

ENGLISH FOR EVER 2nd Teacher's guide

This document consists of the answer keys of the student's book English For Ever 2nd as well some clues for teaching. It is not a lesson preparation. The teacher should therefore design his lesson plans before going to the classroom.

UNIT 1



PEOPLE

UNIT CONTENT OVERVIEW

- Discussing migration
- Listening and talking about tolerance
- Reading and talking about population growth
- Reading and talking about personality trait
- Vocabulary related to personality trait and physical appearance
- Describing people's personality
- Using the present simple and the present continuous
- Using gerunds and infinitives

Lesson 1: SPEAKING

Migration

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

The teacher will ask the students to look at pictures 1 and 2 on page 9 and answer the following questions.

- **Where do you think the people in picture 1 are going?** (Possible answers: *They are moving from their living place/village/city to another place/village/city.*)
- **Why are they moving?** (Possible answers: *they are moving for better living conditions/ they are fleeing a conflict zone...*)
- **Do you agree with picture 2? Justify.** (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: For the celebration of World Migration Day, the students of your school have received leaflets on facts and figures about migration from an international NGO. They are discussing them to give a talk on illegal migration in order to raise people’s awareness about its dangers.

The teacher will ask the students to take their textbook on page 9 and read the learning context in silence for one minute or less. Then he/she will ask a student to read it aloud. Next, he/she will ask one question or more, among the followings:

- **What events are the students preparing for?** (Ans.: *The celebration of World Migration*)
- **What have they received?** (Ans.: *leaflets on facts and figures about migration*)
- **Why are they discussing illegal migration?** (Ans.: *to raise people’s awareness about its dangers.*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to discuss migration by the end of the day’s session.

Note: the teacher can also design his own questions.

❖ New language

- 1- Look at the word bank below. Identify the words related to population movement. Then, discuss your list with your partner.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

to migrate – refugees – to immigrate – to emigrate – exodus – migrant – immigrant – emigrant – emigration – diaspora – immigration – migration

2- Look at the word bank in activity 1 again. Match the appropriate word with each of the definitions below. **Example: a- Immigration**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- Immigration
- b- Refugees
- c- Migrant
- d- Emigration
- e- Exodus
- f- To immigrate
- g- To migrate
- h- Immigrant
- i- Emigrant
- j- Migration
- k- Diaspora
- l- To emigrate

3- Classify the words or expressions from the box in the table.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

Causes of migration, immigration or emigration	Drawbacks and dangers of migration, immigration or emigration	Advantages of migration, immigration or emigration
persecution, war, poverty	shipwreck, lack of manpower, over-exploitation of natural resources, overpopulation, depopulation, increase of crime rates, death, loss of skilled labour	better living conditions, cultural mix, additional tax for host countries, reduction of unemployment

❖ Let's communicate

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

- Migration can be caused by: persecution, war, poverty, unemployment...
- Migration hides many disadvantages for migrants, their home countries and the host one. Migrants face up with several difficulties. Illegal migrant for instance, are exposed to shipwreck and death while crossing the Mediterranean Sea thought canoes. Once they get in the host countries, they are confronted to administrative problems because they do not have any authorized identity papers. Migrant generally meet problems like unemployment, adaptation to the climate, racism... As for the home countries, migrants' departures provoke situations like depopulation, loss of skilled labour and lack of manpower. On the opposite, the host countries could be confronted to overpopulation, over-exploitation of natural resources, and increase of crime rates...
- Migration also has many advantages for migrants, their home countries and the host countries. Migrants can have better living conditions and get very wealthy. Migration reduces unemployment in migrants' home countries while it fosters cultural mix and additional tax and enough manpower for host countries.

Session 2: LISTENING

Tolerance

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

The teacher will ask the students to look at the pictures on page 11 and answer the following questions.

- Are there any differences between the people? (*Possible answers: yes/ yes there are some differences between the people*).
- What are those differences? (*Possible answers: the differences are about their race/skin colour/gender*).
- Can these different people live together? (*Possible answers: Yes, all these people can live together*).
- How do you think this can be possible? (*Possible answers: this can be possible if people love each other/ if people are tolerant...*).

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

Learning context: The students of 2^{nde} A from Lycée Moderne 1 Divo have just received some audios on tolerance from an international NGO. They are listening to them in order to discuss the importance of tolerance in keeping peace.

The teacher will ask the students to take their textbook on page 11 and read the learning context in silence 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 followings:

- What have the students received? (*Ans.: Some audios on tolerance*.)
- What are they doing? (*Ans: They are listening to some audios on tolerance*)
- Why are they listening to them? (*Ans.: in order to discuss the importance of tolerance in keeping peace.*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about tolerance by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's listen

- 1- Listen to the talk by a social assistant and choose the best title among the proposals a, b, c or d.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or play the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Passage

I want you to remember a time when you were playing with your friends outside. Do you remember how all of you looked **different**, had different ideas about what games to play, and had different types of parents, brothers, and sisters? When you realized that you were not exactly the **same** as your friends, you were beginning to understand tolerance.

Tolerance is when you **accept** others who are different in their **race**, **culture**, **habits**, and even **beliefs**. When you accepted and played with your friends, you were showing tolerance and realizing that you wanted to be respected, have your ideas heard, and receive **fair treatment** from them, just as they wanted the same from you. You also realized that your different friends were going to introduce you to new ideas and fun **experiences** while you were playing with them, just like you were to them. You were accepting your friends for who they were and enjoying playing with them even if they were **diverse**, or different, from you because of that acceptance. That is tolerance.

<https://study.com/academy/lesson/tolerance-lesson-for-kids-definition-quotes.html>, 13/10/2022.

Answer keys: B- What tolerance is.

2- Listen to the talk again. Choose the words or expressions from the list below that you hear.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or play the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answer keys:

different – same – exodus – tolerance – migrant – accept – Europeans – race population – culture – habits – foreign – beliefs – fair treatment – practice religion – experiences – justice – equal – diverse – tolerate – exclude

3- As you listen to this second audio passage, fill in the gaps with the missing words or expressions.

Example: 1- basis

The teacher will set the task, going through the instructions in the student's book on page 12. Then, he will read the passage or play the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Passage

Tolerance makes it possible for people to coexist peacefully. It is the **basis** for a fair society in which everyone can lead their lives as they wish. Tolerance allows **people** to show strength in that they can deal with different **opinions** and perspectives. When you know more about different thinking and ideas from around the **world**, it will help you to understand the world better. In most cases, a **lack of** tolerance is the result of fear and **ignorance** towards the unknown. **Curiosity** and the readiness to learn about new worlds, ideas and ways of thinking can help people be more tolerant. When someone learns more about people from foreign **cultures**, they also lose their fear of the unknown. It isn't simple to be a **tolerant** person. It is okay to stick to your own **values**, but it makes sense to evaluate your own values, especially if they are having an effect on others.

Adapted from the internet <https://www.google.com/amp/s/amp.dw.com/en/being-tolerant/a-35895644>,

22/10/2022

Answer keys :

- 1- basis (example)
- 2- people
- 3- opinions
- 4- world
- 5- lack of
- 6- ignorance
- 7- curiosity
- 8- cultures
- 9- tolerant
- 10 -values

❖ After listening

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

- There is a variety of religions in the world. We notice that instead of promoting peace and love, and leading people to live together, religions oppose humans between them. If only humans could be tolerant, the world would be a peaceful place. That is why Victor Hugo says: "Tolerance is the best religion."
- The world could be more peaceful through tolerance, as it allows people to accept their differences. Tolerance leads to living without discrimination, which is an important source of conflicts and crises.
-

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

The teacher will ask the students to look at the diagrams on page 13 and answer the following questions.

- Which country is the most populated in the world? (*Possible answer: China*).
- What is the most populated country in Africa? (*Possible answer: Nigeria*).
- Will the population of Africa increase or decrease over the years? (*Possible answer: yes, according to the second diagram*).

After the “Before reading” activity, the teacher will exploit the learning context.

Learning context: The students of 2nde A from Lycée Municipal Hiré are invited by the British council to a panel presentation on population growth. Before attending the panel, they are reading a text on the topic in order to collect more information about it.

The teacher will ask the students to take their textbook on page 13 and read the learning context in silence 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 on population growth*)
- Why are they reading the text? (*Ans.: They are reading the text to collect more information about it.*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about population growth by the end of the day’s session.

Note: the teacher can also design his own questions.

❖ Let’s read

- 1- Read the text below and choose the best title among the proposals a, b, c or d.

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: b- Causes and effects of overpopulation

- 2- Read the text again and find the synonyms of the words below. The lines are indicated to help you. **Example: a- growth**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- growth
- b- estimated
- c- populous
- d- major
- e- developing
- f- mainly
- g- drop
- h- fatal effects
- i- depletion

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- The term "overpopulation" refers to a situation in which the Earth cannot regenerate the resources used by the population.
- b- The world's population in 2022 is estimated around 7.888 billion.
- c- Yes. According to the text, China's population (1.426 billion) is greater than the entire population of Europe (744 billion).
- d- Developing nations face the problem of overpopulation more than others.
- e- The causes of overpopulation are the death rate, agricultural advancements, better medical facilities, technological advancement in fertility treatment, immigration into developed countries, lack of family planning and poor contraceptive use. (*Accept just 3 options*).
- f- Overpopulation can lead to a high cost of living in the sense that it provokes a reduction of resources. When demand exceeds supply, the cost of living also rises.

❖ After reading

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

- Overpopulation affects our country in various ways. It causes a depletion of resources, degradation of the environment and increases the cost of living. It also increases the rate of unemployment and criminality...

- To stop overpopulation, the government should sensitize people on its bad effects. They should also promote the use of contraceptives. Parents should plan births according to their living standards...

Lesson 4 : READING

People's personality traits

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

The teacher will ask the students to look at the pictures on page 16 and answer the following questions.

- **What do they tell you about people?** (*Possible answers: people have different attitudes/there are different kinds of people*).
- **What do they teach about yourself?** (*Possible answers: They teach me about my different moods/my personality/my character*).

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

Learning context: At the English club meeting, the students of 2nde A from Lycée Moderne BAD N'douci are reading a text on people's characters in order to identify their personality traits.

The teacher will ask the students to take their textbook on page 16 and read the learning context in silence 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 English club meeting*)
- **What are they doing?** (*Ans.: They are reading a text on people's characters*)
- **Why are they reading the text?** (*Ans.: They are reading the text in order to identify their personality traits.*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about people's characters by the end of the day's session.

Note: the teacher can also design his own questions.

❖ **Let's read**

1- Go through the text and find out four personality traits.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: agreeable, conscientiousness, eager-to-please, extraversion, introversion, neuroticism and openness. (*Accept 4 options*)

2- Read the text again and match each word in red with its synonym or definition in the list.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: a) conscientious b) perfectionist c) behaviours d) limited

- e) agreeable f) worrying g) empathy h) thoughtfulness i) creative
j) talkativeness

3- Read the text again and fill in the table below with the different characters of each personality trait.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Type A	Type B	Type C	Type D
perfectionist, impatient, competitive, work-obsessed, achievement-oriented, aggressive, and stressed	low stressed, flexible, creative, adaptable to change, and patient, with a tendency to procrastinate	highly conscientious, perfectionist, and they struggle to reveal emotions	worrying, sad, irritable, pessimistic, avoid social situations, lack self-confidence, and fear rejection

4- Read the text again and say if the following statements are true or false. Write 'T' for true and 'F' for false then give the lines to justify your answer. **Example: a- T (L 1-2)**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- T (L 1-2)
- b- F (L 3) – (L6)
- c- F (L 4-5)
- d- T (L 16-17)
- e- F (L 22-23)

❖ **After reading**

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

John is my neighbour. He is not just my neighbour; he is also a very good friend of mine. John is a very charming young man. He is always caring for others. I have never seen someone who enjoys helping others as much as he does. In terms of his behavior, he could be classified as having a Type B personality and considered an agreeable person.

Lesson 5: WRITING

Describing someone

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

- Fill in the boxes with the adjectives below to describe each man.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

James is fat, short, optimistic and glad.

Jill is tall, thin, aggressive and angry.

After the "Before writing" activity, the teacher will exploit the learning context.

Learning context: The students of 2nde A from Lycée Moderne Alphonse Assamoi Divo are taking part in a writing competition organized by the South African embassy. They are asked to describe someone they consider a hero.

The teacher will ask the students to take their textbook on page 19 and read the learning context in silence 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 the competition? (*Ans.: The competition was organised by the South African embassy*)
- What are the students asked to do? (*Ans.: They are asked to describe someone they consider a hero.*)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to write a description of a person by the end of the second session.

Note: the teacher can also design his own questions.

❖ Let's prepare to write

1- Classify the adjectives below in the appropriate column.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Physical appearance	Personality traits
Fat, lanky, ugly, gorgeous, skinny, frail, cute, pretty, chubby, dumpy, old, young, short, small, elegant, handsome, big, tattooed, bald.	Generous, affable, passionate, courageous, fearless, beautiful, kind, honest, patient, sincere, sympathetic, bright, impatient, intelligent, chatty, reliable, versatile, cheerful, amusing, self-disciplined.

2- Look at the model passage and the layout below.

A- Read the passage and say who it is about. List the adjectives used to describe him.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

The text is about the description of the author's uncle Kodjo.

Adjectives used to describe him: self-made, rich, successful, tall, fat, big (stomach), bald, fair (complexion), handsome, wealthy, humble, cheerful, kind, self-disciplined, meticulous, hardworking, important, influential.

B- Identify the different parts of the passage. Match each paragraph with its corresponding description.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Describing someone (Layout)

Paragraph 1: c- Introduce the person and talk about your relationship if there is any.

Paragraph 2: b- Describe his physical appearance.

Paragraph 3: d- Describe his major personality traits.

Paragraph 4: a- Briefly give a comment and your feelings about the person.

❖ **Let's write**

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

I have many friends, but one of them is very special to me. His name is Ben, and he is my best friend at school. I have known him since primary school. He is a very cool guy.

Ben is tall with a strong physique. He has a round face with black eyes, a fair complexion, and a few wrinkles that make him look older than his age. He also has dimples on his cheeks and pink lips, which add to his handsome appearance.

In terms of personality, Ben is extroverted and enjoys being around people. He is also quite intelligent, and we affectionately call him the 'geek' due to his love for ICT (Information and Communication Technology). He is honest and reliable.

Ben is one of the people I admire the most. Whether at home or school, we are always together, and he has taught me many valuable things.

Lesson 6: LANGUAGE FOCUS

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

▪ TALKING ABOUT HABITS OR ROUTINES AND ACTIONS HAPPENING AT THE MOMENT

The teacher will present and explain the grammar points to the students, moving from the sentences to the structures.

1- Underline the best option among the verbs between brackets.

Example: a- eats

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- eats
- b- am working
- c- are playing
- d- goes
- e- is drinking
- f- are running

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

Example: a- gives

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- gives
- b- am working
- c- speak
- d- is using
- e- are studying
- f- likes

▪ **GERUNDS AND INFINITIVES**

The teacher will present and explain the grammar points to the students, moving from the sentences to the structures.

1- Underline the best option among the verbs between brackets.

Example: a- not to be

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- not to be
- b- to call
- c- doing
- d- to go
- e- to have
- f- to learn

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

Example: a- punishing

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- punishing
- b- playing
- c- to visit
- d- drinking
- e- to travel
- f- trying

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:

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

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

- 1- Look at Peter's picture. Describe his physical appearance and say what his personality traits could look like.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Peter is a white man with white hair. He is tall and fat. He seems to be a strong man. As for his personality traits, he looks very aggressive and irritable.

2- Fill in each gap with the appropriate word from the box to make the sentences meaningful. **Example: a- refugee**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- refugee
- b- immigrants
- c- exodus
- d- emigrants
- e- diaspora
- f- emigration

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

Example: a- is praying

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- is praying
- b- is watching
- c- go
- d- am waiting
- e- love
- f- are

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

Example: a- giving

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- giving
- b- to talk
- c- to meet
- d- telling
- e- to be
- f- to wait

❖ **Let's self-evaluate**

- **Assessing my achievements after Unit 1.**

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

Now, I can	Yes	No
talk about the causes and consequences of migration.		
talk about the importance of tolerance in our world.		
talk about the causes, effects and consequences of pop growth.		
Describe someone.		
make the difference between the present simple and the present continuous.		
use gerunds and infinitives after verbs appropriately.		

UNIT 2



LIFESTYLE AND HEALTH

UNIT CONTENT OVERVIEW

- Vocabulary related to hygiene
- Discussing hygiene and health
- Listening and talking food and health
- Reading and talking about addictions
- Reading and talking hepatitis B
- Writing an informal email
- Collocations
- Using the simple past, the past continuous and the present perfect
- Expressing habits

Lesson 1: SPEAKING

Hygiene and Health

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

The teacher will ask the students to look at pictures on page 25 and answer the following questions.

