

ENGLISH FOR EVER 1^{ère} Teacher's guide

This document contains the answer keys for the student's book *English For Ever 1ère* and includes some teaching tips. It is not a lesson plan. Therefore, teachers should design their lesson plans before going to the classroom.

UNIT 1



TRAVEL AND WORLD TOURISM

UNIT CONTENT OVERVIEW

- Talking about the tourism industry
- Listening and talking about the impacts of tourism
- Reading and talking about ecotourism
- Reading and talking about an African safari
- Prepositions
- Going through the writing steps
- The present perfect simple and the present perfect continuous
- Phrasal verbs
- Relative pronouns

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

The teacher **asks** the students to look at the pictures on page 9 and answer the **questions**.

- Look at the pictures below and identify the elements of “tourism industry”. (Possible answer: The elements of “tourism industry” are: means of transport (plane), attractions (famous places and buildings like the “Eiffel Tower”), sightseeing (guided tours), and hotels and restaurants.)
- What is the difference between “tourism industry” and “travel industry”? (Possible answers: The tourism industry focuses more on the destination and the experiences there, while the travel industry is about the journey and transportation. The tourism industry includes *visiting attractions, staying in accommodations, dining at restaurants, and participating in recreational* activities, while the travel industry includes transportation services such as airlines, railways, car rentals, and cruise lines. Both tourism and travel industries refer to businesses providing goods or services.

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: A delegation of Ivoirian students from your school is invited to a conference hosted by the American embassy on the occasion of World Tourism Day. They do a presentation on the Ivorian tourism industry in order to promote their country.

The teacher asks the students to take out their textbooks and read the learning context silently 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 a conference hosted by the American embassy.)
- What do they do? (Ans.: They do a presentation on the Ivorian tourism industry.)
- What for? Or for which reason do they do the presentation? (Ans.: They do the presentation to promote their country.)

Finally, the teacher **tells** the students that, through a series of speaking activities, they will be prepared to do a presentation on the tourism industry by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ New language

- 1- With your partner, guess how the words or expressions below are read. Mind the syllables in red.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: the syllables in red are not uttered like in French.

- 2- Go through the word bank of activity 1 and find two synonyms for each word below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Tourism: Sightseeing, Ecotourism/Safari
- b- Tourist: Sightseer, Holidaymaker
- c- Accommodation: Lodging, Housing

- 3- Match the words or expressions from the box with their definitions.

Example: a- tourism industry.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- **tourism industry** (Example)
- b- Guidebook
- c- Showplace
- d- Tour guide
- e- Mecca
- f- Holiday resort
- g- Safari
- h- Ecotourism
- i- Package tour
- j- Lodging
- k- Travel agency

- 4- Read this passage on tourism and fill in the blanks with the appropriate word from the list below.

Example: Tourism.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- **Tourism** (Example)
- b- travellers
- c- tourists
- d- attraction
- e- travel agencies
- f- Showplaces
- g- Tour guides

❖ Let's communicate

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

Good morning, ladies and gentlemen! I am delighted to have this opportunity to talk about my country's tourism industry.

The tourism industry refers to all businesses that provide goods or services needed by various types of tourists during their travels.

Côte d'Ivoire, my country, is a beautiful and charming tourist destination. Indeed, all the regions of the country are full of showplaces. Allow me to mention just a few of the most significant ones. In Yamoussoukro, the capital city located in the center of the country, you will find the giant and beautiful basilica, "Notre Dame de la Paix." It is one of the largest basilicas in the world. In western Côte d'Ivoire, specifically in Man, you can visit some wonderful waterfalls and the famous Liana Bridge. As my country is located near the ocean, there are magnificent beaches in the southern part. The most relevant ones can be found in Assini, Boulay Island, Grand-Bereby, and San Pedro.

The tourism industry is important for a country. It leads to economic development and promotes cultural exchange. Ladies and gentlemen, you are all invited to visit my country. Thank you!

Lesson 2: LISTENING

The impacts of tourism

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

The teacher asks the students to read the quote by Martin Parr and answer the questions.

- **What does he mean?** (Possible answers: Parr means that tourism is an industry. Worldwide, tourism is the activity that allows the highest financial incomes and hires the largest number of employees “drivers, pilots, cooks, waiters, waitresses, tour guides). Tourism is everywhere. Tourism impacts all the sectors of the economy in the countries. Tourism affects the means and ways of transportation, hotels and accommodation, food, culture ...).
- **Do you agree with him?** (Possible answers: yes or no).
- **Is tourism the biggest industry in your country?** (Possible answers: yes/no). Note: No answer will be disregarded by the teacher. Instead, students will be allowed to justify their answers.

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: On World Tourism Day, the students of Ière from your school are invited to a conference hosted by the British Council. They listen to a presentation on the impacts of tourism and take note, in order to promote tourism in their country.

The teacher asks the students to take out their textbooks and read the learning context silently 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 a conference hosted by the British Council.)
- **What do they do?** (Ans: They listen to a presentation on the impacts of tourism.)
- **What for? Or for which reason do they listen about the impacts of tourism?** (Ans: They listen to a presentation on the impacts of tourism to promote tourism in their country.)

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

Note: the teacher can also design his own questions.

❖ Let’s listen

- 1- Listen to the passage and say what it is mainly about by selecting the right option.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Passage

Tourism is one of the world's major economic sectors. It supports one in ten jobs and provides **livelihoods** for many millions in both developing and developed economies. It is the third-largest export category (after fuels and chemicals) and in 2019, it accounted for 7% of global **trade**. For some countries, it can represent over 20% of their GDP. In some Small Island Developing States, tourism has accounted for as much as 80% of exports, while it also represents important shares of national economies in both **developed** and developing countries. That is the reason why **tourism** is one of the sectors most affected by the COVID-19 pandemic, impacting economies, livelihoods, public services and opportunities on all continents. All parts of its value chain have been affected.

www.unwto.org/tourism-and-covid-19-unprecedented-economic-impacts, 03/03/2023.

Answer: c- The impacts of tourism on countries' economy

2- Listen to the passage again and say whether the statements below are true (T) or false (F).

Example: a- T

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for an option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer key:

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

3- Listen to the passage again and fill in the blanks with the appropriate words.

Example: a- livelihoods.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the

feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer keys:

- a- Example
- b- trade
- c- 20% / twenty percent
- d- 80% / eighty percent
- e- Developed
- f- Tourism

4- Listen to the second passage and complete the table with the different impacts of tourism you hear in the table below.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Passage

Tourism brings both positive and negative impacts on tourist destinations. The traditionally-described domains of tourism impacts are economic, socio-cultural, and environmental dimensions.

The economic effects of tourism include improved tax revenue and personal income, increased standards of living, and more employment opportunities. Socio-cultural impacts are associated with interactions between people with different cultural backgrounds, attitudes and behaviours and relationships to material goods. Environmental impacts can have both direct effects including degradation of habitat, vegetation, air quality, bodies of water, the water table, wildlife and changes in natural phenomena and indirect effects such as increased harvesting of natural resources to food supply indirect air and water pollution (including from flights, transportation and the manufacture of food and souvenirs for tourists).

Tourism also brings positive and negative health outcomes for local people. The short-term negative impacts of tourism on residents' health are related to the density of tourists' arrivals, risk of disease transmission, road accidents, higher crime levels as well as traffic congestion, crowding and other stressful factors. At the same time, there are positive long-term impacts of tourism on residents' health and well-being outcomes through improving healthcare access positive emotions, novelty and social interactions.

en.m.wikipedia.org/wiki/Impacts_of_tourism, 03/03/2023.

Answer key:

Economic impacts	Socio-cultural impacts	Environmental impacts	Health impacts
improved tax revenue and personal income, increased standards of living, and more employment opportunities	interactions between people with different cultural backgrounds, attitudes and behaviours and relationships to material goods	degradation of habitat, vegetation, air quality, bodies of water, the water table, wildlife and changes in natural phenomena and increased harvesting of natural resources to food supply indirect air and water pollution (including from flights, transportation and the manufacture of food and souvenirs for tourists)	risk of disease transmission, road accidents, higher crime levels

❖ After listening

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

My name is Aka Miezan. I am from Assinie, in Côte d'Ivoire. My hometown is one of the most popular showplaces in the country. Assinie's fame is attributed to its wonderful beaches and the luxurious hotels close to the lagoon.

Various people visit Assinie. All the time, the beaches and hotels are crowded with visitors from Côte d'Ivoire as well as tourists from foreign countries. A few people go to Assinie for business, seminars, and workshops, while most go for pleasure and fun. All that movement of tourists has both positive and negative impacts on the town.

Tourism improves tax revenue and personal income for shops, restaurants, and hotel keepers. It also increases standards of living and entails more employment opportunities. It favours interactions between people with different cultural backgrounds. Unfortunately, tourism in Assinie leads to the degradation of vegetation, air quality, and bodies of water. It also increases prostitution with the risk of disease transmission. Finally, tourism causes many road accidents.

Lesson 3: READING 1

ECOTOURISM

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

The teacher asks the students to look at the pictures on page 13 and answer the questions.

- What has been the impact of tourism on this beach? (*Possible answer: the beach was filthy (dirty), but for the benefit of tourists, it turned into a lovely area.*)
- From these pictures, how would you define “ecotourism”? (*Possible answer: Ecotourism is a type of tourism directed towards exotic, often threatened, natural environments, intended to support conservation efforts and observe wildlife.*)

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: The students of 1ère from your school read a text on ecotourism in order to collect information for the English programme debate on the local radio about protecting the environment.

The teacher asks the students to take out their textbooks and read the learning context silently 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 read a text on ecotourism*)
- Why do they read the text? (*Ans. (They read the text to collect information on the local radio for the English programme debate.)*)
- What is the English programme on the local radio about? (*Ans: It is about the protection of the environment.*)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to discuss ecotourism by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ Let’s read

- 1- Read the passages below and match each of them with the appropriate headings.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

- 2- Read the passages again and find the synonyms for the words below. The passages where you can find them are indicated to help you.

Example: a- impact

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- damage
- c- minimize
- d- aim
- e- actually
- f- wildlife
- g- contradiction
- h- local communities
- i- substantial

- 3- Read the passages and say whether the following statements are true (T) or false (F). Indicate the passage to justify your answer. **Example: a- F (P 1)**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- F (P 2)
- c- T (P 2)
- d- T (P 4)
- e- T (P 5)
- f- F (P 6)
- g- T (P 6)

- 4- Read the passages and give short answers (2 lines maximum) to the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key :

- a- When tourists visit a place, this can damage the environment.
- b- The key objective of ecotourism is to reduce the negative impacts of tourism on the environment.
- c- No, the tourist industry cannot develop without damaging the environment. Indeed, tourism development is linked to infrastructure (roads, hotels) development which cannot happen without damaging the environment.
- d- Tourists can protect the environment by practicing ecotourism.
- e- Governments can consult local communities on plan changes.

❖ After reading

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

- Ecotourism is a type of tourism directed towards exotic, often threatened, natural environments intended to support conservation efforts and observe wildlife.
- Tourists should think about what they do when they visit a place. They should respect local customs and traditions. They shouldn't drop litter, stay on the paths, and interfere with wildlife.
- Tourism doesn't only have positive impacts; it has negative ones too. However, this isn't the case for ecotourism. By its very nature, ecotourism is designed to protect wildlife. Therefore, if tourists mind their attitudes, ecotourism will lead to wildlife preservation and in some cases, to wildlife restoration. And this can benefit local people in terms of quality of life and financial income.

Lesson 4: READING

Safari in Africa

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

The teacher asks the students to look at the pictures on page 15 and answer the questions.

- **What can you see?** (*Possible answers: We can see some tourists in their cars, observing wild animals in the bush. We can see some giraffes and a lion.*)
- **What kind of tourism do the pictures refer to?** (*Possible answers: They refer to safari, which is a type of tourism that involves travelling to observe and experience wildlife in their natural habitats.*)

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: Ahead of a safari in the Serengeti National Park, organized by the Tanzanian embassy, the students of lère from your school, winners of the English clubs' competition, read a text on African safari in order to get prepared for their trip.

The teacher asks the students to take out their textbooks on page 15 and read the learning context silently 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 will organize a safari?** (*Ans.: The Tanzanian embassy*)
- **What do the students do?** (*Ans.: They read a text on African safari*)
- **Why do they read the text?** (*Ans.: They read the text in order to get prepared for a trip to Tanzania, where they will have a safari in the Serengeti National Park.*)

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

Note: the teacher can also design his own questions.

❖ Let's read

1- Read the text below and choose the best title.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: B

- 2- The words or expressions in column A are from the text. Match them with their synonyms in column B. One option in B is not concerned.

Example: 1-c

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-example,

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

- 3- Read the text again and give short answers (2 lines maximum) to the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Tourists can observe animals in national parks or game reserves.
- b- The top 3 safari destinations in Africa are Kruger National Park in South Africa, Masai Mara in Kenya, and Serengeti in Tanzania.
- c- The Serengeti is a wide national park. According to the author, it covers thousands of kilometers.
- d- No, they don't. The text says, "They don't belong to an owner and they roam wherever they like".
- e- We can call the Serengeti animals, wildlife citizens of Tanzania because they live there and are protected by rights in that country.
- f- The most important forms of African safari are walking safari, hiking, and game-drives.
- g- Not necessarily, but the tourists go walking with an armed game scout guide.
- h- For a hiking safari in Africa, you can visit areas like Mount Kilimanjaro, Mount Kenya, and the Drakensburg mountains.
- i- A game-drive is a safari activity where you explore parks and game reserves by riding a vehicle with a pop-up roof to observe animals.
- j- Unlike in a zoo, during a safari, there's no set place to see the animals. Nobody knows where they will be hanging out at any time of the day.

❖ After reading

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

A safari is a thrilling type of tourism. I am very excited to go on my first African safari. Although it will be my first time, all my readings on the topic allow me to say that the forms of safari that I prefer are the walking safaris and the game-drives.

I would like to visit the Serengeti National Park. For me, it is the most wonderful place for a Safari.

I would like to observe wild animals in their natural habitat. Therefore, I expect to walk in the savannah sometimes and, at other times, explore the park by riding a vehicle. I am planning to photograph lions, elephants, and buffaloes.

Lesson 5 : WRITING

Writing is a process

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

The teacher asks the students to answer the questions on page 18 about the steps involved in the writing process.

- Writing is a process that involves several distinct steps. With your neighbour, answer the following questions.

a- Which steps do you go through when you are given a writing task?

b- Put the following writing steps in the correct order from the start to the finish: **revising** – **prewriting** – **publishing** – **drafting** – **editing**.

Answer key:

a- In disorder, the students may quote the following items: revising, prewriting, publishing, drafting, and editing.

b- Prewriting – drafting – revising – editing – publishing.

The teacher will exploit the learning context after the “Before writing” activity.

Learning context: The students of Ière from your school are taking part in a writing competition organized by the Kenyan embassy. They are asked to show their mastery of the writing steps and write about their last safari in Kenya.

The teacher asks the students to take out their textbooks and read the learning context silently 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 organized that competition? (Ans.: The competition is organized by the Kenyan embassy)
- What are they asked to do? (Ans.: They are asked to show their mastery of the writing steps and write about their last safari in Kenya.)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to use the writing steps and write about a safari by the end of the second lesson.

Note: the teacher can also design his own questions.

❖ Let's prepare to write

1- Match each writing step below with its definition.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group

work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

2- Revise and edit the passage below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: Reordering ideas and focusing on punctuation lead to the text

I will share with you what I did on my summer vacation. It was the first time I had joined a summer camp. It was an interesting and enjoyable activity.

This camp has given me the best experiences in life. There were several other children of my age who participated in the camp. We were divided into groups and every day we used to learn something. This was the time when I discovered my hidden creative talents. I learned painting, karate, and dance. During the camp, I enjoyed participating in several competitive group activities too. Besides learning, we also played different types of sports such as badminton, volleyball, tennis, etc. The unique painting tips that I learned during the camp helped me master this art and progress in it;

It is the summer camp that has ignited the passion for painting within me. Though my camp is over I keep honing my skills to excel in this art. I will be indebted to this wonderful experience throughout my life.

❖ Let's write

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

During the last summer vacation, I had the opportunity to go on a safari in the Masai Mara in Kenya, with the members of my school English club.

During the stay, we did various activities. We engaged in activities like walking safari, swimming, hiking, and game-drives. We went through the park to observe wildlife. I saw many wild animals in their natural habitat. I photographed lions, cheetahs, giraffes, elephants, buffaloes, zebras, herds of antelopes, crocodiles, etc.

It was an incredibly exciting experience. I will never forget my first safari in Kenya.

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.

▪ PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS

The teacher shows the meaning of the present perfect simple and present perfect continuous by providing clear examples in context and engaging students in activities that require using the structure appropriately.

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

Example: a- has been relaxing

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- Have been climbing
- c- Has seen
- d- Have succeeded
- e- Has been working
- f- Have never visited

▪ PHRASAL VERBS

The teacher shows the meaning of phrasal verbs by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Look at the verb “call” in the sentences below. Does it have the same meaning in both sentences? Mind the words in red.

Answer keys:

- The meaning of the verb “call” varies from the first sentence to the second one. In the first sentence, “call” is used with the adverb “up” and it means “contact someone by phone”. In the second sentence, “call” is used with the adverb “off” and it means “cancel”.

Activity: Fill in the gaps with the verbs from the box.

Example: a- look after

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- give up
- c- look after
- d- broke into (Erratum student's book page 21: add a comma instead of a semicolon after "During the safari,")
- e- wiped out
- f- goes out with

▪ **RELATIVE PRONOUNS IN RELATIVE CLAUSES**

The teacher shows the meaning of relative pronouns by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Which other relative pronouns do you know?

Answer key:

- a- whom
- b- whose
- c- that

Fill in the gaps with the appropriate relative pronoun.

Example: a- who

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- Whose
- c- Where
- d- That (Erratum student's book page 21: remove the comma after "last week")
- e- Who
- f- what

UNIT SUMMARY

Puzzle: Find as many words related to tourism as you can.

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

Answer key:

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

The activities of the unit summary allow the teacher and the students to review key points taught throughout the unit for remediation.

- 1- Match the words from column A with their synonyms or definitions in column B. One option in B is not concerned.

Example: 1-d

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

- 2- Underline the suitable option among the propositions between parentheses. **Example: a- haven't done**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- Have been studying
- c- Has promised
- d- Have you visited
- e- Has he **been eating**
- f- Have been waiting

3- Match each phrasal verb in column A with its synonym in column B.

One option is not concerned in B. **Example: 1- b**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

4- Underline the suitable option among the elements between parentheses. **Example: a- who**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- who (Example) b- whose c- that d- what e- when f- why

❖ 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 will allow him to see which lesson points need to be reviewed.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
Talk about the tourism industry			
Talk about the impacts of tourism			
Talk about ecotourism and safari			
Use prepositions			
Go through the writing steps			
Use the present perfect simple and the present perfect continuous			
Use phrasal verbs			
Use relative pronouns in relative clauses			

UNIT 2



NATURAL RESOURCES

UNIT CONTENT OVERVIEW

- Talking about natural resources
- Talking about the effects of resource extraction
- Reading and talking about climate change and natural disasters
- Reading and talking about environmental sustainability
- Writing a newspaper article
- Nouns with the suffix -tion
- Antonyms with prefixes
- Gerunds and articles
- Collocations

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

The teacher asks the students to look at the picture on page 25 and answer the questions.

- **Guess what a natural resource is.** (*Possible answer: a natural resource is any material or substance found in nature that people can use to make money or for other useful purposes*)
- **Identify the ones shown in the pictures.** (*Possible answers: wind, sun or sun rays or solar energy, water, land*)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: On World Environment Day, the Ghanaian embassy has invited the students of Ière A from your school to a panel in order to discuss the importance of natural resources in human life.

The teacher asks the students to take out their textbooks and read the learning context silently 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 panel.*)
- **Who organizes it?** (*Ans: It is organized by the Ghanaian embassy.*)
- **Why have the students been invited to a panel?** (*Ans: They have been invited to discuss the importance of natural resources in human life.*)

Finally, the teacher tells the students that, through a series of speaking activities, they will be prepared to discuss the importance of natural resources in human life by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ New language

- 1- **With your partner, note down the natural resources in the list below and read them aloud.**

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Rainforest – forest – plants – soil – land – minerals – rocks and stones – metals – platinum – coal – Water – Oil – Natural gas

2- Which of the resources below are renewable and which ones are non-renewable?

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Renewable: plants – sunlight – wind – animals – water

Non-renewable: rocks – soil – minerals – oil

3- The passage below is about the importance of natural resources for human beings. As you read it, fill in the gaps with the words from the box. **Example: a- central**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- central b- man-made c- trees d- Oil e- Cows f- products

g- agricultural h- vehicles i- fuel j- energy

❖ Let's communicate

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

Good morning, ladies and gentlemen! I am delighted about the opportunity to tell you about the importance of natural resources for our lives.

Natural resources are materials from the Earth used to support life and meet people's needs. We have solar energy, wind, water, oil, soil, forests, metals and rocks, minerals, etc.

Natural resources are very important. They are used to make man-made materials used in everyday life. They help make paper and furniture, meat, dairy products or leather, eating implements, fuel for vehicles, and energy for housing and infrastructures.

Given their importance, natural resources, especially nonrenewable ones, should be preserved and used efficiently.

Lesson 2: LISTENING

The effects of resource extraction

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

The teacher asks the students to look at the pictures on page 27 and answer the questions.

- Describe what is happening to the resources below. (*Possible answer: the resources are being extracted.*)
- What can be the consequences of these human actions on natural resources? (*Possible answers: these actions can wipe out the resources, destroy the Earth, and lead to some natural disasters.*)

The teacher will exploit the learning context after the “Before listening” activity.

Learning context: On World Environment Day, the students of 1ère from your school are listening to a BBC radio programme on the effects of resource extraction in order to get some information for their school English club debate.

The teacher asks the students to take out their textbooks and read the learning context silently 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 radio programme.*)
- **What is the programme about?** (*Ans: the programme is on the effects of resource extraction.*)
- **Why are they listening to the program?** (*Ans: They are listening to the program to get information for their school English club debate.*)

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

Note: the teacher can also design his own questions.

❖ Let’s listen

- 1- Listen to your teacher. Write down the verbs you hear, then form nouns from those verbs.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

The verbs: Extract – Deplete – Preserve – Conserve – destroy – produce – deforest – inform

The nouns from the verbs: Extraction – Depletion – Preservation – Conservation – destruction – Production – Deforestation – Information

2- Listen to the passage and say what it is about by selecting the right option.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Listening passage 1

The extraction of resources refers to the withdrawing of materials from the environment for human **use**, including fossil fuels (oil, gas, and coal), rocks and minerals, biomass via **deforestation** and fishing and hunting, and water. Since the first coal-fired steam engines of the 1700s, we continue to increase the rate at which we **extract** and transport resources for use across the globe. Human **innovations** have also allowed us to expand where we extract resources, including miles below the Earth's **surface**, from the deep sea, and remote regions from the tropics to the poles. Due to the global human population and **expectations** of higher standards of living, we will need to continue to find sustainable and **renewable** resources to support modern life.

