage is the solution to divorce.

c) Concession and refutation: arranged marriage is yet a divorce because true love is already prevented.

3-Identify some good and bad aspects of African customs and traditions.

The teacher sets the task, going through the instructions in the student’s book. Then he tells the students the time dedicated to the completion of the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Good aspects of African traditions	Bad aspects of African traditions
Preservation of moral values Traditional festivals	Arranged marriage Excision Witchcraft

❖ Let’s write

The production below is a suggestion, students are not supposed to make exactly the same.

Modern times have brought lots of shifts in African societies. Different aspects of African culture have been highly impacted by modernization. One of those aspects is the importance of custom and traditions. Many people believe that custom and traditions are useless in contemporary Africa. On the opposite, other people argue that traditions are important in modern Africa. I do believe that our custom and traditions are still important in our contemporary world.

First, keeping traditions alive is important for teaching the new and the next generations about their history and culture. Indeed, despite modernization and globalization, every society needs to know and keep its own history and culture. Forgetting one’s own culture and following other culture’s patterns is likely to violate the moral and religious concerns

of one's own culture. For example, the new generations of Africans, living in urban areas, seldom go to their villages. They are rarely interactive with their cultural norms and in so doing, they seem to be completely lost. They are neither Africans nor Westerners.

Moreover, traditions are important in modern Africa because they help to build a fair society. Most African societies' cultures shun vices like theft, corruption, laziness and immoral living. They emphasize the importance of leading a productive life. Where proper morals are instilled in the minds of the young generation, chances of showing deviation in the future are minimal, and this aspect supports the well-being of society. To illustrate, in African villages, where traditions are still strong, vices are less observable than in African cities where people live according to their traditions.

Finally, traditions bind and unite people. The presence of a common factor pulls people together who possess similar qualities. Likewise, individuals who share a common cultural and traditional value system tend to attract each other by forming a strong bond. Individuals sharing common traditions, celebrate a similar festival, consume same foods and uphold and adhere to similar cultural values. And that unity is exactly what Africa needs to be fully independent and develop like Asian countries such as China, Japan and Korea.

To conclude, there may be some reasons why some people believe that traditions are useless in contemporary Africa; however, the reality is that traditions are useful. Keeping traditions alive is important for teaching the new and the next generations about their history and culture, for helping to build a fair society and for uniting Africans to develop their continent. I am fully in favour of promoting customs and traditions in modern Africa.

Lesson 6: GRAMMAR FOCUS

Note: for the grammar session, the teacher can design a learning context and a communication activity focusing on the language functions related to the structures to be taught.

FORMING NEGATIVE STRUCTURE

- Look at the sentences below. What is the impact of the underlined words on the second sentences?

Answer keys: Those words give a negative meaning to the sentences.

Note: The teacher presents and explains the grammar points to the students, moving from the sentences to the structures.

Activity: Rewrite the sentences with the words between brackets.

Example: a- Most urban Africans rarely go to their village on holiday.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- example*
- b- Most rural Africans scarcely keep their money at the bank.*
- c- He can neither sing nor dance.*
- d- I seldom work on the farm.*
- e- Africans hardly study Agriculture in agronomy schools.*

NOT ONLY? ... BUT ALSO

- Read the sentences below. How many clauses are there in each sentence? Which words introduce each clause?

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: *b- Akon is **not only** a famous RNB singer **but also** a successful businessman.*

The teacher presents and explains the grammar points to the students.

Activity: Reunite the two clauses in each option below to build one sentence.

Example: a – Modern African women are not only industrious but also intelligent.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- Example*

- b-* Urban life is **not only** expensive **but also** anxiety inducing.
- c-* Investing in Africa is **not only** a long process **but** it is **also** risky / **but also** risky.
- d-* African nations need **not only** strong institutions **but** they **also** lack honest leaders.
- e-* Fally Ipupa is **not only** a talented singer **but** he **also** looks very charming.

UNIT SUMMARY

Riddle: Who Am I?

The teacher will form groups of students to complete the task. The group that will be the first to finish and find all the correct words is the winner.

Answer keys:

- a- I am: *urbanization*
- b- I am: *rural exodus*
- c- I am: *income*
- d- I am: *wealth*

Note: This activity can serve as a warm-up.

The activities of the unit summary allow the teacher and the students to come back on some key points taught all through the unit for remediation.

Review

1-Fill in the gaps with the words or expressions from the box.

Example: a- workforce.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- *workforce*
- b- *blue-collar job*
- c- *white-collar job*
- d- *handicraft*
- e- *urban*
- f- *rural*

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

Example: 1- f

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

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

3-Below are the different parts of an argumentative essay. Copy down and fill the table with the missing information.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Introduction	<ul style="list-style-type: none">~ Hook~ Background information~ Thesis statement
Body paragraphs Three paragraphs (<i>or more</i>)	<ul style="list-style-type: none">• Argument 1<ul style="list-style-type: none">▪ Evidence• Argument 2<ul style="list-style-type: none">▪ Evidence• Argument 3<ul style="list-style-type: none">▪ Evidence
Conclusion	<ul style="list-style-type: none">~ Summary~ Rephrasing and restating your thesis

7- Rewrite the sentences with the words between brackets.

Example: a- Successful businessmen seldom offer money.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

f- *Example*

g- *Most rural women can hardly read and write.*

h- *They can neither sing in English nor French either.*

i- *African women rarely offend their husbands.*

j- *You can scarcely succeed in business if you don't learn from failures.*

8- Rewrite the sentences below, starting with the underlined words.

Example: Not only do African modern African women work hard, but they are also intelligent.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

f- *Example*

g- *Not only is urban life expensive but also anxiety-inducing.*

h- *Not only is investing in Africa a long process but it is also risky.*

i- *Not only do African nations need strong institutions but also honest leaders.*

j- *Not only is Fally Ipupa a talented singer but he also looks very charming.*

❖ Let's self-evaluate

- Assessing my achievements after Unit 6.

After the seven (07) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback can allow us to see the lesson points to be reviewed.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
Talking about rural and urban African economic activities			
Listening and talking about investing in modern Africa			
Reading and talking about successful businesswoman			
Reading and talking about modern African music industry			
Writing an argumentative essay			
Forming negative structures			
Using not only ..., but also			

Project 3

A talk on moral values in
modern Africa

The teacher asks students to form some groups of four or five members. He will set the task, going through the instructions in the student's book. Then he tells them the time dedicated to the completion of the activity. Students will work at home and present their productions in class.

The stress is to be put on:

- The quality of the information gathered
- The ideas and their organization
- Accuracy

UNIT 7



INTERNATIONAL ISSUES

UNIT CONTENT OVERVIEW

- Talking about unemployment
- **Listening and talking about global warming**
- Reading and talking about terrorism
- **Reading and talking about corruption**
- Writing an opinion essay (The body)
- **Reporting a speech**
- Prepositions **on – in ~ at**

Lesson 1: SPEAKING

Unemployment

Before SPEAKING (after the warm-up, and the review session)

The teacher asks the students to Look at the picture below and do the tasks that follow.

- Describe it. (Possible answer: *we can see many women in the street with pancards*)
- Guess what they are claiming for. (Possible answer: *They are claiming for their rights to work*)

After the lead-in activity, the teacher exploits the learning context

Learning context: In order to prepare for a discussion about the issue of unemployment, your classmates and you are talking about it during the English class.

The teacher asks the students to take their textbooks on page 121 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks the following questions:

- Where are you? (Ans.: We are at an English class.)
- What are you doing? (Ans.: We are talking about unemployment)
- What for? Or for which reason are you talking about you talking about unemployment (Ans.: We are talking about the issue of unemployment in order to get well prepared to discuss that issue.)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to discuss the issue of unemployment.

Note: the teacher can also design their own questions.

1-The sentences below are definitions of the word “UNEMPLOYMENT Read them and say which one is the most appropriate.

The teacher sets the task and explains the instructions in the student’s book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do, letting the floor to the students and speaking as less as possible

Answer key

a-The condition of someone capable of working, actively seeking work, but unable to find any work.

2 Look at the words or expressions from the box. Listen and repeat after your teacher. Pay attention to the stressed syllables.

The teacher says the word and then makes learners repeat after him chorally then individually paying attention to the stressed syllables.

3- The passage below is about unemployment. As you read fill in the gaps with the appropriate word from the box in the activity. **Example 1-dire**

The teacher sets the task and explains the instructions in the student’s book. Next, he will indicate the grouping mode, and then set the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible

Answer keys:

1-dire (Example)

2-unemployed
3-joblessness
4-highest
5-unemployment
6-estimated
7-working
8-unrest
9-welfare

❖ Let's communicate

Production

Dear friend, I am very pleased to talk about the issue of unemployment with you. Thank you for this opportunity.

In my country, many young men and girls are working and taking care of their families. Yet, many others are jobless because of diverse reasons. The first reason is linked to structural unemployment. That is workers' skills or income requirements no longer match with the jobs available. The second reason is related to frictional unemployment that is workers leave their job because their salary is not satisfactory. Another reason which is the main one is institutional. In fact, job offers are extremely lower than job demands, so that thousands of job applicants are left aside.

The lack of jobs brings about many consequences such as the increase in poverty level, insecurity, diseases and death.

To stop that issue the government should adapt the training curriculum in our country to job requirements. In addition, job creation should be promoted so that the rate of jobless people can fall.

Finally, we think that a raise in salaries would be held to deter those who leave their jobs due to low wages.

I think that if those measures are implemented by governments the issue of unemployment would significantly be solved.

Thank you.

Lesson 2: LISTENING

Global warming

Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures below

- Describe it. (Possible answer : *We can see smoke and gases from factories*)

What issue could that situation bring about? (Possible answer: *That situation can bring about Global warming*)

After the lead in activity, the teacher exploits the learning context

Learning context: For the upcoming conference about global warming programmed by the US embassy on Environment Day, your classmates and you, listen to a podcast in order to get well prepared.

The teacher asks the students to take their textbooks on page 123 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following.

Where are the students? Possible answer: *We are at the English class.*

What are you doing? Possible answer: *They are listening to a podcast about Global warming.*

Why are you listening to the audio? Possible answer: *It is in order to get well prepared for the upcoming conference about global warming.*

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared for the conference about global warming.

The words in the box have their definitions in the list below. Match each word with its corresponding definition. .Example a = greenery

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode, and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do, letting the floor to the students and speaking as less as possible

Answer key:

a-greenery (Example)

b-global warming

c-fossil fuels

d-culprits

1- Listen to the podcast and write down the correct option. Just use the letter.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

The podcast is about:

Answer key

a- the causes, the consequences and some solutions to global warming

2- Listen to the podcast then number each word in the table below in the order you hear them. The first one is done for you as an example

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it

Answer keys:

1-global warming (Example)

2-climate

3-fossil fuel

4-culprits

5-widespread

6-energy fuel

3- Listen to the podcast again and decide whether the statements below are true or false. Write T for true answers and F for false ones. Example 1-T

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or play the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it

Answer keys :

a- True(Example)

b- False

c- True

d- True

e- false

COMMUNICATION ACTIVITY

Production

The impacts of global warming in the Tonkpi region

Global warming is the phenomenon of a gradual increase in the earth's temperature. In the Tonkpi region some human practices have considerably contributed to the prevailing its effects in that part of Cote d'Ivoire. As a matter of fact, many trees are being cut down without replacing them. In addition, many factories have recently been set up with huge smoke and gases destroying protecting layers in the sky. As a result, the climate of that region considered as the lowest in Cote d'Ivoire is now one of the highest in the country. With its corollary of drought, famine, poverty and so on.