- **Where would you prefer to sleep?** (*Possible answer: in the second bedroom.*)
- **Why?** (*Possible answers: because the second bedroom is cleaner and appears to be more comfortable than the first one.*)

After the lead-in activity, the teacher will exploit the learning context.

Learning context: The students of 2nde A from Lycée Moderne 3 Agboville have been invited to a “Talk Show”, an English program on the local radio station. They are talking about the importance of hygiene on health in order to raise their peers’ awareness.

The teacher will ask the students to take their textbook on page 25 and read the learning context in silence 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:

- **Which event have the students been invited to attend?** (*Ans.: They have been invited to a Talk Show.*)
- **What is aTalk Show?** (*Ans.: It is an English program on the Agboville local radio station*)
- **What are the students talking about?** (*Ans.: They are talking about the importance of hygiene.*)
- **What for? Or for which reason are they talking about the importance of hygiene on health?** (*Ans.: They are talking about the importance of hygiene on health in order to raise their peers’ awareness.*)

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

Note: the teacher can also design his own questions.

❖ New language

- 1- **Look at these pictures. Which hygiene rules are shown? Which other hygiene rules can you think about?**

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- In the pictures, we can see the following hygiene rules: brushing teeth at least twice a day, shower daily, washing clothes, washing hair regularly, washing face and hands regularly, cover food with lid.
- Apart from these rules we can quote: cutting nails, sweeping the house ...

2- Some words have been deleted in the passage below. Complete it with the words from the box.

Example: 1-protects

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- Protects 2- immune 3- Washing 4- affect 5- dirty 6- tooth 7- skin

3- Read the completed passage and fill in the table below.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Hygiene practices or rules	Benefits of hygiene	Consequences of poor hygiene
taking a bath regularly, wearing clean clothes, washing hands frequently, cutting nails, brushing and flossing daily,	protects our body from diseases, helps our immune system become more robust, enhance health	Infections and diseases like poisoning, gastroenteritis, cold, flu, hepatitis A, tooth decay, gum disease, heart disease, skin infections

❖ Let's communicate

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

A nation is composed of various societies, each made up of individuals. In essence, a nation is constituted by its individuals. Without individuals, there is no nation. If these individuals adopt healthy practices, they will experience good health, allowing them to work diligently and contribute to building a strong nation. Conversely, if individuals are not in good health, they will not be able to work efficiently. Consequently, the nation will not develop as it should.

Lesson 2: LISTENING

Food and Health

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

The teacher will ask the students to look at the pictures on page 27 and answer the following question..

- **What link is there between their foods and their physical appearance?**

(Possible answers: The link between these people's physical appearance and the food they eat can be summarized as follows: the girl consumes fresh vegetables, that is why she maintains a good shape and appears healthy and happy. On the other hand, the boy consumes sugary, oily, and fast foods, that is why he is overweight.)

After the before listening activity, the teacher will exploit the learning

Learning context: At the English club of Lycée Municipal Jacqueline, the students of 2nde A are listening to a VOA program on healthy diet in order to improve their eating habits.

The teacher will ask the students to take their textbook on page 27 and read the learning context in silence 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 followings:

- **Where are the students?** *(Ans.: They are at the English club meeting.)*
- **What are they doing?** *(Ans.: They are listening to a VOA program on healthy diet.)*
- **Why? Or for which reason are they listening to the program?** *(Ans.: They are listening to the program in order to improve their eating habits.)*

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

Note: the teacher can also design his own questions.

❖ Let's listen

Passage:

Good **nutrition** is essential to keeping current and future generations healthy across their lifespan. A healthy diet helps children grow and develop **properly** and reduces their risk of **chronic** diseases. Adults who eat a healthy diet live longer and have a lower risk of obesity, heart disease, type 2 diabetes, and certain cancers. Healthy eating can help people with chronic diseases manage these conditions and avoid **problems**.

Most people in the United States don't eat a healthy diet and **consume** too much sodium, saturated fat, and sugar, increasing their risk of chronic diseases. For example, less than one in ten adolescents and adults eat **enough** fruits or vegetables. In addition, six in ten young people aged two to nineteen years and five in ten adults consume at least one sugary drink on any given day.

Two of the **leading** causes of heart disease and stroke are high blood pressure and high blood cholesterol. Consuming too much sodium can increase blood pressure and the risk of heart disease and stroke.

Adapted from <https://www.cdc.gov/chronicdisease/resources/publications/factsheets/nutrition.htm>

- 1- Listen to the audio passage and make the best choice among the proposals A, B C, or D to give its general idea.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys: B-Impacts of nutrition on health

- 2- Listen to the audio passage again and select only the words you hear from each pair.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or play the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys: 1- chronic

1- chronic 2- leading 3- properly 4- consume 5- enough 6- nutrition 7- problems

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

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or play the audio version of the passage.

Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

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

❖ After listening

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

What we eat affects our body and our health. That is why it is important to maintain a healthy diet.

A healthy diet allows us to stay fit, reduces the risk of some chronic and dangerous diseases, helps children grow properly, and ultimately extends our lifespan.

Conversely, a poor diet can lead to a variety of health problems, including obesity, diabetes, heart diseases, high blood pressure, and even some types of cancer.

Dear friends, we should consume an ample amount of fruits and vegetables. Additionally, it is essential to drink plenty of water and reduce our intake of salt, sugary foods, as well as oily and fast foods.

Lesson 3: READING 1

Addictions

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

The teacher will ask the students to look at the picture on page 29 and answer the following questions.

- What can you see in the picture on page 29? (Possible answers: Substances: pills, syringe, alcohol, cigarettes, whisky, spirits, drugs...).
- How can these substances affect people's lives? (Possible answers: Substances like pills, syringe, alcohol, cigarettes, whisky, spirits, drugs can change how people feel and make them sick if they use them too much.).

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

Learning context: The students of 2nde A from Lycée ModerneTafiré are reading a text about addictions to get some information for their English club debate on that issue.

The teacher will ask the students to take their textbook on page 29 and read the learning context in silence 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 English club meeting.)
- What are the students doing? (Ans.: They are reading a text about addictions.)
- Why? Or for which reason are they reading the text? (Ans.: They are reading the text to get some information for their English club debate.)

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

❖ Let's read

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: The text is about the effects of addictive products/the consequences of addiction/any other similar answer.

2- Read the text again and find in the list below the synonyms or definitions of the words in red. **Example: influence = impact.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- Influence = impact
- changed wrongly = altered
- maturity = adulthood
- brief = temporary
- obsession = addiction
- overuse = abuse
- strong desires = cravings
- problems = issues
- imprudent = impulsive
- in need of = dependent on

3- Read the text again and say if the following statements are true or false. Quote the lines to justify your answers. **Example: a - T (L1 - 2)**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- T (L1 - 2)
- b- T (L4)
- c- F (L8 - 9).
- d- F (L9 - 11)
- e- F (L12 - 13)
- f- T (L14 - 15)
- g- T (L16 - 17).
- h- T (L20 - 21)

4- Read the text again and:

- say how addictive substances alter the functioning of the brain.
- explain how children and teenagers can be exposed to drugs and alcohol.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- Addictive substances like drugs and alcohol can change the functioning of the brain by messing with a special chemical in our brain called dopamine, which controls our feelings and makes us happy.
- Children and teenagers can be exposed to drugs and alcohol through a lack of parental oversight and peer pressure.

❖ After reading

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

An addictive substance is a product that changes how the brain works and affects a person so much that they can't feel good without using it. There are various addictive substances, including cigarettes, drugs, alcohol, and tobacco. Using addictive substances can lead to many consequences, such as health problems like lung or heart disease, stroke, cancer, and mental health conditions. Dear friends, nobody should use these substances, and those who already use them should quit before becoming addicted. People who are already addicted should seek help from doctors and psychologists to find a solution to their addiction.

Lesson 4 : READING 2

Hepatitis B

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

The teacher will ask the students to look at the picture of the man on page 31 and answer the following questions.

- **What's wrong with him?** (*Possible answers: he is not fine/he is sick/ he has got a pain in his stomach*).
- **Which disease can be the cause of such pain?** (*Possible answers: a liver disease, hepatitis B, cirrhosis*).
- **What is the cause of this disease?** (*Possible answers: viral infections, excessive alcohol consumption, exposure to toxic substances, unhealthy diet...*).
- **How can you avoid it?** (*Possible answers: by taking several preventive measures such as moderating alcohol consumption, practicing good hygiene, avoiding exposure to toxins...*).

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

Learning context: To prepare their BBC talk show on health, the students of 2nde A from Lycée Sainte Marie Cocody are reading a text about hepatitis B to get more information on the topic.

The teacher will ask the students to take their textbook on page 31 and read the learning context in silence 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 doing?** (*Ans.: They are reading a text about hepatitis B.*)
- **Why? Or for which reason are they reading the text?** (*Ans.: They are reading the text to get some information for their BBC talk show.*)

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

❖ Let's read

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer key: C) What is Hepatitis B?

2- The words in column A are from the text. Match them with their synonyms or definitions in column B. **Example: 1 – e**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1 – h, 2 – e, 3 – d, 4 – f, 5 – b, 6 – g, 7 – a, 8 – k, 9 – c, 10 – i, 11 – j.

3- Read the text again and fill in the table below.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Symptoms of Hepatitis B	Virus of Hepatitis B	Ways of being infected with hepatitis B
abdominal pain, dark urine, fever, joint pain, loss of appetite, nausea and vomiting, weakness and fatigue, yellowing of the skin and the whites of the eyes, also called jaundice	HBV	unprotected sex with someone who is infected, needles and syringes contaminated with infected blood, and accidental needle sticks

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- The acute form of Hepatitis B lasts less than six months.
- b- Chronic Hepatitis means it lasts more than six months.
- c- The consequences of long-lasting Hepatitis B are liver failure, liver cancer or cirrhosis.
- d- No. According to the author, some people, usually young children, may not have any symptoms.
- e- Yes, the HBV is passed from person to person through blood and semen.
- f- Hepatitis a concern for healthcare workers because every day at work, they are exposed to contamination through the use of syringes and many other tools.

❖ After reading

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

Hepatitis B and AIDS share many similarities. Both are caused by viruses. Both can be transmitted from person to person through blood and semen. In both diseases, a pregnant mother can transmit the infection to her baby. Finally, there is no cure for either.

To prevent Hepatitis B, one should practice abstinence or use condoms, avoid sharing personal objects with others, and, most importantly, get vaccinated.

Lesson 5: WRITING

Writing an informal E-mail

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

The teacher will ask the students to look at the text on page 34 and answer the following questions.

- What type of text is it? (*Possible answer: it is an email*).
- Where can we find such a text? (*Possible answers: we can find such a text on a computer/cellphone/the internet*).
- How many parts can you identify? (*Possible answers: we can identify 7 parts*).

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

Learning context: The students of 2nde A from Collège Emmanuel Divo have received an email from their American pen friend. They are writing a reply to tell him about an Ivorian diet.

The teacher will ask the students to take their textbook on page 34 and read the learning context in silence 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 have the students received? (*Ans.: They have received an email from their American pen friend*.)
- What are the students doing? (*Ans.: They are writing a reply to their pen friend*.)
- Why? Or for which reason are they writing the reply? (*Ans.: They are writing the reply to tell their pen friend about an Ivorian diet*.)

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

- ❖ Let's prepare to write
Here is the layout of an informal email. Match each part (a – i) with its description like in the example.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

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

- ❖ Let's write

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

Writing tips

- ✓ Use informal language:
 - Contractions : It's, I'm, you'll, etc.
 - Common phrasal verbs: check out, put you up, etc.
 - Colloquial language: How are you doing? You can't miss it, etc.
- ✓ Write as we think: oh, by the way, anyway, etc.
- ✓ Use flexible punctuation

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

mariepaule@gmail.com

jadenharis@gmail.com

Young Ivorians' diet

Dear Jaden,

I hope you're doing well. I am feeling good too. I'm writing in response to the email you sent me recently to tell you about the diet of young Ivorians.

Young Ivorians do not have a healthy diet. They consume a lot of oily foods and have a preference for sugary foods. Additionally, a majority of them enjoy drinking beer and other alcoholic beverages. They do not consume enough fruits and vegetables. It is important to educate them on proper eating habits.

Thank you for staying in touch with me !

Best wishes,

Marie

Lesson 7: LANGUAGE FOCUS

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

❖ VOCABULARY FOCUS

The teacher will present and explain the vocabulary to the students, moving from the sentences to the structures.

1- Write each phrase in the box in the right column, like in the example.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Adverb + adjective	happily married,
Adjective + noun	major problem, merry Christmas, bright colour
Noun + noun	a surge of anger, a sense of pride
Verb + noun	take a shower, have a nap
Verb + adverb	Place gently, smile proudly, pull steadily,
Verb + expression with preposition	burst into tears, swell with pride, keep in touch

❖ GRAMMAR FOCUS

▪ PAST SIMPLE/PRETERIT, PAST CONTINUOUS AND PRESENT PERFECT

The teacher will present and explain the grammar point to the students, moving from the sentences to the structures.

1- The statements below are about past actions. Write the correct tense of the verbs between brackets to make them meaningful **Example: a – drank.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator..

Answer keys:

- a- drank
- b- saw
- c- were sleeping
- d- copied
- e- was cheating
- f- was studying

2- Choose the best option among to complete each statement below to make it meaningful. **Example: a – have never been.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- have never been
- b- has lived
- c- lived
- d- have lost
- e- played
- f- has not come

▪ **USED TO / GET USED TO / TO BE USED TO**

The teacher will present and explain the vocabulary to the students, moving from the sentences to the structures.

1- Select the best option between brackets to complete the following sentences. **Example: a – used to.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- used to
- b- am getting used to
- c- used to
- d- is getting used to
- e- used to

2- Write the correct tense of the verbs between brackets with "used to" or "is used to". **Example: a – used to go / is used to travelling.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- used to go / is used to travelling.
- b- used to be
- c- used to take
- d- is used to sleeping
- e- is used to watching

UNIT SUMMARY

- Puzzle: find as many diseases as possible.

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

- 1- Note down the hygiene rules in the list below.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Brushing your teeth – practising sport – Washing your hands – Sweeping the house – daily shower – washing clothes – sleeping early

- 2- Match the words in column A with their synonyms in column B.

Example: 1- c.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

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

3- Complete the document below with the parts of an informal email.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

From: 1- Sender's email address

To: 2- Recipient's email address

Subject: 3- Title or the reason for writing the mail

4- Opening formulas
5- Main Body:
 a- Introductory paragraph
 b- Development
 c- Closing paragraph
6- Closing formulas
7- Signature

ERRATUM: PAGE 39 in the STUDENT'S BOOK. Exercise 3 is to be adapted as follows:

5-
 a-
 b-
 c-
6-
7-

4- The statements below are about collocations. Complete each of them with the best choice. **Example: a – To make the bed.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- **To make** a bed
- b- **To solve** a problem
- c- **To make** a phone call

- d- To make friends
- e- To look up a word in a dictionary

5- The following sentences express past habits. Fill in the gaps with the correct option to make them meaningful. **Example: a – used to.**

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- used to
- b- was used to
- c- used to
- d- are used to
- e- get used to

❖ Let’s self-evaluate

- Assessing my achievements after Unit 2.

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

Now I can	Yes	No
talk about the impacts of hygiene on health.		
talk about the impacts of diet on health.		
write an informal email.		
use collocations.		
make the difference between the preterit, the past continuous and the present perfect.		
talk about past and present habits appropriately.		

Project 1

A poster of Sensitization on
healthy eating

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
- Fluency

UNIT 3



TECHNOLOGY

UNIT CONTENT OVERVIEW

- Vocabulary related to the internet, computer, mobile phones and television
- Discussing the importance of the internet
- Listening and talking about the uses and misuses of mobile phones
- Reading and talking about satellite TV channels
- Reading and writing about the uses of computers
- Writing a friendly letter
- compound words
- Using verbs and adjectives always followed by prepositions
- Using present perfect tense with just, already, yet, still
- Using present perfect tense with since/ for
- Using present perfect and past simple tenses.

Lesson 1: SPEAKING

The internet

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

The teacher will ask the students to look at pictures 1 and 2 on page 43 and answer the following questions.

- Look at the pictures, what are they about? (*Possible answers: they are about new technologies/ the internet and social media networks*)
- Is it possible to use social media without the internet? (*No, it isn't...*)
- What do you use the internet for? (*Possible answers: I use the internet for doing research, making video calls, surfing websites, connecting to social media, downloading or uploading music/videos/ pictures etc.*) **Other answers from students should be accepted as long as they are correct.**

After the lead-in activity, the teacher will exploit the learning context.

Learning context: On the occasion of ICTs (Information and Communication Technologies) Day, the students of 2nde A3 from Lycée Départemental Lakota are discussing the issue of the Internet in order to show the uses of this technology.