Adapted from www.ugc.berkeley.edu/background-content/resource-extraction, 07/03/2023.

Answer key: What resources extraction is

3- As you listen to the passage again, fill in the gaps with appropriate words. **Example: a- use**

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer key:

- a- Example
- b- deforestation
- c- extract
- d- innovations
- e- surface
- f- expectations
- g- renewable

4- As you listen to the audio, fill in the table with the appropriate cause or effects.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Audio passage 2 **Erratum page 206: Read "three examples" instead of "four examples".**

The method we use to extract a resource can determine how much we disrupt a habitat. Here are three examples:

Wholesale deforestation typically fragments ecosystems, which can cause species extinctions. Increasing the amount of pollutants and waste released into the environment potentially harms the health of humans and other species.

Mining and deforestation can destabilize soils, increase erosion, and reduce the nutrient levels in terrestrial ecosystems. Increasing erosion can also decrease water quality by increasing sediment and pollutants in rivers and streams.

Groundwater extraction in turn causes the reduction of freshwater availability, both for human consumption and for ecosystems. Groundwater extraction can also cause the sinking of land (subsidence).

Adapted from www.ugc.berkeley.edu

Answer key:

CAUSES	EFFECT 1	EFFECT 2
Wholesale deforestation	increases the amount of pollutants and waste released into the environment	harms the health of humans and other species
Mining and deforestation	destabilize soils, increase erosion, and reduce the nutrient levels in terrestrial ecosystems	decrease water quality
Groundwater extraction	reduces freshwater availability, both for human consumption and for ecosystems	causes the sinking of land

❖ After listening

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

Good morning, dear friends. We are here this morning to tell you about resource extraction.

Humans extract resources to make various products and materials they need and use in everyday life. Extracting resources provides us with raw materials to

make paper and furniture, meat, dairy products, leather, eating implements, fuel for vehicles, energy for housing and infrastructures, and more.

However, resource extraction can have many drawbacks for the Earth. If we don't extract resources wisely and efficiently, it can lead to problems such as decrease of soil quality, reduced freshwater availability, increased seismic activity, and climate change.

Lesson 3: READING 1

Climate change and natural disasters

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

The teacher asks the students to look at the pictures on page 29 and answer the questions.

- Describe the pictures below. (Possible answers: *picture 1* is about drought. On a dried land, we can observe a scorching sun and a tree without leaves. *Picture 2* is about floods. We can see that homes and vehicles are inundated. *Picture 3* is about a volcano; we can see some mountains on fire.)
- What are the possible causes of such situations (Possible answers: the possible causes of such situations are resource extraction, resource depletion, climate change, etc.)

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: On World Environment Day, the students of Ière from your school are reading a text on the impacts of climate change in order to gather information for an awareness-raising campaign in a Liberian village.

The teacher asks the students to take out their textbooks and read the learning context silently 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 on the impacts of climate change.)
- Why? Or for which reason are they reading the text? (Ans.: They are reading the text to gather information for an awareness-raising campaign.)
- Where will the awareness-raising campaign take place? (Ans: it will take place in a Liberian village.)

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

❖ Let's read

1- Read the following text and propose a suitable title.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: The effects of climate change / the consequences of climate change.

Note: The teacher will accept any correct answers.

- 2- As you read the text again, match each word in red with its synonym from the word bank below. **Example: shifts = changes.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: **Erratum page 30: The word "these" line 25 in the text** is not concerned.

- Shifts = changes
- Perceived = considered
- Disasters = catastrophes
- Storms = tempests
- Sustainability = durability
- Flooding = inundation
- Yields = harvests
- Proof = evidence
- Undernourished = starving
- Hazards = threats
- Food shortages = famine

- 3- As you read the text again, say whether the following statements are true (T) or false (F). Quote the line(s) to justify your answers.

Example: a – F (L2 – 3)

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- F (L2 – 3)
- b- T (L3 – 4)
- c- T (L7 – 8).
- d- F (L 11)
- e- F (L14 – 15)
- f- T (L18 – 19)
- g- F (L22 – 24)
- h- F (L28 – 29)

- 4- After reading the text, explain in a few words, this claim by the author: "Climate change is considered as one of the severe threats to all forms of cultural heritage."

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer: the author emphasizes the effects of climate change. Climate change can impact humans' lives so deeply that people will be changing their way of life, customs, and practices from generation to generation. Therefore, no generation would live according to the customs and practices of previous generations. This is how climate change becomes a severe threat to all forms of cultural heritage.

❖ After reading

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

The Earth faces a number of natural disasters. Those disasters range from droughts and floods to cyclones, hurricanes, earthquakes, and volcanic eruptions. Some of them are merely natural but others are the results of human actions. Human actions lead to climate change. Climate change disrupts the normal functioning of natural elements, which in turn, evolves into disasters. Consequently, it is a huge necessity for humans to mind the actions on nature. Any project of resource extraction should be planned with care. In addition, humans should preserve nature, practise reforestation, and favour ecotourism.

Lesson 4: READING 2

Environment and sustainability

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

The teacher asks the students to read the claim on page 31 and answer the questions.

- Identify some actions aimed at protecting the environment. (Possible answers: ecotourism/reforestation/rational extraction of natural resources/avoiding throwing rubbish in waters/using solar and electric energy instead of fuels/etc.)
- Say how we can create a world where the environment doesn't need to be protected. (Possible answers: By educating people on the necessity and the advantages of living in a safe environment).

The teacher will exploit the learning context after the "Before Reading" activity.

Learning context: A group of students of 1ère from your school is taking part in a holiday camp in the Kakum National Park in Ghana. They are reading a document about the protection of the environment in order to discuss the issue.

The teacher asks the students to take out their textbooks on page 68 and read the learning context silently 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 the Kakum National Park in Ghana, taking part in a holiday camp.)
- What are they reading? (Ans.: they are reading a document about the protection of the environment)
- Why? Or for which reason are they reading the document? (Ans.: They are reading the document in order to discuss the issue.)

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

❖ Let's read

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

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: d- sustainable practices

2- Read the text again and choose the appropriate synonym for each of the words below. **Example: a – 4**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- 3
- c- 1
- d- 2
- e- 1
- f- 2

3- Read the text and give short answers (2 lines maximum) to the following questions.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Sustainability refers to the responsible use of natural resources today to preserve them for both present and future generations.
- b- Forests are the most significant focus for sustainability groups.
- c- Approximately 18 million acres of trees are cleared each year for lumber or agriculture.
- d- Deforestation results in the destruction of the habitat of important organisms and the increase of soil erosion.
- e- Sustainable forestry consists of preserving forest ecosystems by planting new seedlings in deforested areas and reducing the number of trees cut down each year.
- f- To decrease resource depletion, many scientists are researching renewable energy sources.

4- Based on the last paragraph of the text, explain Jochen Zeitz's quote.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: sustainability entails the preservation of the environment. According to Jochen, sustainability isn't just about reducing negative impacts

on the environment. Instead, it's about actively creating positive changes and benefits for the planet and people. Or "sustainability isn't just about minimizing damage to the environment. It's about actively making positive contributions to improve it." NB: *Accept any correct answers.*

❖ **After reading**

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

Good morning, ladies and gentlemen!

Environmental sustainability is very important. Sustainability permits to preserve natural resources for both present and future generations. In other words, environmental sustainability means a healthy Earth.

Sustainability refers to the responsible use of natural resources. It includes the preservation of nature, ecotourism, reforestation, rational extraction of natural resources, etc. Therefore, you should avoid a certain number of actions you have been doing until now.

The Kakum National Park is a protected area. The forest and the animals from the park are all protected. You should no longer destroy that forest for agriculture. You should also stop cutting down trees for your furniture. You should avoid hunting in the park. Finally, don't throw your rubbish in the park. Preserve the Park, thank you!

Lesson 5: WRITING

Writing A Newspaper Article

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

The teacher asks the students to look at the picture on page 34 and answer the questions.

- What kind of documents are shown? (*Possible answer: newspapers*).
- Which types of writing can you find in such documents? (*Possible answers: we can find articles/speeches/reports/editorials*).

The teacher will exploit the learning context after the “Before writing” activity.

Learning context: The students of 1ère from your school are writing an article to raise their mates' awareness about the preservation of their environment in order to avoid diseases. The article will be published in their school English club magazine.

The teacher asks the students to take out their textbooks and read the learning context silently 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 an article.*)
- Where will the article be published? (*Ans: the article will be published in their school English club magazine.*)
- What are they writing about? (*Ans: They are writing about the preservation of their environment.*)
- Why are they writing about the preservation of their environment? (*Ans: to raise their mates' awareness and avoid diseases.*)

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

❖ Let's prepare to write

1- The table below describes the layout of a newspaper article.

Complete it with the words from the box.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- Conclusion b- Introduction c- Heading d- Main content

2- These are the different parts of a newspaper article in disorder.

Referring to the table in Activity 1, put them in the right order.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Erratum Page 35 exercise 2: consider the following six parts of a newspaper article instead of the ones in the student's book. Two parts are missing in the student's book.

a-

Unfortunately, humans cut down too many trees every year, disturbing, therefore, the ecological balance. As a consequence, many species of plants, birds, and animals have become extinct.

b-

Trees and plants are very important for the survival of mankind and animals. The importance of planting trees has been emphasized from time to time because they give numerous benefits to everyone.

c-

In one word, let us always remember how crucial trees are to the sustainability of life on Earth. We should grow more and more trees and practice afforestation then. This is the only way we can protect our Mother Earth. We are all concerned: save a tree, save your life.

d-

Trees make the world a better place to live. They exhale oxygen and inhale carbon dioxide. They also absorb harmful gases and give us fresh air to breathe. In addition, trees build a sheet to protect the earth from ultraviolet rays. They provide us with shade and food through their beans and fruits. Trees also save us from soil erosion, floods, and droughts.

e-

Moreover, trees serve as a habitat for thousands of species of animals, birds, and insects. They provide them with food and shelter, allowing them to survive so that future human generations can have the chance to observe them.

f-

Let's save Mother Earth

Answer key: f – b – d – e – a – c

3- Read the main content of the article in Activity 2 and answer the questions below.

- What does the article deal with?
- How important are trees?
- Which information does the author give about trees, in each paragraph?

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group

work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- It deals with the protection of the earth.
- Trees are very important for the survival of mankind and animals.
- The author gives different information about trees in each paragraph:
 - In paragraph 1, he talks about the importance of trees for the whole world.
 - In paragraph 2, he talks about the importance of trees for animals, birds, and insects.
 - In paragraph 3, he talks about forest destruction by humans.

❖ Let's write

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

Tips

- Your production must include a catchy headline, an introduction, a main content, and a conclusion.
- Start each paragraph with a topic sentence.
- Mind spelling and grammar rules.

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

Smart Students Thrive in Safe Schools!

We are all impacted by the environment in which we live. While we will be healthy in a safe environment, we will feel sick in a dirty environment. This obviousness is valid for all the environments where we live or work, including the school environment.

Simply speaking, the school environment refers to the area in which students study, work, eat, stay, and ease themselves at school. This includes classrooms, school yards, sports areas, school markets, cafeterias, water points, and toilets.

Different attitudes that students have can deteriorate the school environment. Throwing rubbish in the school yard or classrooms, not sweeping classrooms, urinating in the yard, and misusing toilets can lead to a dirty environment, which in turn can provoke diseases like typhoid fever and cholera.

To avoid diseases, students should keep their environment safe. They should throw rubbish in dustbins, sweep classrooms every day, and make good use of toilets.

In sum, students need to know that a dirty environment will cause diseases. On the contrary, a safe area will make them feel healthy and be in a good physical and psychological state to succeed in their study. Let's then take care of our school environment.

VOCABULARY / 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.

▪ FORMING ANTONYMS USING PREFIXES

The teacher shows the meaning of antonyms using prefixes by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Answer key:

- ~ The second word of each pair contains a prefix.
- ~ No, the words don't have the same meaning in each pair.
- ~ They are antonyms.

Find the antonyms of the words below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Balance: Imbalance

Attentive: Inattentive

Friendly: Unfriendly

Allow: Disallow

Use: Misuse

Skilled: Unskilled

Measurable: Immeasurable

Justice: Injustice

Honest: Dishonest

Interpret: Misinterpret

▪ USING GERUNDS

The teacher shows the meaning of gerunds "ing" by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Answer key:

- Cutting / It is used as a subject.
- Reforestation / It is used as an object.
- Protecting / it is used as a subject.

Use gerunds in the following sentences.

Example: a – Praising all alike is praising none.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys: (Erratum: Page 37 student's book, add "the" to "environment".
Sentence "c"

- a- Example
- b- Planting trees is better than cutting down trees.
- c- The tourists are wise. They hate destroying the environment.
- d- I like talking about environmental preservation.
- e- Nobody really loves working too hard.

▪ USING ARTICLES

The teacher demonstrates the use and meaning of articles by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Answer key:

The articles: the / a / an

They are followed by nouns. "An" is followed by an adjective and a noun.

Fill in the gaps with *a*, *an*, or *the*. Example: 1 – a.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

- 1- example
- 2- the – an
- 3- the
- 4- an
- 5- the
- 6- a

▪ COLLOCATIONS

The teacher shows the meaning of collocations by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Answer key:

- a- He *made* a mistake.

- b- I have *done* my homework.
- c- That was a *heavy* rain.

Choose the appropriate verb among the propositions between brackets to build the right collocations. **Example: a – pay.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- example	d- get
b- keep	e- making
c- came	f- make

UNIT SUMMARY

Guessing game: Who am I?

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

Find the right words from the following clues.

Answer keys:

a- Water

b- Volcano

c- Wind

d- Floods / storm / hurricane

e- Reforestation

The activities of the unit summary allow the teacher and the students to review key points taught throughout the unit for remediation.

Review

1- Identify the renewable resources in the list below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

Forest – Plants – Animals – Soil – Land – Minerals – Rocks and Stones – Metals
Platinum – Coal – Water – Oil – Natural gas – Wind – Sun – Sunlight

2- Find some disasters resulting from the human activities identified in the table below and fill in it.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Human activities	Disasters
Deforestation	Drought, soil erosion, famine, disappearance of animal species
Mining	Soil erosion, earthquake
Oil extraction from the ocean	Tsunami, oil spill leading to destruction of fishes.

3- Form nouns from the words in the boxes. One is done for you.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- To extract: **extraction**
- b- To hallucinate: hallucination
- c- To inspire: inspiration
- d- To quote: quote / quotation
- e- To conserve: conservation

- f- To destroy: destruction
- g- To abdicate: abdication
- h- To abolish: abolishment
- i- To imagine: imagination
- j- To tempt: temptation

4- Fill in the gaps with *a*, *an*, or *the*. Put *X* where there is no need to put an article. **Example: a – the.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- a
- c- an – a
- d- a – X
- e- The – the
- f- an – th
- g- a – X
- h- the
- i- an

5- Find the antonyms of the words between brackets and complete the sentences. **Example: a – disobey.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Example
- b- disappearing
- c- informal
- d- disagree

- e- immoral
- f- misadventure
- g- unhappy

6- Use the gerunds in the following sentences.

Example: a- Always check pronunciation before teaching a word.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Always check pronunciation before teaching a word.
- b- They told me that they like going to the national park.
- c- What he dislikes most is making bushfires.
- d- I hate cutting trees.
- e- Seeing is believing.
- f- Studying hard doesn't kill anybody.
- g- Walking is a good exercise.

❖ **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 will allow him to see the lesson foci to be reviewed.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	0	1	2
Talk about natural resources			
Talk about the effects of resource extraction			
Talk about climate change and natural disasters			
Talk about environmental sustainability			
Write a newspaper article			
Form nouns with the suffix -tion			
Form antonyms with prefixes			
Use gerunds and articles			
Use collocations			

Project 1

A leaflet on awareness-raising
about environmental preservation

The teacher will ask 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 will tell 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

Lesson 1: SPEAKING

Viruses and diseases

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

The teacher asks the students to look at the pictures on page 43 and answer the questions.

- **What are the three pictures about?** (Possible answers: They are about viruses or diseases.)
- **What is the man doing in picture 1?** (Possible answers: The man in picture 1 is a doctor trying to fight against the spread of a virus or disease.)
- **How are these people trying to limit the spread of the disease in picture 2?** (Possible answers: these people in picture 2 are trying to limit the spread of the disease by wearing face masks.)
- **What can you infer about the disease in picture 3?** (Possible answers: In picture 3 I can infer that the disease is dangerous because it can cause death. If we don't stop the dangerous viruses from spreading, more people will get very sick or even die. So, we must try our best to follow the rules and do things that can help prevent the virus from spreading)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: For the upcoming World Health Day, your school's Health Club is organizing a campaign to raise the population's awareness about COVID-19. To take part in the event, you are debating deadly viruses and diseases with your teacher during an English class.

The teacher asks the students to take out their textbooks and read the learning context silently 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 is the upcoming event?** (Ans: It is World Health Day.)
- **What is your school's health club doing?** (Ans: It is organizing a campaign to raise the population's awareness about COVID-19.)
- **Why? Or for which reason are you debating viruses and diseases?** (Ans: We are discussing viruses and diseases to take part in a campaign to raise the population's awareness about COVID-19.)

Finally, the teacher tells the students that, through a series of speaking activities, they will be prepared to discuss viruses and diseases (COVID-19) by the end of the day's lesson.

Note: the teacher can also design his own questions.

❖ New language

1- Which words or expressions from the word bank are related to COVID-19? Discuss it with your partner.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

respiratory difficulties – sneezing in the elbow – hand washing – sweating – bleeding – ageusia – cough – wearing a face mask – anosmia – hyposmia – staying home – vomiting – sore throat – fever – tiredness – keeping the distance

2- Now, with your partner, classify each word or expression about COVID-19 in the table below. One is done for you as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Symptoms of COVID-19	Precautions against COVID-19
~ respiratory difficulties	~ sneezing in the elbow
~ sweating	- hand washing
- bleeding	- wearing a face mask
- ageusia	- staying home
- cough	- keeping the distance
~ anosmia	
~ hyposmia	
~ vomiting	
~ sore throat	
~ fever	
- tiredness	

3-The words in column A are names of diseases. Match them with their synonyms or definitions in column B. **Example: 4-a**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

4-With your partner, pronounce the words below. Mind the syllables in red.

Symptoms –Treatment- Causes- Deadly- Precautions- Virus- Disease

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

NB: He listens to the learners' pronunciation and asks others to repeat if the pronunciation is correct. He will make corrections if necessary.

Answer key:

The syllables in red must be stressed.

❖ Let's communicate

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

Interviewer: What is Covid-19?

Member of the WHO: COVID-19 is a dangerous disease that can cause death. It was first detected in China in 2019 and arrived in Côte d'Ivoire in March 2020.

Interviewer: Talk about some of its causes and symptoms.

Member of the WHO: COVID-19 can be caused by contact with a person or an object contaminated by virus SARS-CoV-2. Respiratory signs, such as coughing, shortness of breath, or tightness in the chest; headaches, body aches, unusual fatigue; a sudden loss of smell without nasal obstruction, a complete disappearance of taste and diarrhea are some symptoms of COVID-19.

Interviewer: Suggest some precautions to avoid it.

Member of the WHO: To avoid it, we must respect precautions such as barrier measures. First of these precautions is to always wear your mask and avoid shaking hands. Secondly, we must stay at home when we show signs or agree to be quarantined in hospital and avoid contact with healthy people. Thirdly, you should wash your hands regularly. Then, you should cough or sneeze into the crook of your elbow or use a tissue. Finally, you have to take your COVID test and when it is negative you must get the vaccine.

Lesson 2: LISTENING

INFECTIOUS DISEASES

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

The teacher asks the students to look at the picture on page 45 and answer the questions.

- **Look closely at the pictures below and answer the following questions.**
- **What do these pictures mean to you?** (Possible answers: *The pictures mean that people are sick. Their sicknesses are infectious and caused by germs.*)
- **Do you agree with the quote? Justify your answer.** (Possible answers: *Yes, I do. Because germs are factors in the spread of certain diseases and infections. And sharing germs will spread disease. So, washing hands reduces germs spreading.*)
- **Apart from the battle for not sharing germs, what other battle shall we win to defeat infectious diseases?** (Possible answers: *Apart from the battle for not sharing germs, we shall win several battles beyond just preventing the spread of germs: improve health care access, vaccination, sanitation and clean water, and others.*)

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: On the National Health Day, you are attending a conference organized by the local bureau of the World Health Organization (WHO). You listen to a presentation on how to avoid infectious diseases.

The teacher asks the students to take out their textbooks and read the learning context silently 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 is the event organized?** (Ans: *It is a conference.*)
- **Why is the conference organized?** (Ans: *It is organized to celebrate the National Health Day*)
- **What do you do?** (Ans: *We listen to a presentation on how to avoid infectious diseases.*)

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

Note: the teacher can also design his own questions.

❖ Let’s listen

- 1- Listen to the audio passage and say what it is about. Select the right option from the list below.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Students listen to the audio passage and select the right option as they listen. The teacher conducts

feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Passage

LISTENING PASSAGE

Infectious diseases are disorders caused by organisms — such as bacteria, viruses, fungi, or parasites. Many organisms live in and on our bodies. They're normally harmless or even helpful. However, under certain conditions, some organisms may cause disease.

Some infectious diseases can be passed from person to person. Some are transmitted by insects or other animals. You may get others by consuming contaminated food or water or being exposed to organisms in the environment.

Signs and symptoms vary depending on the organism causing the infection but often include fever and fatigue. Mild infections may respond to rest and home remedies, while some life-threatening infections may need hospitalization.

Many infectious diseases, such as measles and chickenpox, can be prevented by vaccines. Frequent and thorough hand-washing also helps protect you from most infectious diseases.

Adapted from <https://www.mayoclinic.org>

Answer key:

The audio passage is about b) infectious diseases.

2- Listen to the audio again and say whether the following statements are true (T) or false (F). Example: a) F

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Students listen to the audio passage and say if the statements are true or false as they listen. The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

3- Listen to the audio passage again and fill in the blanks with the words you hear.

Example: 1- disorders

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Students listen to the audio passage and fill in the blanks with the words they hear as they listen. The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Passage

Infectious diseases are **disorders** caused by organisms — such as **bacteria**, viruses, fungi, or parasites. Many organisms live in and on our bodies. They're normally **harmless** or even helpful. However, under certain conditions, some organisms may cause disease. Some infectious diseases can be **passed** from person to person. Some are **transmitted** by insects or other animals. You may get others by consuming **contaminated** food or water or being exposed to organisms in the environment.