To solve that issue, first, populations should be sensitized on the aftermaths of forest destruction. Secondly, anti-pollution restrictions should be adopted to deter factory owners from massive pollution. Third, backsliders should be arrested for not abiding by the law.

In conclusion, global warming brings about many negative consequences. Therefore we beg governmental authorities to constrain everyone to conform to regulations for so that that phenomenon can stop.

Audio passage

Global warming is a major climate issue of the twenty-first century, excess burning of fossil fuels through industries, power plants, and transport are the main **culprits** of the crisis. Global warming has led to a rise in the overall temperature of the earth, and it can have disastrous effects on the different organisms living on the earth. The impact of global warming causes several climate issues like raising the water levels on the sea, leading to the shrinking of the mainland, although most of the side effects are widespread and unspecific. Global warming can be checked by restoring **greenery** and vegetation, and by use of clean energy fuels.

<https://www.writowing.com/2022/11/paragraph-on-global-warming/15/05/2023>

Lesson 3: READING 1

Terrorism

Before-reading (after the warm-up, and the review session)

The teacher asks the students to Look at the pictures below and do the tasks that follow.

Describe it. (Possible answer: *We can see four armed men in the desert.*)

Are they legal military forces? (Possible answer: *No, They are not legal forces.*)

What do we call these people? (Possible answer: *They are terrorists*)

- After the before-reading activity, the teacher exploits the learning context.

Learning context: For the upcoming discussion about terrorist attacks organized by the South African Embassy, your classmates and you read a text during the English class to get well prepared.

The teacher asks the students to take their textbooks on page 125 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are you? (Ans.: *We are at the English class.*)
- What are you doing? (Ans.: *We are reading a text about terrorism.*)
- Why are you reading a text about terrorism? (Ans.: *We are reading the text in order to get well prepared for the discussion about the issue at the South African Embassy*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about terrorism by the end of the day's lesson.

Note: the teacher can also design their own questions.

Let's read

1. Read the text below and choose the suitable main idea

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

b- *The causes and solutions to terrorism*

2- Read the text again and match each word or expression in column A with its synonym or definition in Column B. Example 1= initiated

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1/ *initiated*

2/ *demands*

3/ *police forces*

4/ *requirement*

5/ *encouraged*

6/ *Interconnected*

7/ *maneuver, conspiracy*

8/ *discovered*

9/ *discouraging*

10/ *only*

11/ *not a reality*

3- Read the text again then decide whether the statements below are true or false. Write T for True and F for False. Justify your answers by indicating the lines. The first one is done for you as an example. **Example a= F Line 1**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a/ *false (line 1)*

b/ *false (line 3-4)*

c/ *true (line 6)*

d/ *false (line 8-9)*

e/ *true (line 11-12)*

f/ *false (line 17-19)*

4 The text contains some factors likely to prevent terrorism and others which encourage it. Read it again then complete the table below. **One is done for you as an example**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

<i>Factors that prevent terrorism</i>	<i>Factors that encourage terrorism</i>
<ul style="list-style-type: none"> - <i>Teamwork</i> - <i>good governance</i> - <i>act in a timely and effective manner</i> 	<ul style="list-style-type: none"> - <i>Bad governance</i> - <i>Dissatisfaction</i> - <i>ignorance</i>

Communication activity

Ladies and gentlemen, I am very pleased to take part to this debate on terrorism and I am also pleased for the opportunity you give me to say a few words on that theme. Thank you for the honor you give me

Terrorism is the unlawful use of violence and intimidation especially against civilians in the pursuit of political aims. The reasons for terrorist attacks are diverse, namely political, religious or ideological reasons. In fact, poverty and other social problems are some of the convincing arguments put forward by terrorists to recruit young men. According to recruiters, These violent actions are meant to change their situation and the status quo.

The barbarian acts of terrorists ranging from threats, assassinations, rape, extermination, bring about economic destruction of property and lives.

It also affects the economy by creating market uncertainty, loss of tourism and increased insurance claims.

To prevent that phenomenon governments should strengthen law enforcement and judicial capabilities, expand aviation and border security, deepen global information sharing, counter-terrorist financing.

Ladies and gentlemen terrorism is an evil that should be fought and eradicated

For a better future.

Thank you

Lesson 4: READING 2

Corruption

Before-reading (after the warm-up, and the review session)

The teacher asks the students to Look at the pictures below and do the tasks that follow.

Describe it Expected answer: (*We can see one person giving money to another person*)

Guess what issue the picture is about. (Expected answer : *The picture is about corruption*)

- After the before-reading activity, the teacher exploits the learning context.

Learning context: In order to discuss the issue of corruption with your sierra Leonean friend, your classmates and you read a text about that issue, during the English class, in order to have more information.

The teacher asks the students to take their textbooks on page 128 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are you? (*Ans.: We are at their English class.*)

- What are you doing? (Ans.: We are reading a text about corruption)
- Why are you reading a text about corruption? (Ans.: We are reading the text in order to discuss the issue with our Sierra Leonean pen-friend)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about corruption by the end of the day's lesson.

Note: the teacher can also design their own questions.

Let's read

1-Read the text then choose the most appropriate main idea

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer key:

. c- *The categories of corruption and their causes*

2-Read the text again then match each word or expression in column A with its synonym or definition in column B. The first one is done for you as an example. Example 1- e

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys :

- 1 -e *Illegal payments made to a person in exchange for favours or influence*
- 2- a *The fraudulent appropriation of funds or property entrusted to your care*
- 3-b *Enlarged beyond truth or reasonableness*
- 4- c *person to whom money is paid*
- 5-d *trafficking*
- 6-i *obtaining something by means of a financial transaction*
- 7- l *omnipresent*
- 8- f *possibility*
- 9- g *neglect*
- 10 h *culpability*
- 11-k *prospers*

3-Read the text again then give short answers to the questions below.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair

and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a - Petty corruption is a type of corruption practised on a small scale by a few individuals such as police or customs officials.

b- Grand corruption may be institutionalized as wholesale, well-organised kleptocracies designed to enrich a small elite at the expense of the public.

c - Benefits are not limited to monetary gains but include acquiring political office, power and prestige.

d- Factors provoking corruption are poverty, lack of democracy, government transparency and administrative oversight

e- Democratic societies tend to have lower levels of corruption because they create mechanisms for accountability and the enforcement of laws.

4 Read the text again and complete the chart below with words or expressions related to illegal immoral and illicit behavior. One is done for you as example

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys

Words related to illicit, immoral and illegal behavior
-bribe (example) - embezzlement - smuggling - oversight - inflated payrolls - theft - nepotistic hiring - selling of government contracts licenses and land concessions

Production

KAYO PAUL

P.O BOX 00223 ,MONROVIA

P.BOX 0305 Man

December 2nd 2023

Dear friend

I am writing you this letter to tell you about corruption.

Corruption refers to obtaining private gains from public office through bribes, extortion, and embezzlement of public funds.

Generally there are two broad categories of corruption namely petty corruption and grand corruption. For instance, when a doctor takes a bribe to move a patient up the waiting list, this is corruption but petty corruption. By contrast, when the health minister works with other public officials and unscrupulous companies to systematically divert resources from the country's entire hospital system into their own pockets that is grand corruption.

Three main causes engender corruption in my region namely greed for money, Low levels of democracy, low political transparency and high levels of market and political monopolization.

Corruption **is** the trust we have in the public sector to act in our best interests. It wastes taxes and rates meant for important community projects. This results in poor quality services or infrastructure, or projects never getting off the ground.

To eradicate corruption we should expose corruption activities and risks.

Secondly, we should keep the public sector honest and stop dishonest practices .Third, ensure public sector employees act in the public interest.

I hope these information would help you to better understand corruption in my region

Yours

John

Lesson 5: WRITING

Poverty in the World and UN aids

Before writing (after the warm-up, and the review session)

The teacher asks the students to Look at the picture below and answer the questions that follow **Look at the pictures below.**

Describe them to the class. (Possible answer: *We can see many children in a line waiting for food.*)

Say what they relate to (Possible answer: *It relates to poverty*)

After the before writing activity, the teacher exploits the learning context.

Learning context: In order to write your opinion about international agencies' aid to poor countries, your classmates and you are discussing that issue during the English class.

The teacher asks the students to take their textbooks on page 131 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are you doing? (Ans.: *We are discussing international agencies aid to poor countries*)

Why are you discussing it? (Ans.: *We are discussing it in order to write our opinion about it .*

Note: the teacher can also design their own questions.

Finally, the teacher tells them that through a series of activities, they will be able to write an opinion essay

1- Match the UN agencies in the box with their corresponding definitions in the list below.

Example: a- UNICEF

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys :

a- UNICEF

b- WHO

c- IFAD

d- IMF

e -FAO

f-UNESCO

g- ILO
h- HCR

2- The passage below is about UN aid. As you read it, fill in each gap with the appropriate word or expression from the box below. Example: 1-significant

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1-significant (**Example**) 2- aid 3-awarded 4-suppliers 5- subsidizing 6- better off

7- providing 8-sustainable -9 safer

3-Read the opinion essay below then identify its structure by matching each numbered part with its corresponding word in the box.

Example: 1- Introduction

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- **Introduction** (*example*)
- 2- *First supporting paragraph*
- 3- *Second supporting paragraph*
- 4- *Third supporting paragraph*
- 5- *Conclusion*

Production

Today many people are living in harsh conditions due to poverty in my region. The fact that has brought about UN aid toward my country. Can only UN aid effectively eradicate poverty in my region?

Partly, we are going to see UN actions against poverty, and partly the weaknesses of that aid.

Face social evils and particularly poverty, the United Nations has decided to come to the rescue of countless countries whose populations are victims of that issue all over the world. Poor countries receive aid in many fields, by sustaining poor countries' budgets. In addition, food supply to poorer countries is a reality. United Nations also provide help in terms of medical assistance to countries in need and particularly worse off countries as well as those at war. UN aid is also extended to the education sector where

countries budgets are partly sustained by the organization. Other sectors like food, and infrastructure, to name just a few are also concerned.

The United Nations effectively sustain poor countries. However, can UN aid effectively eradicate poverty?

In spite of the assistance of the United Nations, the majority of poor countries still remain poor. Among the reasons for that situation, bad governance which is characterized by corruption, public fund embezzlement, nepotism just to name a few, is one of the main factors that hinder poor counties development.

In conclusion, The United Nation support poor counties in different fields like education, health, food, infrastructures etc. yet, due to bad governance the majority of worse off countries receiving UN aid remain poor. Therefore we think that only the United Nations 'aid cannot effectively eradicate poverty.

Lesson_6: Langage FOCUS

THE REPORTED SPEECH

1- The statements and questions below are parts of a speech of an FAO representative. Report them to the rest of the class.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Example: "Conflict is the biggest driver of famine."
He says that conflict is the biggest driver of famine.

Answer keys:

A- Example.

B- He says that famines tend to occur in areas where humanitarian access is restricted

C- He said the impacts of climate change such as more regular droughts were increasing food shortages.