The teacher will ask the students to take their textbook on page 43 and read the learning context in silence 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 from? (*Ans.: They are from Lycée departmental Lakota.*)
- What Day is being celebrated? (*Ans. Information and Communication Technologies Day*)
- What are the students doing? (*Ans.: They are discussing the issue of the Internet*)
- What for? Or for which reason are they discussing the issue of the Internet? (*Ans.: They are discussing the issue of the Internet in order to show the uses of this new technology*)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to discuss the importance of the internet by the end of the day's session.

Note: the teacher can also design his own questions.

❖ New language

- 1- Look at the words, then listen to their pronunciations

The teacher will say the words and phrases aloud for the students to listen. Then, he can ask them to repeat so as to check students' pronunciation. Next, he will highlight the meaning of each word and phrase that are required to complete the next activities.

2 - Say whether these statements about the Internet are true or false. Correct the wrong statements. Write T for true and F for False.

Example: a-T

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

(True statements): a-T; c-T ; d-T ; e-T ; g- T

(Wrong statements) b-F (*An anti-virus is software for removing viruses on your computer*); f-F (*Internet, sometimes called the "Net" is a worldwide system of computer networks*); h-F (*Hackery is the break-into a computer system by bypassing protection methods*); i-F (*Facebook and WhatsApp are social media*)

3-Match the words from list 1 to their pairs in list 2 to make compound words. Check your answers in activity.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Internet address; Computer virus; Search engine; Instant messaging; Cyber bullying; online shopping.

❖ Let's communicate

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

The internet has had a significant impact on our everyday lives since its invention. People use this new technology for various purposes, such as making video calls, reading online articles, sending and receiving emails, connecting to social media, engaging in online shopping, conducting research, downloading or uploading music, movies, and pictures, and more.

As a student, I typically connect my smartphone to the internet to conduct research for class projects or homework. Sometimes, I also use it to access my Facebook or WhatsApp accounts for sending and receiving instant messages.

My favorite activities on the internet include playing video games and listening to music and podcasts.

I believe that the internet has a more positive influence on people's everyday lives than negative impacts. For example, it has made communication easier and more affordable. Additionally, it enables students and teachers to access a vast amount of information, facilitates online shopping, and supports telecommuting, among other benefits.

Lesson 2 : LISTENING

Mobile phones

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

The teacher will ask the students to look at the pictures on page 45 and answer the following questions.

- Look at the pictures. What do they show? (Possible answers: Picture 1 shows different brands of mobile phones. Picture 2 shows young people texting messages or watching videos on their mobile phones.
- **When have you had your first mobile phone?** Erratum Page 45 Before listening: **When did you get your first mobile phone?** Consider the question in green. (Possible answers: I got my first mobile phone in 2019 or last year).
- How useful are mobile phones to people today? (Possible answers: life today would be different without mobile phones because they greatly help people in their everyday activities, professions and communication with their relatives and the outside world.).
- List the advantages and disadvantages of mobile phones. (Possible answers: connect people, provide access to a wealth of information, easy to carry anywhere, help find directions, allow to scan documents and save them digitally etc.).

Before the listening activity, the teacher will exploit the learning context.

Learning context: During the Information and Communication Technologies Day, the students of 2^{nde} A3 from Lycée Municipal Koumassi are participating in a conference organized by an international NGO. They are listening to some audios on mobile phones in order to discuss their usefulness and risks.

The teacher will ask the students to take their textbook on page 45 and read the learning context in silence 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 followings:

- What event is celebrated? (Ans.: Information and communication Technologies Day.)

- **What are the students participating in?** (*Ans.: a conference organized by an NGO*)
- **What are the students doing? Why?** (*Ans.: They are listening to some audios on mobile phones in order to discuss their usefulness.*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about uses of mobile phones by the end of the day's session.

Note: the teacher can also design his own questions.

❖ **Let's listen**

1- Listen to the audio passage and make the best choice to give its general idea. The audio passage is about...

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys: C) advantages and disadvantages of mobile phones

Passage

Mobile phone

Mobile phone keeps us connected. Now, we can be connected to our friends, and relatives at any time we want through many apps. Now, we can talk video chat with whoever we want, by just operating your mobile phone or smartphone. Apart from this, the mobile phone also keeps us updated about the whole world.

Today, the mobile phone has made our life so easy for daily life activities. Nowadays, mobiles are even used as wallets for making payment. Money could be transferred almost instantly to friends, relatives or others.

However, people today have become addicted to mobile phones. Even when we don't need to use our mobile phones to make calls, we surf the net or play games to waste time. As mobile phones become smarter, people become dumber.

Adapted from: www.toppr.com/guides/essay

2- The words and expressions below are related to mobile phones. Listen to the audio again and underline the ones you hear.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

addicted - earphones - to surf - touch screen- to keep updated - mobile phone - phone case - to make payment - to get through - to put through - to hold on - apps- to call back - to hang up - to hang on - to keep connected- to check your balance- to have credit/ no credit - to text somebody- smart phone- to pick up.

3- As you listen to this audio passage carefully, fill in the gaps with the missing words you hear. **Example: 1- connected**

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Passage

Mobile phone

Mobile phone keeps us **connected**. Now we can be connected to our friends, and relatives at any time we want through many **apps**. Now we can talk video chat with whoever we want, by just operating your mobile phone or **smartphone**. Apart from this, the mobile phone also keeps us **updated** about the whole world. Today, the mobile phone has made our life so easy for daily life activities. Nowadays, mobiles are even used as wallets for **making payment**. Money could be transferred almost instantly to friends, relatives or others. However, people today have become **addicted** to mobile phones. Even when we don't need to use our mobile phones to make calls, we **surf** the net or play games to waste time. As mobile phones become **smarter**, people become **dumber**.

Adapted from: www.toppr.com/guides/essay

Answer keys:

1- connected 2- apps 3- Smartphone 4- updated 5- making payment
6- addicted 7- surf 8- smarter

❖ **After listening**

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

Mobile phones are very essential in my life. Personally, I can't imagine living without my smartphone. I usually use my smartphone to check the time, send text messages, make calls, and connect to social media.

However, the misuse of mobile phones can lead to addiction, accidents, distractions, and health problems. Some scientists argue that mobile phones may be linked to brain tumors.

In my opinion, mobile phones have not only advantages but also negative impacts. Now, it's up to people to use their mobile phones safely to minimize any potential harm.

Session 3: READING 1

Satellite television

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

The teacher will ask the students to look at the pictures on page 47 and answer the following questions.

- **What does it picture 1 show?** (*Possible answer: a satellite dish on a roof.*)
- **Have you got one at home?** (*Possible answer: Yes, I do/ No, I don't.*)
- **What is the family doing in picture 2?** (*Possible answer: the family is watching TV.*)
- **Do you enjoy watching TV? Why? Why not?** (*Possible answer: yes, I do because it's my hobby/No, I don't because there is no TV at home.*)

After the “BEFORE READING” activity, the teacher will exploit the learning context.

Learning context: A group of students of 2nde A3 from Lycée Municipal Guibéroua are invited by the British council to a panel presentation on satellite TV channels. They are reading a text on the topic in order to know more about it.

The teacher will ask the students to take their textbook on page 47 and read the learning context in silence 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 followings:

- **Who invited the students?** (Ans.: They are invited by the British Council)
- **Where are they invited to?** (Ans.: They are invited to a panel presentation on satellite TV channels)
- **Why are they reading the text?** (Ans.: They are reading the text to know more about the topic.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about satellite TV by the end of the day's session.

Note: the teacher can also design his own questions.

❖ LET'S READ

1- Read the text below and choose the best title from the following:

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer key: B) Uses and abuses of satellite TV channels

2- Read the text again and find the words or expressions corresponding to the synonyms or meanings below. The lines are indicated to help you.

Example: a- widespread

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Erratum : Kindly consider the correct line numbers for the following words instead of the ones in the student's book on page 48 :

a) popular (line 1) b) transmitting (line 5) c) turn on (line 6) d) transmits via television (line 13) e) take measures (line 16) f) advantages (line 18) g) dangerous (line 18) h) made darker (line 20) i) actors (line 26)

Answer keys :

a) widespread b) broadcasting c) switch on d) telecasts e) take steps
f) boons g) harmful h) overshadowed i) characters

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

- a- Television
- b- satellite TV
- c- Yes, it is "one can now easily switch on one's desired button and enter into programmes according to one's liking and taste)
- d- Music TV; Prime Sport; The Cable News Network.
- e- It telecasts programmes which are highly educative, it brings people of the world close to each other, it makes the world smaller and permits people to familiarize.
- f- Yes, satellite TV programs can be dangerous because they show films about violence, crime, and obscenity.
- g- They will try to commit crimes like cinematic characters.

❖ After reading

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

A satellite TV program is a television programme that is transmitted to viewers via satellite communication. These programmes are typically distributed by television networks and channels to a wide audience, often across large geographic areas.

Satellite TV programmes have both positive and negative effects on teenagers. When the programme content is adapted to their age and interests, they are beneficial to them. However, if these programmes contain too much violence or obscene scenes, teenagers can be affected emotionally. Furthermore, many teenagers are often tempted to emulate criminal behavior seen in cinematic characters.

To prevent teenagers from viewing violent and obscene films, parents should block channels that broadcast such content. Additionally, teenagers should be educated about the dangers of watching violent and obscene films.

Lesson 4: READING 2

Computers

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

The teacher will ask the students to look at the graph on page 50 and answer the following questions.

- Look at this graph below and tell what it describes (*Possible answer: the graph describes uses of computer by students*).
- What do students use their computers for? (*Possible answers: They use their computer for accessing the internet, communicating with others, playing games, graphic design, language reference, voice recognition, web/site creation, word processing, programming, creating spreadsheets, and conducting research work*).
- How many students out of 25 use computers for word processing and research work? (*Possible answer: 20 students out of 25 use computers for word processing and 2 students out of 25 use computers for research work*).
- Do you often use a computer? Why? Why not? (*Possible answer: Yes, I do, because I often use it for word processing and games/ No, I don't because I can't use a computer or I don't have any computer at home or at school*).

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

Learning context: During the Information and Communication Technologies Day, the students of 2nde A3 from Lycée Moderne Bad Koun-Fao are taking part in a conference organized by an international Organization. They are reading leaflets on computers in order to learn more about this technological tool.

The teacher will ask the students to take their textbook on page 50 and read the learning context in silence 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 followings:

- Where are the students? (*Ans.: They are at a conference*)
- What are they doing? (*Ans.: They are reading leaflets on computers*)
- Why are they reading the leaflets? (*Ans.: They are reading the leaflets in order to learn more about this technological tool*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about people's characters by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's read

- 1- Read the text below quickly and say what it deals with.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: the text deals with the importance of computers in our daily life.

2-Read the text again and match each word in bold with its synonym or definition in the list. **Example: a- boarders**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- boarders
- b- websites
- c- online
- d- devices
- e- spheres
- f- spare
- g- computers
- h- useful**

3- Read the text again and say if the following statements are true or false. Write 'T' for true and "F" for false then give the lines to justify your answers. **Example: a- F (L 1-2)**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) F (L 1-2)
- b) T (L 8)
- c) T (L 13-14)
- d) F (L 14-15)
- e) F (L 21-23)

❖ **After reading**

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

I am Klaro Bi, a student at Lycée Moderne Sinfra. My father gave me a laptop as a gift last year because I passed my Bepec exam. Thanks to my computer, I have learned how to word process. I often play video games on my computer, and I sometimes connect to the internet to chat with my friends on Facebook,

WhatsApp, and TikTok. However, I dislike using my computer for hacking or bullying other teenagers. In my opinion, computers and the internet are extraordinary technologies that teenagers can use for learning and entertainment. Unfortunately, some teenagers misuse them by committing cybercrimes with their computers.

Sessions 5: WRITING

A friendly letter

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

- The ideas below describe the uses of computers and the internet by people. Read them and choose the ones you are used to doing in your everyday life.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: I am used to listening to music, watching videos etc. (*Accept any answer from students, provided they use ideas from the box*)

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

Learning context: The students of 2ndeA from Lycée Moderne Zikisso are taking part in a writing competition organized by their English Club. They have to reply to a letter written by their Kenyan pen pals about the uses of the computer and the internet.

The teacher will ask the students to take their textbook on page 52 and read the learning context in silence 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 the competition?** (*Ans.: their English club*)
- **What do they have to do?** (*Ans.: They have to reply to a letter written by their Kenyan pen pals.*)

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

Note: the teacher can also design his own questions.

❖ Let's prepare to write

1- The phrases or expressions below are used in friendly letters. Classify them in the table below.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Greetings	Introductory paragraph	Endings
Dear	I'm very happy to hear about you.	Well, it's time to go.
Hello	How is it going?	Take care of yourself
Hi	Thanks for your letter.	Love; Write back soon.
	Sorry I haven't written for ages.	All the best. I've got to leave off now. Lots of love. Looking forward to hearing from you again.
	How are you?	
	I'm really glad to hear about...	
	Lovely to hear from you.	

2- Look at the model letter below and the writing strategy. Then answer the questions.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a- The writer is *Kobby Bryan* and the receiver is *Paul*.

b- To greet, he uses "Dear"; to introduce his letter he uses "How is it going? sorry I haven't written for ages" To end he uses "write back soon; lots of love"

c- He mentions the following uses: "drawing and typing"; playing games; making projects; chatting"

d- This letter is informal because it obeys the layout and writing strategy of informal letters and contains questions, contractions, informal greetings, closings and informal language.

❖ Let's write

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

Akpa Christ

P.o.Box 22

Lakota

05 January 2023

Hi Bryan,

Thank you for your letter. I'm delighted to hear from you and I hope you're doing well by God's grace.

I go to school in a small town, and unfortunately, there is no computer room for students. However, I've been learning about computers at home with my dad. He has a laptop, so he teaches me how to type and perform calculations on the computer from time to time.

At home, my dad sometimes lets me play video games or use the computer for research work related to my homework and class projects. On weekends, he allows me to connect to the internet so I can chat with my classmates on Facebook, WhatsApp, or watch videos on TikTok. Computers are amazing technology, and I wish I had my own computer ! Do you have your own computer ? How much did it cost? Will you come and visit me next summer ?

I've got to leave off now!

Take care of yourself,

Christ

Lesson 6: LANGUAGE FOCUS

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

▪ VERBS FOLLOWED BY PREPOSITIONS

The teacher will present and explain the language to the students, moving from the sentences to the structures.

1- Complete the sentences with the suitable prepositional phrase from the box. **Example: a- important for**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) for
- b) in
- c) with
- d) to
- e) of
- f) on

2- Complete the text with the correct prepositions from the box.

Example: a- about

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- g- about
- h- for
- i- to
- j- in
- k- of
- l- about

- ADJECTIVES FOLLOWED BY PREPOSITIONS

The teacher will present and explain the new items to the students, moving from sample statements to the structures.

1- Complete the sentences with the suitable prepositional phrase from the box. **Example: a-important for**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) important for
- b) afraid of
- c) bad at
- d) ashamed of
- e) angry at
- f) rude to

2- Complete the text with the correct prepositions from the box.

Example: 1- at

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- at
- 2- on
- 3- at
- 4- of
- 5- with
- 6- of

- PRESENT PERFECT WITH “just”, “already”, “yet”, “still”, “since” and “for”

1- Fill in the blanks with: for, since, just, already, yet.

Example: a- yet

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a- yet

b- already-yet

c- since

d- already/just

e- just/already

f- yet- already

2- Put the words in the correct order to make sentences or questions.

Example: They/have/us/yet? /paid = *Have they paid us yet?*

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a- Have they paid us yet?

b- I've already spent all my money.

c- She still hasn't called me.

d- Our visitors have just arrived.

e- I haven't been to the shop yet.

f- It has just started raining.

g- Has he saved any money yet?

▪ THE PRESENT PERFECT AND PAST SIMPLE.

1- Choose the correct tense of the verbs in brackets to complete the sentences.

Example: a-haven't eaten

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a- haven't eaten

b- visited

c- has broken

d- have forgotten

e- has worked

f- has been

2- Put the verbs in brackets into the present perfect or past simple.

Example: a- have /written

a- have/written

b- has visited

c- ate

d- read

e- swam

f- Have/ played

UNIT SUMMARY

❖ Let's sing

The computer Song

Intro :

Did you know that computers are everywhere? (Really?)

They don't always have to look like a desktop or a laptop (Okay?)

Verse 1

Computers are our greatest friends; they help us every day
calculate all these numbers, in a car they show the way.

Sometimes there's a computer in things like mobile phones
but also in our cameras, and in flying drones.

Verse 2

Computers are in space shuttles to fly us to the moon.

They also help the DJs to play your favourite tune.