Answer key :

1- disorders (example) 2- bacteria 3- harmless 4- passed
5- transmitted 6- contaminated

❖ After listening

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

- An infectious disease can be defined as an illness caused by germs such as bacteria, and viruses that enter the body, multiply, and can cause an infection.
- Some ways of spreading are respiratory transmission, sexually transmitted diseases and contaminated food or water, close contact when an infected person coughs, sneezes, or talks, and infected surfaces
- To stop the disease, we must avoid crowded places as much as possible. Then, we must wear face masks and regularly wash our hands. Cleaning surfaces with a detergent helps to remove viruses. Covering coughs and sneezes, no touching eyes, nose, or mouth if your hands are not clean. Stay at home if you are feeling sick unless you need to meet a doctor. Get your vaccine if we test negative after the test.

❖ BEFORE READING (after the warm-up and review session)

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

- **What can you say about the pictures and the quote below?** (Possible answer: According to the pictures and the quote below, I can say that taking care of our diet can prevent us from having certain diseases. That's prevention, and it's better than struggling to take care of yourself once you're sick).
- **Do you agree with the quote? Justify your answer.** (Possible answer: Yes, I do. Our diet "the food we eat" is our first medicine. If we eat healthy food, it prevents us from getting sick).
- **Name some diseases and ways to avoid them.** (Possible answer: For diabetes, you must avoid eating too much sugar. For high blood pressure, avoid eating too much salt and practise sports).
- **Can all diseases be prevented? Justify your answer.** (Possible answer: No, not all diseases can be prevented because some are caused by things we can't control, like our genes or the environment.).

The teacher will exploit the learning context after the "Before Reading" activity.

Learning context: In 2021, you flew to London for your holidays. During your travel, the flight attendant gave you a brochure to read in order to identify the precautions to avoid COVID-19.

The teacher asks the students to take out their textbooks and read the learning context silently 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 a plane.)
- **What do they do?** (Ans: They read a brochure about precautions to avoid Covid-19)
- **Why do they read a brochure about precautions?** (Ans.: They read the brochure in order to identify the precautions to avoid COVID-19.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to discuss the precautions to avoid COVID-19 by the end of the day's lesson.

Note: the teacher can also design his own questions.

❖ Let's read

- 1- Read the passages below and select the appropriate heading for each of them.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-c 2-a 3-b

2-The words or groups of words in column A are from the three texts above. Match each of them with its synonym or meaning in column B.

Example : a-4

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

3- Read the three texts again and write short answers to the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- According to text 1, the risks of getting COVID-19 are higher in crowded areas.
- b- To make my environment safe to avoid getting COVID-19, I must
 - Avoid the 3Cs: spaces that are closed, crowded, or indoor close contact,
 - Meet people outside,
 - Open window to increase the amount of natural ventilation when indoors
- c- The hygiene rules that can protect against the disease are:
 - Regularly and thoroughly clean your hands with either an alcohol-based hand rub or soap and water,
 - Cover your mouth and nose with your bent elbow or a tissue when you cough or sneeze,
 - Clean and disinfect surfaces frequently, especially those that are regularly touched.
- d- Five symptoms of COVID-19: fever, cough, tiredness, difficulty breathing, and loss of taste or smell.
- e- If you feel that you are infected with COVID-19, you must seek medical attention immediately.

❖ **After reading**

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

From: denisburry@gmail.com

To: thomasbluecastle@gmail.com

Cc:

Subject: Telling you about COVID-19

Hello Thomas,

I was pleased to receive your email last time. I haven't answered yet because I was a bit busy. I hope that you and your family are well. As far as I'm concerned, I feel good. For the information you asked, let me tell you that the virus of COVID-19 spreads through the air. You can be infected with this disease if you get in close contact with an infected person.

To keep yourself safe from the disease, keep your distance from people, wear a face mask, and wash regularly your hands with soap and water or with an alcohol-based solution.

COVID-19 patients are first of all, isolated. Then, they are tested to see how long they got infected and medication is given to them to cure them.

I hope that I have provided you with the necessary information to keep you safe from COVID-19.

Take care.

Bye for now.

Your friend, Denis

Lesson 4 : READING 2

THE DEADLIEST DISEASES

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

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

- Are they viruses or diseases? (*Possible answer: diseases*).
- Can you name them? (*Possible answer: picture 1 = diabetes. Picture 2 = stroke or cerebrovascular accident "CVA" and picture 3 = breast cancer*)
- What do you know about these diseases? (*Possible answers: These diseases are referred to as silent killers; they are deadly diseases*).

The teacher will exploit the learning context after the "Before Reading" activity.

Learning context: On the World Breast Cancer Day, October 19, also called Pink October, you receive books from the WHO (World Health Organization) Representative from Britain. You read them in order to collect information about the deadliest diseases.

The teacher asks the students to take out their textbooks on page 68 and read the learning context silently 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 celebration of World Breast Cancer Day*)
- What do they do? (*Ans: They read books on the deadliest diseases*)
- Why do they read the books? (*Ans.: They read the books in order to collect information about the deadliest diseases.*)

Finally, the teacher tells the students that, through the exploitation of the text, they will be prepared to discuss the deadliest diseases by the end of the day's lesson.

Note: the teacher can also design his own questions.

❖ Let's read

1- Read the text below quickly and say what it is about. The text is about:

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: a) noncommunicable diseases.

2- Read the text again and match the words or expressions from the text in column A to their synonyms or meanings in column B. The line reference may help you. **Example: 1-F.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

3- Now complete the table with the suitable information from the text.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

DISEASES	RISK FACTORS	PREVENTION
CAD	High blood pressure; high cholesterol; smoking; family history of CAD; diabetes; having overweight	Exercise regularly; medications; maintain a regular weight; eat a balanced diet; avoid smoking
STROKE	High blood pressure; family history of stroke; being African American; being female	Medications; controlling high blood pressure; maintain a healthy lifestyle; exercise regularly; quit smoking
DIABETES	Overweight or obesity; high blood pressure; older age, unhealthy diet; lack of exercise	Exercise regularly; nutritious diet; control blood sugar levels

❖ After reading

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

Good morning, everyone,

My name is Berenice Koffi, and I'm happy to talk to you today about the important issue of the deadliest diseases. A deadly disease is a fatal illness that can take your life at any moment. They are most of the time referred to as silent killers because you may not know about their existence until it is too late for you. Some of these deadliest diseases are hypertension, diabetes, stroke, and coronary artery disease (CAD). The common risk factors for these diseases are unhealthy diet, lack of physical exercise, or family history concerning these

diseases. To lower the risk of these diseases, it is important to have a healthy diet and lifestyle, take medication, and exercise a lot.

Thanks for listening to me.

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

The teacher will ask the students to look at the writing tips on page 53 and answer the questions.

▪ Tips for writing informal emails

Select those you think are tips for writing informal emails. (*Possible answer: use an informal and friendly tone, start with a casual greeting, use contractions to be brief, end the email using ways like "see you later, take care, see you soon, thanks, etc."*).

The teacher will exploit the learning context after the "Before writing" activity.

Learning context: The students of 1ère from your school are writing emails to their American pen-friends. They want to get information about the deadliest diseases for the preparation of their presentation about the issue.

The teacher asks the students to take out their textbooks and read the learning context silently 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 are the students involved in this situation? (*Ans: The students of 1ère from our school*)
- What are they doing? (*Ans: They are writing an email to their American pen-friends.*)
- Why? (*Ans: They want to get information about the deadliest disease for their presentation.*)

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

Note: the teacher can also design his own questions.

❖ Let's prepare to write

Study the model email on page 53 and answer the questions that follow it.

- 1~ Match each numbered part of the model informal email with its correct description from the list below. **Example: 1 - e. sender**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: 1-e. sender; 2-c. subject; 3-f. salutation; 4-a. body; 5-d. closing; 6-b. signature

2- Read the email again and answer the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Agoua is the author of the email.
- b- It is addressed to Anzoua.
- c- They are friends.
- d- The language is informal. You're, I'm, my dearest ...

❖ Let's write

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

From: denisburry@gmail.com

To: thomasbluecastle@gmail.com

Cc:

Subject: Information about the deadliest diseases

Hello Thomas,

It's always a pleasure to write you. I hope that you're doing well.

I am writing you this letter to ask for more information about the deadliest diseases, their risk factors, and the precautions to lower their risks, as you are a doctor and a good one. Thanks for answering me as soon as possible. I look forward to hearing from you.

Take care.

Bye for now.

Your friend,

Denis

VOCABULARY / 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.

▪ CONNOTATION AND DENOTATION

The teacher shows the meaning of connotation (implicit meaning or hidden meaning) and denotation (literal meaning or the exact meaning of the words) by providing clear examples in context and engaging students in activities that require using the structure appropriately.

The sentences below are about Aicha's illness. Say if the words in bold express denotation or connotation. **Example: 1 = connotation**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1=**connotation**

2=**denotation**

3=**denotation**

4=**connotation**

5=**denotation**

6=**connotation**

7=**connotation**

8=**denotation**

▪ PHRASAL VERBS WITH "out"

Note: The teacher shows the meaning of phrasal verbs with "out" by providing clear examples in context and engaging students in activities that require using the structure appropriately.

ERRATUM: LET'S STUDY page 56 student's book "to be very noticeable **in one way**" instead of "**on** one way"

The paragraph below is about Aicha's health problems. Fill in the gaps with the phrasal verbs from the box.

Example: 1- broke out

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group

work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

1- broke out 2- put out 3- knock out 4- turned out 5- figure out 6- die out

UNIT SUMMARY

Review

The activities of the unit summary allow the teacher and the students to review some key points throughout the unit for remediation.

1-The words in column A are about diseases and viruses. Match them with their synonyms or definitions in column B.

Example: a-5

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

2-The statements below are about diseases and viruses. As you study the words in bold, say whether they refer to denotation (D) or connotation (C).

Example: 1. illnesses-D

ERRATUM: page 57 read "they refer to denotation (D) or connotation (C)" instead of "they refer to **for** denotation (D) or **for** connotation (C)"

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- illnesses-D 2-germs-D 3- illnesses-C 4-sick-D
5-germs-C 6- viruses-D 7- viruses-D 8- sick-C

3-The sentences below are about diseases and viruses. Fill in the gaps with the best option between brackets to make them meaningful.

Example : a- broke

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- broke b-stamp c-root d-figure e-knock f-turned

❖ Let's self-evaluate

- Assessing my achievements after Unit 3.

After the six (06) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback will allow him to see the lesson foci to be reviewed.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	Yes	More or less	No
talk about viruses and diseases			
talk about infectious diseases			
talk about precautions			
talk about the deadliest virus			
write an informal e-mail			
understand denotations and connotations			
use phrasal verbs with "out"			

UNIT 4



CRIME AND VIOLENCE

LESSON CONTENT OVERVIEW

- Talking about school violence
- Listening and talking about Gender-Based Violence
- Reading and talking about hate crimes in the USA
- Reading and talking about cyber criminality in Africa
- Writing a meeting report
- Compound words
- Prefixes and suffixes
- The passive voice

Lesson 1: SPEAKING

SCHOOL VIOLENCE

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

The teacher asks the students to look at the picture on page 61 and answer the questions.

- Is the person in the picture a student? (Possible answer: yes, the person is a student.)
- Why is he hiding a gun? (Possible answers: because guns are forbidden at school)
- What is the reason why school is becoming a dangerous place? (possible answer: school is becoming a dangerous place because some students are victims of school violence)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: In order to raise their awareness about the prevention of school violence, the students of Iere from your school have been invited to a debate at the Nigerian embassy. They are talking about school violence.

The teacher asks the students to take out their textbooks and read the learning context silently 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 been invited to? (Ans: They have been invited to a debate.)
- Where is the debate taking place? (Ans: at the Nigerian embassy)
- What are the students discussing? (Ans: They are discussing school violence)

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

Note: the teacher can also design his own questions.

❖ New language

1- Match the words from the box below with their meanings. **Example:**

1- hurtful

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-hurtful 2-rape 3-weapon 4-brandishing 5-threat
6-coercion 7-cyberbullying 8-arson 9-malicious 10-punching

2- Find the appropriate form of violence from the list below and fill in the table. An example is given in each category.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Physical violence	Sexual violence	Psychological violence	Cyberbullying
- hitting -punching	- sexual harassment -sexual intimidation -rape -unwanted touching -sexual coercion	- insulting -threat -humiliating or brandishing a weapon -isolating -malicious rumours	- false information on the internet -hurtful comment online -posting embarrassing photos and videos online

3- Read the passage and fill in the blanks with the words from the box below.

Example: 1-physical

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- physical 2- online 3- victim 4- video 5- depression
6- performance 7- hurt 8- violent

❖ Let's communicate

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

Violence in school can be considered as anything that implies verbal, sexual, or physical hurt toward students in the school environment.

There are many factors related to school violence. The use of alcohol, drugs, or tobacco for example can account for the violent behaviour of students in their schools. In addition, watching violent movies or playing violent video games can impact students' attitudes and influence negatively their interactions with their peers.

As a result, school violence has many consequences such as depression, and anxiety. The victims of school violence are sometimes exposed to mental or physical health.

To limit the impact of school violence, some solutions can be suggested. For example, students can anonymously report any form of violence to school authorities. They can also inform adults about violent behaviour to be protected. Moreover, school authorities should inform parents about the violent attitudes of their children.

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

The teacher asks the students to look at the picture on page 63 and answer the questions.

- **How do you interpret the red hand in the picture?** (*Possible answers: the red hand in the picture reveals that women and girls are victims of violence and this red hand says stop to gender-based violence*).
- **What is Gender-Based violence?** (*possible answer: It is all forms of violence that women and girls are victims of.*)
- **Why is it harmful to women and girls?** (*possible answer: Because it has some negative impacts on girls and women*)

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: At the English club of your school, the students of here are listening to an Agnia FM program on Gender-Based Violence in order to discuss the issue.

The teacher asks the students to take out their textbooks and read the learning context silently 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 an Agnia FM program on Gender-Based Violence*)
- **Why? Or for which reason are they listening to the program?** (*Ans.: They are listening to the program in order to discuss the issue.*)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to discuss Gender-Based Violence by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ Let’s listen

- 1- Listen to the audio and select the phrase that best summarizes the passage.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- *C social norms as a cause of Gender-Based Violence in West Africa*

Listening passage

The Panel examined how social norms drive inequality and discrimination against women and girls and people with disabilities leading to gender-based violence.

Baruwa, a gender and development practitioner leading work on ending violence against women and girls on the West African front for Ford Foundation, said in her opening remarks that the session was to interrogate “the influence of negative gender social norms and cultural practices on how women and girls are viewed in the society. It would also help us create a space to discuss and develop an understanding of how culture itself, religion and even colonial norms help to place women in subordinate positions.”

One of the panellists, the Director of Programmes for WARDC, Ms Emmanuela Azu, said most forms of violations particularly against women and girls were man-made cultural practices infused into religion as well, for validation.

She said that one of the approaches by her organisation WARDC is to approach traditional custodians who have influence in communities to make them understand the implications of certain acts so they can sensitise the people by themselves to reduce the incidents of GBV. According to her, the effort to end GBV is a collective one that must involve traditional rulers, political stakeholders, law enforcement agents, and many others.

Adapted from [guardiannewspaperfebruary2023](#)

2- Listen to the passage again and complete the sentences with the missing words. Use the words from the box below.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: **If** students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make **students understand**.

Answer key:

1- *social* 2- *inequality* 3- *girls* 4- *traditional* 5- *implication*
6- *sensitize* 7- *reduce*

3- Listen to the audio passage again and identify the statements of Baruwa and Ms Emanuella Azu. Then, in the table below, put a tick for Baruwa’s statements and a cross for Ms Emanuella Azu’s statements.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer key:

Baruwa's statements

- ✓ *The session was to interrogate how religion and even colonial norms help to place women in subordinate positions*
- ✓ *The session was to interrogate the influence of negative gender social norm*
- ✓ *The session was to interrogate how women and girls are viewed in the society*

Ms Emanuella Azu's statements

X- Most forms of violations particularly against women and girls were man-made cultural practices.

X- WARDC's objective is to approach traditional custodians who influence their communities.

X- The effort to end GBV is a collective one that must involve traditional rulers.

❖ After listening

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

Gender-Based violence refers to harmful acts of abuse generally perpetrated against girls and women.

Gender-Based Violence includes physical violence, verbal and sexual abuse, and harmful practices.

Gender-Based Violence has many causes such as cultural norms and beliefs, poverty, and gender inequality. Consequently, Gender-Based Violence negatively impacts girls and women's lives. For example, women and girls' victims of gender-based violence suffer from emotional distress. In addition, the victims of sexual abuse are exposed to sexually transmitted infections or complications during pregnancy and birth.

Governments should adopt laws to protect women and girls against gender-based violence.

Lesson 3: READING 1

HATE CRIME

❖ BEFORE READING (after the warm-up and review session)

The teacher asks the students to look at the picture on page 65 and answer the questions.

- Look at the picture and say what the people are doing. (Possible answers: people are protesting).
- Why are they protesting? (Possible answer: they are protesting against hate crimes in the USA).
- How can you explain the increase in hate crime in the USA? (possible answer: Hate crimes in the USA are due to several factors such as racism, xenophobia, and other forms of discrimination, economic and social uncertainty, political and social tensions, social media influence, and others)
- What do you understand by “BLACK LIVES MATTER”? (possible answer: “BLACK LIVES MATTER” means that Black people should be treated fairly and not hurt because of their race. It calls for justice and equality, especially against unfair treatment by the police.)

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: The students of Iere from your school are invited by the embassy of the USA to participate in a panel discussion on the increased rate of hate crime in the USA. Before the event, they are reading a text about the issue to gather much information.

The teacher asks the students to take out their textbooks and read the learning context silently 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 USA embassy.)
- What are the students doing? (Ans: They are reading a text on the increased rate of hate crime in the USA.)
- Why? Or for which reason are they reading the text? (Ans: They are reading the text to gather much information on the issue.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to **discuss** the increase in hate crimes in the USA by the end of the day’s lesson.

❖ Let’s read

- 1- Read the text and select the correct option.

The teacher sets the task by giving the instructions in the student's book on page 65. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: 1-C the text deals with the: increasing rate of hate crimes in the USA

2- Read the text again and find the words defined below in the text.

Use the lines references. **Example: a-release**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

*a- released b- bias c- target d- horrific e- gunman
f- unabated g- antisemitic h- decline i- disturbingly*

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

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- The city with the highest rate of crime in the USA is Los Angeles

b- FBI defines a hate crime as a criminal offence motivated in whole or in part by the offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.

c- Most hate crimes have been motivated by racial bias.

d- African American; Jewish and Asian communities.

e- The ADL tracks both hate crimes and hate incidents.

f- Yes, Asian hate crime rose sharply during the pandemic because of the association of the COVID-19 virus with China.

❖ After reading

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

Hate crime is defined as a criminal offence motivated in whole or in part by the offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.

Hate crime in the USA is mainly caused by racial or religious discrimination. For example, African American and Asian communities are victims of racial hate crimes whereas Jewish are victims of religious hate crimes.

To limit hate crimes in the USA, governments should protect vulnerable communities by adopting some measures to punish the people responsible for hate crimes.

Lesson 4: READING 2

CYBERCRIME IN AFRICA

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

The teacher asks the students to look at the picture on page 68 and answer the questions.

- What does the picture make you think of? (Possible answers: a hacker, a cybercriminal, cybercrime, hacking, etc.).
- How is it related to cybercrime? (Possible answers: the picture shows a person, a hacker, or a cybercriminal who tries to hack or break into a computer system).
- Why has cybercrime expanded in Africa? (possible answers: there are several reasons: rapid digital transformation, lack of cybersecurity awareness, weak laws and rules, more online activity, money motivation, social engineering attacks, etc.)

After the before reading activity, the teacher will exploit the learning context.

Learning context: The students of 1ere from your school are invited by the Nigerian embassy to participate in a panel discussion on cybercrime in West Africa. They are reading a text on the topic in order to talk about the issue

The teacher asks the students to take out their textbooks on page 68 and read the learning context silently 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: The Nigerian embassy)
- What are the students doing? (Ans: They are reading a text on cybercrime in West Africa.)
- Why? Or for which reason are they reading the text? (Ans: They are reading the text to discuss the issue of cybercrime in West Africa)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to discuss cybercrime in West Africa by the end of the day's lesson.

❖ Let's read

1- Read the text below and choose the correct option.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

d- Nigerian Black Axe network

2- Match the words in column A from the text with their meanings or synonyms in column B. One word in column B is not concerned. The line references of the words are indicated. **Example: 1 – e**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

3- Read the text and say if the sentences are true or false. Justify your answers with the lines. **Example: 1 – T (lines 1-2)**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- True (L1-2) 2- False (L5-6) 3- False (L12-13)
4- False (L18-20) 5- True (L20-21) 6- True (L21-22)

❖ After reading

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

Cybercrime in West Africa is mainly caused by poverty. The high rate of unemployment leads young people to develop cybercriminal networks. Another factor of cybercrime is the desire of young people to get rich rapidly.

Therefore, cybercrime harms people and the economy of West African countries. For example, hacking and banking frauds can result in financial losses in the countries.

Cybercrime can be stopped by adopting strict laws and rules against cybercrime and developing cyber security systems in West African countries.

Lesson 5: WRITING

WRITING A MEETING MINUTE

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

The teacher asks the students to read the Minute of the English Club Meeting on page 71 and find the appropriate sub-heading for each part.

- Read the minute below and find the appropriate sub-heading for each part.

Answer keys:

1- Introduction

2- Problem 1

3- Problem 2

4- Conclusion and recommendations

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: The students of lère from your school are taking part in a writing competition organized by the British embassy. They are asked to write a meeting minute.

The teacher asks the students to take out their textbooks on page 68 and read the learning context silently 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 organizes the competition? (*Ans: The British embassy*)
- What are the students asked to do? (*Ans.: They are asked to write a meeting report.*)

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

❖ Let’s prepare to write

- 1- Read the minute model and say if the sentences are true (T) or false (F). Example: a-False

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

2- Write the phrases in the correct part of the table below. The first one is done as an example

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Impersonal	Personal
<ul style="list-style-type: none"> - A number of people complained that ... - It would be better to modify the schedule for the text meeting - A range of solutions was suggested 	<ul style="list-style-type: none"> - My classmate and I think - Maya mentioned that... - I suggested a solution. - We do not think it is a good idea to work on Saturday

❖ Let's write

Note: Before the students start writing, the teacher draws their attention to the writing tips in the student's book on page 73 so that they can use them to make their production.