D-He said the fallout of the COVID-19 pandemic was contributing to sharply increasing hunger numbers.

E- He says that inequality is also a critical factor, with low incomes putting affordable food beyond the reach of millions.

F He said that there were many countries where the risk of starvation was real and famine could happen very soon.

g- He said that while the majority of affected people lived in countries in Africa, the risk of famine was global.

h- He told us that acute hunger was set to rise steeply in most world regions, from the Middle East to Latin America and the Caribbean.

i- He asked "What could be done to eradicate this plague?"

j-He asked how worse off countries would be independent on foreign aid.

PREPOSITIONS: ON- AT- IN

Here is a conversation between your Jamaican pen-friend John and you about terrorism. Complete your part with the suitable word from the box.

Example: 1- in

in – on - at

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

1-in

2-at

3-at

4-on

5-at

6-on

7-in

8-in

UNIT SUMMARY

POEM

United Nations

Far outstrips your spending dear
on peacekeeping,
peace, for the life on the earth
human rights, for the life on the earth
world thirsts dear,
New York City, Geneva, Nairobi, Vienna...
your traces on the earth,
can wings of peace
cover on earth ever?

the eyes with dreams...

P A NOUSHAD

- Review activities:

1- Here is a list of the roles of some UN agencies. Match each role with the corresponding agency in the box below.

Example: a- UNICEF

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

- a- UNICEF (example)
- b- IMF
- c- UNESCO
- d- WHO

- e- ILO
- f- IFAD
- g- FAO
- h- HCR

2-Here is an extract of the speech of the UN Secretary-General about the war in Ukraine. Report each statement to the class.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Example: A- He said that they had all seen the tragic images coming out that day of the monumental humanitarian, economic, and ecological catastrophe in the Kherson region of Ukraine

B- He said The United Nations had no access to independent information on the circumstances that had led to the destruction of the Kakhovka hydroelectric power plant dam.

C- He said that that was another devastating consequence of the Russian invasion of Ukraine.

D- He indicated that at least 16,000 people had already lost their homes

E- He asked. How people could be indifferent vis a vis such a dramatic situation?

F- He asked why certain states refused diplomatic channels for settling misunderstandings and conflicts.

G- He said The United Nations and humanitarian partners were rushing support in coordination with the Government of Ukraine – including drinking water and water purification tablets and other critical assistance, .

H- he said they would continue their humanitarian work– and their appeals for urgent safe and secure humanitarian access.

I- he says he appeals for a just peace in line with the UN Charter, international law, and the resolutions of the General Assembly.

3-Here is a dialogue you had with your Liberian friend Hemia about corruption Complete it with the suitable prepositions from the box below.

Example: 1- in

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys :

1-in (Example)

2- on

3-on

- 4-at
- 5-in
- 6-in
- 7-on
- 8-in

❖ Let's self-evaluate

- Assessing my achievements after Unit 7.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
~ talk about unemployment.			
~ listen and talk about global warming.			
~read and talk about terrorism.			
~ read and talk about corruption.			
~ write an opinion essay.			
~ report a speech.			
~ use the prepositions on-in-at.			

UNIT 8



CULTURAL DIFFERENCES

UNIT CONTENT OVERVIEW

- Talking about Cultural differences
- **Listening and talking about cultural differences and dishes**
- Reading and talking about the advantages and the disadvantages of cultural diversity
- **Reading and talking about cultural differences in communication**
- Writing an application letter
- **Adjectives ending in “ED” and “ING”**
- The interrogative form

Lesson 1: SPEAKING

Talking about cultural differences

Before SPEAKING (after the warm-up, and the review session)

The teacher asks the students to Look at the picture below and do the tasks that follow.

- Describe it to the class.: Possible answer: *We can see many people with different styles*
- Say what it relates to. Possible answer : *It relates to cultural differences*

After the lead-in activity, the teacher exploits the learning context

Learning context: In order to get well prepared for a debate on cultural differences at the American Cultural Center, your classmates and you are discussing it during the English class

The teacher asks the students to take their textbooks on page 141 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks the following questions:

- Where are you? (*Ans.: We are at an English class.*)
- What are you doing? (*Ans.: We are talking about cultural differences*)
- What for? Or for which reason are you talking about cultural differences? (*Ans.: We are talking about cultural differences in order to get well prepared for a debate about cultural differences at the American cultural center.*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared for the debate about cultural differences.

Note: the teacher can also design their own questions

1. Here are some words related to culture. Listen to your teacher and repeat. Pay attention to the stressed syllables

Cultural-Distinguish- Monoculture- Variation- Community- Sectarian- Multicultural

2. The table below contains definitions or synonyms related to cultural differences. Match each definition or synonym with the suitable word from the box in Activity 1.

Example: 1- Cultural

The teacher sets the task and explains the instructions in the student's book. Next he will indicate the grouping mode, then set the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible

Answer keys

- a- Cultural (*Example*)
- b- distinguish
- c- Sectarian
- d- Multicultural
- e- Monoculture
- f- Community
- g- Variation

3- The passage below is about cultural differences. As you read it, fill in each gap with the appropriate word from the box.

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible

Answer keys

- 1- variation
- 2- distinguish
- 3- geographical
- 4- mono-culture
- 5- community
- 6- sectarian

❖ Let's communicate

Production

Ladies and gentlemen

I am deeply pleased to take part to this discussion on cultural differences and I am also pleased to say a few words on that important theme .Thank you for the honor you give me.

I am going to tell you about a traditional ceremony, particular outfits and nonverbal language that are specific to my region.

First, the new yam festival is a traditional ceremony which is celebrated by the Akan people in my country every year. It is composed of two major steps namely the thanksgiving step which is the spiritual aspect and the festive moment.

Secondly, Men in my region wear 'kita' cloth, and women wear wrappers and headscarf, made up of traditional Baoulé cloth.

Concerning nonverbal language, the talking drums interactions with initiated people during traditional ceremonies is an illustration As a matter of fact, beaters of the drums call initiated passers, by their nicknames by means of sounds of the drums, and then they respond verbally. And then the drums beaters go on sending other nonverbal messages and vice versa.

Ladies and gentlemen the new yam ceremony, the kita and the 'Baoulé' cloth, and the talking drum's nonverbal messages are specific cultural heritage in my region .that needs to be preserved for the good of our culture.

Thank you

Lesson 2: LISTENING

Cultural differences and dishes

Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures below

- Describe them to the class. Possible answer : We can see two different dishes
- Say what they relate to. Possible answer : (They relate to cultural differences)
- Which people eat these different food? Possible answer : (People who eat those food are Europeans and Africans)

- After the lead-in activity, the teacher exploits the learning context

Learning context: During the English class, your teacher makes you listen to a British Broadcasting Corporation (BBC) programme about cultural differences in order to raise your awareness about the issue.

The teacher asks the students to take their textbooks on page 143 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following

Where are the students? Possible answer: *We are at the English class.*

What are you doing? Possible answer: *We are listening to a podcast about dishes and cultural difference.*

Why are you listening to the audio? Possible answer: *It is in order to raise our awareness about the issue.*

Finally, the teacher tells the students that, through a series of listening activities, they will be aware of the cultural culinary differences.

❖ Let's listen

1~ Listen to the podcast then choose the most appropriate main idea.

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do, letting the floor to the students and speaking as less as possible

The podcast is about:

C-The difference between British and Chinese dishes

2- Listen to the podcast again and number the words in the order you hear them. One is done for you as an example.

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible.

1- chips (Example)

2- Mushy peas

3- carbohydrate

4- noodles

5- mushroom

6- chestnuts

3- Listen to the podcast again and decide whether the statements below are true or false. Write T for correct answers or F for incorrect ones.

Example: a - T

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students

a- True

b- False

c- True

d- False

e- True

❖ **After listening**

Production

Dear friend,

I am deeply pleased to tell you about African food. Thank you for that opportunity. Africa has a variety of tasty dishes like palm nut sauce pounded plantain, The Attieké etc. palm nut sauce is a delicious sauce obtained from the juice of palm nut ,pepper, and generally with fumed fish or bush meat . It is one of the most delicious ones in our country, and is general eaten with pounded plantain also called 'foutou' which is a mixture of pounded plantain and cassava.

It is one of the favorite dishes in my country and is eaten on special occasions like during celebrations and can also be eaten in restaurants every day.

African food is among the delicious ones around the world that everyone should try to discover.

Thank you.

Audio passage

Fish and chips is the traditional take-away food of England, long before the fresh fish is dipped in flour and then dipped in batter and deep fried, it is then served with chips and usually you will be asked if you want salt and vinegar added. Sometimes people will order curry sauce (yellow sauce that tastes nothing like real curry), mushy peas or pickled eggs. Unlike English dishes, typical Chinese meal will have two things - a carbohydrate or starch like noodles, rice or buns, and accompanying stir fries or dishes of veggies, fish and meat. They use a lot of fresh vegetables like mushroom, water chestnuts, bamboo and even tofu. In North China, wheat-based accompaniments like noodles and steamed buns dominate the table, in contrast to South China where rice is a favorite. The short-grain sticky rice, grown throughout Southern China, is absolutely irresistible

Lesson 3: READING 1

The advantages and disadvantages of cultural differences

Before-reading (after the warm-up, and the review session)

The teacher asks the students to Look at the pictures below and do the tasks that follow

- Describe it. (Expected answer: *We can see people with different styles and skin colour*)
- Do they have the same cultures? (expected answer : *No they don't*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: In order to obtain more information and discuss the phenomenon of cultural differences with your Ghanaian pen friend, your classmates and you are reading a newspaper article during the English class

The teacher asks the students to take their textbooks on page and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (Ans.: They are at their English class.)
- What are they doing? (Ans.: They are reading a text about cultural differences)
- Why are they reading a text about cultural differences? (Ans.: They are reading the text in order to obtain more information and discuss the issue with their Ghanaian pen-friend)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about cultural differences by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

1-As you read the text below, select the statement that best summarizes it.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer key

The text is about

b-The advantages and the negative consequences of cultural diversity.

2- The words in column A are from the text. Read it again and match each word with its meaning or synonym in column B.

Example: 1- acknowledge = i- recognize

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer key:

2- h- periods of ten years

3- g- general

4- f- supplying

5- e- ameliorates (Tell the students that there an 's' missing on **ameliorate** in column B.

6- d- integration

7- c- eliminating

8- b- nonconformists

9- a- released

3- Read the text again and find short answers to the questions below.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys:

a- Cultural diversity refers to having a variety of cultures or human societies within a specific region.

b- Cultural difference is possible when individuals accept, acknowledge and value the different ways in which people interact and live in the world.

c- Cultural diversity has affected society through increased communication and travel possibilities.

d- Cultural diversity can stimulate the economy by providing new jobs and industries.

e- Some children are more creative and tolerant of differences because they are exposed to a more diverse community.

4-The chart below is about the advantages and negative consequences of cultural differences. Read the text again and complete it. **One is done for you as an example.**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys :

<i>Advantages of cultural differences</i>	<i>Negative consequences of cultural differences</i>
<i>-creates better communities with more tolerance for differences (example) Engenders increased ability to solve problems with others - Cultural diversity helps stimulate the economy - In schools, cultural diversity improves the quality of a child's education. ~</i>	<i>- homogenizing effect, Etc...</i>

Let's communicate

Production

Dear Atta

Thank you for the opportunity you are giving me to talk about Cultural differences. Cultural differences can be defined as the set of distinctive spiritual, material, intellectual, and emotional features of society or a social group", including lifestyles, value systems, traditions, and beliefs.