So, now you see we get support from our greatest frier

and when we're on the internet, they display the biggest trends



Bridge

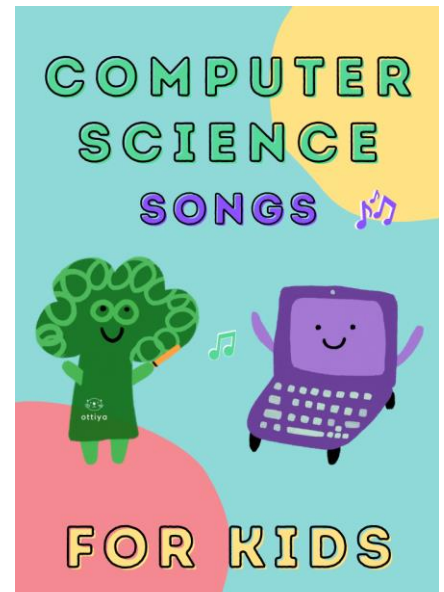
Now, let me see you dance to the computer song.
We learn all about it, come and sing along!
What else do you think computers can do?
Let's find out in part two!

Verse 3

Computers are our greatest friends, they help us everyda
Security systems in our house, keep the thieves away.
Runners use their smart watches, in marathon.
Now, the song is almost done, come and sing along!

Verse 4

la la laa la la la laa la la la la laaa.
dudu du du du duuu
du du duu du du duuuw
la la laa la la la laa la la la laaa.



Adapted from: www.ottiya.com

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

- 1- The expressions in column A are related to telephone conversations, match them with their meanings in column B.

Example: 1-c

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

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

- 2- Choose the suitable preposition between brackets.

Example: a- at

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) at
- b) about
- c) in

- d) on
- e) to
- f) with

3- Complete the text below with the suitable preposition. Choose from the box. **Example: 1- at**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- at / 2- in / 3- of / 4- at / 5- of / 6- of / 7- on / 8- on

4- Put the verbs in brackets into the present perfect or past simple.

Example: 1. A- have, lived

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a). A- have, lived
- b) A- got B- have, been
- c) A- left B- have worked
- d) A- did, go B- took
- e) A- have, had B- bought

Let's self-evaluate

- Assessing my achievements after Unit 3.

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

Now, I can	Yes	No
discuss the importance of internet		
talk about uses and misuse of mobile phones		
talk about the usefulness of satellite TV and computers		
write a friendly letter		
use verbs and adjectives always followed by prepositions		
use the present perfect and the past simple		

UNIT 4

LOOKING FORWARD

UNIT CONTENT OVERVIEW

- Vocabulary related to energy sources and future global issues
- Vocabulary and structures related to diagrams description
- Discussing renewable and non-renewable sources of energy
- Listening and talking about pollution
- Reading and talking about terrorism
- Reading and writing about poverty in Africa
- Writing a newspaper article
- Suffixes (-able, ist, er, or)
- Using modals will/won't, may and might
- Expressing conditional: first conditional
- Expressing the future with be going to, will and present continuous



Session 1 : SPEAKING

Energy sources

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

The teacher will ask the students to look at pictures 61 and answer the following questions.

- **Look at the pictures, what are they about?** (*Expected answers: They are about energy sources / renewable and non-renewable sources of energy.*)
- **Which sources do you think are fossil fuels, and which ones are not?** (*Possible answers: The fossil fuels are: oil, coal and natural gas. those which are not fossil fuels are: wind, hydropower, solar, geothermal, biomass and nuclear.*)
- **List the energy sources that are clean and durable.** (*Expected answer: wind, hydropower, geothermal, solar.*) *Note: **nuclear** is clean but not durable and **biomass** is durable and not clean.*

After the lead-in activity, the teacher will exploit the learning context.

Learning context: During an English class, the students of 2^{nde}A from Lycée Moderne Bongouanou discuss renewable and non-renewable energy sources in order to express their preferences.

The teacher will ask the students to take their textbook on page 61 and read the learning context in silence 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 class are the 2^{nde}A students having?** (*Ans.: An English class*)
- **What do the students do?** (*Ans.: they discuss renewable and non-renewable energy sources*)
- **Why do they discuss this topic?** (*Ans.: They discuss this topic in order to express their preferences*)

Finally, the teacher will tell the students that, through a series of speaking activities, they will be prepared to discuss renewable and non-renewable sources of energy to express their preferences by the end of the day's session.

Note: the teacher can also design his own questions.

❖ New language

1- Read out the words below. Identify those which are related to renewable and non-renewable energy resources. Make two lists.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

List 1: words related to renewable sources	List 2: words related to non-renewable sources
renewable – wind power – solar energy – geothermal – hydropower – clean energies – biomass energy – sustainable – wave energy – biogas – organic matters.	fossil fuels – hydrocarbons – reserves – oil – coal – petroleum – refinery – combustion – extract – dirty energy – petrol – diesel – kerosene – cooking gas – nuclear power – fuel – gasoline.

2- a) Match the natural resources with the types of energy they generate.

Example: 1-d

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- d

2- c

3- e

4- g

5- a

6- b

7- f

2- b) write a sentence about each natural resource.

1- Sunlight generates solar energy.

2- Oil generates petrol, diesel, kerosene.

3- Dam water generates hydropower.

4- Underground heat of Earth generates geothermal energy.

5- Uranium generates nuclear power.

6- Organic matters / decaying plants generate biogas.

Natural gas generates cooking gas.

3- Fill in the table with the suitable information. Choose from the box below.

Example: a- renewable

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

a- renewable

b- coal

c- oil

d- hydropower

e- wind power

f- clean fossil

- g- infinite resource
- h- water pollution
- i- dependent on rain

❖ Let's communicate

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

- Renewable energies are energy sources such as solar energy, wind power, hydropower, and biogas. Non-renewable energies are primarily derived from fossil fuels like petroleum, natural gas, and coal.
- On the one hand, renewable resources like sunlight and wind are virtually limitless sources. Additionally, the replenishment of dam water and organic matter occurs relatively quickly in nature. These energy sources are generally environmentally friendly (solar power), sustainable (hydropower), and produce minimal waste (wind power). However, they can be somewhat reliant on climate conditions (solar power and hydropower) and may generate noise (wind power).
- On the other hand, non-renewable energies take many years to regenerate naturally. Fossil fuels possess some advantages: they are cost-effective (coal), provide substantial energy output (oil), and are sometimes considered cleaner (natural gas). Nevertheless, some of them can contribute to air and water pollution (coal and oil), and one is highly flammable (natural gas).
- Personally, I favor renewable resources because they offer the primary solution to combat global warming and address the challenges of climate change, thereby safeguarding our planet.

Session 2: LISTENING

Pollution

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

The teacher will ask the students to look at the pictures on page 63 and answer the questions above the pictures.

- **Look at the pictures below. What can you see in each of them?** (*Possible answers: I can see in the first picture garbage / rubbish disposal into the water. The second picture shows dead fish floating on the water.*).

- **What environmental problem are they related to?** (*Possible answers: Pollution/ water pollution/ environmental pollution.*)
- **What do you think are the effects of this environmental problem?** (*Possible answers: bad smell, water borne diseases, intoxication of groundwater, extinction of animal species etc.*)

After the before listening activity, the teacher will exploit the learning

Learning context: At the English club meeting, the students of 2ndeA from Lycée Moderne 1 Adzopé are listening to some audios related to pollution in order to discuss the issue and raise awareness on damage caused by water pollution.

The teacher will ask the students to take their textbook on page 63 and read the learning context in silence 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 followings:

- **Where are the students?** (*Ans.: They are at the English club meeting.*)
- **What are they listening to?** (*Ans.: They are listening to some audios related to pollution*)
- **Why? Or for which reason are they listening to these audios** (*Ans.: They are listening to these audios in order to discuss the issue and raise awareness on damage caused by water pollution.*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about water pollution by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's listen

Passage:

Effects of pollution

The planet's water reserves are constantly **polluted** by **waste** from agriculture, industries and **sewers**. Since water is always circulating through the environment, it transports the **polluants** it contains from one area to the next. A **pesticide** that is sprayed on a field, for example, seeps into the **groundwater**, finds its way to a stream, and finally ends up in the ocean. These **toxic substances** harm aquatic plants and animals and also infect the food chain, causing certain plants and animal species to become extinct. They can also contaminate humans who eat fish. Even though dumping **garbage** in the ocean is strictly forbidden, many countries release their untreated **sewer waste** and dispose of their garbage into the water. In addition to this, more than 6 million tons of oil are accidentally **spilled** into the ocean every year.

adapted from liveworksheet.com

1- Listen to the audio passage and choose the best option to give its general idea.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answer keys: c) effects of water pollution

2- The words and expressions below are related to environmental pollution. Listen to the audio again and underline the ones you hear from the list.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

sewers – pollutants – pesticide – groundwater- toxic substances – garbage – sewer waste – spilled.

3- As you listen to this audio passage carefully again, fill in the table with the main side effects of pollution for animals and humans.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answer keys:

Side effects of pollution for animals	Side effects of pollution for humans
<ul style="list-style-type: none">- Infection of aquatic animals by toxic substances.- Extinction of animal species	<ul style="list-style-type: none">- Infection of food chain.- Contamination of humans who eat fish.

❖ After listening

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

- Pollution generally includes water and air pollution. For example, water pollution is caused by waste from agriculture, industries, and sewers. It can also result from the release of untreated garbage and accidental oil spills in the ocean. Air pollution, on the other hand, is primarily caused by factors such as smoke from burning organic materials, industrial emissions, and traffic.
- Both water and air pollution contribute to climate change, the contamination and extinction of certain aquatic plant and animal species, the poisoning of food chains, and groundwater contamination. Moreover, they lead to various respiratory diseases.
- To mitigate the problem of water and air pollution, countries around the world should reduce their reliance on highly polluting energy sources like oil and coal in industrial processes. Instead, they should promote the use of cleaner energy alternatives such as solar or electric power. Additionally, they should implement measures to limit the use of chemicals in agriculture and prevent the release of untreated sewage and wastewater into bodies of water.

Lesson 3 : READING 1

Terrorism

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

The teacher will ask the students to look at the pictures on page 65 and answer the following questions.

- Look at the pictures below. What are the people in picture one? *(Possible answers: The people in picture 1 are armed groups, militias, or terrorists.)*
- What message does the second picture tell you? *(Possible answers: The message in the second picture is that terrorism is bad, so we need to stop it.)*
- Give your opinion about this problem and justify. *(Possible answers: In my view, terrorism is a major issue globally because it leads to the loss of many innocent lives, and it's important to stand against it.)*

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

Learning context: The students of 2nde A from Lycée Municipal Jacquville are invited by the European Union council to a summit on terrorism. They read some leaflets that they received on the issue in order to know more about it.

The teacher will ask the students to take their textbook on page 65 and read the learning context in silence 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 followings:

- **Where are the students from?** (*Ans.: They are from Lycée Moderne Jacquville.*)
- **Where are they invited to?** (*Ans.: They are invited to a summit on terrorism*)
- **What do they do at this summit?** (*Ans.: They read some leaflets that they received on terrorism.*)
- **Why do they read these leaflets?** (*Ans.: They read the leaflets in order to know more about terrorism.*)

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

❖ Let's read

1- Read the text below and choose the best general idea

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: A) the first terrorist attack in Ivory Coast

2- Read the text again and match the words or phrases in box A with their synonyms or meanings in box B. The lines are indicated to help you.

Example: 1-j

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

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

3- Read the text again and choose the best option (a, b, c) to answer the questions or complete the statements. **Example: 1-b**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1-b 2-b 3-c 4-c 5-c 6-b 7-a 8-b

❖ AFTER READING

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

Terrorism is the deliberate use of violence against civilians to achieve political, religious, or ideological goals, often through intimidation or coercion, creating fear. Terrorism can be fueled by factors like injustice, frustration, religious fanaticism, or extreme political ideologies.

Africa has seen the rise of numerous terrorist groups. For instance, Boko Haram has carried out attacks in Nigeria and northern Cameroon, AQMI (al-Qaeda in the Maghreb) targeted Mali and Burkina Faso in 2016, and the Islamic State has been active in Libya, Niger, and Chad. Sadly, the primary victims of terrorist attacks are usually innocent individuals, such as civilians, tourists, or businesspeople.

To combat terrorism globally, governments must work together. Additionally, addressing social inequalities, poverty, and injustice within individual countries is essential.

Lesson 4: READING 2

Poverty in Africa

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

The teacher will ask the students to look at the picture on page 68 and answer the following questions.

- **Look at the picture and the graph below. Say what they describe.** *(Possible answers: The picture shows a poor woman and her two children who have very little to eat. The graph deals with poverty in Africa. It ranks African countries with populations living with less than one Dollar a day).*
- **What do you think are the factors and negative impacts of this situation?** *(Possible answers: I think that poverty in Africa is caused by the high rate of illiteracy, the frequent political and social instabilities, and the lack of efficient policies of development. Poverty has consequences such as a high mortality rate, corruption, and illegal migration towards rich countries.).*
- **Can you suggest solutions to eradicate this problem in Africa?** *(Possible answers: To eradicate poverty, African governments should make education free and compulsory for all, promote democracy and good governance, and design more efficient economic and social policies in their countries.).*

Note: *Accept any answers from students provided they are accurate.*

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

Learning context: At the English club meeting, the students of 2^{nde}A from Lycée Moderne Kouto are reading a text on poverty in order to discuss the issue.

The teacher will ask the students to take their textbook on page 68 and read the learning context in silence 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 followings:

- **What are the students doing?** (*Ans.: They are reading a text about poverty*)
- **Why? Or for which reason are they reading the text?** (*Ans.: They are reading the text to discuss the issue.*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to write about poverty in Africa by the end of the day's session.

❖ **Let's read**

- 1- Read the text below quickly and say what it deals with. Choose from these options.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: 1-C

- 2- Read the text again and choose (between a,b,c) the closest meaning or synonym for each word.

Example: 1 – c (firearm)

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1 - c (firearm) 2 - c (block) 3 - a (most frequent) 4 - b (propagation) 5 - a (rare) 6 - c (admits) 7- c (person) 8- a (destroying) 9- b (inability to read and write).

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- It can block the growth and development of any society.
- b- It has contributed to the propagation of preventable disease, the exploitation of women and children, violent conflict over rare resources and political instability.
- c- Africa. Because 34 of 50 nations on the United Nations' list of least developed countries are in Africa.
- d- Less than \$200 per year.
- e- 3,000
- f- Illiteracy

❖ After reading

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

Ivory Coast is a country in West Africa with a population of around 27.48 million inhabitants. In 2019, the illiteracy rate in this country was 43.70%, with 63.7% of women and 46.7% of men being illiterate. The majority of people who cannot read and write live in rural areas.

Poverty has many negative impacts on the lives of the population. It contributes to the violation of the rights of children and women, the increase in infant mortality rates, and violent socio-political unrest.

To reduce poverty, I believe that the Ivorian government should address the problem of illiteracy and adapt the country's political, economic, and social policies to the new challenges of globalization. Such reforms would help improve the living standards of the Ivorian population.

Lesson 5: Writing

A newspaper article

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

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

- The pictures below are related to sources of energy. Which ones do you think cause air pollution in picture 1? (*Possible answers: coal or oil*).
- What source of energy is showed in picture two? (*Possible answers: renewable sources of energy*)
- Do you believe that using energy sources in picture 2 can help stop air pollution in picture 1? (*Possible answer: Yes, I do because the energy sources in picture 2 are clean*).

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

Learning context: The students of 2nde A from Lycée Moderne Ayamé are taking part in a writing competition organized by the American Embassy. They write an article on the impact of using fossil fuels on the environment.

The teacher will ask the students to take their textbook on page 71 and read the learning context in silence 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 followings:

- **Where are the students from?** (*Ans.: They are from Lycée Moderne Ayamé*)
- **What are they doing?** (*Ans.: They are taking part in a writing competition organised by American Embassy.*)
- **What type of writing are the students involved in?** (*Ans.: newspaper article / article*)
- **What issue are they writing about?** (*Ans.: the impact of using fossil fuels on the environment*)

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

❖ Let's prepare to write

- 1- The words and phrases below are related to energy sources and pollution, classify them in the table. An example is given to you.

The teacher will set the task and dedicate a short time for students to do the task. The teacher will provide the right answer/explanation when there is a need.

Causes of pollution	Impacts on people and the environment	Solutions
fossil fuels ; coal ; oil ; natural gas ; industrial waste; non-renewable energies; deforestation; greenhouse gas emission.	climate change; respiratory diseases; global warming; animal extinction; natural disasters; floods.	clean energies; hydroelectric; solar power; electric cars; tree planting; sustainable energies; nuclear power.