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

Introduction

This report aims to shed light on the issues related to school violence and evaluate the seriousness, impact, and prevention of violence in our school.

One crucial issue was discussed at a meeting on September 6, which was attended by 70 of the 100 community members and school administration staff.

Problem 1: lack of a security system in the school

A number of participants complained about the lack of a security system in the school. This situation is dangerous and exposes students to physical violence and bullying. Therefore, controlling access to the school building and including the presence of security guards were suggested as solutions to solve the problem of weapons in the school environment.

Problem 2: Students victims of harassment and bullying

It was remarked that many students were victims of harassment and bullying. Most of the time, girls and fresh students undergo verbal abuse and physical aggression. As a result, the students who are victims of violence get physically injured and are exposed to mental health.

As a solution to this situation, the school administration staff intends to create an anonymous reporting system that can help victims denounce the violent behaviors of their peers.

Conclusion and recommendations

Considering the issues mentioned, the school needs to implement violence prevention programs. These programs will equip students, teachers, and staff with the tools they need to recognize and prevent acts of violence.

Until then, the school administration could consider partnering with local police to reinforce security and inform parents about any violent behavior shown by their children.

VOCABULARY / 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.

- COMPOUND NOUNS: NOUN + NOUN

The teacher shows the meaning of compound nouns by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Complete the following compound nouns using nouns from the box below.

Example: 1-death penalty

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- *death penalty* 2- *labour force* 3- *climate change* 4- *bus stop* 5- *generation gap*
6- *Computer technology* 7- *clock alarm* 8- *pocket money*

- PREFIXES AND SUFFIXES

- PREFIXES

Note: The teacher shows the meaning of prefixes by providing clear examples in context and engaging students in activities that require using the structure appropriately.

The sentences below are about violence in school. Use the words in brackets to complete the following sentences. Add the correct prefix from the box below.

Example: 1- undoing

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- *undoing* 2- *disengage* 3- *uncover* 4- *oversee*
5- *misunderstand* 6- *reintegrate*

Adjective suffixes

Note: The teacher shows the meaning of a suffix by providing clear examples in context and engaging students in activities that require using the structure appropriately.

These sentences are about cybersecurity. Use the words from the box below and fill in the blanks with the appropriate adjective. Example: unbreakable

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- *unbreakable* 2- *malicious* 3- *impactful* 4- *fundamental* 5- *reliable* 6- *defenseless*

▪ **Passive voice**

Note: The teacher shows the meaning of passive voice by providing clear examples in context and engaging students in activities that require using the structure appropriately.

The sentences below are about hate crimes. Transform them into the passive. Number 1 is done for you as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- *The suspect in connection with the hate crime against the local mosque was arrested.*

2- *The victim's story was widely shared on social media.*

3- *Educational initiatives will be launched to raise awareness about hate crimes.*

4- *Incidents of hate crimes have been reported across the city.*

5- *Active efforts will be made to ensure that victims receive appropriate support.*

6- *Various communities have been affected by hate crimes.*

7- *Legislative measures are currently being debated by lawmakers to strengthen laws against hate crimes.*

8- *Awareness campaigns are being conducted to educate the public about the impact of hate crimes.*

UNIT SUMMARY

The activities of the unit summary allow the teacher and the students to review key points taught throughout the unit for remediation.

Review

- 1- The passage below is about robbery. Fill in the gap with the words from the box below. **Example: committed**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- *committed* 2- *robbery* 3- *accused* 4- *investigated* 5- *evidence* 6- *scene* 7- *guilty*

- 2- The expressions below are related to the forms of school violence. Use the words from the box and complete the table with the appropriate form of school violence. **Example: 1- Cyber-bullying**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- Cyber-bullying
- 2- bullying
- 3- psychological violence
- 4- sexual violence
- 5- physical violence

- 3- use the suffixes -able; -al; -ous; -ful; to form adjectives and fill in the table. **Example: 1- dangerous**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- *dangerous* 2- *famous* 3- *musical* 4- *helpful* 5- *painful*
6- *reliable* 7- *washable*

4- The sentences below are about hate crimes. Complete the following sentences with the correct passive verbs from the box below.

Example: 1- was found

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- *was found*
- 2- **were** *reported*
- 3- *will be enacted*
- 4- *have been launched*
- 5- *are being spotlighted*
- 6- *have been supported*
- 7- *are being targeted*

5- These sentences are about criminal actions. Fill in the gaps with the compound words from the box below. **Example: 1- knife crime**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- *knife crime* 2- *life sentence* 3- *armed robbery* 4- *gang violence*
- 5- *domestic violence* 6- *child abuse* 7- *death penalty*

❖ Let's self-evaluate

- Assessing my achievements after Unit 4.

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

Now I can	Yes	No
talk about school violence		
Listen and talk about Gender-Based Violence		
Read and talk about hate crimes in USA		
Read and talk about cyber criminality in Africa		
Write a meeting report		
Use compound words		
Use prefixes and suffixes		
Use passive voice		

UNIT 5



HUMAN RIGHTS

UNIT CONTENT OVERVIEW

- **Talking about children's rights**
- **Listening and talking about women's rights**
- **Reading and talking about forced marriage**
- **Reading and talking about child labour**
- **Writing a formal letter**
- **Making Conditional sentences**
- **Idioms**

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

The teacher asks the students to look at the picture on page 81 and answer the questions.

- **Who can you see?** (*Possible answer: I can see many children in the street with banners and placards.*)
- **Guess what they are claiming.** (*Possible answer: They are claiming their rights.*)
- **Do you agree with their claim?** (*Possible answer: Yes, I do because the future belongs to children.*)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: For the upcoming Human Rights Day, you discuss the conditions to guarantee your rights as children with your classmates during an English class.

The teacher asks the students to take out their textbooks and read the learning context silently 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 an English class.*)
- **What are they doing?** (*Ans: They are discussing human rights*)
- **What for? Or for which reason are they discussing Human rights?** (*Ans.: They are discussing Human rights to guarantee their rights as children*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to discuss Human rights.

Note: the teacher can also design his own questions

❖ New language

1~ The sentences below are definitions of the word “RIGHTS.” Read them and choose the most appropriate.

The teacher sets the task by giving the instructions in the student’s book on page 81. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a= Rights are rules about what a person is allowed to do or have.

2/

a) Look at the words or expressions in the box. Listen and repeat after your teacher. Pay attention to the stressed syllables.

The teacher models the words and phrases aloud for the students to listen. Then, he asks them to repeat to check their pronunciation. Next, he highlights the meaning of each word or phrase required to complete the next activities.

Answer key: (Students listen and repeat after the teacher)

health – education – family life – adequate standard of living –

play and recreation- non-discrimination - be protected from abuse and harm- freedom - go on strike

b) Write down the words or expressions that are linked to children's rights.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students to discuss their choices.

Answer key: Words related to children's rights

health – education – family life – adequate standard of living – play and recreation – non-discrimination – be protected from abuse and harm – freedom.

3- You have attended a conference on children's rights. Below is the conversation you had with your Nigerian friend Smith who missed that conference. Complete your parts with the suitable words or expressions from the box in Activity 2.

Example: a) education

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a) education b) health c) adequate standard of living d) family life e) play and recreation f) non-discrimination g) be protected from abuse and harm

4- Study the dialogue above, then in pairs, ask and answer questions about your rights. EXAMPLE A: What are your rights?

B: It is my right to work and receive a good wage

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

I have the right to health

I have the right to education

I have the right to family life

I have the right to freedom. Etc...

❖ Let's communicate

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

Ladies and gentlemen,

My name is Jean Desiré, and I am here to talk about children's rights. First, I will list some children's rights, then point out some violations of these rights, and finally suggest some solutions to protect them.

Children's rights are numerous and just as important as those of any human being. They have the right to life and health. They also have the right to education and to be protected from any exploitation or harm.

However, many of those rights are recurrently violated in our societies today. Some children cannot be sent to school by their parents and are compelled to join the street. Among them, some are exploited in some factories where they have to lift or carry heavy loads. In addition, some are used as workers on plantations.

That situation renders those children illiterate, spoils their future and even affects their health and lives.

To address that issue, parents should first be made aware of the importance of education in their children's lives. Secondly, parents who violate their children's rights should be compelled to respect those rights.

In conclusion, children have many rights that are unfortunately violated. To stop these violations, measures such as raising awareness among those who violate children's rights and using legal enforcement to ensure compliance could help address the issue.

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

The teacher asks the students to look at the picture on page 83 and answer the questions.

- **Say who the people are.** (Possible answer: *They are women.*)
- **Guess what they are claiming.** Possible answer (*They are claiming their rights.*)
- The box below contains words or expressions related to different types of violence against women, use them to complete the following definitions. **Example** -1 Domestic violence

Answer key :

1-Domestic violence 2- Sexual violence 3- Femicide 4- Human trafficking 5 - Female genital mutilation 6- Child marriage 7- Digital violence

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: For the upcoming celebration of Women’s Day at the British Council, you decide to listen to a programme on The British Broadcasting Corporation (BBC) about women’s rights in order to deepen your knowledge and prepare a talk on that issue.

The teacher asks the students to take out their textbooks and read the learning context silently 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 listening to a radio programme.*)
- **What is the programme about?** (Ans: *the programme is about women’s rights.*)
- **Why are you listening to that radio programme?** (Ans: *We are listening to that radio programme to deepen our knowledge and prepare a talk on that issue.*)

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

Note: the teacher can also design his own questions.

❖ **Let's listen**

1- **Listen to the podcast and write down the correct option. Just use the letter**

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer key:

c.violence against women in Kenya

2 - **Listen to the audio passage again and give numbers to the words or expressions in the order you hear them.**

One is done for you as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer key:

Enraged	3	Injured	5
Paralyzed	4	domestic violence	1
Outraged	6	wife-beating	2

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 by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer keys:

a – T b- T c- F d- F e- T f – F

❖ After listening

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

Production

Women are human beings and have many rights. They have the right to freedom of speech, education, and work. Yet, in some regions of the world, these rights are denied, restricting women to household chores.

To address this issue, governmental authorities should first raise awareness in communities where this problem is prevalent. Then, they should take drastic measures, such as punishing those who violate women's rights. Finally, governmental authorities should pass bills promoting women's rights and gender equality.

We believe these measures would effectively stop violations of women's rights and allow them to enjoy their rights fully.

The audio passage

Nairobi: Kenya has a law against **domestic violence**, but implementation is difficult.

Kenya's current law against **wife-beating** was prompted some years ago by a particularly dramatic incident of a common problem — one that is not unusual across Africa. In December 1998 a Kenyan police officer, Felix Nthiwa Munayo, got home late and demanded meat for his dinner. There was none in the house. **Enraged**, he beat his wife, Betty Kavata. **Paralyzed** and brain-damaged, Ms. Kavata died five months later, on her 28th birthday.

But unlike many such cases, Ms. Kavata's death did not pass in silence. The Kenyan media covered the story extensively. Images of the fatally **injured** woman and news of her death generated nationwide debate on domestic violence. There followed five years of protests, demonstrations and lobbying by non-governmental organizations (NGOs), as well as by **outraged** men and parliamentarians. Finally, the government passed a family protection bill .

<https://www.un.org/africarenewal/magazine/special-edition-women-2012/taking-violence-against-women-africa/16/06/2023>

Lesson 3: READING 1

FORCED MARRIAGE

❖ BEFORE READING (after the warm-up and review session)

The teacher asks the students to look at the pictures on page 85 and answer the questions.

- Describe the feeling of the bride and groom in picture 1. (Possible answers: *They look happy*).
- Does the bride in picture 2 consent to the marriage? (Possible answer: *No, she doesn't*).
- What do you call that form of marriage? (possible answer: *forced marriage*)
- What is your opinion about it? (Possible answer: *For me, forced marriage is not a good thing because it is a violation of women's rights*.)

The teacher will exploit the learning context after the "Before Reading" activity.

Learning context: You have come across a text about forced marriage in Africa in the New York Times, an American daily Newspaper. You decide to read it in order to get well-informed and discuss the issue with your American pen-friend.

The teacher asks the students to take out their textbooks and read the learning context silently 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 you come across? (Ans: *a text about forced marriage in Africa*.)
- Where did you find the text? (Ans: *in the New York Times, an American daily newspaper*.)
- Why do you read the text? (Ans: *We read the text in order to get well-informed and discuss the issue with our American pen-friend*)

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

Note: the teacher can also design his own questions.

❖ Let's read

1- Read the text below and choose the suitable main idea.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: c-the causes and consequences of forced marriage

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.

ERRATUM page 86 student's book: Read "Example: 1- d. covering" instead of "Example: 1-covering"

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- d. covering (example)
- 2- e. forced
- 3- f. agreement
- 4- g. subgroup
- 5- h. constitute
- 6- i. inequality
- 7- c. difficulty
- 8- a. remarkable
- 9- b. having sex with someone by force

3-Forced marriage has diverse causes and consequences. Read the text again and complete the chart below. The first one is done for you as an example

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Causes of forced marriage	Consequences of forced marriage
-Poverty and economic imbalance (example)	- health-related complications from pregnancies in under-aged girls.
- cultural practices	- inability to earn a decent income due to lack of education
-avoidance of unwanted pregnancies	- traumatic emotional experiences due to rape cases.
-Moral standards protection	- low chances of contributing meaningfully to society
	- limited opportunities to participate in politics and take up leadership

4-Read the text again then decide whether the statements below are true or false. Write T for True and F for False. Justify your answer by indicating the lines. **Example: a - T (line 2)**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a-T (lines 2-3) Example b- F (lines 4-5) c- F- (lines 8-9) d- T- (Line 15-16)
e- F-(Line 24-25) f- T- (Line 27-28)

❖ After reading

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

Marriage is generally celebrated on the condition that both the woman and the man have agreed to get married. Still, some women are forced to marry men without their consent.

In some regions of my country, some girls are shown their future husbands before they reach the age of puberty, without their consent. When they reach puberty, the marriage is celebrated by force, regardless of their opinion. In some regions, the child is given to the man by the parents, although child marriage is strictly prohibited by law. Another form of forced marriage in my country is when a widow is forced to wed another member of her deceased husband's family against her will.

The reason for these practices is socio-cultural. These are traditional practices that have become social norms that people living in those societies feel compelled to comply with.

These practices affect the lives of thousands of women and therefore must stop so that women can fully express their right to freedom and enjoy their lives.

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

The teacher asks the students to look at the picture on page 88 and answer the questions.

- Describe the picture. (*Possible answers: We see two boys pushing a loaded cart.*)
- What do you call this phenomenon? (*Possible answers: child labour*)
- Do you agree with it? (*Possible answers: No, I don't*)
- Where should the place of these children be? (*Possible answers: at school*)

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: You have received some leaflets about child labour on Human Rights Day. You are reading them in order to gather much information and raise the population’s awareness about the issue.

The teacher asks the students to take out their textbooks on page 88 and read the learning context silently 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 is the event celebrated? (*Ans: Human Rights Day*)
- What have you received? (*Ans: some leaflets about child labour*)
- Why are you reading them? (*Ans: We are reading them in order to gather much information and raise the population’s awareness about the issue.*)

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

Note: the teacher can also design his own questions.

❖ **Let’s read****1- Read the text and write down the statement that best summarizes it.**

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

c- causes and the consequences of child labour in Ethiopia.

2- Read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed below.**Example: a – survey**

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group

work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a-survey b-replied c-pressure d-wages e-assets
f-over-crowding g-resettlement h- income

3- Read the text again and find answers to the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- 90 percent of the children are working in productive activities to either supplement family income or to improve it.

b- Poverty is chronic in Ethiopia due to, among others, population pressure, land degradation, and unemployment

c- In Ethiopian culture, children are considered assets to generate income in times of poverty.

d- Educational problems like distance from school, poor quality of education, over-crowding, and inability to support schooling lead children to child labour.

e- Children are exposed to accidental and other injuries at work

f It deprives the nation of developing higher skills and technological capabilities that are required for economic development/transformation to attain higher income and better standards of living.

4- Child labour has diverse origins and consequences. Read the text again and complete the table below. One is done for you as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Different causes of child labour	Different consequences
<ul style="list-style-type: none">-Poverty (Example)- land degradation,-unemployment and under-employment among adults-school leavers (drop out)-Children do not demand workers' rights-They are also thought by some to be more efficient in certain types of work,--Cultural values-educational problems	<ul style="list-style-type: none">-Children are exposed to accidental and other injuries- lack of opportunity for higher education- Hindrance of countries' development

❖ After reading

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

Instead of sending their children to school, many parents make their children do hard work. Among the motives, we have, firstly, a cultural reason that sustains the belief that children should help their parents with household chores as well as other types of work, like working on farms. The second motive is economic. As a matter of fact, making children work on plantations helps parents save money, and the more children you have, the larger your plantation can be. Unfortunately, those children suffer from consequences like limited education due to school dropout, and some diseases such as high blood pressure and backache.

To address this problem, parents need to be sensitized first of all.

Secondly, those who exploit their children and deny them their right to education should be brought before the court. Children have the right to education and to be protected from any form of exploitation.

Lesson 5: WRITING

WRITING A FORMAL LETTER

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

The teacher asks the students to look at the pictures in the student's book on page 91 and answer the questions.

- What role does UNICEF play? (*Ans: UNICEF's role is to protect children's rights.*)
- What is the child in picture 2 doing? (*Ans: He is carrying a heavy load.*)
- By which means could we inform UNICEF about that issue? (*Ans: via a letter.*)

The teacher will exploit the learning context after the "Before writing" activity.

Learning context: For the upcoming World Children's Day, you write a letter to the Secretary General of UNICEF in America to denounce Child labour in your country.

The teacher asks the students to take out their textbooks and read the learning context silently 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 is the upcoming event? (*Ans: World Children's Day*)
- What do you do? (*Ans: We write a letter to the Secretary General of UNICEF*)
- Why do you write to the Secretary General of UNICEF? (*Ans: We write to the Secretary General of UNICEF to denounce child labour in our country.*)

Note: the teacher can also design his own questions.

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write a formal letter to the Secretary General of UNICEF by the end of the day's lesson.

❖ Let's prepare to write

- 1- The passage below is an article about child labour. As you read it, fill in the gaps with the appropriate words or expressions from the box.

Example: a- deprives

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- **deprives** b- harmful to c- schooling d- heavy work e- child labour
f- serious hazards g- slavery h- trafficking i- compulsory

2-Here is a model formal letter. Study it, and then use the words or expressions from the box to identify its different parts.

Example: 1- Writer's address

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-Writer's address 2-Date 3-Receiver's address 4-Greetings 5-Reason for writing 6- Body of the letter 7- Final statement 8- Closing off 9- Name

❖ Let's write

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

UNICEF

PO BOX 402 Abidjan

THURSDAY 2ND November 2023

125MAIDEN LANE, New York,
NY 10038

Dear Sir

I am writing you this letter to inform you that child labour is a reality in some regions of Africa and request some solutions to stop it.

In West Africa, many parents make their children work hard on their farms. That practice Includes clearing the bush and carrying heavy loads, to the detriment of their schooling which is one the most important rights they have . Besides, some children are given some house old chores that should be done by adults. That practice leads to many consequences like school dropout and some diseases.

We would like you to take some drastic measures to eradicate that plague in our region.

Yours faithfully

Name

VOCABULARY / 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.

I- **CONDITIONAL SENTENCES**

The teacher shows the meaning of conditional sentences by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Here is a conversation between your Ghanaian friend and you about children's rights. Fill in the gaps with the appropriate modal form of the verbs in parentheses in order to make it meaningful.

Example: 1- would have seen

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- **would have seen** 2-will spoil 3-would be 4-would have done
5-would 6-would ask 7-would 8-will 9-will

II- **IDIOMS**

The teacher shows the meaning of idioms by providing clear examples in context and engaging students in activities that require using idioms appropriately.

Here is a dialogue between your Liberian friend Tamy and you about Human rights. As you read it fill in the gaps with the appropriate idioms.

Example: a- dog's age

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

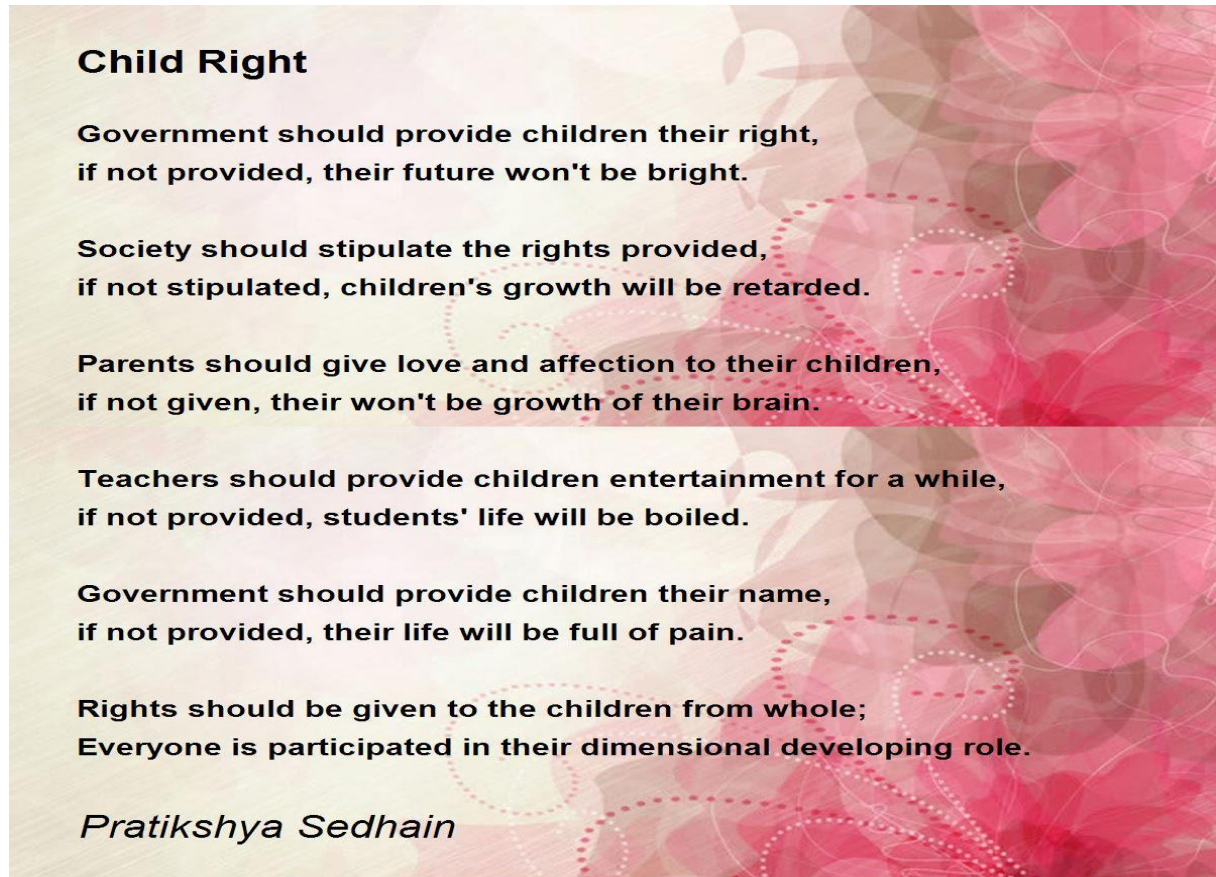
Answer key:

b- bear fruit c- death's door d- gave the kiss of life e- dices with death

UNIT SUMMARY

The activities of the unit summary allow the teacher and the students to review key points taught throughout the unit for remediation.