It has many advantages like increased creativity, boosting productivity, improved innovation, faster problem solving, improved decision making. Working across cultures can be a truly enriching experiencing, allowing others to learn about perspectives and traditions from around the world. Bonding over similarities and differences can help you to become a global citizen, abandoning prejudices or an ethnocentric world view, something that is increasingly valuable.

However, cultural diversity has a few consequences, particularly in workplaces. In fact it can bring about Communication issues, cultural misunderstandings and discrimination.

Despite a few consequences cultural differences have many advantages that need to be preserved.

Thank you

Lesson 4: READING 2

Communication and cultural differences

Before-reading (after the warm-up, and the review session)

The teacher asks the students to Look at the pictures below and do the tasks that follow

- Describe it. Expected answer: (*We can see two people greeting each other.*)
- Do they have the same culture? Expected answer :(*No, they don't.*)

After the before-reading activity, the teacher exploits the learning context

Learning context: In order to be well prepared to talk about cross-cultural communication with your Liberian friend, your classmates and you are reading a text during the English class.

The teacher asks the students to take their textbooks on page 148 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- **Where are the students?** (Ans.: *They are at their English class.*)
- **What are they doing?** (Ans.: *we are reading a text about cross cultural communication*)
- **Why are you reading a text about cross cultural communication?** (Ans.: *We are reading the text in order to get well prepared and discuss the issue with our Liberian pen-friend*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about cross cultural communication by the end of the day's lesson.

Note: the teacher can also design their own questions.

LET'S READ

1-As you read the text below, select the statement that best summarizes it.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer key :

The text is about:

a-cultural differences and nonverbal communication.

2- The words or expressions in column A are from the text. Read the text again and match each word or expression with its meaning or synonym in column B.

Example: 1- g- troubles

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys

2- *h Conscious –*

3- *c- Communication via the movements or the attitudes of the body*

4- *i- The exchange of information between people belonging to different cultures*

5- *d- a meeting of the eyes between two people that expresses meaningful nonverbal communication*

6- *e impolite*

7- *f- fingers*

8- *b- Grasping a person's hand as to agree on something or to acknowledge an introduction*

9- *J- not permitted, prohibited*

10- *l- legal dispute or action*

11- *a- nervous, anxious*

3- Read the text again then decide whether the statements below are true or false. Write T for True and F for False. Justify your answers by indicating the lines.

Example: a- T line

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

b- False (line 4 to 5)

c- True- (line11)

d- False (line 16 to 17)

e- True (line 20)

f- True (line 23)

4- The chart below is about nonverbal language Read the text again and complete it with the other different nonverbal languages. One is done for you as an example.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Nonverbal languages
- eye contact - handshake -hand gestures

AFTER READING

Production

Dear friend,

I am very honored to talk about nonverbal communication with you .Thank you so much for this opportunity.

Nonverbal communication is the transfer of information from one person to another without the use of words or spoken language. Nonverbal communication can occur in a variety of ways, including through facial expressions, gestures, and body posture or position.

In my region people communicate through nonverbal languages such as bowing before an older person or an important personality to show politeness, consideration or submission. Further on special occasions there is nonverbal communication between people who beat the talking drums and initiated dancers.

These paralinguistic ways of communicating are very important for our culture and should be promoted.

Thank you

Lesson 5: WRITING

Job and cultural diversities

Before writing (after the warm-up, and the review session)

The teacher asks the students to Look at the picture below and answer the questions that follow.

- Describe it. (Possible answer: *We can see a man and a women greeting each other.*)
 - Do they have the same culture? (possible answer : *No they don't have the same culture .*)
- After the before writing activity, the teacher exploits the learning context.

Learning context: In order to apply for a job in an American company that makes communication between staff members from diverse origins a priority, you write an application letter to the hiring managers to show your interest in working for their company

The teacher asks the students to take their textbooks on page 151 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

What are you doing? (Ans.: *We are writing an application letter.*)

Why are you writing it? (Ans.: *We are writing it in order to apply for a job in an American company.*)

Note: the teacher can also design their own questions.

Finally, the teacher tells them that through a series of activities, they will be able to write an application letter to the American company.

❖ Let's prepare to write

1- The passage below is an article about cultural differences. As you read it, fill in the gaps with the appropriate words or expressions from the box below.

Example: 1-thumb

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

1- thumb (example)

- 2- space*
- 3- view*
- 4- proximity*
- 5- universal*
- 6- setting*
- 7- facial*
- 8- emotions*

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

- 1-Writer's address*
- 2- The date*
- 3- Recipient's title and address*
- 4- The subject*
- 5- Salutation*
- 6- /the purpose/ the opening paragraph*
- 7-The proof/ the middle paragraph*
- 8- The close/ the second middle paragraph*
- 9-Closing formula*
- 10-Signature*
- 11-Name*

Production

PO BOX
0344 SASSANDRA
2ND December 2023

The manager
American local farm
PO Box 03334 Sassandra

Dear Sir

I am writing to you to express my interest in the job opening for the post of communication manager in your prestigious company.

I have recently completed my master's in communication and I have a seven months experience at the Chinese Embassy wherein I have acquired an experience about cross cultural communication. I speak English and Chinese fluently.

I have attached my resume and experience certificate for your kind perusal. Looking forward to hearing from you

Thank you for taking the time to review my application.

Yours sincerely

Signature

Name

Lesson 6: Language FOCUS

1- ADJECTIVES ENDING IN “ED” AND “ING

1- Here is a dialogue between your Nigerian friend and you about cultural differences. Complete your part with the suitable word between parentheses.

Example: 1- Interesting

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys

1-interesting

2-confusing

3-confused

4-boring

5-surprising

6- Interested

2- THE INTERROGATIVE FORM

Here is a dialogue between you and your British friend John about cultural differences. Complete your parts in order to make the conversation meaningful.

Example: 1- do

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

1-do (Example)

2-What

3-What

4-do

5-When

6-Is

UNIT SUMMARY

POEM

DIVERSITY RAISED ME
AS I LOOK
AT THE FACES AROUND ME
I HAVE FRIENDS
FROM DIFFERENT COUNTRIES
LISTENING TO MANY LANGUAGES
I'M FAMILIAR WITH
BOTH ARABIC AND MALAY

DIVERSITY RAISED US
I HAVE ARAB FRIENDS WEARING
BAJU KURUNG
AND SALWAR KAMEEZ
AND MALAY FRIENDS WEARING
PALESTINIAN THOBE
BUT FOOD, FAITH, AND LOVE IS
WHAT CONNECTS US

DIVERSITY RAISED ME
TO ACCEPT MY IDENTITY.

FIDA ISLAIH

Review activities

1-The passage below is about cultural differences. As you read it fill in the gaps with the appropriate words from the box.

Example: 1- skills

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

1-skills (*Example*)

2- *productivity*

3-*adaptability*

4-*diversity*

5- *stereotyping*

6-*backgrounds*

7-*experiences*

8-*Traditions*

2-The passage below is about cross-cultural issues. As you read it, choose the appropriate words between brackets in order to have a meaningful passage. Example: 1- shocked

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys

- 1- (*shocked*)
- 2- *Interesting*
- 3- *Scared*
- 4- *Disappointed*
- 5- *Amazing*
- 6- *Interested*

3- Here is a dialogue between your American friend and you about cultural differences. As you read, complete your parts with the appropriate words from the box.

Example: 1- do

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

- 1-do (*Example*)
- 2-How
- 3-Is
- 4-Can
- 5-can
- 6-Don't

❖ Let's self-evaluate

- **Assessing my achievements after Unit 8**

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
Talk about cultural differences			
Listen and talk about cultural differences			
Read and talk about cultural differences in communication			
Write an application letter			
Use adverbs ending in ED and ING			
Make sentences in the interrogative form			

Project task

In order to come over cross-cultural issues in communication, UNESCO has decided to promote the adoption of the cultures of better-off countries to the detriment of those of worse-off countries. Finding that decision unfair, you decide to react.

Assignment

- Identify the problems that the decision could engender
- Point out the consequences
- List some important verbal and nonverbal languages of your country

Time and resources

- Collect data
- Plan the timing and deadlines
- Implement it.

Outcome

- Use the data collected to write your speech

- Plan the data collected to write your speech

Production

Ladies and gentlemen, I am deeply pleased to have the opportunity to say a few words on the choice of cultures in developed countries as a solution to cross-cultural issues in communication. Thank you for the honor you give me.

Culture can be defined as the way of life of a group of people, the behaviours, beliefs, values and symbols that they accept, generally without thinking about them and that are passed along by communication and imitation from one generation to the next.

Losing that way of life could bring about many negative consequences.

First, when someone loses his cultural identity, he may experience feelings of isolation, alienation and a lack of belongingness. This is corroborated by West African people's colonization that brought about the use of French and English as first language to the detriment of many African languages. In the field of religion; most African religions have been abandoned under the influence of the colonial religions.

Secondly, the loss of one's culture can have a psychological impact because

Cultural identity plays a crucial role in shaping a person's self-perception and self-esteem.

Africans under development is partly due to colonial practices that have significantly robbed Africans of their cultural identity, hindering their socio-economic upturn.

Ladies and gentlemen, given the importance of culture in people's socio-cultural, intellectual and economic development, each person deserves to keep their culture for their own good.

Thank you so much for your attention.

UNIT 9



JUSTICE

Talking about corruption and justice

Listening and talking about crimes

Reading and talking about the arrest procedure

Reading and talking about centers of detention

Writing a dialogue

Question tags

Expressing agreements and disagreements

Lesson 1: SPEAKING

Corruption in the judiciary system

Before SPEAKING (after the warm-up, and the review session)

The teacher asks the students to Look at the picture below and do the tasks that follow.

Describe them to the class. Possible answer: *We can see a weighing machine and some money.*

Say what they relate to. Possible answer: *(They relate to corruption.)*

After the lead-in activity, the teacher exploits the learning context.

Learning context: For the upcoming debate on corruption in the judiciary system at the US Embassy, your classmates and you are talking about that issue during an English class in order to be well prepared.

The teacher asks the students to take their textbooks on page 161 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks the following questions:

- Where are you? (*Ans.: We are at an English class.*)
- What are you doing? (*Ans.: We are talking about corruption in the judiciary system.*)
- What for? Or for which reason are you talking about corruption in the judiciary system? (*Ans.: We are talking about corruption in the judiciary system in order to get well prepared for a debate about that phenomenon at the US embassy.*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared for the debate on corruption in the judiciary system.

Note: the teacher can also design their own questions

1-Here are some words related to justice and corruption. Listen to your teacher and repeat. Pay attention to the stressed syllables.

The teacher will say the words at least twice making the students repeat paying attention to the stressed syllables.

Trials- Lawyers – Pressure- Judges-Bribed-courts-judgements- guiltiness- Penalties- Inducement

2-The table below contains definitions or synonyms of words related to justice and corruption. Match each definition or synonym with the suitable word from the box in Activity 1.