2- Read the model newspaper article to identify the different parts of it. Match each numbered part with its corresponding description (A to G). Example 1- D

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

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

Let's write

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

HOW TO WRITE A NEWSPAPER ARTICLE

- Research and collect information for your article.
- Grab the reader's attention by using an opening sentence which is a question or something unexpected!
- Paragraph1: In the first few sentences, answer these questions! Who? , What?, When?, Where?, Why?
- Second through third paragraph: Now, give the details. Write in the third person (he, she, it or they). Be objective. Use active verbs so the reader feels things are really happening!
- Last paragraph: Round off your article. Try ending with a catching phrase and a personal opinion; a thought; a warning, a hope.
- Think of a creative title for your article.
- Edit and revise your article

3- Read the article again and write short answers to the questions below

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a- It's about global warning

b- Deforestation and industrialization

c- Retreating of the Gangori glacier in the Himalaya's, flooding of coastal areas, extinction of polar bears and penguins, declining of 9 of the world's 17 major fishing grounds.

d- Large scale tree plantation

e- Yes, he does: *"to save our environment is not merely our duty, but the only means to protect ourselves"*

❖ **Let's write**

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

Break the fossil fuel habit, save the planet.

"Fire made us human, fossil fuels made us modern, but now we need a new source of energy that ensures our safety, security, health, and sustainability."

Fossil fuels, such as coal, crude oil, and natural gas, have powered economies for over 150 years, currently supplying about 80 percent of the world's energy. However, the prolonged use of fossil fuels has become a threat to the entire planet, demanding action.

One major drawback of fossil fuels is pollution. When burned, they release carbon dioxide (CO₂), contributing to the greenhouse effect and, consequently, global warming. This pollution caused by fossil fuels is a primary driver of climate change, resulting in natural disasters like droughts and coastal flooding.

Transitioning to alternative energy sources offers hope for reducing pollution in the future. Energy sources like wind power, solar power, hydroelectricity, and nuclear power are considered clean energy options. They have the potential to provide long-lasting energy for transportation, industry, and households without harming the environment. Industries, for instance, can utilize nuclear power, and future vehicles, planes, boats, and trains can run on solar and hydroelectric power.

While fossil fuels currently dominate the global energy landscape, their harmful pollution necessitates their replacement with more sustainable energy

sources in the coming decades. Effective adoption of alternative energy sources could save the planet from environmental catastrophes. Additionally, a large-scale tree planting campaign should be implemented to mitigate the rapid pollution of the Earth.

By Metch Diebrey"

Lesson 6: LANGUAGE FOCUS

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

❖ VOCABULARY FOCUS

▪ FORMING ADJECTIVES WITH THE SUFFIX (_ABLE)

The teacher will present and explain the vocabulary to the students, moving from the sentences to the structures.

Complete the sentences with the adjective form of the words between brackets. **Example:** reusable

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- reusable
- b- wearable
- c- reasonable
- d- noticeable
- e- rescuable

▪ WORDS WITH SUFFIXES (_ST; _ER; _OR)

The teacher will present and explain the vocabulary to the students, moving from the sentences to the structures.

Complete with the appropriate suffixes (-ist, -er, -or) to find the correct nouns.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Sailor reader actor director terrorist collector motorist painter
speaker inspector guitarist novelist editor skier

❖ GRAMMAR FOCUS

▪ USING THE MODALS *WILL/WON'T, MAY AND MIGHT*

The teacher will present and explain the language function to the students, moving from the sentences to the structures.

Fill in the gaps with will, won't, might or may.

Example: a-will.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- will
- b- won't
- c- may
- d- might
- e- may
- f- might

▪ EXPRESSING CONDITIONAL: FIRST CONDITIONAL

The teacher will present and explain the language function to the students, moving from the sentences to the structures.

Put the verbs between brackets in the appropriate tense.

Example: a- will be

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- will be
- b- has

- c- mind
- d- will improve
- e- stops
- f- will build

▪ **EXPRESSING THE FUTURE WITH 'BE GOING TO'; 'WILL'; AND 'PRESENT CONTINUOUS'**

The teacher will present and explain the language function to the students, moving from the sentences to the structures.

1- Put the verbs between brackets in the appropriate tense.

Example: will go

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- will go
- b- will be
- c- am going to meet
- d- are having
- e- won't rain
- f- will bring**

UNIT SUMMARY

❖ Let's sing

FLYING FROM SUN TO THE STARS

We're flying from sun to the stars.
Through the solar system of ours.
Mercury, Venus, earth and March.
Flying from the sun to the stars.
Mercury's hot and Venus is bright.
Earth is where we live and March is red at night
Flying from sun to the stars.
Jupiter, Saturn, Uranus and Neptune.
Last of all is little biddy Pluto.
Flying from sun to the stars.
Through the solar system of ours.
Flying from sun to the stars.

1- a) Match each energy sources to the way we used it.

ERRATUM: Kindly number the matching activity on page 77 (1 – 5) in the first column and (a – e) in the second column.

Example: 1-c

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

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

b) Write three ways we use electricity at home.

Example: 1- We use energy sources like fossil fuels and solar energy to make electricity.

- 1- We use energy sources like fossil fuels and solar energy to make electricity.
- 2- We use wind turbines to convert wind energy into electricity.
- 3- We use backup generators fueled by non-renewable sources of energy like diesel to provide electricity.

2- Complete the sentences with the words from the box.

Example: a- Pollution

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) pollution
- b) factories
- c) dangerous
- d) trees
- e) rubbish
- f) die/poison

3- Complete with the appropriate suffixes (-ist, -er, -or) to find the correct nouns. Cross the final letter when necessary. An example is done for you.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Waiter director journalist leader farmer artist actor translator
sailor pianist psychologist economist teacher employer conductor
novelist printer

4- Fill in the gaps with will, won't, might or may.

Example: a- won't

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- won't
- b- will
- c- won't
- d- may
- e- may
- f- might

5- Choose the appropriate verb tense among the options between brackets.

Example: a-have

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a- have b- will give c- are d- will e- invite f- will succeed

❖ Let's self-evaluate

- Assessing my achievements after Unit4.

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

I can	Yes	No
discuss renewable and non-renewable sources of energy		
listen and talk about pollution		
read and talk about poverty in Africa and terrorism		
write a newspaper article		
use the appropriate vocabulary and structures to describe diagrams		
express the future with be going to, will and present continuous		
use the modals will/won't, may and might		

Project 2

Sensitizing people on the
importance of preserving the
environment

On the occasion of the World Environment Day, the British Council is organising a competition through which, the students of 2nde will have to make a presentation to sensitize the population on the importance of preserving the environment.

❖ **Assignment**

Make a presentation on the importance of preserving the environment:

- ~ Identify humans' actions harmful to the environment;
- ~ Say how those actions contribute to destroy the environment;
- ~ Propose some solutions and sensitize people.

❖ **Time and resources**

- ~ Design your questionnaire;
- ~ Gather the material resources;
- ~ Plan the timing and deadlines;
- ~ Execute.

❖ **Outcome**

- ~ Use the information gathered to write your presentation;
- ~ Present your work to your teacher and your mates.

UNIT 5



GENDER AND EDUCATION

UNIT CONTENT OVERVIEW

- Vocabulary related to early marriage
- Discussing early marriage
- Listening and talking about international partnership in women's education
- Reading and talking about out-of-school children in Nigeria
- Reading and talking about inspiring African female leader
- Expressing quantity
- Expressing obligation and making suggestions with modals

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

The teacher will ask the students to look at pictures 1 and 2 on page 81 And answer the following questions.

- **What do these pictures describe?** (*Possible answers: these pictures describe child marriage; forced marriage.*)
- **Are the girls happy to get married?** (*Possible answers: 'No', the girls are not happy to get married. They seem anxious and worried*)
- **Do you agree with the statement above?** “Once a girl reaches her menstruation age, she is old enough to get married.” **Why?** (*Possible answers: “No” I disagree with the statement above because girls who are forced to get married very young are victims of sexual and domestic violence. They sometimes die due to complications during pregnancy.*)

After the lead-in activity, the teacher will exploit the learning context.

Learning context: At the English club meeting, the students of 2nd C3 from Lycée Moderne Niablé are discussing early marriage in order to know more about the issue.

The teacher will ask the students to take their textbook on page 81 and read the learning context in silence 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 an English club meeting.*)
- **What are they doing?** (*Ans.: They are discussing early marriage*)
- **What for? Or for which reason are they discussing early marriage?**
(*Ans.: They are discussing to know more about the issue*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to discuss early marriage by the end of the day's session.

Note: the teacher can also design his own questions.

❖ New language

1- Look at the word list below and select the words or expressions related to early marriage.

Example: *forced marriage*

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator

Answers:

Child marriage- teenage pregnancy-child brides- femicide-prevalence of child marriage- gender-based violence-end child marriage- advocate for girls protection.

2- Find the correct definitions of the words or expressions below. Number one is done as an example

Example: *c- marriage without free consent*

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answers:

1- c 2- a 3- a 4- b 5- b 6- c 7- a

3- Organize the words or expressions from the box in the table below. One is done as example

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answers :

Causes of early marriage	Negative impacts of early marriage	Solutions to stop early marriage
<i>Poor economic situation of families Child marriage as social and cultural norms</i>	<i>Victims of gender-based violence Compromise girls' well-being Increased poverty and gender inequality Teenage pregnancy and prevalence of HIV infection</i>	<i>Keep girls in school Campaign against early marriage Advocate for girls' protection</i>

❖ Let's communicate

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

The causes of early marriage are generally related to poverty and cultural beliefs. Indeed, the poor economic situation of families is the primary cause of early marriage. Additionally, another cause of forced marriage is linked to social and cultural norms.

However, early marriage has several negative impacts on young girls, as they are often victims of gender-based violence. Forced marriage compromises young girls' well-being, leading to a high risk of HIV infection and early pregnancy.

As a solution, governments could launch campaigns against early marriage and implement measures to keep girls in school.

Lesson 2: LISTENING

International partnership in women's education

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

The teacher will ask the students to look at the pictures on page 84 and answer the questions above the pictures.

- **What does USAID stand for?** (Possible answers: USAID stands for United States Agency for International Development)
- **Which country is this organization from?** (Possible answers: USAID is an American association).
- **How do international organizations participate in the in the promotion of women's education?** (Possible answers: international organizations like USAID support education activities, finance educational projects and provide scholarships for girls and women's education.)
- **Is it important to benefit from international collaboration in the promotion of women's education? Why?** (Possible answer: 'Yes', it is important to benefit from international collaboration in the promotion of women's education because international collaboration brings expertise and financial support as solution to education issues in developing countries.)

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

Learning context: At the meeting of your school English club, you are listening to some audios on international actions for the promotion of women's education in order to discuss the issue.

The teacher will ask the students to take their textbook on page 84 and read the learning context in silence 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 meeting of their school English club.)

- **What are they doing?** (*Ans.: they are listening to some audios on international actions.*)
- **What for? Or for which reason are they listening to some audios about international actions?** (*Ans.: They are listening to some audio about international actions for the promotion of women's education*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about tolerance by the end of the day's session.

Note: the teacher can also design his own questions.

1-Listen to the audio and choose the words or expressions you hear from the list below. One is done for you as example. Example: 1- female illiteracy

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Passage

PROVIDING EDUCATIONAL OPPORTUNITIES FOR WOMEN AND GIRLS IN SUDAN

USAID-supported education activities in Sudan are responding to high levels of female illiteracy and low school completion rates for girls.

Program activities are designed to increase access and create a conducive environment for girls' education.

Over 2600 girls have received scholarships to help them continue their education.

Project activities have also included the distribution of gender advocacy materials and gender sensitization workshops for communities.

USAID has supported gender-sensitive curriculum and materials to help improve the quality of education for all learners. Community advocacy campaigns are addressing cultural barriers to girls' participation and school improvements contribute to enhancing the learning environment for girls and boys.

Scholarships and accelerated training programs are encouraging women to become teachers.

Over 900 scholarships have been provided to female students to promote interest in the teaching profession.

Gender-sensitive codes of conduct are also being initiated to ensure that schools are safe environments for female instructors

Adapted from [https:// www.globalchange makers.net/](https://www.globalchangelmakers.net/)

Answer keys :

Female illiteracy- school completion –conducive - environment- scholarship- gender advocacy

2- Listen to the audio and match the following verbs with the correct ending. Example : 1- f

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answers keys:

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

3- Fill in the gaps with the words you hear. Number 1 is an example. Number 1 is an example. Example: materials

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a monitor, allowing students to take the floor and speaking as little as possible.

Answer keys :

1- materials 2- help 3- campaign 4- contribute 5- learning 6- boys 7- accelerated

After Listening

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

International partnership for girls' and women's education" means that countries, groups, and important people from all over the world work together to help girls and women get a good education.

This partnership is important because it gives money, information, and things like books and computers to help girls and women in school. It helps make sure that girls and women have the same chances as boys and men to learn.

But sometimes, the way countries work together on this can be better. They should have clear plans for education projects, and they should ask the people in the local communities for their ideas and help with these projects.

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

The teacher will ask the students to look at the picture on page 86 and answer the following questions.

- **Look at the picture and compare the percentage of illiteracy in Africa?** (Possible answer: In Africa, the highest rates of literacy are in countries like Gambia, Senegal, and Madagascar, whereas the lowest rates of literacy are in Niger, Mali, and Burkina Faso.)
- **What can you notice?** (Possible answer: We can notice that the lowest rate of literacy is predominant in sub-saharan Africa).
- **How could you explain the high rate of illiteracy in sub-saharan Africa?** (Possible answer: illiteracy in sub-saharan Africa can be explained by poverty, child labor and gender discrimination)

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

Learning context: The best students of 2nd from Lycée Sainte Marie of Cocody are invited by the British Council to participate in a panel discussion about women's illiteracy. They are reading a text about women's illiteracy in order to raise women's awareness about the issue.

The teacher will ask the students to take their textbook on page 86 and read the learning context in silence 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 followings:

- **Who invited the students?** (Ans.: They are invited by the British Council)
- **What are they invited for?** (Ans.: They are invited to participate in a panel discussion about women's illiteracy.)
- **Why are they reading the text?** (Ans.: They are reading the text in order to raise women's awareness about the issue.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about women's illiteracy by the end of the day's session.

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, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: C – *The government measures to reduce out-of-school children in Nigeria*

2- Read the text again and use the line references to find the words or expressions whose definitions or synonyms are given below. N°1 is an example. **Example:** 1- barely

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys : a- barely b- enrolled c- hawk d- globally e- entitled f- rise
g- epicenter h- target i- insurgency

3- Read the text again and say if the statements below are true or false. Write T for True and F for false. Then, justify your answers by indicating the lines of the text. Number 1 is done as example. **Example:** 1- F (L4-5)

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- False (L 4-5)
- 2- False (L 9-10)
- 3- True (L 14-15)
- 4- True (L 17-18)
- 5- True (L 20-21)
- 6- True (L 25-26)
- 7- True (L 27)

❖ **After reading**

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

Illiteracy in Côte d'Ivoire has several causes. One of the main reasons is that many people in this country cannot access good schools, especially in rural areas. Also, being poor makes it hard for families to send their children to school because they have to spend money on other important things like food and clothes.

When people in Côte d'Ivoire can't read or write, they don't know about their rights. They can't vote in elections, so politicians can trick them easily, and this can cause problems in society. Illiteracy also means fewer job opportunities, which can slow down the country's progress. People who can't read and write may not know about keeping things clean, and this can lead to diseases spreading.

To fix this, the Ivorian government should make schools better by giving them more books, classrooms, and good teachers. Parents should also understand how important education is and encourage their kids to learn. This way, more people can become literate and have better lives.

Lesson 4: READING

Inspiring African Female Leader

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

The teacher will ask the students to look at the pictures on page 89 and answer the questions above the pictures.

- Look at the pictures and guess the relationship between this woman and the international organization? (Possible answers: she is the General Director of the World Trade Organization).
- Which country is she from? (Possible answers: She is from Nigeria).
- Why is she a role model for young girls? (Possible answer: she is a role model for young girls because she is a hardworking woman. Her determination at work and her leadership as a woman is an example to follow.)

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

Learning context: During a session of the English club of your school, the students of 2nde C from Lycée Mamie Adjoua of Yamoussoukro are reading a text on successful African women in order to raise awareness about women's leadership and capacity.

The teacher will ask the students to take their textbook on page 89 and read the learning context in silence 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 English club meeting.)
- What are they doing? (Ans.: They are reading a text on successful African women.)
- Why are they reading the text? (Ans.: They are reading the text in order to know more about the topic.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about people's characters 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 its best general idea.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: c) *The successful professional career of an African woman*

2- Read the text again and match each word with its meaning or synonym.