Poem



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

Review

1-The passage below is about Child labour. As you read it fill in the gaps with the suitable word from the box. **Example: a- marriage**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key

a- marriage b- rights c- violence d- education e- vulnerable
f- abuse g- childbirth h- flee i- escape

2-Here is a passage about child labour. As you read fill in the gaps with the right words or expressions between brackets.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-would (Example) 2-would 3-would have 4-will 5-would

ERRATUM Page 96: The following exercise is number 3 instead of 4.

4-Here is a dialogue you had between your friend James from Sierra Leone and you about Human rights. Complete it with the right idiom from the list below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Example: a- dog's age

b- dice with death c- chicken d- apple of my eye e-dog eat dog

- Assessing my achievements after Unit 4.

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

Now I can	Yes	No
talk about children's rights		
Listen and talk about women's rights		
Read and talk about forced marriage		
Read and talk about child labour		
Write a formal letter		
Make conditional sentences		
Use idioms		

UNIT 6



TECHNOLOGY AND OUR LIVES

UNIT CONTENT OVERVIEW

- Talking about technology and its effects on our lives
- Listening and talking about E-commerce and social networks
- Reading and talking about technology and education
- Reading and talking about telecommuting
- Writing an argumentative essay
- Comparatives
- Expressing conditions with “unless”, “as long as”, “in case”
- Idiomatic expressions
- Building words’ families

Lesson 1: SPEAKING

Technology

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

The teacher asks the students to look at the pictures on page 99 and answer the questions.

- **What objects can you see?** (*Possible answer: I can see technological objects: a speaker, a webcam, earphones, a computer, etc.*)
- **What are they used for?** (*Possible answers: They are used to communicate, entertain, and ease our daily lives.*)
- **Which of them are your favourite ones?** (*possible answer: computer, smartphone, scanner, etc.*)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: During an English class, the students of 1^{ère} from your school are discussing the issue of technology to show how it has impacted today’s life.

The teacher asks the students to take out their textbooks and read the learning context silently 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 class.*)
- **What are they doing?** (*Ans: They are discussing the issue of technology.*)
- **What for? Or for which reason are they debating the issue?** (*Ans: To show how technology has impacted today’s life.*)

Finally, the teacher tells the students that they will be prepared to discuss how technology has impacted today’s life by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ New language

- 1- Look at the word bank below and say which of these words relate to technology, then compare your list with your partner’s and discuss them.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

printer – laptop – mouse – USB stick – digital camera – computer – memory stick – plane – hard drive – game console – E-book – coffee maker – fan – electric razor – earphones – facial cleansing machine – iron – kettle – telecommuting

2- The words are about the parts of a computer. Match each of them with its uses. **Example: 1-c**

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: ERRATUM : Instead of **7-d**, simply cross out the 7th item and its use in “d” which is not correct (7- A screen = d- **to store digital data**). **A monitor and a screen have roughly the same use.**

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

3- The words or expressions in the box are about the advantages and disadvantages of technology. Classify them in the table below.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key :

Advantages of technology	Disadvantages of technology
<ul style="list-style-type: none"> - Allows to work easier - Improves communication - Encourages creativity and innovation - Saves time - Improvement of medical research - Easier communication - Fast commuting 	<ul style="list-style-type: none"> - Environment pollution - Harm society - Destroys the ecosystem - Affects relationships in the family and at work - Wastes our time - Complexity - Job insecurity - Health problem - Risk and lack of privacy - insomnia

❖ **Let's communicate**

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

Technology is a field of science which produces many gadgets, which are very useful in our daily lives. However, these gadgets, which were intended to improve our lives, are becoming a real problem for mankind.

These inventions tend to deprive us of our humanity. They are destroying our human relationships by turning us into zombies. With smartphones in their hands, many people can be physically in the same place but far from one another because each is immersed in their virtual world. In addition, the misuse of technology tends to transform some people into fools. They expose their lives on social media without worrying about their privacy. Finally, hackers use these inventions to harm people.

For all these reasons, I am for the statement which states that technology can be used for the best, but it does more harm than good.

Lesson 2 : LISTENING

E-commerce

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

The teacher asks the students to look at the pictures on page 101 and answer the questions.

- Look at the different pictures below. What do they illustrate? (*Possible answers: The pictures illustrate e-commerce / online shopping*).
- How important is this practice? Justify your answer. (*Possible answers: It is very important because you can do it from anywhere and save time*).
- Mention some names of companies that practise e-commerce. (*Possible answer: Some companies that practise e-commerce are Alibaba, Amazon, Jumia, Cdiscount*)

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: When surfing the net, you come across a product on Alibaba website that you decide to order. But your best friend disagrees with the idea because of the risk of making a bad choice on the Internet. To get a clearer idea about it, you listen to a program on BBC about the advantages and disadvantages of E-commerce.

The teacher asks the students to take out their textbooks and read the learning context silently 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 did you find the product you want to order? (*Ans. On the net / on Alibaba website*)
- How does your best friend react to your decision? (*Ans: He disagrees with the idea.*)
- Why does he disagree with the idea? (*Ans: Because of the risk of making a bad choice on the Internet.*)
- For which reason do you listen to a programme on BBC? (*Ans.: To get a clearer idea about the advantages and disadvantages of E-commerce.*)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to talk about the advantages and disadvantages of E-commerce in our lives by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ Let’s listen

1- As you listen to the audio, choose the best answer.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the

feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer key: b- the advantages and drawbacks of e-commerce

Passage

There's no doubt that the ability to sell online has made a number of businesses profitable and viable. Like all the other business models, e-commerce has its pros and cons. It's essential to get a proper handle on the pros and cons so individuals can be informed when making their strategic decisions.

Even nowadays, sometime after the so-called 'Internet revolution', E-Commerce remains a relatively new, emerging, and constantly evolving business management and information technology area.

Activity 4 passage

E-commerce offers many benefits. Orders can be placed from everywhere at any time. There is always detailed product information offered. It also helps in the elimination of operating costs, and customers can be retargeted.

There are some drawbacks people face when evolving in this sphere. In e-commerce, you run the following risks :

- There is no guarantee for the quality of products;
- There is always a concern with security issues;
- There is a lack of personal touch before purchasing an article;
- It doesn't give the luxury of trying on articles before buying them.

Adapted from <https://www.aplustopper.com/advantages-and-disadvantages-of-e-commerce/>

2- Listen to the following audio statements and select the appropriate answer for each question.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Question 1:

- b. It has made businesses successful and viable.

Question 2 :

- a. It has both benefits and drawbacks, like the other business methods.

Question 3 :

_ b. Understanding the advantages and disadvantages helps people make informed decisions.

Question 4 :

-c. It is a new, growing, and continuously changing field.

3- As you listen to the audio once more, fill in the gaps with the missing words. **Example: a) business**

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer keys: a- business; b- handle; c- strategic; d- Internet; e- e-commerce; f- technology.

4- listen to the audio and select only the advantages and disadvantages of e-commerce you hear.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Advantages of e-commerce	Disadvantages of e-commerce
a) Orders can be placed from any place. b) Advertising cost is reduced. c) Product information is available.	a) You can't check the quality of products. b) There are always customer care problems. c) It is impossible to try things on before you buy them.

❖ After listening

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

E-commerce is a very new concept for many of us. It is a way of selling and buying goods through the Internet.

There are many advantages to e-commerce. It saves time and energy as you can order anything you want from any place. You also have a wide range of articles to choose from, and information about each item is provided. However, e-commerce has its disadvantages. It is not always safe to pay online as your bank information can be stolen, and there is no guarantee of the quality of the article you buy online.

I think this form of trade is going to develop more in the future.

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

The teacher asks the students to look at the pictures on page 103 and answer the questions.

- Look at the pictures below and describe them. (Possible answer: The pictures show computers and smartphones used for teaching and learning.)
- What are they about? (Possible answer: They are about technology and education.)
- Which practice do they highlight? (Possible answer: They highlight the practice of E-learning.)
- Is that practice developed in your area? (Possible answer: No, it isn't).

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: On the World Education Technology Day, the Ministry of National Education of your country, in collaboration with the US Embassy, distributes some leaflets on technology. You are reading them in order to discuss its impact on education.

The teacher asks the students to take out their textbooks and read the learning context silently 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 US Embassy.)
- What are they doing? (Ans.: They are reading leaflets on technology)
- Why are they reading leaflets on technology? (Ans: to discuss its impact on education.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to debate the impact of technology on education by the end of the day's lesson.

Note: the teacher can also design his own questions.

❖ **Let's read**

1- As you read the following text, choose the best heading.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: c- The importance of technology in education

- 2- As you read the text again, match each word in column A taken from the text with its synonym or meaning in column B. One option in column B is not concerned.

Example: 1- integral = e- complete

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key :

- 1- integral = e- complete
- 2- enhance = j- boost
- 3- fostered = i- promoted
- 4- further = c- more
- 5- assignments = h- exercises
- 6- catch up = f- overtake
- 7- browse = b- look through
- 8- queries = a- interrogations
- 9- peers = g- companions
- 10- own = d- personal

- 3- As you read the text again, give short answers to the following questions.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key :

- a- Yes, technology is very important nowadays because it is an integral part of our lives.
- b- Technology makes teaching and learning possible through the use of Google Docs or Office 365.
- c- With Google Docs and Office 365, students can work concurrently with one another to write papers, build spreadsheets, and create presentations.
- d- Zoom and Google Meet are used for video conferencing.
- e- LMS stands for Learning Management Systems.
- f- AR and VR can be useful by allowing different types of students to learn at their own pace.

❖ **After reading**

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

THE IMPACT OF TECHNOLOGY IN EDUCATION

This century has seen the intrusion of technology in education. This is no doubt a very good thing as it opens wide horizons for the learners to experience new things. Technology is very important in education because it helps students to get any information they need in a matter of minutes. Technology has greatly changed the way of teaching and learning. In some apps like Zoom and Google Meet, a student can receive courses from everywhere and from different teachers all over the world.

To foster the use of technology in my school, the government should to provide schools with the necessary materials in terms of computer and data to help students get connected.

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

The teacher asks the students to look at the pictures on page 106 and answer the questions.

- **Where are the different people?** (*Possible answers: Some people are at their offices and others are at home*).
- **What are they doing?** (*Possible answers: They are working*).

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: Your British pen-friend told you that during the Covid-19 outbreak, he was working by telecommuting. As you don't have a clear idea about the topic, you search through the Internet about it. You come across a text that you decide to read in order to collect information.

The teacher asks the students to take out their textbooks and read the learning context silently 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 is the period referred to?** (*Ans: The COVID-19 outbreak*)
- **What did your British pen-friend tell you about that period?** (*Ans: he was working by telecommuting.*)
- **Why do you decide to read a text about telecommuting?** (*Ans: We read the text in order to collect information about the topic.*)

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

Note: the teacher can also design his own questions.

❖ **Let's read**

- 1- Read the text quickly and suggest a title.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: What is telecommuting?

- 2- Find in the text the words whose synonyms or meanings are given below. **Example: a- remote**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- remote
- b- employees
- c- remotely
- d- actually
- e- increased
- f- schedules
- g- employers
- h- outcomes
- i- convenient
- j- leave

3- Read the text again and choose the correct answers among the different options. **Example: 1-B.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: 1-B; 2-A; 3-A; 4-D; 5-B; 6-C

❖ **After reading**

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

Hello, one and all,

My name is ... and I am pleased to be with you this day to deliver a speech on the issue of telecommuting. What is telecommuting? Many of us may wonder.

Let's say that telecommuting is remote working or working from any place with the help of a computer and data. This way of working has many positive aspects. With telecommuting, you master your time and you can use it efficiently. People working remotely are less stressed by the presence of their bosses. They are free in their mind so they can be more creative.

Telecommuting has glorious days in the future because companies, employers, and employees benefit from this way of working. It helps avoid wasting long minutes in car traffic and it is eco-friendly.

Lesson 5: WRITING

AN ARGUMENTATIVE ESSAY

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

The teacher asks the students to read the set questions on page 110 and answer them.

- Study carefully the set of questions below.

Answer key:

- Should technology be a priority in our lives? (*answer: Yes, it should be a priority in our lives. / No, it shouldn't be a priority in our lives.*)

-Is technology better for our lives today than in the past? (*answer: Yes, it is better for our lives today than in the past. / No, it isn't better for our lives today than in the past.*)

-Do you think that technology has only advantages for us? (*answer: Not just benefits. It also has disadvantages.*)

- Which type of writing does it refer to? Choose the right option.

Answer key:

C- argumentative essay.

The teacher will exploit the learning context after the “Before writing” activity.

Learning context: During a conversation with your Kenyan penfriend on Facebook, he/she stated that technology does more harm than good. You disagree with him. So, you decide to write an argumentative essay for an online journal to show the weaknesses of his position.

The teacher asks the students to take out their textbooks and read the learning context silently 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 did you have the conversation with your penfriend? (*Ans: on Facebook*)
- Did you agree with your penfriend's position about technology? (*Ans: No, we didn't*)
- What do you decide to write? (*Ans: We decide to write an argument essay.*)
- What for? (*Ans: to show the weaknesses of our friend's position about technology*)

Finally, the teacher tells the students that, through a series of activities, they will be prepared to write an argument essay by the end of the second lesson.

Note: the teacher can also design his own questions.

❖ Let's prepare to write

- Study the tips for writing an argumentative essay
- Study the model essay below and do the tasks that follow it.

1- How many paragraphs is the essay composed of?

2- What does each one represent?

3- What is the author's position concerning the topic?

4- Note two arguments for and two arguments against technology.

The teacher studies the writing tips with the students and sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- There are 4 paragraphs.

2- Paragraph 1 is the introduction, paragraph 2 is the opinion opposite to the author's, paragraph 3 is about the author's opinion, and paragraph 4 is the conclusion.

3- For the author, technology positively impacts our lives.

4- Arguments for: - Owing to technology, we work rapidly and efficiently.

- You can be in Africa and follow the courses of a prominent teacher in America.

Arguments against: - With technology, we face the progressive destruction of the new generation.

- They use it to steal people's identity and properties.

❖ Let's write

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

Technology is a wonderful invention. It helps people today to do their jobs with an ease never experienced before. In this line of idea, a friend of mine once declared that if technology hadn't been invented, life on Earth would have disappeared. I must say that I disagree with that statement.

Truly speaking, technology is beneficial in many areas of life because it makes life easier.

However, the bad use of these tools is putting everything in danger today. Humans are losing their human traits; they are losing sympathy and control of their own lives. The present generation is getting lost due to technology. Hackers develop tools to steal people's properties, and the privacy of life no longer exists because of social media which is too intrusive.

For all these reasons, without denying the importance of technology, I can say that it does more harm than good today.

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.

▪ WORD FAMILIES

The teacher will show the meaning of word families by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Find the correct word families of the words below.

Innovation- Science-Phone

Example: Technology; Technologist; Technological; Technologically

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

Innovation: innovator, innovate, innovated, innovational,

Science: scientific, scienced, scientist

Phone: phonable, phonal, phonic, microphone, homophone, telephone

▪ MAKING COMPARISONS

The teacher shows the meaning of comparisons by providing clear examples in context and engaging students in activities that require using the different forms of comparisons appropriately.

a-Study the sentences below and analyze them

Answer keys:

Here, teacher can ask his own questions. For example:

1-What are they doing here? Ans: They are making comparison.

2-What are items related to comparison? Ans: cheaper than, more expensive than; less powerful than; as useful as

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group

work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

b-Write the number of the sentences corresponding to each title

Answer keys:

Comparative of inferiority 1 and 3

Comparative of equality: 4

Comparative of superiority: 2

c- Complete the beginning of the rules labelled (1-4) to the endings (a-d).

Answer keys:

1-b

2-d

3-a

4-c

d-The sentences below deal with comparison about technology. Decide which type of comparative each sentence is. Do like in the example.

Example : 1-Comparative of superiority

1-Comparative of superiority

2-Comparative of inferiority

3-Comparative of equality

4-Comparative of superiority

5-Comparative of inferiority

6-Comparative of superiority

7-Comparative of equality

- EXPRESSING CONDITIONS WITH UNLESS, AS LONG AS, IN CASE

The teacher will show the meaning of conditions by providing clear examples in context and engaging students in activities that require using the different forms of comparisons appropriately.

1- Study the sentences below and analyze them.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group

work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

1-They express condition

2-In conditional sentences they replace “if”.

2- The sentences below are about technology. Complete them with “as long as”, “in case” or “unless” to express condition.

Example: 1- as long as

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

1-as long as

2-In case

3-as long as

4-in case

5-unless

6-Unless

7-in case

UNIT SUMMARY

Poem: Tell the poem and help the students learn it.

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

POEM: MODERN TECHNOLOGY

Modern technology is great when it works
If you can handle all buggy quirks
Patience is the key when dealing with the conveniences
When pushing all the right buttons takes geniuses

Modern technology is great mind feeder
I keep a whole library in my e-reader
I went to read a book and what did I find
I pushed the button and the screen didn't shine

Modern technology is great for knowledge
More than you can learn in the greatest college
Anything you need to know is on the internet
And everything is accurate, it's sure bet

Modern technology is the great new way
So, click away on your keyboard all day
Seeing daylight is not healthy anymore
There's no reason to ever go out the door

Modern technology is the saves tons of resources
Visiting friends belongs to the days of horses
Why visit friend when you can text day and night
Or see thousands on your favourite social site

Modern technology can still improve
So, we would never again need to move
Soon we will have a chip implanted
So, we can take being connected for granted

Darlene Walsh

Review

The activities of the unit summary allow the teacher and the students to **review** key points taught **throughout** the unit for remediation.

1~ The following pictures “a-1” are about technology. For each picture, write the corresponding word from the box.

Example: a) computer

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

- a~ Computer
- b~ Laptop
- c~ Mouse
- d~ Mobile
- e~ Keyboard
- f~ Text message
- g~ Game
- h~ Screen
- i~ Touchscreen
- j~ Website
- k~ Email
- l~ Wi-Fi

2~ The sentences below deal with technology. Put the adjectives in parentheses in their correct form of comparative of superiority.

Example: a- more amazing

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

- a-more amazing
- b-nicer
- c-better
- d-tinier
- e-bigger
- f-more sophisticated

3- The passage below is about technology. Read it and answer the questions that follow it.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

a- The text is about technology.

b- No, it was not.

c- It impacts education the most.

d- Teachers' opinions are that technology can help students to improve their result and have good skills.

e- The 23rd of September is the day designated as Education Technology Day.

4- The production below is a suggestion; students are not supposed to make the same.

Ghana, August 23rd

2000

P.O BOX465

Hello dear Friend,

I hope that you are well. I answer you to give you my opinion about your statement on technology. In my opinion, the development of technology is the greatest revolution of our modern world. I recognize that technology sometimes, is very dangerous due to its bad use. Most of users forget the problem of cybercrime and display their private lives on the networks. But with the development of technology, we are able today to travel to others planets, to cure some diseases which were considered incurable, to do our work rapidly and efficiently with the development of computer. For all these reasons, I consider the development of technology as a blessing for our world.

I hope you will change your opinion.

Best regards!

Your friend

❖ Let's self-evaluate

- Assessing my achievements after Unit 6.

After the six (06) sessions of the unit, the teacher can ask the students to fill in the table below at home. The feedback **will** allow him **to see** the lesson foci to be reviewed.

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	Yes	More or less	No
Talk about technology and its effects on our lives.			
Talk about E-commerce and social network.			
Talk about technology and education.			
Talk about telecommuting.			
Use comparatives.			
Write an argumentative essay.			
Express conditions with unless, as long as, in case.			
Build words families.			

Project 3

A poster to show how technology is destroying the youth

Technology has a great deal of advantages for mankind. But today's youth use it so wrongly that they are destroying their lives with it. To sensitize young people about the misuse of this wonderful invention, the chairman of your English Club asks your group to design a poster on the misuse of technology and comment on it for your classmates.

❖ Assignment

Design a poster on the topic. On the poster,

- ~ mention some advantages of technology;
- ~ list some drawbacks of technology;
- draw a picture that highlights technology misuse today.
 - ~ identify the people who take part in the ceremony;
 - ~ talk about the outfits people wear during the ceremony;
 - ~ describe the important actions of the ceremony.

❖ Time and resources

- ~ Gather the material resources;
- ~ Plan the timing and tasks;
- ~ Assign roles to group members;
- ~ Execute the task.

❖ Outcome

- ~ Sensitize people about the misuse of technology;
- ~ Get a common awareness of the danger of technology.

UNIT 7

POLITICAL CHANGE

UNIT CONTENT OVERVIEW

- Talking about the role of media in democracy
- Listening and talking about the basic principles of democracy
- Reading and talking about election troubles in the USA
- Reading and talking about advantages and drawbacks of e-voting
- Writing an argument essay
- Suffixes *-al* and *-ic*
- Conjunctions

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

The teacher will ask the students to look at the quote from Mandela on page 119 and answer the questions about it.

- How can you explain the quote of Mandela? (Possible answers: for Mandela, freedom of expression in the media is one of the bases of democracy)
- Do you agree with Mandela's opinion about democracy and media? (Possible answers: "yes" and "no" can be admitted here as an answer, provided that students give valuable arguments to support their ideas.)

After the "Lead-in" activity, the teacher will exploit the learning context.

Learning context: The students of here from your school have been invited to a debate on media and democracy at the US embassy. They discuss in order to point out the role of media in the promotion of true democracy.

The teacher will ask the students to **take out** their **textbooks** and read the learning context **silently** for one minute or less. Then he will ask a student to read it aloud. Next, he will ask one question or more, among the **following**:

- Where are the students? (Ans: They are at the US embassy.)
- What do they talk about? (Ans: They talk about media and democracy)
- What for? Or for which reason do they talk about media and democracy? (Ans: They talk about media and democracy to point out the role of media in the promotion of true democracy)

Finally, the teacher will tell the students that, through a series of speaking activities, they will be prepared to discuss the role of media in democracy by the end of the day's session.