Example a-inducement

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode, and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible

Answer keys

a- inducement

b- pressure

c-- lawyer

d- bribed

e- penalties

f- judgments

g- trials

h- courts

i-judges

j-guiltiness

3- The passage below is about corruption in the judiciary system. As you read it, fill in each gap with the appropriate word from the box in Activity 1. **Example 1-pressure**

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible

Answer keys:

1-pressure

2-trials

3-bribed

4-courts

5-judgements

6-judges

7-inducement

8-lawyers

9-guiltiness

10-penalties

❖ *Let's communicate*

Production

Ladies and gentlemen

I am very pleased not only to take part to this meeting about corruption but also for the opportunity you give me to utter a word upon that important theme. Thank you for the honour you give me.

Corruption can be defined as receiving, asking for or giving any gratification to induce a person to do a favour with a corrupt intent. There are many cases of corruption like corrupting judges to avoid being condemned. In addition, corruption is also practised by some job applicants to be recruited.

Corruption has serious repercussions. First, it can lead to a breakdown in social order and lives are affected when ordinary people are prevented from receiving all the essential services that they are entitled to. Secondly, it creates unfair competition and increases the cost of doing business. Every form of it is bad for economic growth and the reputation of an entire country can be tarnished.

To stop that phenomenon, first, we should sensitize people to the dangers related to corruption. Secondly; people involved in corruption should be arrested and sent to jail.

Ladies and gentlemen corruption is a negative behavior that spoils the normal functioning of our societies. Therefore it must be avoided in our societies.

Thank you

Lesson 2: LISTENING

Talking about Crimes

Before-listening (after the warm-up, and the review session)

The teacher asks the students to look at the pictures below

NB l'activité du lead- in ci-dessous a été omise dans le manuel

Look at the pictures below.

Describe it. (Possible answer: *We can see a man pointing his gun to a cashier.*)

What does it relate to? (Possible answer: *It relates to crime*)

After the lead-in activity, the teacher exploits the learning context.

Learning context: For the upcoming video conference about crimes that will be organized by the US Embassy's security department on International Justice Day, your classmates and you are listening to a podcast about that issue in order to get well-prepared.

The teacher asks the students to take their textbooks on page 163 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following.

Where are the students? Possible answer: (*We are at the English class*).

What are you doing? Possible answer: (*We are listening to a podcast about crime.*)

Why are you listening to the podcast? Possible answer: (*It is in order to be well prepared for the video conference about that issue.*)

Finally, the teacher tells the students that, through a series of listening activities, they will be well prepared for the conference about crime.

❖ Let's listen

1-Listen to the podcast, and choose the most appropriate main idea.

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible

Answer key

The podcast is about:

c- Armed robbery operations in Nigeria

2- Listen to the podcast again and number the words in the order you hear them. One is done for you as an example.

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they are expected to do, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- *Armed robbery (Example)*
- 2- *Span*
- 3- *Weapons*
- 4- *Rape*
- 5- *Cart away*
- 6- *Key duplicators*

3-Listen to the podcast again and decide whether the statements below are true or false. Write T for correct answers or F for incorrect ones. **Example: a- T**

The teacher sets the task and explains the instructions in the student's book. Next, he indicates the grouping mode and then sets the time. Finally, the teacher will check the understanding of the instructions by asking one of the weaker students to tell the class what they expected to do. , letting the floor to the students and speaking as less as possible.

Answer keys :

- a-T (*Example*)
- b- T
- c-F
- d-T
- e-F

❖ After listening

Production

Ladies and gentlemen, I am pleased for the opportunity you are giving me to say a word about armed robbery which is the theme of today's meeting. Thank you for the honour you give me.

Armed robbery is the crime of stealing and using a weapon. On December 2nd 2022, as we were watching television, we heard some shootings from the ground floor. I rushed to the window to mind what was happening, then I saw two strong-bodied men with veiled faces and armed, shouting at the shopkeeper. Outwardly the robbers were asking them to lie down then they chained him and pulled the drawers and took all the money in it. As one of them was inside the second one came out and kept watching the road. We called the police immediately hoping that they could get to the place early and arrest them, unfortunately when the police arrived they had already vanished.

That phenomenon is recurrent in our societies, creating an atmosphere of insecurity, doubt and fear. To fight it, populations should be cooperative by informing the police as soon as possible, and by denouncing any criminals dwelling in their area. Moreover, the actions of the police need to be reinforced by endowing them with adapted equipment.

Ladies and gentlemen, armed robbery has brought about many consequences in our societies. Therefore, the government should do their utmost to eradicate it.

Thank you.

Audio passage for teaching listening

The prevalence of **armed robbery** incidences in Nigeria is in alarming propensity as a result of the widening gap between the poor and the rich and the seemingly downturn in economic fortunes. Although armed robbery operations **span** homes, offices, shops, restaurants and places of worship, they are prevalent in banks and big organizations such that no place is safe from the attacks of armed robbers in Nigeria.

During most of these armed robbery operations, they make use of dynamites and other deadly **weapons** with which they **rape**, maim, kill and **cart away** properties worth millions of naira. The use of sophisticated weapons, use of specialized skilled men, large number at operations and mastery of the act became rampant in armed robbery operations beginning from 1999. Armed robbery operations are carried out with specialized skilled men ranging from welders, bricklayers, **key duplicators** and their machines, carpenters, and dynamite experts so as to ease the process of breaking into any building, safes, houses, warehouses and the likes.

https://www.researchgate.net/publication/277109027_Armed_Robbery_and_Armed_Robbers_in_Contemporary_Nigeria_The_social_learning_and_model_visited 03/09/2023

Lesson 3: READING 1

Arrests procedure

Before-reading (after the warm-up, and the review session)

The teacher asks the students to Look at the pictures below and do the tasks that follow

- Identify the people you can see. **Possible answer:** (*We can see some policemen and some people kneeling down and some other who are handcuffed.*)
- Guess what is happening. **Possible answer:** (*the men are being arrested by the police.*)

After the before-reading activity, the teacher exploits the learning context

Learning context: In order to be aware of the arrests procedure in your country, you are reading a text about the issue during an English class.

The teacher asks the students to take their textbooks on page 165 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (Ans.: *We are at the English class.*)
- What are you doing? (Ans.: *We are reading a text about the arrest procedure*)
- Why are you reading a text about arrest procedures? (Ans.: *We are reading the text to be aware of the arrest procedure in our country.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be aware of arrests procedure by the end of the day's lesson.

Note: the teacher can also design their own questions.

Let's read

1- Read the text below and choose the suitable main idea

Answer key

b- The text is about the arrest procedure in the USA.

2- Read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed below.

Example: 1- a –indictment

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys:

b- warrant

c- charged

d- taken into custody

e- offenses,

f- statement

g- proceeding

h enforcement

i-counsel

j-handle

k-arraignment

3-Read the text again then decide whether the statements below are true or false. Write T for True and F for False. Justify your answers by indicating the lines.

Example: a- T

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair

and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys:

b- false (Line 2to 3)

c- false (Line 6to7)

d- false (Line 10)

e- True (Line 16)

f- false (Line 20)

g- False (Line24)

4- Read the text again and complete the chart below with the appropriate information from the text. One is done for you as an example.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys:

People involved in a court proceeding	The rights of an accused during the procedure
-Officer -Judge -Lawyer -Supreme Court	-consult with a lawyer be warned - Law enforcement officers can hold an accused in custody for not more than 48hours

AFTER READING

Production

Dear friend

I am writing to you in order to inform you about the arrest procedure in my country. When a crime is committed the police are informed then the policemen investigate. When the accused is arrested no warrant is shown to him. The policemen take him to the police station where he is in custody for three days maximum before appearing before the court for a trial. The accused has the right to contact a lawyer. If after the trial he is declared non-guilty, he is released. However, in case he is guilty, he is condemned.

As you can notice the procedure is not different from the one implemented in many other countries, yet the weakness is that the accused don't always receive a warrant of arrest and are often brutalized.

I have made some suggestions to help improve that arrests procedure such as giving a prize to policemen who would have been identified as being a model in terms of handling an arrest procedure.

Sincerely
Your friend John

Lesson 4: READING 2

Talking about centers of detention

Before-reading (after the warm-up, and the review session)

The teacher asks the students to Look at the pictures below and do the tasks that follow.

What do they relate to? (Possible answer: *It relates to justice.*)

What are people in picture 1? (Possible answer: *They are judges*)

Guess where the person in picture 2 is. Possible answer: They are in prison.

After the before-reading activity, the teacher exploits the learning context

Learning context: Your American friend would like to know more about detainees' conditions in your country on Human Rights Day. In order to collect information, your classmates and you are reading a text about the issue at the American Cultural Center

The teacher asks the students to take their textbooks on page 168 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (Ans.: *We are at the American Cultural Center*)
- What are you doing? (Ans.: *we are reading a text about detainees' detention conditions*)
- Why are you reading a text about detainees' detention conditions? (Ans.: *We are reading the text to collect information to inform our American pen-friend.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about detainees' detention conditions by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ Let's read

1-Read the text below and choose the suitable main idea.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer key:

The text deals with:

b- The conditions of detention at the detention center in the Hague.

2-Read the text again and match each word or expression in column A with its synonym or definition in Column B. One option in column B is not concerned. Example 1- Prisoners

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys:

2- a Programme

3- b offers

4- j an area of the court surrounded by walls or buildings

5- i means

6- d recreation

7-d poor

8-k a lawyer who pleads cases in court

9-f compartment

10-e condemned

11- g promptitude

3-Read the text again then give short answers to the following questions

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

2- Answer keys

a- The ICC conforms to the United Nations Standard Minimum Rules.

b- The purpose of the independent inspecting authority is to examine how detainees are being held and treated.

c- All detainees may be visited by their families several times a year.

d- Those who are indigent have the right to call their defense counsel free of charge during official working hours. And can be visited by their family members at the Court's expense, to the extent possible.

e- Each cell is designed to hold one person.

f- Persons convicted of crimes under the jurisdiction of the ICC do not serve their sentence at the ICC Detention Centre in The Hague as the facility is not designed for long-term imprisonment

4-Detainees are afforded some opportunities, Read the text again and complete the chart below. The first one is done for you as an example

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys :

Opportunities afforded to the detainees at the ICC
<ul style="list-style-type: none">-Take walks in the courtyard-exercise,-receive medical care,-take part in manual activities and have access to the facilities at their disposal for the preparation of their defense.-The center has multimedia facilities-The center offers a series of training, leisure and sports programmes.-detainees also have access to computers, TV, books and magazines

AFTER READING

Production

Dear James

Dear James, I am very pleased to talk with you about the conditions of detainees in my country. Thank you for this opportunity.

Those conditions concern their accommodation, food, visits and privileges.

As far as accommodation is concerned, each cell is made to hold as many as possible detainees, That is to say, we can have more than twenty prisoners in a single cell. Another difficulty they meet is the poor quality of food. They receive one meal per day, which does not contain the necessary nutrients for staying healthy. The daily schedule does not include games, sports, having fun. As a result, many detainees fall sick and die of beriberi tuberculosis, or hunger. Face to that alarming situation authorities should react immediately by building more cells to reduce the number of detainees per cell to the extent possible and giving them a balanced diet Three times per day.

I think that the consideration of those suggestions would significantly improve detainees' conditions in my country.

Thank you.