Example : 1- c

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- c

2- f

3- g

4- e

5- a

6- b

7- d

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- *Ngozi Okonjo-Iweala took office as the WTO General Director on 1 March 2021*

2- *She worked for three companies (Gavi; Chartered PLC; Twitter INC)*

3- *As the African Union Special envoy, her role was to mobilise international financial support for the fight against COVID 19.*

4- *Yes, she worked for Nigeria. She served twice as Nigeria's Finance Minister and briefly acted as Foreign Minister.*

5- *As a Development Economist and Finance Minister, Dr N'gozi Okonjo-Iweala steered her country through various reforms ranging from macroeconomics to trade, financial and real sector issues.*

6- *Dr N'gozi Okonjo-Iweala graduated with an AB in economics and development from the Massachusetts Institute of Technology.*

7- *Yes, she has a family life. Dr N'gozi Okonjo-Iweala is married to a neurosurgeon Dr Ikemba Iweala and they have four children and three grandchildren.*

❖ After reading

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

In Cote d'Ivoire, there are some remarkable women leaders who can inspire young girls. For instance, we have Mrs. Mariatou Koné, a professor of Anthropology at the University Félix Houphouet Boigny in Abidjan. She also serves as the Minister of National Education and has successfully reduced the 'early leaving' issue in our secondary schools.

Another influential Ivorian woman is Mrs. Jacqueline Lohoues-Oble. She's not only a lawyer but also a politician. She made history as the first woman to run for president.

These examples show why it's important to support girls' education. When girls get an education, they are less likely to marry at a young age. This means they can create better lives for themselves and their families. Furthermore, girls' education directly boosts a country's economic growth.

Lesson 5 writing

Describing a daily routine

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

1. The passage below is about a student's daily activities. Complete it with the words from the box to make it meaningful. **Example**: 1- at

and – at – because – but – from – in – then – usually - when

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- at
- 2- usually
- 3- but
- 4- because
- 5- then
- 6- from
- 7- when
- 8- and
- 9- in

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

Learning context: The students of 2nd C from Lycée Moderne 2 of Daloa are taking part in a competition of writing organized by the Nigerian embassy. They are asked to describe their daily activities as students.

The teacher will ask the students to take their textbook on page 92 and read the learning context in silence 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 followings:

- **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 Nigerian embassy.*)
- **What are they asked to do?** (*Ans.: They are asked to describe their daily activities as students.*)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to write a description of a person by the end of the second session.

Note: the teacher can also design his own questions.

❖ **Let's prepare to write**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- Read the model of an athlete's daily routine and choose the correct answers. Number 1 is an example. **Example:** 1- c

- 1- c
- 2- c
- 3- b
- 4- b
- 5- c

2- Identify the different parts of the passage. Match each paragraph with its corresponding description.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Paragraph 1 - C

Paragraph 2 - B

Paragraph 3 - A

❖ Let's write

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

My father is a teacher. Every morning, he wakes up at 5 o'clock and goes for a run on the football field. Then, he takes a shower and checks his emails. Afterward, he has breakfast and heads to school. He teaches in four classrooms in the morning, with a 15-minute break. At 12:30, he has lunch with his colleagues and resumes classes at 3 pm in the afternoon. He comes back home at 6:30 pm in the evening, and we have dinner at 7:30 pm. After dinner, my father grades tests and quizzes of his students and prepares his lesson plans. He reads a book for at least 10 minutes before going to bed.

Lesson 6: LANGUAGE FOCUS

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

- Expressing quantities with : Some/Any /Many /Much /A lot of
- Expressing quantities with: few /little /a little /a few

The teacher will present and explain the language function to the students, moving from the sentences to the structures.

1- Fill in the blanks below with “some” or “any” to make them meaningful. **Example**: 1- Some/any

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- Some/any 2- Some 3- Any 4- Any 5- Any 6- Some 7- Any

2- The sentences below express quantities. Choose the correct option to complete them. Number one is done for you as example. **Example:** 1-any

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1- any 2- A few 3- many 4- a lot 5- many 6- some 7- a little 8- much 9- any 10- some 11- a lot

▪ THE USE OF MUST/HAVE TO / SHOULD

The teacher will present and explain the grammar points to the students, moving from the sentences to the structures.

Fill in the blanks with the correct option (*have to, should or must*). Number one is done for you as example. **Example: should**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- *Should*
- 2- *Have to*
- 3- *Should*
- 4- *Must*
- 5- *Has to*
- 6- *Has to*
- 7- *Must*

UNIT SUMMARY

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

- 1- Fill in the blanks with the words from the box below. Number 1 is an example. **Example:** 1- illiterate

Improve – schooling - illiterate- poverty- every- gender

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

ERRATUM: Page 98 exercise 1. (remove “ensure” and turn 6 into 5. Then, the last gap is 6)

- 1- *illiterate*
- 2- *every*
- 3- *gender*
- 4- *poverty*
- 5- *improve*
- 6- *schooling*

- 2- Choose the correct option to complete the sentences. Number one is an example. **Example :** 1- some

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- *Some*
- 2- *Any*
- 3- *Any*
- 4- *A*
- 5- *Some*
- 6- *Any*
- 7- *Some*

3- Cross the word that does not fit with much or many. One is done for you as example. **Example** : c- eggs

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

How much: c) eggs a) trees b) pencils

How many: c) Salt b) Smoke b) milk

4- For the celebration of the Mother's Day you are asked to write a paragraph about a woman you think is a model. In your paragraph:

- Introduce the person you think is a model,
- Say why she is a model,
- Say why she is a model talk about her qualities and qualifications.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

My mother, Lydie Faé, is an amazing person to celebrate on Mother's Day. She works really hard and is very smart.

She does her best to take care of our family. Even when things get tough, she doesn't give up. She shows us that with hard work, we can overcome anything.

What makes my mother special is how caring, patient, and kind she is. She's always there for us, helping and loving us no matter what. She's really wise and teaches us important things about life.

My mother isn't just a mother; she's like a superhero to our family. She's a great example of someone who works hard and loves her family. This Mother's Day, we're celebrating her as a model of a wonderful, smart, and loving mom.

❖ Let's self-evaluate

- Assessing my achievements after Unit 1.

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

Now, I can	Yes	No
talk about the causes and consequences of early marriage.		
talk about the importance of international partnership in women's education.		
talk about the causes, effects and consequences of illiteracy.		
describe a daily routine.		
expressing quantities		
making suggestions.		

UNIT 6

CITIZENSHIP

UNIT CONTENT OVERVIEW

- Discussing Democracy in Africa
- Listening and talking about the importance of volunteering
- Reading and talking about humanitarian actions for Africa
- Reading and talking about the importance of voting
- Vocabulary related to the obstacles of democracy in Africa
- Writing a formal letter
- Vocabulary related to phrasal verbs with *up*
- Giving information about a noun
- Expressing reciprocity or mutual relationship



Lesson 1: SPEAKING

Democracy in Africa

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

The teacher will ask the students to look at pictures on page 101 and answer the following questions.

- **What are the pictures about?** (Possible answer: The two pictures are related to elections. In the first picture, there is someone who seems to be protesting against the election. In the second picture, there are women taking part in voting.)
- **Are elections always transparent in Africa?** (Possible answer: No, in Africa the results of elections are sometimes contested and this leads to mass protest.)
- **How can African political leaders work for true democracy?** (Possible answer: for true democracy, African leaders could create conditions for free and fair elections)

After the lead-in activity, the teacher will exploit the learning context.

Learning context: On the eve of the presidential elections in your country, you discuss the conditions for true democracy with your Ghanaian friend over the phone in order to share your opinions about the issue.

The teacher will ask the students to take their textbook on page 101 and read the learning context in silence 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 is the upcoming event?** (Ans.: The presidential elections.)
- **What are you discussing with your Ghanaian friend?** (Ans.: we are discussing the conditions for true democracy.)
- **What for? Or for which reason are you discussing true democracy?** (Ans.: We are discussing true democracy in order to share our opinions about the issue)

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

Note: the teacher can also design his own questions.

❖ New language

1- Look at the list of words and expressions below and identify the ones related to the obstacles to Democracy in Africa. One is done for you as example. **Example:** authoritarian government

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- Authoritarian government
- 2- Military coup
- 3- Contested elections
- 4- Mass protest
- 5- Unrest
- 6- Dictators
- 7- Political repression
- 8- Human rights abuses
- 9- Corruption

2- Match the words or expressions in the box below with their definitions. Number 1 is an example. **Example:** Legitimacy

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- Legitimacy
- 2- Contested elections
- 3- Repression
- 4- Authoritarian government
- 5- Military coup
- 6- Mass protest
- 7- Regime
- 8- Transitional period

3- Classify the words or expressions from the box in the table. One is done for you as example.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Challenges of democracy in Africa	Solutions for democratic change in Africa
<ul style="list-style-type: none">- Fragility of political order- Manipulation of political process- Election protest and violence- Political repression- Corruption- Military coup- Authoritarian government	<ul style="list-style-type: none">- adoption and respect of a constitution- individual and collective freedom- free and fair elections- political leaders' willingness to act in the interest of people- freedom of expression

❖ Let's communicate

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

True democracy means a system of government where citizens have equal voting rights, elected leaders are accountable to the people, and fundamental rights and freedoms are protected. It embodies the principles of equality, participation, and the rule of law.

The practice of democracy in Africa faces various challenges, such as authoritarian governments, contested elections, and corruption. Moreover, some African countries struggle to transition successfully from military regimes to a more democratic environment that respects citizens' rights.

To address these issues, African leaders and citizens should make wise choices like combating corruption, ensuring free and fair elections, and building strong democratic institutions while upholding the constitution.

Lesson 2: LISTENING

The importance of volunteering

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

The teacher will ask the students to look at the pictures on page 103 and answer the following questions.

- Look at the picture and guess the role of these volunteers in that community. (*Possible answers: these volunteers may be teachers.*)
- What are the objectives and interest of volunteers working without receiving a salary? (*Possible answers: the objective of volunteers is to provide assistance to those who need it. Volunteers have the opportunity to travel and discover many countries and communities.*)
- Can you work as a volunteer in your community? Why? (*Possible answer: Yes, volunteering provides an opportunity to serve and contribute to communities.*)

After the before listening activity, the teacher will exploit the learning

Learning context.

You are taking part in a conference about volunteering organized by an American NGO. After listening, you decide to give a presentation to your classmates who were missing so as to raise their awareness about the issue.

The teacher will ask the students to take their textbook on page 103 and read the learning context in silence 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 followings:

- Where are the students? (*Ans: They are at a conference.*)
- What are have they listened to? (*Ans.: They have listened to some audios.*)
- Why? Or for which reason are they listening to the program? (*Ans: they have listened to some audios to raise their friends' awareness on the importance of volunteering*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about the importance of volunteering by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's listen

Passage:

A Maltese woman with a passion for teaching has relocated to Kenya and is now in her fourth week of helping to build a school in an area where education is hardly an afterthought.

Roxanna, known to her friend as Roxy, is a teacher in Malta and she initially went to Kenya to teach at a school that is currently being built by volunteers and a few builders. However, after witnessing the arduous process endured by the volunteers, she decided to use her free time in the African country to actually help build the school.

« When you see them building, you can't just refuse to help. If we need to dig the floors, we dig the floors. If we need to carry stones, we carry stones »

Roxanna told loving Malta

The curiosity to explore the world had been brewing in Roxy for a while. After travelling to Asia, she felt like Africa was her next step, so that's where she headed to next.

When Roxanna was looking into the possibilities of this new venture, she got some help from the Malta voluntary council which helps people out on one volunteering project a year.

Adapted from <https://lovinmalta.com/news/more-than-teaching-this-young-maltese-woman-is-building-a-school-in-kenya>

❖ Let's listen

1- Listen to the audio passage and select the best answer.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answer keys: b) voluntary school building project in Kenya.

2- Listen to the passage and write down the words you hear from the audio. One is done for you as example.

Example: *Passion*

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answer keys:

passion – helping – teacher – builders – hardly – Asia – volunteers – Africa – explore – venture – school – curiosity.

3- Listen to the passage again and tick (✓) the correct sentences. Number 1 is an example.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answer keys:

<i>Sentences</i>	<i>True</i>	<i>False</i>
<i>Roxanna is from Kenya.</i>		✓
<i>Roxanna initially went to Kenya for children's healthcare.</i>		✓
<i>Roxanna helped build a school in Kenya.</i>	✓	
<i>Before Africa Roxanna travelled to Asia.</i>	✓	
<i>Roxanna was the only volunteer in the Kenyan village.</i>		✓
<i>Roxanna received help from her country for the volunteering project.</i>	✓	
<i>Roxanna's objective in volunteering is to bring knowledge and education into the area.</i>	✓	

❖ **After listening**

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

Volunteering is the act of offering one's time, skills, or resources willingly and without financial compensation to assist others or contribute to a cause or organization. Volunteering means helping others for free.

Volunteers play a crucial role in communities as they have a significant impact on people's lives. They help alleviate poverty and enhance education through various community activities. Additionally, they initiate efforts to create a clean and safe environment, reducing the risk of diseases and improving overall health.

Therefore, it is essential to raise awareness about volunteering within the community. This can be achieved by creating engaging programs that people want to be part of or by sharing the accomplishments of volunteers with the community to inspire more participation in volunteer activities.

Lesson 3: READING 1

Humanitarian Actions in Africa

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

The teacher will ask the students to look at the pictures on page 105 and answer the following questions.

- What do you call the organization in picture 1? (*The Red Cross organization*).
- What kind of organization is it? (*Possible answers: It is a humanitarian organization.*)
- What is the role of humanitarian organizations? (*Possible answers: They provide support and aid people who are suffering, particularly victims of armed conflicts, famine and natural disasters.*)
- Are humanitarian actions necessary? Why? (*possible answer: yes, humanitarian actions are necessary for vulnerable people around the world and particularly in Africa.*)

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

Learning context: The best students of 2nd from Lycée Departemental Nanan Bonzou of Abengourou are invited by the British Council to participate in a panel discussion about humanitarian actions. They are reading a text on the topic in order to know how to protect innocent people in periods of conflicts.

The teacher will ask the students to take their textbook on page 105 and read the learning context in silence 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 followings:

- Where are the students? (*Ans.: They are at a panel at the British Council.*)
- What are the students doing? (*Ans.: They are reading a text about humanitarian actions.*)
- Why? Or for which reason are they reading the text? (*Ans.: They are reading the text to know how to protect innocent people in periods of conflicts.*)

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

❖ Let's read

- 1-Read the text and choose the appropriate general idea.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: b) Climate crisis and food insecurity in South Sudan

Read the text and find the words or expressions whose definitions or synonyms are given below. The lines are indicated to help you. Number 1 is done for you as example. **Example:** 1- starvation

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- starvation
- 2- lean
- 3- urges
- 4- piralling
- 5- dire
- 6- emphasized
- 7- self-reliance
- 8- avert
- 9- unaffordable

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- *The causes of hunger and malnutrition in South Sudan are violence, poor macroeconomic conditions, extreme climate events and piralling costs of food and fuel.*
- 2- *1.4 million Children are predicted to be exposed to malnutrition.*
- 3- *South Sudan is on the front lines of the climate crisis and day in, day out families are losing their homes cattle, fields and hope to extreme weather.*
- 4- *3 human-made factors of food insecurity are Violence, Poor macroeconomic conditions, Piralling costs of food and fuel.*

- 5- Yes, without humanitarian food assistance, millions more will find themselves in an increasingly dire situation and unable to provide even the most basic food for their families.
- 6- To deal with food insecurity in South Sudan UN agencies call for urgent actions to avert famine risk in 20 “hunger hotspots”.

❖ After reading

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

Humanitarian organizations are groups dedicated to providing aid and assistance to people in need, especially during crises such as natural disasters or armed conflicts.

International organizations play a significant role in assisting countries with projects that can benefit their populations. Organizations like the United Nations and the Red Cross have important roles, such as improving communication during armed conflicts and providing resources for basic needs to populations affected by natural disasters or armed conflicts. Given the crucial role of international organizations, it is necessary for vulnerable populations affected by these events to receive humanitarian assistance, as international organizations have a duty to protect and uphold human rights.

Lesson 4: READING 2

The importance of voting

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

The teacher will ask the students to look at the picture on page 108 and answer the following questions.

- **Why is it important to vote?** (Possible answers: voting is a responsibility of citizens. By voting citizens participate in the democratic process of their countries.)
- **Do you agree with the statement on the picture? Why?** (Possible answer: Yes, by voting you can make an impact on important decisions and bring changes for your country's future).

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

Learning context: On Human Rights Day, the best students of 2nde in your school are invited by the British Council to participate in a panel discussion about human rights. They are reading a text on human rights in order to get more information about the issue.

The teacher will ask the students to take their textbook on page 108 and read the learning context in silence 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 followings:

- What are the students doing? (Ans.: They are reading a text about human rights)
- Why? Or for which reason are they reading the text? (Ans.: They are reading a text about human rights in order to get more information about the issue.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about the importance of voting by the end of the day's session.

❖ Let's read **ERRATUM: "LET'S READ" ON PAGE 108**

1- **Read the text and choose the appropriate general idea.** (Do not consider the instruction in the student's book)

Read the small passages and choose the best general idea. (New instruction to be considered exercise 1 "let's read" page 108.)

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

ERRATUM: "LET'S READ" ON PAGE 108 exercise 1. Consider the following proposals instead of the ones in the book.