Note: the teacher can also design his own questions.

❖ New language

- 1- Find the correct definitions of the words or expressions from the box below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- fact-checking; b- whistleblower; c- watchdogs ; d- campaign trails ; e- disinformation ; f- polling ; g- propaganda ; h- press conference ; i- bias

2- The clues below are about media and democracy. Use them to fill in the table, then discuss your answers with a partner.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Role of media in Democracy	Impact of media on Democracy	Challenge of media in Democracy
~ a- A primary source of information for citizens ~ d ~ g ~ j	c- increased transparency and public pressure for accountability ~ e ~ h	~ f- limited access to information in some regions ~ b ~ i ~ k

3- Read the passage and fill in the blanks with the words from the box below. **Example:** 1- major

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1- major 2- awareness 3- democracy 4- communicated
 5- vote 6- exposing 7- wrongdoer 8- society

❖ Let's communicate

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

In the democratic system, media plays a key role. In African democracy, for example, media has many roles. Indeed, as a primary source of information for citizens, the media promotes freedom of expression and exposes corruption and abuses of power in the government and society.

The impact of Media on African democracy remains positive as it facilitates communication and understanding between the government and citizens. However, media in Africa still faces many challenges such as the restrictions often imposed by governments or the threat, intimidation, or violence towards journalists when reporting on sensitive topics.

Session 2: LISTENING

The principles of Democracy

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

The teacher will ask the students to look at the Word Power on page 121 and answer the questions about it.

- Briefly explain what the words around democracy represent to it. (Possible answers: the words around democracy represent the basic principles of democracy).
- Do we find these democratic notions in African countries? (Possible answers: yes, these democratic notions can be found in some African countries).
- Can you give some examples of some African countries where the principles of democracy are respected? (Possible answers: yes, countries like Côte d'Ivoire, South Africa, Botswana, Ghana, and Benin respect the principles of democracy).

After the “Before listening” activity, the teacher will exploit the learning context.

Learning context: The students of lère from your school are listening to an audio about democracy in order to identify its principles and discuss their importance.

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

- Who are the students involved? (Ans: The students of lère from our school.)
- What are they doing? (Ans: They are listening to an audio about democracy)
- What for? Or for which reason are they listening to an audio about democracy? (Ans: They are listening to an audio about democracy in order to discuss its importance.)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about the principles of democracy by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's listen

1- As you listen to the audio, select the statement that best defines democracy

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Passage

Democracy is the government of the people, by and for the people. In general, democracy refers to a system in which people choose their leaders.

A fundamental principle of democracy is political equality.

The basic principles of democracy are as follow:

Citizen Participation: Public participation in politics is one of the most basic indicators of democracy. The primary function of citizens in a democracy is participation.

Equality: Democratic cultures emphasize the idea of equality for all. To be considered equal, a person must be treated equally, have equal access to opportunities, and be free from prejudice based on color, religion, ethnicity, gender, or sexual orientation

Political Tolerance: Political tolerance is a characteristic of a democratic society. This means that even though democracy is a form of majority rule, the rights of minorities must be upheld.

Accountability: Both elected and appointed officials must answer to the people in a democracy. They take responsibility for their actions. **Transparency:** The public should be aware of what is happening in the country to hold the government accountable. This is what government transparency means. A transparent government invites citizens to participate in public meetings.

Adapted from <https://byjusexamprep.com/upsc-exam/what-is-the-role-of-media-in-a-democracy>

Answer key: ERRATUM: page 121, Read C- *the government of the people, by the people, and for the people.* Instead of “*The government of the people, by and for the people.*”
1-C. *The government of the people, by the people, and for the people.*

2- As you listen to the passage again, select from the table the different principles of democracy you hear. One is done for you as an example. The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Citizen participation – Equality - Political tolerance – Accountability

3- Listen to the passage again and choose the correct option to complete the following sentences.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the

feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Answer keys:

1- *d* 2- *b* 3- *b* 4- *a*

❖ After listening

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

Certain elements must exist for a democracy to be strong and stable. These elements are known as the basic principles of democracy. These basic principles are citizen participation, equality, political tolerance, accountability, and transparency.

Some countries worldwide attempt to adopt and obey the basic principles of democracy whereas for other countries it is still challenging for these principles to be respected. In West Africa, for example, many countries have transitioned from one-party rule to a multiparty system, which involves political pluralism and competition. In addition, some African nations have adopted constitutional reforms to promote democratic principles, including the protection of human rights, the rule of law, and political tolerance.

However, in some West African countries, there are some limits to the respect of the principles of democracy. On one hand, military coups and authoritarian regimes remain commonplace and there are some irregularities in national elections. On the other hand, some restrictions on media freedom lead to harassment and intimidation of journalists.

❖ BEFORE READING (after the warm-up and review session)

The teacher will ask the students to look at the picture on page 123 and answer the questions about it.

- **What is the picture describing?** (*Possible answer: the picture is describing online voting or electronic voting*).
- **Do you find this kind of voting reliable?** (*Possible answer: yes/no*).
- **Why?** (*Possible answer: the students will give valuable arguments to support their ideas*).

After the “Before Reading” activity, the teacher will exploit the learning context.

Learning context: The students of Iere from your school are invited by the British Council to participate in a panel discussion on the advantages of e-voting. They are reading a text on the topic in order to get prepared for the debate.

The teacher will ask the students to take out their textbooks on page 123 and read the learning context silently for one minute or less. Then, he will ask a student to read it aloud. Next, he will ask 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 about e-voting*)
- **What are they doing?** (*Ans: They are reading a text on the advantages of e-voting*.)
- **Why are they reading the text?** (*Ans: They are reading it in order to get prepared for the debate*.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to discuss e-voting by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's read

- 1- Read the text and select the appropriate option.

The teacher sets the task by giving the instructions in the student's book on page 65. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: d- advantages and drawbacks of e-voting

2- Read the text again and match each word or expression in Box A with its definition in Box B. One option in Box B is not concerned.

Example: 1- d

The teacher sets the task by giving the instructions in the student's book on page 124. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys :

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

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

Example: a) F (3-4)

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

- a) F (line 3-4)
- b) T(line 1)
- c) F(line 10-11)
- d) T(line 14-15)
- e) T(line 22-24)
- f) T(line 31-32)

❖ After reading

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

Electronic voting or E-voting is the technique of casting and counting ballots electronically. It is the fact of voting online. E-voting has some potential benefits such as the accessibility provided to voters. Indeed, with an internet connection and a compatible device, individuals can cast their votes from the comfort of their homes or any location with ease. In addition, by bringing the voting process online, e-voting can attract a larger number of participants.

- However, there are some limits to electronic voting. For example, hackers and malicious actors may attempt to compromise the system manipulate votes

❖ **Before Reading** (after the warm-up and review session)

The teacher will ask the students to look at the pictures on page 126 and answer the questions about it.

- Guess the country through the political symbols represented in this picture (*Possible answers: USA*).
- What are the symbols describing? (*Possible answers: the symbols are describing the three branches of Government provided by the constitution of the USA*).

After the “Before Reading” activity, the teacher will exploit the learning context.

Learning context: The students of level 1ère from your school are invited by the US embassy to participate in a panel discussion on the political system in the United States. They are reading a text on the topic in order to get prepared for the discussion.

The teacher will ask the students to take out their textbooks on page 126 and read the learning context silently for one minute or less. Then, he will ask a student to read it aloud. Next, he will ask one question or more, among the following:

- Where are the students? (*Ans: at the US embassy*)
- Why are they invited? (*Ans: to participate in a panel discussion on the political system in the United States*.)
- For which reason are they reading the text? (*Ans: They are reading the text in order to get prepared for the discussion*.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about the political system in the US by the end of the day’s session.

Note: the teacher can also design his own questions.

❖ **Let’s read**

1- As you read the text, choose the correct option.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

b- political system in the US.

2- As you read the text again, find out the words or expressions whose meanings or synonyms are closest to the ones listed below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- vested b- representative c- citizens d- affiliated e- boils down to
f- stratified g- wealthier h- alumni i- involved

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

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- Legislative, executive, and judicial

b- Democrats and Republicans

c- The laws are created by the representatives elected by citizens.

d- Yes, because wealthier and more educated people are more likely to hold political positions.

e- John Kerry and George W. Bush were both Yale University alumni.

❖ After reading

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

-The two most popular political parties in the USA are the Republicans and the Democrats.

- The Constitution of the United States divides the federal government into three branches: legislative, executive, and judicial. The legislative makes laws. It is made up of Congress which includes the Senate and the House of Representatives. Whereas, the executive branch carries out laws. It includes the President, the vice president, and the cabinet members. As for the judicial branch, it evaluates laws and includes the Supreme Court and the other federal courts.

- The American political system is strongly influenced by money. The cost of political campaigns makes it hard for poor people to run for office. As a result, wealthier and more educated people are more likely to hold political positions.

❖ **Before Writing** (after the warm-up and review session)

The teacher will ask the students to read the tips for writing an argument essay on page 128 and classify each of them into the appropriate category.

- Below are the tips for writing an argument essay. Classify each of them into the appropriate category. One is done for you as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Introduction:

- Begin your essay with an engaging introduction.
- Provide background information on the topic.

Development:

- focus your paragraph on a main point
- support your arguments with facts and examples
- refute opposing viewpoints with strong arguments and evidence

Conclusion:

- summarize your main points
- restate your thesis to reinforce your position

- Study the model argument essay below with your teacher.

The teacher takes the students through the model argument essay to help them understand the different parts and their arrangements.

After the "Before writing" activity, the teacher will exploit the learning context.

Learning context: The students of Iere from your school are taking part in a competition of writing organized by the British embassy. They are asked to write an argument essay about the role of social media in Modern Political Discourse.

The teacher will ask the students to take out their textbooks and read the learning context silently for one minute or less. Then, he will ask a student to read it aloud. Next, he will ask 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 embassy)
- **What are they asked to do?** (Ans: They are asked to write an argument essay about the role of social media in modern political discourse.)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to write an argument essay by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's prepare to write

- 1- Read the model argument essay and say if the sentences are true (T) or false (F). **Example:** a- T

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

- 2- Read the body paragraph of the model argument essay. Then write these sentences in the correct part of the table below. One is done as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Topic sentence:

- Social media platform has democratized political participation by allowing individuals from diverse backgrounds to voice their opinions.

Explanation:

- It facilitates direct communication between citizens and politicians.

Evidence:

- For instance, Twitter has become a crucial space for politicians.

Counterargument:

- The ease of spreading disinformation and conspiracy theories can manipulate public opinions.

❖ Let's write

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

West Africa is a region with diverse political histories therefore, the notion of freedom of expression varies significantly from one country to another. This essay argues that while freedom of expression is legally recognized in many West African democracies, its practical implementation is blocked by diverse challenges.

Many West African countries have constitutions that guarantee freedom of expression. For instance, Ghana's constitution explicitly protects the right to free speech and press freedom. This legal framework aligns with the Universal Declaration of Human Rights.

Despite constitutional guarantee, the practical reality of freedom of expression in West Africa is often compromised by political interference. Indeed, opposition leaders are unfairly sent to prison and journalists are victims of harassment and intimidation.

In conclusion, while freedom of expression is recognized in the legal frameworks of many West African democracies, its practical realization faces significant obstacles. However, the effort of civil society and international community can make the situation improve. It's important to say that for freedom of expression to become a reality in West Africa, some reforms to address the challenges are essential.

Session 7: 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.

▪ Suffixes -al and -ic

Note: The teacher will show the meaning of suffixes -al and -ic by providing clear examples in context and engaging students in activities that require using these suffixes.

The sentences below are about politics. Fill in the blanks with the adjectives from the box below.

Example: 1- constitutional

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-constitutional 2-electoral 3-ideological 4-autocratic
5-democratic 6-federal 7-patriotic

- Conjunctions

Note: The teacher will show the meaning of conjunctions by providing clear examples in context and engaging students in activities that require using these conjunctions.

These sentences are about politics. Choose the appropriate conjunction from the box below and fill in the gaps. You may use the same conjunction twice. **Example:** 1- and

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-and 2-but 3-although 4-so 5-yet 6-but

UNIT SUMMARY

The activities of the unit summary allow the teacher and the students to **review** key points taught **throughout** the unit for remediation.

Review

1- Fill in the crossword with the words below. Example: **DEBATE**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Partisan – debate – campaign- election – democracy- policy

					D	E	B	A	T	E		
					E							
			C	A	M	P	A	I	G	N		
					O							
		E	L	E	C	T	I	O	N			
					R							
				P	A	R	T	I	S	A	N	
					C							
P	O	L	I	C	Y							

2- The passage below is about the media and democracy. Fill in the gaps with the appropriate words from the box.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

1-democracy 2-informing 3-public 4-freedom 5-essential 6-should 7-power

3- Complete the adjectives below with the appropriate suffix: -ic or -al

Example: 1- federal

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- federal b- patriotic c- political d- constitutional e- democratic
f- autocratic g- electoral h- ideological i- governmental j- bureaucratic

ERRATUM Page 133 and 134 student's book. The second **exercise 3** should be turned into **exercise 4** and **exercise 4** becomes exercise 5

4- Complete the dialogue below between a journalist and a president with the appropriate adjective from the box below. Discuss your answer with your partner, then role-play it.

Example: economic

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

1-economic 2-beneficial 3-social 4-practical 5-strategic 6-ethical 7-political

5- Choose the correct option in brackets to complete each sentence below.

Example: but

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

1-but 2-so 3-yet 4-although 5-but

❖ Let's self-evaluate

- Assessing my achievements after Unit 7

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

Now, I can	Yes	No
talk about the role of media in democracy.		
talk about the basic principles of democracy.		
Read and talk about e-voting. Erratum: use this instead of the one in the student's book		
Read and talk about the political system in the USA. Erratum: use this instead of the one in the student's book		
Write an argument essay.		
Use suffixes -al and -ic.		
Use conjunctions.		

UNIT 8



AFRICAN CULTURAL HERITAGE

UNIT CONTENT OVERVIEW

- ~ Talking about African cultural heritage
- ~ Listening and talking about the “Udu” drum of the Igbo people
- ~ Reading and talking about the “Dipri” festival of the Abidji people
- ~ Reading and talking about the “Bolye” and the “Ngoron” dances of the Poro festival
- ~ Talking about the Udu drum of the Igbo people in Nigeria
- ~ Narrating an event
- ~ Suffixes “al” – “ment” – “ion”
- ~ Gerunds

Lesson 1: SPEAKING

African culture

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

The teacher asks the students to look at the pictures on page 137 and answer the questions.

- Look at the pictures below. Describe them to the class. (Possible answer: *we can see huts or traditional houses and young women dancing to traditional music.*)
- Say what they relate to. (Possible answer: *they relate to African culture*)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: In order to get well prepared to discuss the culture of your country with your British penfriend, your classmates and you talk about the African culture during the English class.

The teacher asks the students to take out their textbooks and read the learning context silently 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 in an English class.*)
- What are you doing? (Ans: *we are talking about African culture.*)
- What for? Or for which reason are you talking about it? (Ans: *We are talking about African culture in order to prepare well to discuss the culture of our country with our British penfriend.*)

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

Note: the teacher can also design his own questions

❖ New language

1- Here are some words related to culture. Listen to your teacher and repeat. Pay attention to the stressed syllables.

The teacher sets the task by giving instructions from the student's book. Then, he draws the students' attention to the stressed syllables, pronounces each word, and asks the students to repeat after him. As a facilitator, the teacher encourages both choral and individual repetition to help students master the pronunciation of the stressed syllables.

Culture – Legacy – Customs – Traditions – Beliefs – Deities – Ceremony – Spiritual

2-The table below contains definitions related to African cultural heritage. For each of them, write the suitable word from the box in Activity 1.

Example: a- Culture

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- Culture b- Deities c- Ceremony d- Beliefs e- Traditions
f- Spiritual g- Customs h- Legacy

3-The passage below is about African cultural heritage. As you read it, fill in the gaps with the appropriate word from the box.

Example: a – legacy

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a-legacy b- customs c-culture d-tradition e-beliefs
f-spiritual g-ceremonies h-deities

❖ Let's communicate

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

My country has a rich cultural heritage, including values, customs, and traditions. When it comes to clothing, there are many handmade cotton garments like the **Kita**, which originates from the Akan people. This traditional cloth, made by local craftsmen, is one of the best.

Apart from the Kita, we have the Senoufo and Yacouba clothes, which come from the northern and western parts of the country. These clothes are very nice and high-quality outfits.

In addition to high-quality clothes, we have very exciting ceremonies like the New Yam Festival, which is generally celebrated by the Akan people. It consists of cooking the newly harvested yam on a special day, which is a day of feasting.

On that day, inhabitants wear white uniforms and share food. However, before tasting it, ancestors are first served the new yam mixed with red palm oil because, in Africa, the dead are considered still alive and assist us whenever we invoke them. As for meals, there is a range of tasty food like fufu and futu, which are pounded plantain or yam.

These customs and traditions are very important to us in the sense that they constitute our cultural heritage and our cultural identity.

Lesson 2: LISTENING

The “UDU” DRUM

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

The teacher asks the students to look at the pictures on page 139 and answer the questions.

- Look at the pictures below. Tell the class what you can see. (Possible answers: we can see traditional musical instruments).
- Say on which occasion they are used. (possible answer: they are used during festive moments and traditional ceremonies.)

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: During an English Class, your teacher makes you listen to an audio about the “UDU” Drum in order to collect information about an aspect of the Nigerian Culture.

The teacher asks the students to take out their textbooks and read the learning context silently 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 in the English class.)
- What do you do? (Ans: We listen to an audio about the “UDU” Drum.)
- Why do you listen to the audio? (Ans: We listen to the audio in order to collect information about an aspect of the Nigerian Culture.)

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

Note: the teacher can also design his own questions.

❖ Let's listen

1~ Listen to the podcast and select the correct option.

The podcast is about...

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a~ the origin and the functions of the “UDU” drum

2-Listen to the podcast again and number the words or expressions in the order you hear them. One is done for you as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys

- 1- UDU drum (example)
- 2- Percussion instruments
- 3- Clay pots
- 4- exotic instrument
- 5- rites
- 6- bands

3-Listen to the podcast again then choose the option that better completes each sentence below.

Example 1- a

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

1~ a 2~ a 3~ a 4~ a 5~ a

❖ After listening

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

The celebration of traditional marriages in Africa has two main steps.

First, it involves discussions between the future bride and groom's families. This is the most important step because it is during this time that the wedding arrangements are made. The bride's family sets the conditions for the wedding, and the groom's family has to meet these conditions. Once both parties agree, the feast can begin, which constitutes the second step.

During the feast, food and drinks are offered, and both families, along with guests and acquaintances, eat, drink, and dance to traditional live music. As drummers beat the drums, another band member blows into a cow horn, producing a musical sound that harmonizes with the drumbeats.

Traditional marriage is celebrated by all the people in my country and is very important for our people because it is not only a social institution that helps the youth organize their future lives but also preserves our cultural heritage.

Listening audio passage

The **UDU drum** originated from the Igbo people of Nigeria. Unlike other **percussion instruments**, the UDU drum was invented and developed by the women of the Igbo people from **clay pots**. In fact, UDU means pot in Igbo. These clay pots are used to carry and store water from the river to their homes. Although the UDU looks like an **exotic instrument**, the UDU is a big part of the Igbo's way of life. You will find a lot of these pots **littered** in their homes. The UDU is also used to store grain and other cultivated foods.

The UDU is a good nesting place for Bee colonies, which then becomes a source of honey for the Igbo farmers.

The function of UDU as a household item and as a percussion instrument is not a coincidence, especially in traditional cultures. The UDU was used for women's **ceremonies** and **rites**. Eventually, the UDU drum evolved into a percussion instrument in Christian churches in Africa and around the world. UDU drum is also used in reggae **bands**, African pop music, percussion musicals, and acoustic performances.

The UDU drum has a unique property that allows it to produce a wide range of different sounds. A typical UDU drum has a small hole to gather the air that carries the sound. The UDU drum is used to play **bass beats** with vibrating tones.

<https://www.x8drums.com/v/blog/2009/05/udu-drum-history-and-playing.asp>, 14/04/2023

Lesson 3: READING 1

THE "DIPRI" FESTIVAL

❖ BEFORE READING (after the warm-up and review session)

The teacher asks the students to look at the picture on page 141 and answer the questions.

- Describe the picture: (*Possible answer: We can see many people around a big drum.*)
- Say if that practice still exists. (*possible answer: Yes, it still exists*)
- Guess where it is practiced: (*Possible answer: It is practised in Sikensi by the Abidji people.*)

The teacher will exploit the learning context after the "Before Reading" activity.

Learning context: During an English class, you read a text about the "Dipri" festival in order to learn more about it and describe it to your mates at the next English Club meeting.

The teacher asks the students to take out their textbooks on page 141 and read the learning context silently 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 in an English class.*)
- What are you doing? (*Ans: We are reading a text about the "Dipri" festival*)
- Why are you reading a text about the "Dipri" festival? (*Ans.: We are reading the text about the Dipri festival" in order to learn more about it and describe it to our mates at the next English Club meeting.*)

Note: the teacher can also design his own questions.

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to describe the "Dipri" festival by the end of the day's lesson.

❖ Let's read

1- As you read the text below, select the statement that best summarizes it.

The teacher sets the task by giving the instructions in the student's book on page 141. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

The text is about the:

a-characteristics of the Dipri festival

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- shrouded = i- hidden

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

2 cloaked ~ b disguised

3- roamed c- wandered

4-ward off ~ d avoid

5 Feast ~ h- banquet

6- wound ~ g- lesion

7- prick ~ h- pierce

8- foreigners I strangers

9- settled j- resolved

3-Read the text again and find short answers to the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a/ The Dipri is celebrated by the Abidji people

b/ Early in the morning villagers rush to the sacred River to make offerings and sacrifices.

c/ During the festival villagers are all-white **Cloaked** with kaolin-painted faces.

d/ **Initiated** people demonstrate mystical prowess by piercing their stomach with a knife.

e/ No, not all the villagers can demonstrate their prowess; only those who are initiated can do so.

f-/ Dipri, or Kpon, commemorates the sacrifice made by an ancestor to save the Abidji people from famine.

g- The Dipri is also a moment of sharing and reconciliation in families.

4- The chart below is about actors and their actions. Read the text again and complete it with the appropriate information from the text. **One is done for you as an example.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Actors of the Dipri	Actions during the celebration
<ul style="list-style-type: none"> - Ordinary villagers (example) - The initiated people 	<ul style="list-style-type: none"> - People rush to the sacred river - People roam the village streets chanting - Initiated ones pierce their stomach - People share food - Conflicts are settled

❖ After reading

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

THE POPO CARNAVAL

The POPO carnival is celebrated in the southeast of my country by the Abouré people. It originates from the yam festival and, over time, has evolved into the POPO carnival. The carnival begins on Saturday with a week of trading, accompanied by dances, folkloric music, fanfare, football matches, and a parade of masked people.