Lesson 5: WRITING

Writing a dialogue

Before writing (after the warm-up, and the review session)

The teacher asks the students to Look at the picture below and answer the questions that follow.

- Describe it to the class. (Possible answer: *We can see a woman tied up, and a man who is shutting somebody's mouth.*)
- Say what it relates to. (Possible answer: *It relates to kidnapping.*)

After the before-writing activity, the teacher exploits the learning context.

Learning context: To inquire about crimes in Northern Nigeria, you are planning a dialogue with your Nigerian pen-friend in order to collect information

The teacher asks the students to take their textbooks on page 171 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

What are you doing? (Ans.: *We are planning a dialogue*)

Why are you planning it? (Possible answer. *We are planning it in order to inquire about crimes.*)

Note: the teacher can also design their own questions.

Finally, the teacher tells them that through a series of activities, they will be able to inquire about crimes.

1-The table below contains definitions or synonyms of words or expressions related to a dialogue. Match each definition or synonym with a suitable word from the box.

Example: a- action beat

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- Dialogue tags*
- Quotation mark*
- Real life*

2-The passage below is about crime and justice. As you read it, fill in the gaps with the appropriate words or expressions from the box below.

Example: 1- taken hostage

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

1-taken hostage

2-kidnapping

3-robbers

4-ransom

5-piracy

6-attempted

7-kidnap

3. Here is a model dialogue. Study it, and then answer the questions that follow

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

1-The different characters are Robert and Kala.

2-The purpose of this dialogue is to see the difference between South African and the American judiciary system.

3-The action beat used: *smiling*.

Yes, for example, "The judges were corrupted"

4 *Yes, the situation reflects what happens in everyday life because it is recurrently seen in many countries*

LET'S WRITE

Production

YOU: Hello, ladies and gentlemen

The Population: Hello sir

You: Could I ask you a few questions about kidnapping?

The population: Yes you can

You: Does kidnapping exist in this region?

The population: Yes, of course, it exists, every trimester a new case is reported

You: Why do those terrorists kidnap too much in your region?

The Population: Generally they practice kidnapping for ransom or to force someone to withdraw money, but it can also be for sexual assault or political reasons.

You: What are the consequences kidnapping engenders in your region?

The population: Hostage and kidnap survivors can experience stress, impaired memory, shock, anger, depression and death. Furthermore, we have financial loss through the payment of ransom and, forceful closure of businesses and schools.

You: What would you suggest as solutions to stop that issue?

The population: Job creation, SIM card registrations, quitting ransom payment. In addition, the government must ensure effective border control.

Lesson 6: Language FOCUS

▪ GRAMMAR/VOCABULARY FOCUS 1

QUESTION TAGS

Here is a dialogue between you and your Nigerian friend Ali about kidnapping. Complete your parts with the appropriate question tags to make the conversation meaningful.

Example: 1- doesn't

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

1-*doesn't (Example)*

2-*don't*

3-*don't*

4-*hasn't*

5-*isn't*

6-*won't*

AGREEING AND DISAGREEING

2-Here is a dialogue between your South African friend John and you about unpunished crimes. Complete your part with the appropriate word or expressions between brackets.

Example: 1- absolutely

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

1-*absolutely (example)*

2-*agree with you*

- 3- Absolutely not
- 4-That's partly true but
- 5- I don't agree with you
- 6- I agree with you

UNIT SUMMARY

POEM

Justice

Here I lie motionless, unperturbed
My lips still posed
From my last silent prayers
But breath no longer comes to me
And still I lie
And still I wait
For that last day
When justice will be in my hands
Then I will ask,

With the same detachedness
With which the action was committed
Why did I pay?
What did I do?

Humna Hamid

Review activities

1- The passage below is about justice. As you read it fill in the gaps with the appropriate words from the box.

Example 1-justice

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible

Answer keys

1-justice (example)

2 -legal

3-prosecute

4-jurisdiction

5-laws

6-courts

7-prisons

8-proceedings

9-case

10-penalties

2- Here is a dialogue between you and your Liberian friend who is in prison about detention conditions. Complete your parts with the appropriate question tags to make the conversation meaningful.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Example 1- Aren't they?

Answer keys

1-Aren't they? (example)

2-Haven't

3-Can't you?

4-Isn't it

5-Didn't they

6-Don't you?

3- Here is a dialogue between you and your Ghanaian friend about corruption in judiciary systems. Choose the correct option between brackets to make the conversation meaningful.

Example 1- I agree with you.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys

1- *I agree with you (example)*

2- *Absolutely*

3- *I agree*

4- *That's right*

5- *I totally agree*

6- *disagree*

- Assessing my achievements after Unit 9.

NO = 0

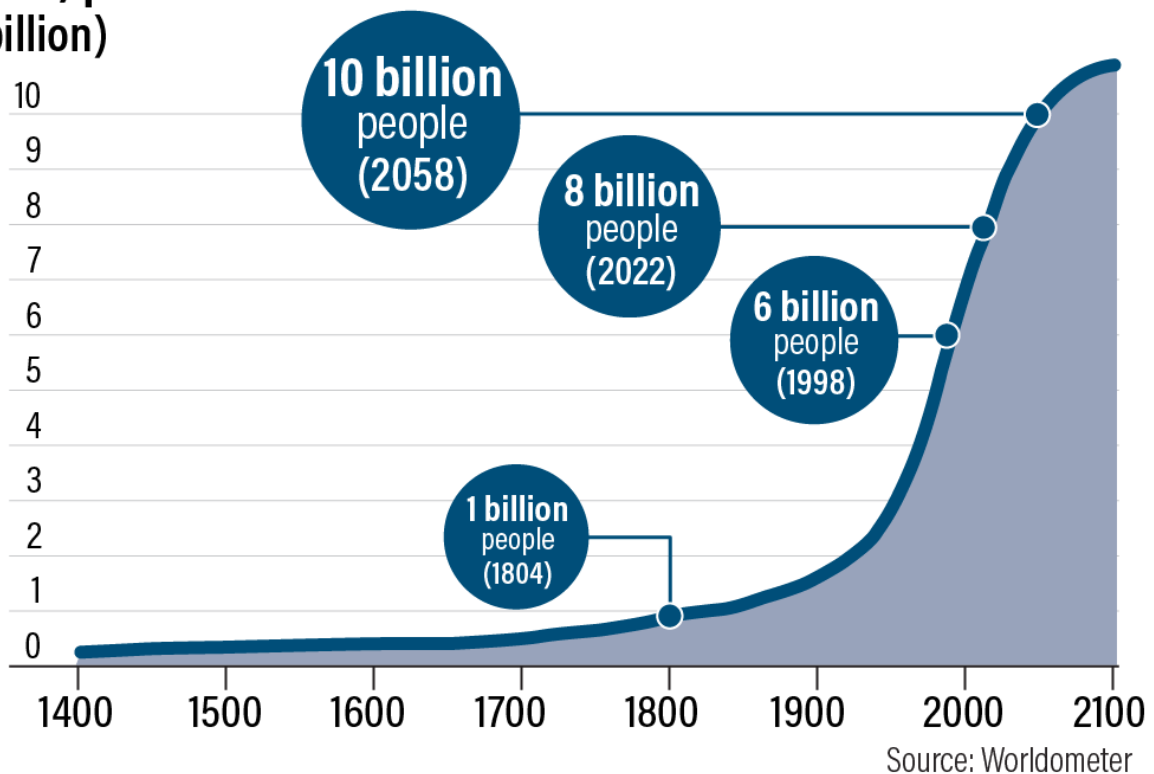
MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
talk about corruption and justice			
listen and talk about crimes			
read and talk about arrest procedures			
read and talk about centers of detention			
write a dialogue			
use question tags			
express agreement and disagreement			

UNIT 10

Past, present and future (billion)



DEMOGRAPHY

UNIT CONTENT OVERVIEW

- Talking about overpopulation in urban areas
- Listening and talking about demography and food supply
- Reading and talking about demography and the healthcare system
- Reading and talking about demography and land problems
- Presenting a talk on birth control
- Reflexive and reciprocal pronouns

Lesson 1: SPEAKING

Overpopulation in cities

❖ Lead in (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Describe the pictures below (*Possible answer: In picture 1, we can see a street full of people and cars. In picture 2, we can see six people sleeping on a single bed.*)
- Which words come to your mind as you see these pictures? (*Possible answer: Demography, overpopulation, crowd, jam...*)

After the lead-in activity, the teacher exploits the learning context.

Learning context: During the World Population Day, the students of Tle from your school are taking part in a seminar organized by the British Council. They engage in a debate on the consequences of overpopulation in cities, in order to suggest some solutions to governments.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students taking part in? (*Ans.: They are taking part in a seminar organised by the British Council*)
- What do they do? (*Ans.: They engage in a debate on the consequences of overpopulation in cities.*)
- What for? Or for which reason do they engage in the debate? (*Ans.: They engage in the debate in order to suggest some solutions to governments.*)

Finally, the teacher tells the students that, through a series of speaking activities, they will be prepared to talk about the consequences of overpopulation in cities by the end of the day's lesson.

Note: the teacher can also design their own questions.

❖ New language

1-Pair work. How would you pronounce the words below? Pay attention to the syllables in red.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (pair work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer: Teacher will provide correct pronunciation and make the students repeat after him.

2-Match the words from Activity 1 with their synonyms or definitions below.

Example: a - promiscuity

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair

and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a- **promiscuity**
- b- Scarcity
- c- Birth rate
- d- Crowded
- e- Jam
- f- Overuse
- g- Death rate
- h- Demography
- i- Slum
- j- Overpopulation
- k- Population density

3-Which of the following are the causes and which ones are the consequences of overpopulation in cities? Copy and fill in the table.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Causes of overpopulation	Consequences of overpopulation
High birth rate Falling death rate Migration Rural exodus	Overwhelmed healthcare/education systems Resources scarcity Promiscuity Inadequate housing Waste disposal problems High energy consumption Pollution Overwhelmed schools Slum proliferation Unemployment

❖ Let's communicate

The production below is a suggestion, students are not supposed to make exactly the same.

Unlike rural areas, cities are very crowded places. In some countries, big cities like capitals and highly economic cities are overpopulated. Those rural areas are overcrowded for different reasons. The causes of overpopulation in cities range from migration and rural exodus to high birth and low death rates.

Unfortunately, overpopulation in cities has many consequences on facilities and city dwellers. Overpopulation in cities favours, a high crime rate due to the high rate of employment. It also leads to overwhelmed healthcare and education systems, resource scarcity, promiscuity, inadequate housing, waste disposal problems, high energy consumption, pollution and slum proliferation.

Considering all the consequences above, it becomes a necessity to find solutions to prevent overpopulation in cities. Therefore, governments must provide rural areas with first-need facilities and help rural people live in better conditions so as to prevent rural exodus and favour urban people moving to rural areas.

Lesson 2: LISTENING

The Malthusian theory of population

❖ Before listening (after the warm-up, and the review session)

The teacher asks the students to look at the quote and picture and answer the questions above the pictures.

- Do you agree with Thomas Malthus? (Possible answer: Yes/No, the teacher gives the opportunity for justification.)
- How could you link the picture to Malthus's quote? (Possible answer: linking the picture to Malthus's quote shows that when the population grows, there is food scarcity.)