- a) opinions from American citizens on voting
- b) pessimistic opinions on voting
- c) opinions about the fear of voting
- d) opinions from Indian citizens on voting

Answer keys: a) opinions from American citizens on voting

2- Choose the correct meaning or synonym of each word or expression below. Number 1 is done for you as example. **Example** : 1- c) feeling fear

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- c) feeling fear
- 2- b) elect
- 3- a) existing situation at a given moment
- 4- a) completing

- 5- a) *cared for and educated*
- 6- b) *moral or legal responsibility*
- 7- b) *discourage*
- 8- a) *unsuccessful*

3- Read the passages and check (✓) the quotes according to the author.
Number 1 is done as example

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Sentences	Pandya	Mary	Toni	Linden
'I was always politically engaged when I was younger'.			✓	
'I cannot in all good conscience let the United States become a failed democracy'	✓			
'Not voting says you have either lost hope or you don't care'		✓		
'I will try to help them learn what is right and what is wrong in life.'				✓
It is a concept I want to teach my grandchildren.		✓		
. I vote for the futures of my little grandsons, ages 1 and 8.				✓
While this great country recognizes voting as a « right », I very much think and believe that voting is my duty.	✓			
. 'Even in the worst of situations, people need a bit of blind optimism'.			✓	

4- Read the passages again and say if the sentences are true or false. Write T for true and F for false. **Example** : a- F

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: a- F / b- T / c- T / d- F / e- T

❖ After reading

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

Voting is both a privilege and a civic engagement. When citizens vote, they actively participate in their country's electoral process, making democracy possible.

Voting is crucial because it allows citizens to select leaders who represent their views and values. Those who vote understand that their opinions hold significance, and they have faith in the potential for change.

When some citizens can't vote, it means they can't have their say in important decisions, like choosing leaders. This can make them feel left out and like their voice doesn't count. It can also lead to decisions that don't really represent what most people want.

Lesson : 5 WRITING

Writing a formal letter

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

The teacher will ask the students to look at the text on page 112 and answer the following questions.

- **What type of text is it?** (Possible answer: it is a formal letter).
- **Where can we find such a text?** (Possible answers: we can find such a text on a computer/a smartphone/on the internet).
- **How many parts can you identify?** (Possible answers: we can identify 8 parts).

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

Learning context: The British Council is offering some scholarships to the best students in the second cycle. In order to apply for these scholarships, the students of 2nde C at Lycée Mamie Faitai of Bingerville are learning how to write a formal letter.

The teacher will ask the students to take their textbook on page 112 and read the learning context in silence 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)
- **What are the students learning?** (Ans.: They are learning how to write a formal letter.)
- **Why? Or for which reason are they learning to write a formal letter?** (Ans.: They are learning to write a formal letter in order to participate in a writing competition organized by the British Council)

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

1. Match the words or expressions below with the appropriate parts of the letter above. **Example:** 1- h

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

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

❖ Let's prepare to write

1. Fill in the gaps in the letter with the words from the box. Number 1 is an example.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: **Example:** 1- grateful

- 1- grateful
- 2- first of all
- 3- appreciate
- 4- also
- 5- finally
- 6- forward
- 7- faithfully

2-Select the commonly used expressions in formal letters. One is done for you as an example. Example: c) the new position has been offered to...

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- c-the new position has been offered to...
- d-I would like to know how much it costs.
- f-I am writing to enquire about the English courses at your school.
- h- Please accept our apologies for the delay.

❖ Let's write

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

Writer's address

Date

Dear Sir / Madam,

I'm writing to ask for a scholarship from the British Council. I want to continue my studies, and this scholarship can help me do that.

I do well in school and take part in activities outside of class. I think I deserve this scholarship because of my good grades and my involvement in school.

If I get this scholarship, it will help my family with the cost of my education. It will also let me learn about other cultures and grow as a person.

I'm excited about what this scholarship can do for me. It will help me reach my goals and make a difference in my community.

Thank you for considering my application.

Yours faithfully,

Signature

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

Lesson 6: LANGUAGE FOCUS

Note: for LANGUAGE FOCUS, 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 WITH *up*

The teacher will present and explain the new items to the students, moving from the sentences to the structures.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- Complete the sentences below with the correct phrasal verbs from the box. **Example:** a) keep up

a) keep up b) pick up c) clean up d) set up e) fixed up f) give up g) grows up

▪ RELATIVE PRONOUNS who /which / where / that

The teacher will present and explain the new items to the students, moving from the sentences to the structures.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

2- Choose the correct answer among the options between brackets.

Number 1 is done for you as example. **Example:** a) who

a) who b) that c) where d) who e) where f) which

▪ RECIPROCAL PRONOUNS 'each other' / 'one another'

The teacher will present and explain the new items to the students, moving from the sentences to the structures.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

3- Fill in the gaps with "*each other*" or "*one another*". Number 1 is an example. **Example:** a) each other

a) each other b) each other c) one another d) one another e) each other

UNIT SUMMARY

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

1-Fill in the blanks with the appropriate words from the box below. Number 1 is an example. **Example:** a) national

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a) national b) social c) democracies d) leaders e) elections f) government

2- Fill in the gaps with the appropriate pronouns (*whose / that / which / where / who / when*). One is done for you as example. **Example:** a) who

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys

- a- who
- b- where
- c- which
- d- who
- e- which
- f- that

3-Select the correct phrasal verb to complete the sentences below and make them meaningful. Number 1 is an example. **Example:** 1- b) who

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- b) keep up
- 2- a) give up
- 3- c) clean it up
- 4- a) grow up
- 5- c) set up
- 6- b) growing up

Erratum: 3- c instead of d in the book page 117

4-Complete the sentences with *each other* or *one another*. One is done as an example. **Example:** a) each other

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

- a- each other
- b- one another
- c- each other
- d- one another
- e- one another
- f- each other

❖ LET'S SELF-EVALUATE

Assessing my achievements after Unit 6.

Yes: 3 / More or less: 2 / No: 1

Now, I can	Yes	No	More or less
talk about the about the challenges of democracy in Africa.			
talk about the importance of volunteering.			
talk about the importance of humanitarian assistance.			
write a formal letter			
use phrasal verbs with "up" correctly			
use relative pronouns			
use reciprocal pronouns			
Total score			

Project

3

Making a poster of citizen's values awareness

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
- Fluency

UNIT 7

SPORTS



UNIT CONTENT OVERVIEW

- Discussing individual and team Sports
- Listening and talking about the benefits of sport on health
- Reading and talking about the impact of sport on education
- Reading and talking about Ivorian female athlete
- Vocabulary related to individual and team Sports
- Writing an opinion essay
- Vocabulary related to phrasal verbs with “*come*”
- Expressing emotions with “*so*” and “*such*”
- Making comparisons

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

The teacher will ask the students to look at the 9 pictures on pages 121 and 122 and answer the following questions.

- Look at the pictures and identify the team and individual sports. (Possible answers: *Team sports* : cricket, handball, baseball *Individual sports* : karate, tennis, climbing, athletics, swimming, curling)
- Which type of sport do you prefer? Why? (Possible answers: *I prefer team sports like football and basketball because they provide an opportunity to interact with others and build strong social bonds. I enjoy the camaraderie and teamwork involved in these sports.*)

After the lead-in activity, the teacher will exploit the learning context.

Learning context: Today is world athletics Day. The students of 2^{nde} C from Lycée Moderne 1 of Abengourou are discussing individual and and team sports with their English teacher in order to learn more about their advantages.

The teacher will ask the students to take their textbook on page121 and read the learning context in silence 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 is the celebrated? (Ans: *World Athletics Day.*)
- What are the students doing? (Ans.: *They are discussing individual and team sports*)
- What for? Or for which reason are they discussing individual and team sports (Ans.: *They are discussing individual and team sports to learn more about their advantages*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to discuss individual and team sports by the end of the day's session.

Note: the teacher can also design his own questions.

❖ New language

1- Look at the word bank below. Select the words and expressions related to sports then discuss your list with your neighbour. One is given as example. **Example:** Team setting

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

Team sports- football- basketball- volleyball- rugby- individual sports- gymnastics- swimming- jogging- mental skills- confidence- Self-esteem- willpower- self-discipline- teammate- athleticism-

2- Match the words or expressions from the box with their definitions or synonyms below. Number 1 is an example. Example: 1- Teammate

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys : 1- *teammate* 2- *confidence* 3- *opponent* 4- *pace* 5- *fair play*
6- *overcome* 7- *willpower* 8- *self-esteem* 9- *team sport*

3- Classify the following ideas from the box in the table. One is given as an example.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Advantages of playing individual sports	Advantages of playing team sports
<ul style="list-style-type: none"> - develop self-autonomy - teach perseverance - boost confidence and self-esteem - shape mental skills like self-discipline - progress at your own pace 	<ul style="list-style-type: none"> - learn how to respect opponents - overcome challenges together - show respect and fair play - every individual effort leads to the success of the team - winning and losing together - teach clear communication skills - opportunity to create strong relationships - accepting criticism

❖ Let's communicate

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

The practice of sports, particularly team sports, has a positive impact on people's lives. Team sports are known as sports played collectively, and popular ones like football, basketball, rugby, volleyball, and handball offer numerous advantages for players.

Firstly, team sports teach players the importance of respecting their opponents and displaying fair play. Additionally, the experience of both winning and losing together fosters teamwork and the ability to overcome challenges collectively.

Secondly, in team sports, individual efforts contribute directly to the team's success.

Lastly, team sports provide opportunities for players to build strong relationships with their teammates. This may explain why many people prefer team sports.

Lesson 2: LISTENING

Sports and Health

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

The teacher will ask the students to look at the pictures on page 124 and answer the following questions.

- Look at the picture and give the advantages related to Sports. (Possible answers: Team work, leadership, band, mental skills, perseverance, physical health, time management and goals setting).
- Do you agree that practising physical activities improve human health? Why? (Possible answers: Yes, practising physical activities improve human health and reduce the risks of diseases. Practising physical activities can also help lose weight and develop mental health).

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

Learning context: During an English class, the students of 2^{nde} A from Lycée Antoine Gauze of Daloa are listening to some audios on the benefits of sports in order to promote its practice.

The teacher will ask the students to take their textbook on page 124 and read the learning context in silence 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 in the classroom.)

- **What are they doing?** (*Ans.: They are listening to some audios on the benefits of sports*)
- **What for? Or for which reason are they listening these audios?** (*Ans.: They are listening to the audios on the benefits of sports in order to promote its practice.*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about the benefits of sports by the end of the day's session.

Note: the teacher can also design his own questions.

❖ Let's listen

1- Listen to the passage and write down only the words that you hear from the list below. One is done for you as example.

Example : improve

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Passage

Benefits of Sports

It's no secret that physical activity is good for you, but do you know about all the ways that exercise can improve your health? Check it out :

Sports improve cardiovascular health. The heart is a muscle, it needs to be worked out! Regular exercise can help improve the overall health of your entire cardiovascular system. Lower risk of heart disease, stroke, and diabetes.

Sports help manage weight. Not only does physical activity burn calories, but it also improves your metabolism in the long run.

Sports improve mental health. Exercise is good for your mental health as it can battle feelings of anxiety and depression, sharpen your focus and improve self-esteem.

So get up and get moving in sports centres!

Adapted from [https:// www.google.com/search=benefits-of-sport-for-health&source](https://www.google.com/search=benefits-of-sport-for-health&source)

Answer keys:

Physical - improve- health- cardiovascular- regular- disease- diabetes- metabolism- mental- anxiety

2- Listen to the passage again and complete the sentences with the missing words. Number 1 is an example.

Example : physical

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

Answer keys:

- 1- Physical
 - 2- Mental
 - 3- Disease
 - 4- Calories
 - 5- Improve
 - 6- Anxiety
- ❖ **After listening**

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

I swim often, about three times a week. Swimming is a really good sport for my body. It makes my muscles strong and helps me stay in shape. It's gentle on my joints, so it doesn't hurt them.

Swimming is also good for my heart and lungs, and it can help me keep a healthy weight. It's like a fun way to relax and forget about stress. Plus, it's perfect for hot days.

So, swimming is not only good for my body but also helps me feel happy and calm.

Lesson 3 : READING 1

Sports and Education

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

The teacher will ask the students to read the quote and look at the picture on page 126 to answer the following questions.

- **How can you explain this quote?** (Possible answer: This quote means that in addition to getting an education, you also need to stay healthy, and one way to do that is by doing sports.).

- Do you agree with the author of this quote? Why? (Possible answer: Yes; because sports improve students' mental health and lifestyle).

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

Learning context The best students of 2nde from Lycée Moderne Bondoukou are invited by the embassy of South Africa in Côte d'Ivoire to participate in a panel discussion on the impact of sports on education. They read the text on the topic in order to know the relation between sports and education.

The teacher will ask the students to take their textbook on page 126 and read the learning context in silence 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 embassy of South Africa in Côte d'Ivoire)
- **Where are they invited to?** (Ans.: They are invited to participate in a panel of discussion on the impact of sports on education)
- **Why do they read the text?** (Ans.: They read the text to know the relation between sports and education.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about the impact of sports on education 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 write down the correct general idea.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: C- *The impact and importance of sport in education*

2- As you read the text, match the words from column A with their synonyms or definitions in column B. Number 1 is an example.

Example: 1-c

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: 1- c / 2- d / 3- f / 4- g / 5- i / 6- h / 7- j / 8- a / 9- e / 10- b

3- Give short answers to these questions.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

- 1- The role of sport in education is to lead the formation of an individual's personality and contribute to a person's holistic development.
- 2- Athletics positively impacts students' academic success and contributes to improving their health and lifestyle.
- 3- Sport teaches students teamwork, devotion, discipline and timeliness.
- 4- No, individuals gain confidence and leadership skills as a result of participating in sports.
- 5- The practice of sports protects against diseases such as obesity, diabetes and heart diseases.
- 6- The values such as coping with failure, favourism, and bias while retaining one's integrity.

❖ After reading

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

I want to talk to you about how important sports can be for people. There are several sports I'd suggest trying, like soccer, basketball, or swimming. These sports help us stay fit, and they're a lot of fun.

When we play sports, we exercise our bodies and minds. It helps us become stronger, healthier, and even happier. It's not just about winning; it's about learning teamwork, discipline, and how to handle challenges.

So, I invite all of you to give sports a try. It's not about being the best ; it's about enjoying the journey and becoming better versions of ourselves. Let's get active together and make our school life even more awesome!

Lesson 4: READING

Ivorian female athletes

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

The teacher will ask the students to look at the pictures on page 128 and answer the following questions.

- . Look at the picture and give the name of this Ivorian female athlete. (*Possible answers: her name is Marie Josée Ta Lou*).
- What is your opinion about her performance? (*Possible answers: she is a sprinter with outstanding performance in 100-metre-race*).
- Do you know other Ivorian female athletes? Name some of them. (*Possible answers: yes, Muriel Ahouré, Ruth Gbagbi...*)

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

Learning Context : The best students of 2^{nde} from Lycée Sainte Marie of Cocody are invited by the British Council to participate in an online discussion on Ivorian female athletes. They read a text on the topic in order to get prepared for the discussion.

The teacher will ask the students to take their textbook on page 128 and read the learning context in silence 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.: The British Council*)
- What are the students going to do? (*Ans.: They are going to participate in an online discussion on Ivorian female athletes*)
- What do they do to get prepared for the discussion? (*Ans.: They read a text on Ivorian female athletes*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about Ivorian female athletes 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 write down the correct general idea.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: b) The stunning performance of Ta Lou at the Tokyo Olympic Games.

2- Read the text and find the synonyms or definitions of the words below. The lines are indicated to help you. Example : a) heats

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: a) heats b) stunning c) posted d) excluding e) wiped from f) standout g) intent h) tantalising

ERRATUM: student's book on page 129 exo 2. Kindly replace a) becomes more exciting (line 2) with a) preliminary or qualifying races in a print competition (line 2)

3- Read the text again and say if the sentences are true or false. Write T for true and F for false. Then, justify your answers by indicating the lines of the text. Example : a-F (line 1)

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- false (L 14)
- b- false (L 7)
- c- true (L 9-10)
- d- true (L 7)
- e- false (L 14-15)

❖ After reading

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

Sports are really popular in Cote d'Ivoire, and we have many great athletes in both individual and team sports.

In individual sports, we have amazing female athletes like sprinters Muriel Ahouré and Marie-Josée Ta Lou, and also Taekwondo athlete Ruth Gbagbi. These fantastic athletes have done incredibly well on the world stage and have made our country proud.

For example, Muriel Ahouré won a gold medal in the 60m race at the 2018 World Indoor Championship, and Marie-Josée Ta Lou was the fastest at the Tokyo Olympics in 2020. Ruth Gbagbi is a two-time world champion in Taekwondo.

These Ivorian female athletes are great role models for young girls.