Monday morning is devoted to ancestral worship and family meetings. In the afternoon, a parade takes place, showcasing various customs of the Abouré people, including the presentation of pubertal girls, accompanying brides to their husbands' homes, and birth ceremonies. This is followed by a majorette parade.

The carnival concludes with a musical show late in the evening.

Lesson 4: READING 2

THE "PORO" FESTIVAL

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

The teacher **asks** the students to look at the pictures on page 144 and answer the **questions**.

- Look at pictures and say what you can see. (*Possible answers: We can see traditional masks dancing.*)
- Tell the class what you know about that event. (*Possible answers: It is a traditional event. Senoufo people dance it, it is an initiation dance. It is the "Poro"*).

The teacher will exploit the learning context after the "Before Reading" activity.

Learning context: While surfing on the internet, you find an English article about a traditional event celebrated in the North of Côte D'Ivoire. You decide to read it in order to get well-informed.

The teacher **asks** the students to **take out** their **textbooks** on page 144 and read the learning context **silently** 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 did you find the article? (*Ans: On the Internet*)
- What is it about? (*Ans: It is about a traditional event celebrated in the North of Côte d'Ivoire*)
- Why do you decide to read it? (*Ans: We decide to read it in order to get well-informed*)

Note: the teacher can also design his own questions.

Finally, the teacher **tells** the students that, through a series of reading activities, they will be prepared to describe the "Poro" festival by the end of the day's **lesson**.

1- **Read the text below and write down the best general idea.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

b-the Boloye and the Ngoron dances during the Poro festival.

2-Read the text again and match each word in Column A with its synonym or meaning in Column B.

Example: 1- recognizable = b- distinct

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- **recognizable = b- distinct**
- 2 sacredness = g- godliness
- 3 path = d- way
- 4 spotted = j- having small areas of contrasting colours
- 5 bare-breasted = a- unclothed breasts
- 6 adulthood = k- a period of time of maturity
- 7 boulders = e- pieces
- 8 votive place = c- a ritual or prayerful area
- 9 beadwork = f- ornamentation

3-Read the text again and find short answers to the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a/It was originally conceived as a celebration dance for funerals.

b/ It is also performed in more festive contexts while retaining its aura of sacredness.

c/ Young boys are admitted to dance the "Boloye".

d/ Senoufo girls perform the "Ngoron" dance

e/ The "Ngoron" dance is performed at the end of women's initiation ceremonies and also in honour of the most illustrious personalities visiting the village, as a festive moment of welcome and affirmation of social cohesion.

4-The chart below is about different types of dances and their features. Read the text again and complete it. An example is given.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work).

work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Different types of dances	Features
-The ‘Boloje’	Dancers wear spotted suits. an acrobatic performance Use of the balafon and drums
-The ‘Ngoron’ dance	Bare-breasted, dance in a circle Use of the Balafon and drums

❖ After reading

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

The “Poro” is celebrated by the Senoufo people in the north of my country. Adult Senoufo men belong to the “Poro” society, which maintains the continuity of religious and historical traditions. During the “Poro”, young men perform the “Boloje” dance, which was originally performed during funerals. It is an acrobatic performance carried out by members of the “Poro” or by young people who are following the initiation path. The dancers dress in spotted suits that also cover their faces.

As for young girls, they perform the “Ngoron” dance, which is a choreographic performance. The young girls who perform it are bare-breasted and dance in a circle, accompanied by the songs of the village elders.

This ceremony is very important in Senoufo societies because it not only prepares young people to take up future challenges but also helps them preserve the Senoufo cultural heritage.

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

The teacher asks the students to look at the picture on page 146 and answer the questions.

- ~ Say what you can see. (*Possible answer: we can see many yams.*)
- ~ Identify some tribes in your country who use them for a festival. (*Possible answer: The Baoule and the Agni people.*)
- ~ Name that festival. (*Possible answer: the Yam festival.*)
- ~ For what reason(s) do they celebrate it? (*Possible answer: primarily to honor their ancestors and to mark the beginning of the yam harvest season.*)

The teacher will exploit the learning context after the “Before writing” activity.

Learning context: Your Australian pen-friend who is very interested in African culture wants you to send her a narrative text about an Ivorian festival. You decide to write a descriptive text about a festival celebrated in your region.

The teacher asks the students to take out their textbooks and read the learning context silently 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 is interested in African culture? (*Ans: Our Australian pen-friend*)
- What does she want? (*Ans: a narrative text about an Ivorian festival.*)
- How do you want to help her? (*Ans: By writing a description of a festival celebrated in our region.*)

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

❖ Let's prepare to write

1- The passage below is about the Yam festival. As you read it, fill in the gaps with the appropriate word or expression from the box.

Example: a ~ chief priest

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key :

- a- chief priest (example) b- harvest c- religious d- festival
e- divinity f-consume g- procession h- offering i- crop

2-The passage below is about a festival, as you read it, complete the table below by answering the questions. One is done for you as an example.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key :

1-In the USA (Example)

2-The festival is about Apple Harvest.

3-on the first two weekends of October each year

4-During this time, people pick apples from across the country. They also have the chance to drink fresh apple juice and have fun.

5- Americans

6-It is an important festival for Americans because it helps relieve the worries that people undergo throughout the year.

Let's write

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

THE CELEBRATION OF THE "LOW "in DABOU

The LOW is a festival celebrated in Dabou every four years by young boys aged 18 to 22, belonging to the same age group. It symbolizes their maturity, readiness for autonomy, and ability to face life's challenges.

On the day of the celebration, drummers start beating the drums early in the morning to announce the beginning of the event. The young boys participating in the LOW are first prepared to successfully pass the maturity test. They are psychologically prepared by elders and given enough nutritious food to become strong enough to endure the harsh and challenging ordeal they must undergo.

After being well-prepared, they are introduced to the villagers as candidates for the maturity test. While the villagers enjoy the festive moment by eating and drinking, the LOW candidates are beaten to test their strength and resilience. This is done so the entire village can see that they have become "men" and are capable of assuming their autonomy. Finally, they are taken to the sacred river where some elders shave them. The LOW is important because it prepares all young boys to be autonomous and independent from their parents.

VOCABULARY / 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.

- WORD FAMILIES: Suffixes “-al”, “-ment” and “-ion”

The teacher shows the meaning of suffixes “-al”, “-ment” and “-ion” by providing clear examples in context and engaging students in activities that require using the structure appropriately.

The passage below deals with African cultural heritage in Zimbabwe. But, the suffixes of the words in bold are deleted. As you read it, complete each word in bold with the appropriate suffix in order to have a meaningful passage.

Example: a – governmental

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key

a- governmental b- documentation c- preservation d- prevention
e- environmental f- assessment g- involvement h- convention

- GERUNDS

The teacher shows the meaning and use of gerunds by providing clear examples in context and engaging students in activities that require using the structure appropriately.

The passage below is about African culture. As you read it, write the correct form of the verb between brackets.

Example: a – leaving

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

b-being c-receiving d-being e-stay f-being g-wearing h-watching

UNIT SUMMARY

Poem: Tell the poem "Proud of Africa" and help the students learn it.

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

The activities of the unit summary allow the teacher and the students to **review** key points taught **throughout** the unit for remediation.

Review activities

1- The passage below is about a festival in Ghana. As you read it, fill in the gaps with the appropriate words from the box.

Example: a - celebration

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: a- celebration b- festival c- priest d- procession e- offering
f- crop g- thrones

2-The passage below is about Africa. Unfortunately, the suffixes of the words in bold are deleted. Rewrite each word by adding the appropriate suffix in order to have a meaningful passage.

Example: a – organisation

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- organisation b- financial c- foundation d- cultural e- education
f- protection g- contribution h- management

3-Here is a dialogue you had with your Liberian friend Kelly about African food. Put the verbs between brackets in the correct form in order to have a meaningful dialogue.

Example: a- eating

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: b-doing c- finish d- eating e –eating f –being g-falling
h-opting i-cooking

❖ Let's self-evaluate

- Assessing my achievements after Unit 8.

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

Now I can	Yes	No
talk about African cultural heritage		
Listen and talk about the "Udu" drum of the Igbo people		
Read and talk about the "Dipri" festival of the Abidji people		
Read and talk about the "Boloye" and the "Ngoron" dances of the "Poron" festival		
Narrate an event		
Use suffixes "al" – "ment" – "ion"		
Use gerunds		

UNIT 9



OUR CONSUMER SOCIETY

UNIT CONTENT OVERVIEW

- Talking about consumerism
- Listening and talking about the impacts of advertisement
- Reading and talking about fashion
- Reading and talking about shopping
- Writing an advertisement
- Verbal phrases
- The passive voice

Lesson 1: SPEAKING

CONSUMERISM

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

The teacher asks the students to look at the picture on page 155 and answer the questions.

- What is picture 1 about? (Possible answers: Picture 1 is about advertising the latest iPhone.)
- What is the link between the two pictures? (Possible answers: The advertisement influenced the man in picture 2 who has just bought the phone.)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: The students of 1ère A2 from your school are discussing consumerism in our modern societies in order to discover its causes and impacts on people.

The teacher asks the students to take out their textbooks and read the learning context silently 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 students are concerned? (Ans: The students of 1ère A2 from our school.)
- What are they doing? (Ans: They are discussing consumerism.)
- What for? Or for which reason are they discussing consumerism? (Ans: They are discussing consumerism in order to discover its causes and impacts on people.)

Finally, the teacher tells the students that, through a series of speaking activities, they will be prepared to talk about consumerism, its causes and consequences by the end of the day's lesson.

Note: the teacher can also design his own questions.

❖ New language

1- Read the words below and select those related to consumerism.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Advertisement – consumer society – shopping – brand new – consumer – producer – consumption – bill – budget – up-to-date – media – to purchase – customer

- 2- Some of the words or expressions in Activity 1 have their definitions or synonyms below. Identify them. **Example: a- consumption**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- consumption
- b- customer
- c- shopping
- d- consumer
- e- bill
- f- advertisement
- g- media

- 3- The sentences below are about consumerism. Fill in the gaps with the suitable words from the box to make them meaningful. Do like in the example. **Example: a- consumerism**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Consumerism
- b- customers
- c- Advertisement
- d- shopping
- e- bill
- f- consumer society

- 4- Is your society a consumer society? Discuss the topic with your neighbour. Provide evidence to support your position.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

For me, our society is a consumer society because in our modern world people are defined by their capacity to consume, and to be up-to-date as far as possessing goods is concerned. As soon as an advertisement for any good appear on the screen, people rush to buy it in the aim of being in fashion and augment their happiness and well-being. As evidence, we notice how people can sacrifice everything to get the latest iPhone any time there is a new version of this brand of smartphone.

❖ **Let's communicate**

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

- Consumerism is an economic and social system that encourages the consumption of goods and services as a means of attaining well-being.
- Consumerism is sustained by a fierce advertisement on all media of these goods promoted by the producing companies and the illusion of customers that buying all sorts of goods will make them happier.
- The consequences of this fact are various. First of all, people spend their money on futile things sometimes. Secondly, people can be addicted to this way of life, consuming goods after goods. Thirdly, they can lose self-confidence when it comes that they cannot afford these goods. Finally, consumerism deepens the gap between the rich and the poor, creating frustration for a category of people.

Lesson 2: LISTENING

The impact of advertisement

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

The teacher asks the students to look at the pictures on page 157 and answer the questions.

- Look at the pictures and say what people are doing. (Possible answers: In picture 1, people are watching an advertisement about a product and in picture 2, we see a woman buying good in a supermarket.)
- What is the relationship between picture 2 and picture 1? (Possible answers: The relationship between the 2 pictures is that the advertisement in picture 1 has influenced the person in picture 2 to go shopping).

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: On Consumer’s Day organized by the English Club of your school, the students of 1ère listen to a podcast about the impact of advertisements on consumer behaviour in order to talk about its functioning.

The teacher asks the students to take out their textbooks and read the learning context silently 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 is celebrated? (Ans: Consumer’s Day.)
- Who organizes it? (Ans: The English Club of our school)
- What do the students do? (Ans: They listen to a podcast about the impacts of advertisements on consumer’s behaviour)
- What for? Or for which reason do they listen to a podcast about the impact of advertisements on consumer’s behaviour? (Ans: They listen to the podcast in order to talk about how advertisements influence consumer’s behaviour.)

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

Note: the teacher can also design his own questions.

❖ Let’s listen

1~ One of the three options below is correct. Listen to the podcast and choose the best one.

The teacher sets the task by giving the instructions in the student’s book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Passage

It is human psychology to believe in things that we read, hear, and see over and over. With advertisements, brands also earn consumers' trust. We generally relate to testimonial advertisements or advertisements in which someone like us is portrayed and we see them using the product. This visual and audio depiction of the usage and benefits of the product entices us and, in the end, helps us build trust and confidence in the company and its product. Testimonial advertisements are generally used by pharmaceutical companies. It is also observed that, though the world is moving towards the digital era, people still trust the traditional channels of advertising more. By traditional channels of advertising, we mean the news channels, newspaper articles, magazine articles, and radio. Sensodyne toothpaste, for example, shows a variety of consumers who support the brand and the product because it has helped them overcome their sensitivity issues. The brand depicts positive consumer testimonials in its advertisement.

Adapted from <https://www.tutorialspoint.com/effects-of-advertisement-on-consumer-behavior>

Answer key:

The audio passage is about: *b) Advertisements increase trust in the company and its products.*

2- As you listen to the podcast again, say whether the statements below are true (T) or false (F).

Example: a) F

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys: a) F b) T c) T d) F e) F f) T g) F

3- As you listen to the audio passage once more, fill in the gaps with the missing words.

Example: 1- believe

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: **If** students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make **students understand**.

Listening assage

It is human psychology to **believe** in things that we read, hear, and see over and over. With advertisements, brands also earn consumers' trust. We generally relate to **testimonial** advertisements or advertisements in which someone like us is portrayed and we see them using the product. This visual and audio **depiction** of the usage and benefits of the product entices us and, in the end, helps us build **trust** and **confidence** in the company and its product. Testimonial advertisements are generally used by pharmaceutical companies. It is also observed that, though the world is moving towards the digital era, people still trust the traditional channels of advertising more. By traditional channels of advertising, we mean the news channels, newspaper articles, magazine articles, and radio. Sensodyne toothpaste, for example, shows a variety of consumers who support the **brand** and the product because it has helped them **overcome** their sensitivity issues. The brand depicts positive consumer testimonials in its advertisement.

Adapted from <https://www.tutorialspoint.com/effects-of-advertisement-on-consumer-behavior>

Answer key:

- 1- believe (example)
- 2- testimonial
- 3- depiction
- 4- trust
- 5- confidence
- 6- brand
- 7- overcome

❖ After listening

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

- Advertisement is a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy.
- There are many advertisements' broadcasting channels. There are the traditional broadcasting channels like the radio, the newspaper, the

magazine, the television etc. as well as the modern ones such as the web and social media.

- They affect people's ability to consume in that they build trust in the consumer's mind concerning the company and its products and drive them to consume the product.

❖ **BEFORE READING** (after the warm-up and review session)

The teacher asks the students to look at the picture on page 159 and answer the questions.

- Where do you think the people are coming from? (Possible answer: They are coming from shopping centers).
- Do you think that they really need to buy all these clothes? (Possible answer: No, they don't need to buy all these clothes).
- If so, what are their reasons for buying them? (Possible answer: They buy all these clothes because of fashion, pressure from society or to fit in with a group of friends).

The teacher will exploit the learning context after the "Before Reading" activity.

Learning context: During their English class, the students of 1ère from your school read a text about fashion in order to discuss its consequences in today's consumer societies.

The teacher asks the students to take out their textbooks on page 65 and read the learning context silently 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 their English class.)
- What do they do? (Ans: They read a text about fashion)
- Why do they read a text about fashion? (Ans: They read the text in order to discuss the consequences of fashion in today's consumer societies.)

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

Note: the teacher can also design his own questions.

❖ **Let's read**

- 1- Read the text quickly and choose the best option which states the author's main idea.

The teacher sets the task by giving the instructions in the student's book on page 159. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: d- Social media made fast fashion popular by allowing people to share their clothes.

- 2- Read the text again and match the words or expressions from the text in column A with their synonyms or definitions in column B.

Example: 1- outfits = c- clothes

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that 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:

- j- outfits = c- clothes
- k- paving = f- opening
- l- bloom = g- germinate
- m- scrutinized = b- examined
- n- survey = i- study
- o- purchasing = a- buying
- p- exacerbating = h- aggravating
- q- restlessness = d- without pause
- r- misremember = e- remember incorrectly

- 3- Read the text once again and give answer to the following questions.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a) According to the text, social media contribute to the growth of fast fashion and affects the fashion choices of people.
- b) Hubbub is a London sustainability firm. It reveals that 41 percent of people aged 18 to 25 felt pressured to wear a different outfit when they head out.
- c) Influencers and celebrities participate in fast fashion in that they can turn anything into an instant trend.
- d) Young Australians stop wearing some of the clothes they buy because they experience a change in taste, damages, faults in clothing items or simply feeling bored.
- e) According to Pope John Paul II, consumerism may cause the inability to move beyond material goods, generating a restlessness expressed in the search of new products.

- f) No. Even when consumers are informed about the dark side of the fashion industry, the majority of them have a selective memory. They misremember the immoral aspects to avoid.

4- Read the text one more time and complete the table.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

Surveyors	People	Actions
London sustainability firm Hubbub	People aged 18 to 25	pressured to wear a different outfit when they head out
YouGov Omnibus	24 per cent of Australians	had disposed of an item of clothing after wearing it once.
Ohio State University	People	misremember unethical aspects to avoid emotionally difficult ethical information such as child labour.

❖ After reading

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

FAST FASHION MENACING THE WORLD

Young people are exposed to what is known today as fast fashion. What is fast fashion and what can be its impacts on youth? The scope of this article will be about these issues.

The dictionary defines fast fashion as inexpensive clothing produced rapidly by mass-market retailers in response to the latest trends.

Fast fashion has a strong impact on youth as well as the whole. With fast fashion, young people are buying more and more clothes, wasting huge sums of money and getting addicted to shopping. As fast fashion produces over and over, it is not eco-friendly because a study shows that one garbage truck of textiles is wasted every second. Moreover, the fashion industry is the second biggest consumer of water, producing 20 percent of wastewater while

generating more greenhouse gas emissions than all international flights and maritime shipping combined.

Nowadays, we need to rethink our fast-fashion habit; we can't continue to make clothes that do not consider our environment.

Marius GABA

❖ **Before Reading** (after the **warm-up and review** session)

The teacher **asks** the students to look at the pictures on page 162 and answer the **questions**.

- **What is each picture about?** (*Possible answers: Picture 1 shows goods in a supermarket; in picture 2, we see people buying items in a shopping mall; and picture 3 shows people coming back from shopping.*)
- **What reasons can you give for buying so many goods?** (*Possible answers: People buy so many goods because we live in a consumer society.*)

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: In their search for information to prepare their talk on consumerism on the Accra local radio, the students of 1ere of your school come across an interview dealing with shopping. They read it in order to discuss the reasons why people engage in buying or shopping activities.

The teacher **asks** the students to **take out** their **textbooks** on page 162 and read the learning context **silently** 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 organizes the talk?** (*Ans: The Accra Local Radio*)
- **What is the topic of the talk?** (*Ans: Consumerism*)
- **How do the students prepare their talk?** (*Ans: They read an interview dealing with shopping*)
- **Why do they read the interview?** (*Ans: They read the interview in order to discuss the reasons why people engage in buying or shopping activities.*)

Finally, the teacher **tells** the students that, through a series of reading activities, they will be prepared to discuss the reasons why people engage in shopping by the end of the day's **lesson**.

Note: the teacher can also design his own questions.

❖ **Let's read**

1- **Read the text quickly and choose the best option.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: c) the reasons why people buy things.

2- Read the interview again and find the words or expressions whose definitions or synonyms are given below. The line references are given to help you. **Example: a- brands.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- brands b- rooted c- scholars d- impetus e- hierarchy f- wealth
g- amount h- reference i- sibling

3- Now complete the sentences below with some of the words from activity 2 to make them meaningful. **Example: a- sibling.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- sibling b- wealth c- brands d- rooted e- hierarchy

4- Read the text again and say whether the statements below are true or false. Give the line references to justify your answers. **Example: a- T (Introduction - line 3)**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- T (Introduction - line 3)
- b- F (Introduction - line 3)
- c- F (Answer 1 - line 2)
- d- F (Answer 2 - lines 5-8)
- e- T (Answer 2 - line 8-9)
- f- T (Answer 5 - line 1-2)
- g- F (Answer 6 - line 1-2)
- h- T (Answer 6 - line 7-8)

❖ **After reading**

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

Good morning one and all,

My name is Alexis Benoikon, and it's my pleasure to stand in front of you today to address this important issue of consumerism. Thank you for attending this talk and paying close attention to what we are going to say.

We must know that we live in a consumer society, a society in which your value and esteem are determined by your capacity to consume or your possessions. There are many reasons why people buy so many goods. First of all, we are exposed to all sorts of advertisement which build a certain idea in our mind. Next, fashion makes us buy things in order to fit in our society. Furthermore, our position in society or our neighbourhood can influence us to buy things people around us have. Finally, there is a kind of competition between people as if people want to know who is wealthier in regard to their possessions.

In the coming days, shopping will increase again because companies not only produce more but they use aggressive advertisement to promote their goods.

Thanks for listening to me.

Lesson 5: WRITING

An advertisement

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

The teacher asks the students to look at the picture on page 166 and answer the questions.

- Look at the picture and say what it is about. (Possible answer: The picture is about an advertisement.)
- Who is it addressed to? (Possible answer: It is addressed to the public.)
- What is the goal behind its publishing? What are its consequences? (Possible answer: to incite people to buy the product.)
- What are its consequences? (Possible answer: It makes people consume more than they need.)

The teacher will exploit the learning context after the “Before writing” activity.

Learning context: The students of 1ere from your school want to take part in a competition. It is about an advertisement for a new American company based in Ghana. During the English class, they learn how to write an advertisement with their teacher in order to win the competition.

The teacher asks the students to take out their textbooks and read the learning context silently 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 the English class)
- What do they do? (Ans: They learn about how to write an advertisement)
- What for? (Ans: to win the competition.)

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

Note: the teacher can also design his own questions.

❖ Let's prepare to write

- 1- Look at the advertisement above and list its main parts. Compare your list with that of your neighbour.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

The main parts of the advertisement are *a heading, a picture of the product to advertise, and a comment to incite people to buy it.*

2- Now, read the tips for writing an effective advertisement and see if you are right on the list.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

I think I am right on the list.