After the before-listening activity, the teacher exploits the learning context.

Learning context: The students of Tle from your school are listening to a BBC programme on the consequences of population growth on food supply, in order to prepare for an upcoming conference organized by the FAO.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- What are the students doing? (Ans.: They are listening to a BBC programme.)
- What is the programme about? (Ans.: It is about the consequences of population growth on food supply.)
- For which reason are they listening to the programme? (Ans.: They are listening to the programme in order to prepare for an upcoming conference organised by the FAO.)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about the consequences of population growth on food supply, by the end of the day's lesson.

Note: The teacher can also design their own questions.

❖ Let's listen

1-Listen and repeat after your teacher. Then say which words are related to food and which ones are related to demography.

The teacher sets the task, going through the instructions in the student's book. Then he reads the words one after another and makes students repeat after him. Next, he tells them the time dedicated to the completion of the second part of the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- Words related to food: Food supply – Food shortage – Dearth – Hunger – Starvation – Deprivation
- Words related to population: Exponential growth – Demographer – Theory of population

2-Listen to the audio. What was Thomas Robert Malthus's job? Select the best option among the propositions.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Passage

Malthusianism

Thomas Robert Malthus (1766 – 1834) was an English economist and demographer who examined the relationship between population growth and resources in one of his works. He is best known for his theory that population growth will always tend to outrun the food supply and that betterment of humankind is impossible without severe limits on reproduction. This thinking is commonly referred to as Malthusianism or the Malthusian theory.

Malthusianism or the Malthusian theory of population explained that the population grows exponentially and the food supply grows arithmetically. In simple words, Malthus means that the human population grows more rapidly than the food supply available for its needs. Whenever a relative gain occurs in food production, a higher rate of population increase is stimulated. Over time, population growth will exceed the growth in agriculture production and will crash due to food shortages.

Answer: d – An English economist and demographer

3-Listen to the audio again and find the best ending for each sentence among the options.

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Note: In case students give different answers for a single option, the teacher reads or plays the portion containing the correct answer to make students get it.

Answer keys:

- a. 4
- b. 3
- c. 2
- d. 1
- e. 4

4- Listen to the text again and fill in the gaps with the appropriate words.

Example: a- demographer

The teacher sets the task, going through the instructions in the student's book. Then he reads the passage or plays the audio version of the passage. Finally, he conducts the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: (accept two of the following answers)

- a- **demographer**
- b- growth
- c- theory
- d- food supply
- e- exponentially
- f- rate
- g- shortage

❖ After listening

The production below is a suggestion, students are not supposed to make exactly the same.

Many factors can lead to population growth. Indeed, scientific progress, development of medicine, a good healthcare system, and social and professional welfare are factors that favour a high birth rate and long-lasting life, as well as a low death rate. When the birth rate gets higher and higher and the death rate gets lower and lower the population grows rapidly.

Population growth can deeply affect the food supply. Population growth involves high consumption. Then, high consumption leads humans to highly extract or exploit natural resources, causing resource depletion. Therefore, arable lands are hard to find and agriculture and crop production are reduced. Resource depletion also leads the planet to climate change causing disasters like droughts, floods, and hurricanes...All these can have an impact on the food supply.

To prevent food shortages due to population growth, people should use modern and technological tools and techniques for farming, to produce a lot in reduced surfaces.

Lesson 3: READING 1

Demography and the healthcare

❖ Before reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Can this healthcare system be efficient? (*Possible answer: No*)
- Why? (*Possible answer: There are too many patients. The facilities or services are not sufficient for the number of people.*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: On a stay in Ghana, a group of students of Tle from your school are invited to a workshop organized by the Ghanaian Ministry of Health on the impacts of population growth on the healthcare system. To get prepared, they are reading a text on the topic.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students? (*Ans.: They are in Ghana.*)
- Where are they invited? (*Ans.: They are invited to a workshop organised by the Ministry of Health.*)
- What is the workshop about? (*Ans.: The workshop is about the impacts of population growth on the healthcare system.*)
- Why are they reading the text? (*Ans.: They are reading the text to get prepared for the workshop.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about the impacts of population growth on the healthcare system by the end of the day's lesson.

Note: The teacher can also design their own questions.

❖ Let's read

1-Read the text below quickly and propose a title.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Possible Answers: overpopulation and outbreak of diseases/population growth and health problems / the impacts of overpopulation on health systems.

2-The words below are the definitions of some words from the text. As you read the text, write down the appropriate words. Lines are indicated. **Example: a- outbreak**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. *outbreak*
- b. *reluctant*
- c. *guidelines*
- d. *pandemics*
- e. *epidemics*
- f. *decades*
- g. *hosts*
- h. *zoonotic*
- i. *owing*

3-Read the text again and answer these questions.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. *COVID-19 has highlighted the weaknesses of the healthcare systems worldwide as well as the lack of coordination between governments in the face of a global health crisis.*
- b. *COVID-19 has emphasized how reluctant citizens can be to follow guidelines and make personal sacrifices for the common good.*
- c. *According to the author, health crises are caused by human overpopulation and everything it entails.*
- d. *The exponential growth of the human population has led to increased urbanization which acts as an accelerant of epidemics.*
- e. *The pursuit of natural resources has led to the expansion of humans into wild habitats where they are more likely to come into contact with animals that act as reservoirs or vectors of viruses.*
- f. *According to a report by the WHO, the Ebola outbreak was the result of the exploitation of a densely forested area in Guinea by timber and mining companies.*
- g. *According to the text, the virus of Ebola was transmitted to humans by fruit bats.*

4-Read the text once again and identify three (03) zoonotic diseases.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- Severe Acute Respiratory Syndrome (SARS)
- Middle East Respiratory Syndrome (MERS)
- Ebola virus disease

❖ After reading

The production below is a suggestion, students are not supposed to make exactly the same.

The healthcare system of a country refers to the means and the way in which all health services are provided, from how they are financed to the workforce, facilities and supplies available.

Overpopulation can affect the healthcare system in different ways. First, overpopulation can lead to increased urbanization which acts as an accelerant of epidemics. Thus, overpopulation can be an important factor for recurrent outbreaks of epidemics. Then overpopulation can affect the healthcare system in so far as the workforce, facilities and supplies available are not sufficient for a large number of people. Therefore, hospitals and staff are overwhelmed, the system is not efficient and patients' needs are unsatisfied.

To make their healthcare systems efficient, governments should invest a lot in that sector. They must build more and more facilities. In addition, those facilities must be sufficiently equipped with modern medical tools and materials. Moreover, governments must employ and train a large number of doctors, nurses, midwives and other medical workforce. The population will keep on growing according to experts, governments must take the right actions now, before it is too late.

Lesson 4: READING 2

Demography and land problems

❖ Before reading (after the warm-up, and the review session)

The teacher asks the students to look at the pictures and answer the questions above the pictures.

- Which problem do the pictures highlight? (*Possible answers: The pictures highlight land problems / rural land problems / arable land problems.*)
- Have you ever heard of such a problem in your region? (*Possible answers: Yes/No. The teacher will give chances for some little explanations*)

After the before-reading activity, the teacher exploits the learning context.

Learning context: The students of Tle A from your school are invited to a debate organized by the Kenyan embassy on demography and land problems in Africa. They are reading a text on the topic to get prepared.

The teacher asks the students to take their textbooks and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Which event are the students invited to? (*Ans.: They are invited to a debate organised by the Kenyan embassy.*)
- What is the debate about? (*Ans.: The debate is about demography and land problems in Africa.*)
- Why are the students reading the text? (*Ans.: They are reading to get prepared for the debate.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about demography and land problems in Africa, by the end of the day's lesson.
Note: the teacher can also design their own questions.

❖ Let's read

1-Read the text and suggest a title.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Possible Answers: *Demography and land conflicts in Africa / Rural land problems in Africa / Arable land problems /*

2-The words in Column A are from the text. As you read the text again, match them with their synonyms or definitions in Column B. One option in B is not concerned.

Example: 1- b

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- example
- 2- i
- 3- h
- 4- f
- 5- d
- 6- a
- 7- g
- 8- c

3-Read the text again and say if the following statements are true (T) or false (F). Indicate the line(s) to justify your answers.

Example a- T (L 1)

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. Example
- b. T (L 3-4)
- c. F (L 5-6)
- d. F (L 9-10)
- e. T (L 11-13)
- f. F (L 17-18)
- g. T (L 22-24)
- h. F (L 25-26)

4- Read the text once again and say who the phrase "these groups" (line 30) refers to.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys: the phrase "these groups" refers to more or less mobile groups of people such as nomads, shepherds, and hunters, who use land for pastures, or for hunting and gathering activities.

❖ **After reading**

The production below is a suggestion, students are not supposed to make exactly the same.

Unlike urban areas, rural areas are not so populated. However, there still occur some issues related to demography in rural areas. The most important issues are migration and transhumance. Nomads, shepherds and hunters move from places to other places. In most cases, the movements of these people generate some conflicts.

People in Africa are now increasingly competing to get access to arable land and pastures, and open land conflicts are becoming more and more common across the continent. Let us consider two cases. Firstly, we have the case in which rich urban dwellers or companies in need of investments, buy large rural lands for plantations or other rural activities. As a consequence, rural people who depend on arable lands no longer have lands for farming. Secondly, there are situations in which shepherds or cattle breeders destroy people's plantations during their transhumance. These two situations, in most cases, generate conflicts.

It is high time we take action to prevent rural land conflicts. Therefore, governments must organise sensitization campaigns to promote peaceful coexistence among the different types of rural land users. Rural people who depend on arable lands should avoid selling all their lands to companies or rich people. Nomadic cattle breeders must pay attention to cultivated lands and avoid them.

Lesson 5 : WRITING

Presenting a talk on birth control

Before writing (after the warm-up, and the review session)

The teacher asks the students to look at the pictures on page 190 and answer the questions.

- What are these items? (*Possible answers: These items are means of contraception.*)
- What are they used for? (*Possible answers: They are used to control births / they are used for birth control.*)

After the before writing activity, the teacher exploits the learning context.

Learning context: A group of students of Tle from your school, are taking part in a workshop organised by the UNFPA (United Nations Fund for Population Activities), in Accra. They are asked to give a talk to show the importance of birth control in today's world.

The teacher asks the students to take their textbooks on page 190 and read the learning context in silence for one minute or less. Then he asks a student to read it aloud. Next, he asks one question or more, among the following:

- Where are the students taking part in? (*Ans.: They are taking part in a workshop organised by the UNFPA in Accra.*)
- What are they asked to do? (*Ans.: They are asked to give a talk to show the importance of birth control in today's world.*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write and give a talk by the end of the second session.

Note: the teacher can also design their own questions.

❖ Let's prepare to write

1-Work in pairs. Find four (04) synonyms of "birth control" in the words list below. Then explain what birth control consists in.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- *Synonyms: contraception / anti-conception / fertility control/family planning.*
- *Birth control consists in using methods or devices to prevent unintended pregnancy.*

2-Work in pairs. Find some arguments for and against birth control.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Arguments for birth control	Arguments against birth control
<p>Birth control:</p> <ul style="list-style-type: none"> - prevents unwilling pregnancy - allows to space births - preserves mothers' and children's health - gives chances to parents to decide the number of their children and take care of their families efficiently - prevents overpopulation 	<p>Birth control:</p> <ul style="list-style-type: none"> - carries health risks - leads to immoral behaviours (e.g. sex outside marriage) - prevents potential human beings from being conceived - may lead to depopulation

3-The following describes the three main parts of the talk. Identify and name them.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Conclusion

It concludes the talk and permits to make a plea.