❖ Let's write

Note: Before the students start writing, the teacher draws their attention to the writing tips in the student's book on pages 166, 167, and 168 so that they can use them to make their production.

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

TOYOTA TUNDRA PICK UP HYBRID 2.0



THE ROCKY LANE TAMER FOR ALL TYPE OF ROADS

VOCABULARY / 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.

▪ PHRASAL VERBS

The teacher shows the meaning of phrasal verbs by providing clear examples in context and engaging students in activities that require using the structure appropriately.

1. With your neighbour, study the dialogue below about shopping. Find the phrasal verbs and write them down in your exercise copybook.

Example: a- pop into

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

a- pop into b- look for c- pick up d- shop around e- set back f- look out
g- sell out h- pack in i- queue up j- try on k- take back

2. Below are the definitions of some phrasal verbs from the dialogue of activity 1. Match each to its corresponding phrasal verb.

Example: a- pop into

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- pop into b- shop around c- take back d- look for
e- sell out f- queue up g- pick up

▪ PASSIVE VOICE

The teacher shows the meaning of passive voice by providing clear examples in context and engaging students in activities that require using the structure appropriately.

1- The statements below are about consumerism. Determine whether they are in the active or passive voice.

Example: a- active voice

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- Active voice b- Passive voice c- Active voice d- Passive voice

e- Passive voice f- Active voice

2- Change the active voice sentences from activity 1 into passive voice.

Example: a- A lot is invested in advertisements by big companies.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

a- A lot is invested in advertisements by big companies.

b- The latest iPhone is being bought by the man.

c- Many fast food have been built by Mac Donald in Europe.

UNIT SUMMARY

Puzzle: Find as many words related to physical appearance and personality traits as you can.

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

Answer keys:

Across

1. clothes
5. Carrefour
9. Zara
10. Butcher
11. depends

Down

2. Euro
3. everything
4. sometimes
6. one hundred
7. bread
8. France

The activities of the unit summary allow the teacher and the students to **review** key points taught **throughout** the unit for remediation.

Review

- 1- The paragraph below is about consumerism. Complete it with the suitable phrasal verbs from the box. **Example: 1- lining up**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- 1- lining up 2- pay for 3- try on 4- pick ... up 5- took back

- 2- The sentences below are about consumerism. Rewrite them starting with the underlined words or phrases.

Example: a- New products are produced by companies to earn more.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- New products are produced by companies to earn more.
- b- The latest Microsoft Surface Pro was bought last week by the headmaster.

- c- A lot of money was spent on fashion by young people.
- d- Credit cards are used by rich people to pay their bills.
- e- The price of these shoes is being inquired (by me).

3- Make three sentences about shopping using the phrasal verbs below:
shop around, take back, and try on.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- We are shopping around to get sportswear.
- b- Dad took back the TV set after noticing that it was damaged.
- c- You'd better try on clothes before buying them.

❖ Let's self-evaluate

- Assessing my achievements after Unit 9.

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

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	Yes	More or less	No
talk about consumerism.			
Listen and talk about the impacts of advertisement.			
Read and talk about fashion			
Read and talk about shopping.			
write an advertisement.			
use phrasal verbs.			
use the passive voice.			

UNIT 10



FRIENDS, DATING AND ENTERTAINMENT

UNIT CONTENT OVERVIEW

- Talking about friendship
- Listening and talking about leisure and entertainment
- Reading and talking about youth
- Reading and talking about dating
- Expressing exclamations
- idioms
- writing a descriptive text

Lesson 1: SPEAKING

FRIENDSHIP

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

The teacher asks the students to look at the picture on page 173 and answer the questions.

- Discuss what you can see. (Possible answer: We can see happy people who are excited to be together.)
- What is the relationship between the different people? (Possible answers: They might be friends.)

The teacher will exploit the learning context after the “Lead-in” activity.

Learning context: During one of the meetings of the English club of your school, the students of 1ere A2 discuss friendship implications in youth's lives in order to raise awareness about its importance for students.

The teacher asks the students to take out their textbooks and read the learning context silently 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 discuss friendship implications in youth's lives)
- What for? Or for which reason do they discuss friendship implications in youth's lives? (Ans.: in order to raise awareness about its importance for students).

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

Note: the teacher can also design his own questions.

❖ New language

- 1- Study the words or expressions below and write down in your exercise copybook those that are related to friendship.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

mates – companionship – friendship – comrades – pal – buddy – acquaintance – associate – chum

- 2- The sentences below are about friendship. Complete them with the suitable words from the list of activity 1. **Example: a- buddy**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- buddy
- b- mates
- c- Leisure
- d- Outings
- e- Happiness

- 3- Find some words related to friendship ending with the suffix "ship".
Example: a- fellowship.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Fellowship
- b- Friendship
- c- Companionship
- d- Partnership
- e- Membership
- f- Relationship
- g- Chumship

- 4- For each new word ending in "ship" in activity 3, provide its definition. **Example: a- Friendship is the fact of being friends with someone.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- Friendship is the state of being friends with someone.
- b- Fellowship is the state of being fellows with someone.
- c- Partnership is the state of being partners with someone.
- d- Companionship is the state of being companions with someone.
- e- Partnership is the state of being partners with someone.

- f- Relationship is the state of sharing a connection with someone.
- g- Chumship is the state of being chums with someone.

❖ **Let's communicate**

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

Good morning, ladies and gentlemen,

Thanks for attending this talk about friendship. My name is Parfait Lingué, and I am really pleased to talk to you about this topic. What is friendship?

Well, friendship is this strong relationship which unites two or more persons who have got acquainted one day and decide to stay close to one another. True friendship has many advantages. First of all, good friends support one another in difficulties. When a friend is experiencing hard times, his friends stand next to him to give help and support. Next, you entertain yourself with your friends. With your friends, you can organize outings to have good times. Finally, when friendship reaches a certain proportion, it becomes brotherhood. These people become reliable people for you at any time.

It is for all these advantages that Friendship Day is celebrated today in order to show young people the importance of this relationship.

Thank you for your attention.

Lesson 2: LISTENING

LEISURE AND ENTERTAINMENT

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

The teacher asks the students to look at the picture on page 175 and answer the questions.

- Where are the different people? (Possible answers: In picture 1, the people are at the beach. In picture 2, the people are in a nightclub.)
- What are they doing? (Possible answers: They are entertaining themselves.)
- What do you call this action? (Possible answers: leisure or entertainment)
- Can a person live without entertainment? Why? (Possible answers: No, nobody can live without entertainment because, in a world full of stress, it is important to relax from time to time.)

The teacher will exploit the learning context after the “Before Listening” activity.

Learning context: The students of 1ere from your school are invited to a conference on "Leisure and Entertainment" organized by the British Council. They listen to the lecturer in order to discuss the importance of leisure and entertainment in young people's lives.

The teacher asks the students to take out their textbooks and read the learning context silently 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 a conference on “Leisure and Entertainment.”)
- What do they do? (Ans: They listen to a lecturer.)
- What for? Or for which reason do they listen to the lecturer? (Ans: in order to discuss the importance of leisure and entertainment in young people's lives.)

Finally, the teacher tells the students that, through a series of listening activities, they will be prepared to discuss the importance of leisure and entertainment in young people's lives by the end of the day's lesson.

Note: the teacher can also design his own questions.

❖ Let's listen

1- As you listen to the podcast, choose the best option.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: If students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make students understand.

Why is Entertainment Important in Our Life?

Entertainment has always been an integral part of life. It breathes oxygen into life when it seems bleak due to hectic schedules or unbearable responsibilities. Entertaining activities can refresh your mind and preserve your mental health as well as emotional well-being. It will bring happiness into your life. Some of these activities may even bring you closer to your friends and family members. Therefore, entertainment can be beneficial in many ways.

Here are the top 5 Reasons Why Entertainment is Important in Our Life

1. Relieve Stress

Entertainment can distract you from the stress-causing factors in your life. Your body releases endorphins when you participate in entertaining or fun activities. This chemical is known to *relieve stress and pain*. Therefore, entertainment can bring a degree of happiness into your life. You can entertain yourself in different ways. If you have a hobby, then it enables you to stimulate your creative side while entertaining yourself.

2. Promotes Productivity

You will have more energy to work if you take one or two short breaks, as you can have an active body when the mind is relaxed. You can do something that is enjoyable during these breaks to refuel your energy tank and get back to the task at hand.

3. Develops Self-Esteem

You can achieve bigger goals when you are more productive and will notice an improvement in your self-esteem. Also, if you enjoy time with your family members or friends, this sense of closeness will improve your confidence and self-esteem. You can depend on good friends and family members to encourage you to keep moving forward in life.

4. Develops Friendships

You can have more friends when you participate in activities, such as sports, music, drama, dance, etc. This improves social communication as well as team-building skills. You will also experience less social anxiety, as you have to interact and work with different types of people.

5. Makes Learning Fun

You can also learn through creative or enjoyable activities. Education and entertainment intersect frequently. Many scientific studies have confirmed that children learn faster when educational toys and games are used for teaching. The creative classrooms use strategically selected entertaining educational programs for fun-filled learning. Students of all ages also learn through practical experience and this method of learning is more engaging and effective than the conventional class activities that seem monotonous and burdensome to students. Teachers often use Jigsaw puzzles, Legos, chess, abacus, sports or physical education for learning.

Adapted from <https://divineyouwellness.com/blog/why-is-entertainment-important-in-our-life/>

Answer key:

The passage is about: c) *The importance of entertainment in people's lives.*

2- Listen to the passage once again and say if the statements below are true (T) or false (F). **Example: a- F**

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer keys:

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

3- As you listen to the passage again, complete the table with the correct information.

The teacher sets the task by giving the instructions in the student's book. Then, he reads the passage or plays the audio version of it. Finally, he conducts the feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Note: **If** students give different answers for a single option, the teacher will read or play the portion containing the correct answer to make **students understand**.

Answer key:

Activities	Importance
1. Entertainment	can distract you from the stress-causing factors in your life.
2. Enjoy time with your family members or friends	will improve your confidence and self-esteem.
3. Activities such as sports, music, drama, dance, etc	improve social communication as well as team-building skills.
4. Jigsaw puzzles, Legos, chess, abacus, sports or physical education	are used for learning.

❖ After listening

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

- Leisure is free time, time free from work or duties and entertainment is an activity designed to give pleasure, enjoyment, diversion, amusement, or relaxation to an audience.
- You can have leisure moments during relaxation at the beach or go to pubs or nightclubs with friends or relatives. There are many types of entertainment such as games, movies, sports, etc.
- Leisure activities and entertainment are very beneficial to people. They provide happiness, relieve stress, refuel energy, and help people build strong relationships.

❖ **BEFORE READING** (after the warm-up and review session)

The teacher asks the students to look at the picture on page 177 and answer the questions.

- Look at the picture and describe the people you see. (Possible answer: The people in the picture are teenagers.)
- How old can they be? (Possible answer: They can be between 16 to 18.)
- What relationship is there between them? (Possible answer: They are friends or classmates).

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: During the English class, the students of Iere from your school read a text on the youth and entertainment in order to talk about the importance of entertaining activities for young people.

The teacher asks the students to take out their textbooks on page 65 and read the learning context silently 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 their English class.)
- What do they do? (Ans: They read a text on youth and entertainment)
- Why do they read a text on youth and entertainment? (Ans: in order to talk about the importance of entertaining activities for young people.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about the importance of entertaining activities for young people by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ **Let’s read**

1- Read the text quickly and choose the best option.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: The text is about c- young people’s personality and the choice of entertainment.

2- Read the text again and match the words or expressions in column A with their synonyms or definitions in column B. Example: 1- d

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

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

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key :

- a- Young people like spending their free time with friends.
- b- They prefer spending their free time with friends because being with peers is associated with higher happiness and lower anxiety than being alone.
- c- The four (4) entertaining activities are gymnastics, diving, video games and soccer.
- d- Being on a team teaches lifelong lessons and helps students improve in the classroom and become healthier.
- e- According to the National Institute of Health, the choice of entertainment by teens is directed by personality and psychological needs.

❖ After reading

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

During my pastime, I like staying with friends to play football or scrabble. Or sometimes I go jogging with my mates. I like this type of games because I like spending time with my friends. Being with friends makes me have a lot of happiness and fun.

Teenagers should have pastime activities because they help them relax and have good time. Young people can learn a lot of lessons through some leisurely activities.

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

The teacher asks the students to look at the picture on page 180 and answer the questions.

- Say what you see. (Possible answers: we see people holding hands and in close relationships).
- What relationship exists between the people? (Possible answers: The people in the pictures are either married, engaged, or lovers).
- What are their feelings? (Possible answers: They are glad to be together).

The teacher will exploit the learning context after the “Before Reading” activity.

Learning context: During your research on friendship at the library of the American Embassy, you come across a text that deals with friendship and dating. You decide to read it in order to discuss how important friendship is in dating.

The teacher asks the students to take out their textbooks on page 180 and read the learning context silently 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 library of the American Embassy)
- What do you decide to do? (Ans: We decide to read a text dealing with friendship and dating)
- Why do you decide to read the text? (Ans.: in order to discuss how important friendship is in dating.)

Finally, the teacher tells the students that, through a series of reading activities, they will be prepared to talk about the importance of friendship in dating by the end of the day’s lesson.

Note: the teacher can also design his own questions.

❖ Let’s read

1~ Read the text quickly and choose the best answer.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: a) the importance of friendship before dating.

2~ Read the definitions below and find in the text the words or expressions they correspond to. **Example: a- jeopardize.**

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- jeopardize
- b- weird
- c- simultaneously
- d- picking
- e- beforehand
- f- childhood
- g- comfortable
- h- overwhelmed
- i- rely on

3- Complete the sentences below with the correct words or expressions from activity 2. Example: a- rely on.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- rely on
- b- jeopardize
- c- beforehand
- d- comfortable
- e- weird
- f- Childhood

4- Read the text again and give short answers to the questions below.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- There are two (2) opinions.
- b- For the author, it is a good thing to be friends before dating.
- c- The three(3) reasons are:
 - as friends, the lovers know each other beforehand;
 - ancient friends know the past relationships, childhood memories, likes and dislikes of their counterparts;
 - dating a friend is also a good way to take things slow and build a strong relationship.

d- Yes, I think that the author is right to have this position because it is easier to build a strong relationship with a person you know well and trust. After all, you were friends before dating.

❖ **After reading**

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

P.O Box 225 Bouaké

(Côte d'Ivoire)

26. September 2023

Dear author,

I read your article about friendship and dating in which you argue that it is a good thing to be friends before dating. You support your position with different arguments.

However, I don't go along with you on that point. Rather, I agree with people who think it's weird to transition from friends to lovers because your friend is your confidant, a person whom you share all your life experiences with, a person who knows you better than anyone else. I would add that this will make the relationship monotonous because nothing in your partner can surprise you. What makes a relationship spicy is the mystery that each partner has in his inner. Loving a person must be a sort of adventure in which each partner tries to discover this mystery and love more. This makes the relationship exciting.

For all the reasons I put forth, I disagree with your point of view.

I hope to hear from you very soon.

Best regards.

Blanchard DAPPA

Lesson 5: WRITING

A DESCRIPTIVE PARAGRAPH

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

The teacher asks the students to read the instructions on page 183 and answer the questions.

- What do you use to describe people, places, things, and actions? (Possible answer: *to describe people, places, things, and actions, we use adjectives and adverbs*).
- Read the words below and group them into adjectives and adverbs? (Possible answer: *Adjectives: graceful, ablaze, deep, entire, shy*
Adverbs: vividly, firmly, joyfully, happily)

The teacher will exploit the learning context after the “Before writing” activity.

Learning context: During a relaxing outing with your friends, you visited a wonderful place. At the English club meeting of your school, the chairman asks you to describe what life looks like there and explain how you enjoyed your time in order to share experiences with your mates who were not with you.

The teacher asks the students to take out their textbooks and read the learning context silently 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 club meeting*)
- What are you asked to do? (Ans: *We asked to write a description of a wonderful place we visited*)
- What for? (Ans: *In order to share experiences with our mates who were not with us.*)

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

Note: the teacher can also design his own questions.

❖ Let’s prepare to write

- 1- Study the model and underline the words in the description that make a great impression on you.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: cold – grey – late – backing – granite – muzzling – winter

2- Identify what is described in the paragraph above. List the words which best tell how it is.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

It is a day which is described in the paragraph.

The words which best tell how it is: cold – grey – late – backing – granite – muzzling – winter

3- What impression do you have about the feeling of the author of the paragraph? Does he appreciate or not what he describes?

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

The author of the paragraph does not have a good feeling about what he describes and he dislikes the day he is talking about.

❖ Let's write

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

Last weekend, I visited the heavenly beach of Assinie Mafia. This place is one of the wonders of the world. It is a sandy and warm place. In this place, you can relax, emptying your mind at the roaring waves of the sea. The tall coconut trees and the colourful landscape make me think of the Eden garden described in the Holy Bible. It is so good to live a whole day at this lovely beach. I enjoyed myself a lot. I am eager to go back there again.

VOCABULARY / 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.

▪ MAKING EXCLAMATIONS

The teacher shows how to make exclamations by providing clear examples in context and engaging students in activities that require using the structure appropriately.

Turn the declarative statements below into exclamations using “how” and “what”.

Example: a- How beautiful these mountains are!

What beautiful mountains!

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- How beautiful these mountains are!
What beautiful mountains!
- b- How lovely this landscape is!
What a lovely landscape!
- c- How intelligent this boy is!
What an intelligent boy!
- d- How nice this day is!
What a nice day!

▪ IDIOMS

The teacher shows the meaning of idioms by providing clear examples in context and engaging students in activities that require using the structure appropriately.

1- The statements in column A are idiomatic expressions. Match each of them to its meaning in column B.

Example: 1- e

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

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

2- The sentences below are idioms. With your neighbour, reflect on them and try to guess their meanings.

Example: a- People who share similar interests tend to spend time with each other.

The teacher sets the task by giving the instructions in the student's book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- People who share similar interests tend to spend time with each other.
- b- The travel is too expensive.
- c- Let things happen on time.
- d- Every bad situation has its advantages.
- e- Accomplish two things in one action.

UNIT SUMMARY

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

Song: “I’ll Be There” by Michael Jackson

Play the music of the song and help the students learn it.

The activities of the unit summary allow the teacher and the students to **review** key points taught **throughout** the unit for remediation.

Review

- 1- For each word related to friendship, entertainment and love, give three words of the same family based upon it.

Example: d- loved – lover - beloved

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- friend – friendly - friendship
- b- companionship – companionability - companionable
- c- entertain – entertaining – entertainer
- d- loved – lover – beloved

- 2- Below are some idiomatic expressions. Select the letters that are related to friendship and write them down in your copybook.

Example: a

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: a – c – g – i

- 3- The sentences below are about showing one’s admiration. Study them and select those which are exclamative sentences.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key: c – e

- 4- Turn the non-exclamative sentences of activity 3 into exclamative ones using “what” and “how”.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- How lovely the landscape is!
What a lovely landscape!
- b- How tiring this travel is!
What a tiring travel!
- d- How tall the buildings are!
What tall buildings!
- f- How cool the movie was!
What a cool movie!

- 5- Read the small paragraph and answer the questions.

The teacher sets the task by giving the instructions in the student’s book. Then, he sets the timing, and the grouping mode (individual work/pair work/group work). The teacher conducts feedback as a facilitator, letting the floor to the students and speaking as little as possible.

Answer key:

- a- The paragraph is about friendship.
- b- A best friend is someone with whom you feel comfortable and can easily share your thoughts and feelings.
- c- The qualities of a best friend are loyalty, supportiveness, trustworthiness, and fun-loving nature.
- d- Yes, friendship is important. The word or phrase in the text which states it is “a true friendship is like a treasure”.

❖ Let's self-evaluate

- Assessing my achievements after Unit 9.

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

NO = 0

MORE OR LESS = 1

YES = 2

Now, I can	Yes	More or less	No
talk about friendship.			
Listen and talk about leisure and entertainment.			
read and talk about youth.			
read and talk about dating.			
write a descriptive text			
express exclamations			
use idioms			

Project 5

A poster to promote dowry in your region

The American Corner is organizing a competition between the different English clubs of your region about dating in traditional societies. Your English chooses you to draw a poster to promote dowry in your region.

❖ Assignment

Design a poster on the topic:

- ~ identify the people who take part in the ceremony;
- ~ talk about the outfits people wear during the ceremony;
- ~ describe the important actions of the ceremony.

❖ Time and resources

- ~ Gather the material resources;
- ~ Plan the timing and the deadlines;
- ~ Execute the task

❖ Outcome

- ~ Use the information gathered to design the poster;
- ~ Present and comment on your to your teacher and your classmates.

TESTS

TEST N°2 (A COUP AFTER COUP IN THE SAHEL)	
FEEDBACK	MARKING SCALE
PART ONE : READING FOR COMPREHENSION (40%)	40 points
A-VOCABULARY CHECK (20%)	(20 points)
1- g	
2- i	2pts
3- h	2pts
4- f	2pts
5- j	2pts
6- k	2pts
7- a	2pts
8- e	2pts
9- c	2pts
10- d	2pts
11- b	2pts
 B-COMPREHENSION CHECK	
1- false (L2-3)	
2- False (L6-7)	2pts
3- True (L8-9)	2pts
4- False (L8)	2pts
5- False (L15-16)	2pts
6- True (L17-18)	2pts
7- True (L15-16)	2pts
8- False (L19-20)	2pts
9- True (L20-21)	2pts
10- True (L21-22)	2pts
11- True(28-29)	2pts
 PART TWO : LANGUAGE IN USE (30%)	30 pts
TASK A :	15 pts
1- African	
2- colonial	1,5pts
3- democratic	1,5pts
4- challenges	1,5pts
5- citizens	1,5pts
6- leaders	1,5pts
7- ethnic	1,5pts
8- society	1,5pts
9- transparency	1,5pts
10- sustainable	1,5pts
11- social	1,5pts
 Task B	15 pts
1- yet	
2- and	1,5pts
3- and	1,5pts
4- although	1,5pts
5- yet	1,5pts

6- so	1,5pts
7- although	1,5pts
8- but	1,5pts
9- but	1,5pts
10- so	1,5pts
11- but	1,5pts
PART THREE : WRITING (30%)	
Task A :	
- Use of paragraphs (introduction, body paragraph, conclusion)	
- Use of topic sentences and linking words	
- Coherence and logic of the paragraphs	
- Vocabulary and grammar accuracy	30 pts
Task B :	
- Layout of the informal letter (writer's address, date, greeting, letter body, closing)	
- Use of paragraphs	
- Vocabulary and grammar accuracy	