Introduction

It gives an overview of what is to be talked about.

Body

It states the main points of the address and consists of different paragraphs.

❖ Let's write

The production below is a suggestion, students are not supposed to make exactly the same.

Good morning ladies and gentlemen. I am honoured to be in front of you today, to tell you about the importance of birth control. Firstly, I will talk about the advantages of birth control for mothers' and children's health. Then, I will explain the importance of birth control for parents. Finally, I will show how birth control can prevent overpopulation.

Birth control provides health benefits to mothers and their children. Indeed, when women give birth at a rapid pace, their health is at risk. Spacing births allows mothers to recover from the pains of previous pregnancies and be physically and mentally ready to bear a new baby. Moreover, they have a sufficient time to take care of their baby until a reasonable age, before a new pregnancy.

In addition, birth control allows parents to decide the number of their children and take care of their families efficiently.

Indeed, the more children there is in a family, the more resources, they need. In such a case, if parents do not plan births and decide a reasonable number of children, according to their means, they will be unable to take care of them efficiently.

Birth control helps to prevent overpopulation. In most cases, overpopulation occurs when birth rate grows fast. Therefore, controlling births is also controlling the size of population. In china, to stop overpopulation, the government set the one-child policy which helped to control the growth of their population.

To conclude, birth control is a necessity in today's world. It provides health, social and economic benefits for individuals, families and the whole society. Let everyone stand for birth control in order to overcome demography issues. Thank you!

GRAMMAR FOCUS

Note: for the grammar session, the teacher can design a learning context and a communication activity focusing on the language functions related to the structures to be taught.

REFLEXIVE AND RECIPROCAL PRONOUNS

- Study the sentences below. Do both sentences have the same meaning? Justify.

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- *No, the sentences don't have the same meaning.*
- *In sentence 1, each urban dweller likes himself.*
- *In sentence 2, a given urban dweller likes another urban dweller.*

Note: The teacher presents and explains the grammar points to the students, moving from the sentences to the structures.

- Activity: Fill in the blanks with a reflexive or a reciprocal pronoun.

Example: a- ourselves

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- ourselves*
- each other / one another*
- one another*
- themselves*
- yourself / yourselves*
- each other*

UNIT SUMMARY

Puzzle: In three (03) minutes, find as many words or phrases related to demography as you can. The student with the largest number of words is the champion.

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

Note: This activity can serve as a warm-up.

The activities of the unit summary allow the teacher and the students to come back on some key points taught all through the unit for remediation.

Review

1- Match the words in Column A with their synonyms or definitions in Column B.

Example: 1- e

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

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

2-Read the passage below and fill the gaps with the words from the box. **Example: a-theory**

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. *theory*
- b. *grows*
- c. *supply*
- d. *population*
- e. *available*
- f. *rate*
- g. *growth*

3-Fill in the gaps with the appropriate reflexive pronouns.

Example: a- themselves

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. *themselves*
- b. *themselves*
- c. *myself*
- d. *herself*
- e. *yourselves*
- f. *yourself*
- g. *ourselves*
- h. *himself/herself*

4-Fill in the blanks with a reflexive or a reciprocal pronoun.

Example: himself

The teacher sets the task, going through the instructions in the student's book. Then he tells the students the time dedicated to the completion of the activity (timing for individual, pair and/or group work). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- a. *himself*
- b. *each other / one another*
- c. *myself*
- d. *one another / each other*
- e. *each other*
- f. *ourselves*
- g. *one another*
- h. *yourself*
- i. *one another*

❖ Let's self-evaluate

- Assessing my achievements after Unit 10.

After the seven (07) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback can allow to see the lesson points to be reviewed.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
talk about overpopulation in urban areas			
listen and talk about demography and food supply			
read and talk about overpopulation and the healthcare system			
read and talk about demography and land problems			
present a talk on birth control			
use reflexive and reciprocal pronouns			

Project 5

A talk of sensitization on
rural land problems

The teacher asks students to form some groups of four or five members. He will set the task, going through the instructions in the student's book. Then he tells them the time dedicated to the completion of the activity. Students will work at home and present their productions in class.

The stress is to be put on:

- The quality of the information gathered
- The ideas and their organization
- Accuracy

ANSWER KEYS FOR THE FINAL TESTS

TEST 1

PART ONE: READING FOR COMPREHENSION (40%)

A- VOCABULARY CHECK (10%)

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

B- COMPREHENSION CHECK (30%)

- 1- T (L 1-2) example
- 2- T (L 2-3)
- 3- F (L 2-4)
- 4- F (L 4-5)
- 5- T (L 6-7)
- 6- T (L 8-9)
- 7- F (L 10-11)
- 8- T (L 14-15)
- 9- T (L 17-18)
- 10- F (L 20)
- 11- F (L 27-28)

PART TWO: LANGUAGE IN USE (30%)

TASK A (10%)

- 1- should (example)
- 2- must
- 3- would
- 4- could
- 5- would
- 6- may
- 7- may
- 8- should
- 9- could
- 10- must
- 11- should

TASK B (20%)

- 1- However (Example)
- 2- Wherever
- 3- Whenever
- 4- Whatever
- 5- Whoever
- 6- Whoever
- 7- Whatever
- 8- Whenever
- 9- Wherever
- 10- However
- 11- Whoever

PART THREE: WRITING (30%)

TASK A: expected work: An informal letter

- Layout of the letter or presentation
- Vocabulary and grammar accuracy
- Content

TASK B: expected work: An essay

- Layout of the paragraph or presentation
- Vocabulary and grammar correctness
- Content

TEST 2

PART ONE: READING FOR COMPREHENSION (40%)

A- VOCABULARY CHECK (10%)

- 1 - l (example)
- 2 - k
- 3 - j
- 4 - i
- 5 - h
- 6 - g

- 7 - f
- 8 - e
- 9 - d
- 10 - c
- 11 - a

B- COMPREHENSION CHECK (30%)

- 1- F (L 1) example
- 2- T (L 3)
- 3- F (L 4-5)
- 4- T (L 6-7)
- 5- T (L 8-10)
- 6- F (L 10)
- 7- T (L 16-17)
- 8- T (L 17)
- 9- T (L 17-18)
- 10- F (L 19-20)
- 11- T (L 21-22)

PART TWO: LANGUAGE IN USE (30%)

TASK A (10%)

- 1- example
- 2- Scarcely are Nigerian movies shot in European studios.
- 3- Seldom do African filmmakers shoot cartoons.
- 4- Not only are Nigerian horror movies long but also very terrifying.
- 5- Not only are Ivorian actors talented but also famous.
- 6- Not only do Burkina Faso's movies make laugh but they also give good teachings.
- 7- Rarely did People go to the cinema last year.
- 8- Hardly did Former Ivorian actors get rich.
- 9- Not only do I hate Nigerian horror movies but I am also afraid of them.
- 10- Not only are Nigerian actors talented but also appealing.
- 11- Scarcely are South African movies shot in French.

TASK B (20%)

- 1- (example)
- 2- will have
- 3- would be
- 4- would have sung
- 5- feel
- 6- sings
- 7- unite
- 8- watched
- 9- had travelled
- 10- plan
- 11- is

PART THREE: WRITING (30%)

TASK A: Expected production: A talk

- Layout of the talk
- Vocabulary and grammar accuracy
- Content

TASK B: Expected production: An Essay

- Layout of the argumentative essay
- Vocabulary and grammar correctness
- Content

TEST 3

PART ONE: READING FOR COMPREHENSION (40%)

A-VOCABULARY CHECK (20%)

- 1- summoned
- 2- influx
- 3- shelter
- 4- acutely
- 5- starvation
- 6- toll
- 7- driven
- 8- sought
- 9- stepped up
- 10- be stepped up (Note that the form can be confusing)
- 11- seeking

B-COMPREHENSION CHECK

- 1- Saudi Arabia, Egypt and Qatar.
- 2- Sudan's neighbours face a constant influx of refugees and returnees.
- 3- Sudan's neighbours need support for humanitarian action.
- 4- UNHCR stands for United Nations High Commissioner for Refugees.
- 5- According to the commissioner for UNHCR 700,000 children are at risk of death.
- 6- No, because millions of people - particularly in Khartoum, Darfur and Kordofan - have no access to food, water, shelter, electricity, education or health care.
- 7- The cause of Sudanese children's death is severe acute malnutrition.
- 8- Women and girls are exposed to sexual and gender-based violence takes.
- 9- The Humanitarian Response Plan for Sudan needs 2.6 billion dollars.
- 10- 18 million people will be helped.

11- No, the fund for the international response plan is not sufficient to solve the crisis in Sudan because it is currently only 31% funded.

PART TWO: LANGUAGE IN USE (30%)

TASK A :

- 1- support
- 2- disasters
- 3- health
- 4- assistance
- 5- food
- 6- protect
- 7- refugees
- 8- humanitarian
- 9- solidarity
- 10- provide
- 11- vulnerable

Task B

- 1- on
- 2- in
- 3- on
- 4- of
- 5- on
- 6- in
- 7- of
- 8- on
- 9- to
- 10- to
- 11- in

PART THREE: WRITING (30%)

Task A: Expected production: An article

- layout of an article (the title)
- Use of paragraphs (introduction, body paragraph, conclusion)
- Use of topic sentences and linking words
- Coherence and logic of the paragraphs
- Vocabulary and grammar accuracy

Task B: Expected production: An informal letter

- Layout of the informal letter (writer's address, date, greeting, letter body, closing)
- Use of paragraphs
- Vocabulary and grammar accuracy

TEST 4

PART ONE: READING FOR COMPREHENSION (40%)

A- VOCABULARY CHECK (10%)

- 1 – expect (example)
- 2 – welfare
- 3 – concerns
- 4 – policies
- 5 – average
- 6 – households
- 7 – drop
- 8 – resumed
- 9 – share
- 10 – citizens
- 11 – sustainability

B- COMPREHENSION CHECK (30%)

- 1- T (L 1-2) example
- 2- F (L 3)
- 3- T (L 6-7)
- 4- T (L 8-10)
- 5- F (L 10-12)
- 6- F (L 12-13)
- 7- T (L 13-14)
- 8- T (L 15-16)
- 9- T (L 17-18)
- 10- F (L 18-19)
- 11- F (L 26-27)

PART TWO: LANGUAGE IN USE (30%)

TASK A (10%)

- 1- one another (example)
- 2- each other
- 3- ourselves
- 4- themselves
- 5- each other
- 6- themselves
- 7- each other
- 8- herself
- 9- myself
- 10- each other
- 11- one another

TASK B (20%)

- 1- of example)
- 2- to
- 3- from
- 4- of
- 5- at
- 6- in
- 7- to
- 8- to
- 9- in
- 10- of
- 11- to

PART THREE: WRITING (30%)

TASK A: Expected production: A talk

- ~ Layout of the talk
- ~ Vocabulary and grammar accuracy
- ~ Content

TASK B: Expected production: A formal letter

- ~ Layout of the formal letter
- ~ Vocabulary and grammar correctness
- ~ Content