Lesson :5 WRITING

Writing an opinion essay

- ❖ Before writing (after the warm up and the review session)
 - Here is a list of useful words and phrases used in essay writing. Write each them in the right column. One is done for you as an example.

Example: I think that

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Connecting or sequencing ideas	Giving opinions	Giving reasons	Expressing contrast	Expressing purposes	Concluding
in addition first secondly thirdly moreover	i think that in my view in my opinion i believe that... i agree that i disagree that	because of since due to	although however despite	in order to so that	to sum up to conclude

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

Learning context : The students of 2nd C from Lycée of Daloa are taking part in a competition of writing organized by the British embassy. They are asked to write an opinion essay on the advantages and disadvantages of team sports.

The teacher will ask the students to take their textbooks on page 130. and read the learning context in silence 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 doing?** (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 opinion essay on the advantages and disadvantages of team sports)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to write an argument essay on the advantages and disadvantages of team sports by the end of the second session.

Note: the teacher can also design his own questions.

❖ Let's prepare to write

- The paragraphs below are about a model essay on professional players and their salaries. Reorder them in order to have a meaningful passage.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Paragraph 1: C

Paragraph 2 : D

Paragraph 3: B

Paragraph 4: A

❖ Let's write

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

In today's world, sports hold a significant place in promoting both physical and mental well-being. Nonetheless, the debate on whether team sports offer more advantages than individual sports continues.

Team sports, which involve competitive play between groups of athletes, encompass popular games like football, basketball, handball, volleyball, and rugby. To me, team sports provide several benefits. Firstly, they instill values of respect and fair play. Secondly, they promote cooperation and communication skills, as participation in a team enables players to forge new friendships. Furthermore, players in team sports exchange compliments with their teammates or coach, which boosts their self-esteem by recognizing their efforts. In my view, people often favor team sports due to the valuable skills such as cooperation, self-confidence, and leadership that they acquire through these activities.

In conclusion, team sports contribute not only to physical health but also to enhanced social interaction.

Lesson 6: LANGUAGE FOCUS

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

A) Phrasal verbs with "come"

The teacher will present and explain the vocabulary item to the students, moving from the sentences to the structures.

1- Replace the meaning in brackets with the appropriate phrasal verb.

Example: a) come up with

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) come up with
- b) come by/over
- c) come across
- d) come back
- e) came down with
- f) come along with

2- Choose the correct preposition to complete each sentence below to make it meaningful. Number 1 is done for you.

Example: a) across

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

ERRATUM: student's book on page 132 exo 2. Kindly replace the mixture of letters and numbers "a) b) c) 4- 5- 6-" with only letters "a) b) c) d) e) f)"

Answer keys: a) across b) about c) up with d) over e) along with f) back

B) exclamation sentences with "So" and "Such"

The teacher will present and explain the language function to the students, moving from the sentences to the structures.

1- Complete the statements with 'so' or 'such' to express admiration about sports. **Example** : a) so

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a) so b) such c) so d) such e) such f) so g) such

2- Rewrite the statements below using 'so' or 'such' to express admiration about sports. Number 1 is an example.

Example : a) They played **so** well in the football game !

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) They played **so** well in the football game !
- b) It was **such an** intense match!
- c) We had **such a** thrilling victory!
- d) The captain has **such a** strong fighting spirit!
- e) The players performed **so** admirably during the competition!
- f) My favourite player showed **such** great skills in the game!

C) Comparative and superlative sentences

The teacher will present and explain the language function to the students, moving from the sentences to the structures.

1- Choose the correct option to complete the sentences or questions.

Number one is done for you as example. **Example** : a) bigger than

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: a) bigger than b) the shortest c) the most independent

d) the tallest e) older than f) the best g) the most comfortable

2- Write the correct form of the adjective in brackets. Number 1 is an example. **Example** : a) saddest

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: a) saddest b) more interesting than c) busier d) worst e) luckiest f) happier

UNIT SUMMARY

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

1- Fill in the blanks with the words from the box below. Number 1 is an example. **Example: 2 activities**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: 1- activities 2- swimming 3- to transport 4- physical 5- exercises 6- sport

2- Write comparative and superlative sentences with the adjective in brackets. Number 1 is an example. **Example : a- faster**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys : a) faster b) noisiest c) drier than d) more beautiful e) longest

3-Complete the sentences with the appropriate phrasal verb from the box below. Number 1 is done as example. **Example : a- come about**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys : a) come about b) came out c) come up with d) came along with e) come back

4-Fill in the gap with 'so' or 'such'. Number 1 is an example.

Example : 1- such

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: a) such b) so c) so d) such e) such

❖ LET'S SELF-EVALUATE

Assessing my achievements after Unit 6.

Yes: 3 / More or less: 2 / No: 1

Now, I can	Yes	No	More or less
talk about the about the benefits of sports for health.			
talk about the advantages of team and individual sports.			
talk about the impact of sport on education.			
write an opinion essay.			
use phrasal verbs with "come" correctly			
Make comparisons			
Express emotions			
Total score			

Lesson 1: SPEAKING

Inventions

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

The teacher will ask the students to look at pictures on page 137 and answer the following questions.

- **How are the different elements in the picture useful to your daily lives?** (*Possible answers: they permit to travel faster/to travel on very long distances/to talk to people everywhere in the world and at any time/to write/...*)
- **What is your comprehension of the quote?** (*Possible answers: This quote means that when people face a need, difficulty, or necessity, they are motivated to find new ways or solutions (inventions) to address or solve that need.*)

After the lead-in activity, the teacher will exploit the learning context.

Learning context: During a class discussion, the students of 2^{nde} C from Lycée Moderne BAD Ayamé are talking about the impacts of inventions in order to learn how they improve people's lives.

The teacher will ask the students to take their textbook on page 137 and read the learning context in silence 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 in the classroom.*)
- **What are they talking about?** (*Ans.: They are talking about the impacts of inventions.*)
- **What for? Or for which reason are they talking about the impacts of inventions?** (*Ans.: They are talking about the impacts of inventions in order to learn how they improve people's lives.*)

Finally, the teacher will tell the students that, through a series of speaking activities, they will be prepared to discuss the impacts of inventions on people's lives by the end of the day's session.

Note: the teacher can also design his own questions.

❖ New language

- 1- Look at the word bank below. With your partner. Underline the words referring to human inventions

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

high-speed train – clock – telephone – computer – wheel – contraceptives
internet – printed press – airplane – nail – Electric light – Automobile

2- The sentences below present ten great inventions. Complete each of them with the appropriate invention from the box. **Example: a - electric light.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- electric light
- b- printing press
- c- automobile
- d- telephone
- e- radio and the television
- f- vaccination
- g- computer
- h- airplane
- i- gas-powered tractor
- j- anaesthesia

3- Look at the picture below and give in a few words, your perception of human life before the different modern inventions.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Possible answers:

- Opinion 1: before the different modern inventions, humans' life was very hard.
- Opinion 2: before the different modern inventions, humans' life was interesting.

The teacher will accept both answers provided that students give arguments to support their view point.

❖ **Let's communicate**

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

Inventions are vital for humans as they simplify life, extend lifespans, and enhance overall enjoyment.

Personally, I consider the smartphone the greatest invention. It not only enables global communication like a regular phone but also provides internet access and performs various tasks.

The smartphone functions as an alarm clock, notebook, music and video player, camera, and more, effectively combining numerous devices into one.

Session 2: LISTENING

Science in everyday life

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

The teacher will ask the students to look at the pictures on page 139 and answer the following questions.

- **What do you think of, when you hear the word “science”?** (*Possible answers: When we hear the word “science”, we think of technology, inventions, medicine, astronomy, biology, chemistry, physics ...*)
- **Look at the pictures below: myth or reality in today’s world?** (*Possible answers: In today's world, science is unquestionably a reality, not a myth. Science plays a fundamental role in understanding the natural world, advancing technology, and solving complex problems. It provides the foundation for innovations, medical advancements, and many aspects of modern life.*)

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

Learning context: The students of 2nde C from Lycée Municipal 1 Koumassi are listening to a VOA program about the place of science in people’s daily life in order to gather ideas for their class project.

The teacher will ask the students to take their textbook on page 139 and read the learning context in silence 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 doing?** (Ans.: They are listening to a VOA program about the place of science in people’s daily life.)
- **What for? Or for which reason are they listening to that program?** (Ans.: They are listening to that program in order to gather ideas for their class project.)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about the place of science in people’s daily life.

Note: the teacher can also design his own questions.

❖ Let’s listen

1- Listen to the audio passage

- Say how many branches of science are mentioned.
- Name them.

The teacher will set the task, going through the instructions in the student’s book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Passage

Science is any system of knowledge that is concerned with **physical** world and phenomena and that entails unbiased observations and systematic **experimentation**. In general, a science involves a pursuit of knowledge covering general **truths** or the operations of fundamental laws.

Science can be divided into different **branches** based on the subject of **study**. The physical sciences study the inorganic world and comprise the fields of **astronomy**, physics, **chemistry**, and the Earth sciences. The biological sciences such as **biology** and medicine study the organic world of life and its processes. Social sciences like **anthropology** and economics study the social and cultural aspects of human behavior.

www.britannica.com/science/science, 09/12/2022

Answer keys:

- Three (03) branches of science are mentioned in the passage.
- Physical sciences, biological sciences and social sciences.

2- Listen to the passage again and fill in the gaps with the appropriate words. **Example: a – physical**

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

- a- physical
- b- experimentation
- c- truths
- d- branches
- e- study
- f- astronomy
- g- chemistry
- h- biology
- i- anthropology

3- Listen to the audio and fill in the table below.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

What has science done for you lately?

Plenty. If you think science doesn't matter much for you, think again. Science affects us all, every day of the year, from the moment we wake up, all day long, and through the night. **Your digital alarm clock, the weather report, the asphalt you drive on, the bus you ride in, your decision to eat a baked potato instead of fries, your cell phone, the antibiotics that treat your sore throat, the clean water that comes out from your faucet, and the light you turn off at the of end the day** have all been made possible through the advancements of science. The modern world would not be modern at all without the understandings and technology enabled by science. To make it clear how science is interwoven with our lives, just try imagining a day without scientific progress. Just for starters, without science, there would be **no way to use electricity, which means no light, no television, no cell phone...** Without science, there would also be **no plastic, no modern agriculture as well as no modern medicine.**

Items used in everyday life thanks to science:	Without modern science there would be no:
digital alarm clock, weather report, asphalt, bus, cell phone, antibiotics, clean water, faucet, light	Electricity, light, television, cell phone, plastic, modern agriculture, modern medicine

❖ After listening

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

Science holds an important place in today's world. Our daily life is influenced by science.

The importance of science is evident through our use of cars, planes, clocks, ovens, cookers, televisions, radios, computers, smartphones... Its significance is also evident in hospitals through vaccinations, anesthesia, surgery, and scanners. However, science has some disadvantages in people's lives, such as air pollution, climate change, and various diseases.

Despite these disadvantages, I prefer living with science. I cannot imagine a day without modern means of transportation, my smartphone, and modern medicine.

Lesson 3 : READING 1

Science and technology in the medical field

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

The teacher will ask the students to look at the pictures on page 141 and answer the following question.

- **What makes the difference between these two types of medical care?** (*Possible answers: Both pictures are related to medicine. However, the first picture depicts traditional medicine, while the second one illustrates modern medicine. In the first picture, the doctor uses natural methods to examine the patient, whereas in the second picture, doctors utilize scientific appliances for this purpose.*.)

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

Learning context: In search for information to participate in their Health Club Competition, the students of 2nde C3 from your school move to a library. They discover in an English book a text dealing with science and technology in the medical field. They decide to read it.

The teacher will ask the students to take their textbooks on page 141 and read the learning context in silence 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 followings:

- **Where are the students?** (*Ans.: They are at the library*)
- **What are they doing?** (*Ans.: They are reading a text on science and technology in the medical field*)
- **Why are they reading the text?** (*Ans.: They read the text in order to gather some information for their Health club competition.*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about science and technology in the medical field by the end of the day's session.

Note: the teacher can also design his own questions.

❖ LET'S READ

1- Read the passage below and say what it deals with.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

The text deals with the impacts of technology on the medical fields.

- 2- Read the text again and choose among the proposals, the synonyms of the words from the text. Lines are indicated to help you. **Example: a – treatments.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- treatments
- b- appliances
- c- copied
- d- control
- e- tests
- f- precise

- 3- Read the text again and say whether the following statements are true or false. Write T for True and F for false. Justify your answers by indicating the lines of the text. **Example: a – T (L2-3).**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- T (L2-3)
- b- F (L4)
- c- T (L10-11)
- d- F (L12-13)
- e- F (L16-17)
- f- F (L20-21)

- 4- Read the text again and do the tasks below.

- say how a smartphone can help people watch their health.
- say how technology helps medical personas perform their practices accurately.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- *Through various applications, a smartphone can help individuals monitor their calorie intake, daily steps, heart rate, or even consult with a doctor and check symptoms to understand their illness.*
- *Thanks to technology, healthcare professionals can obtain a patient's medical history in seconds and provide prompt diagnoses. Technology has significantly improved the accuracy and accessibility of medical sciences. It has also streamlined laboratory processes, making them faster and more precise.*

❖ **After reading**

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

Science and technology offer numerous advantages in the field of medicine, but they also come with certain drawbacks. Most modern medicines and treatments may have side effects, which can sometimes lead to other serious conditions like high blood pressure or kidney failure. Additionally, there have been instances where anesthesia malfunctions resulted in fatalities. It's important to note that while science and technology are harnessed for medical advancements, there is also the risk of their misuse in the creation of dangerous and potentially lethal viruses by a small number of individuals.

Lesson 4: READING 2

Genetics

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

The teacher will ask the students to look at the pictures on page 143 and answer the following question.

- **What do you know about genes and genetics?** (*Possible answers: genes are part of our body/genes are what makes us who we are/genes are what makes us different from each other. Genetics is the study of genes.*)

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

Learning context: the students of 2nd C1 from Lycée Municipal Djibo Sounkalo Bouaké are reading a passage on genetics in order to gather information for a debate on the BBC radio health program.

The teacher will ask the students to take their textbook on page 143 and read the learning context in silence 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:

- **Which students are talking about?** (*Ans.: the students of 2nd C1 from Lycée Municipal Djibo Sounkalo Bouaké*)
- **What are the students doing?** (*Ans.: They are reading a text on genetics*)
- **Why are they reading the text?** (*Ans.: They are reading the text in order to gather some information for a debate on the BBC radio health program.*)

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

Note: the teacher can also design his own questions.

❖ LET'S READ

1- Go through the text below and choose the best title.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: B- The importance of learning about genetics

2- Read the text again and find in the list below the synonyms or definitions of the words in red. One word from the box is not concerned. **Example:** produce = provide

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- ~ produce = provide
- ~ resemble = look like
- ~ common practices = habits
- ~ dominant = prevalent
- ~ association = combination
- ~ passed = handed down
- ~ descendant = offspring
- ~ science that studies living organisms = biology
- ~ biography = **Not concerned**
- ~ heritage = inheritance

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- Genetics deals with the study of heredity and its biological process.
- b- Yes / Yes genetics can.
- c- It is important to learn about genetics because it can help you understand your own health and make healthy choices?
- d- When genes don't work properly, it can cause some rare diseases.
- e- Yes, it is. Learning about your family's health history can provide a lot of useful information. You may notice that a certain disease is prevalent in your family, and this pattern may point to genes as the cause. This information can help you learn about health risks in your family, like high blood pressure or obesity.
- f- When someone is not aware of the causes a given situation, it will be difficult for him/her to take the right decisions. Knowing what really goes on will help him/her to tackle the issue adequately.

4- From your comprehension of genetics according to the text, underline in the list below what genetics can help explain.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Resemblance between family members – prevailing diseases in a family
poverty in a family – some rare diseases – pupils' success or failure at school
personality traits – wealth and fame – physical appearance – infection

❖ After reading

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

Genes are human cells that make each individual the way he is, looks like and behaves. They are the source of biological heredity. People from the same family share a large percentage of genes and that explains why children look like their parents. As far as I am concerned, learning about genetics allowed me to understand why the majority of my family members are fat and suffer from diabetes.

Lesson 5: WRITING

Describing a graph /chart

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

- Match each document with the appropriate name from the list below: a bar chart / a line graph / a pie chart
- What are these types of documents used for?

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- Picture 1 is a pie chart. Picture 2 is a bar chart. Picture 3 is a line graph.
- These types of documents are used to present data such as the results of a survey in an effective visual manner.

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

Learning context: During an English class, the students of 2nde C from Lycée Classique Abidjan are asked to describe a chart on the use of technology, in order to analyse the data.

The teacher will ask the students to take their textbook on page 145 and read the learning context in silence 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?** (*Ans.: They are in the classroom.*)
- **What are the students asked to do?** (*Ans.: They are asked to describe a chart on the use of technology*)
- **Why are they asked to describe a chart on the use of technology?** (*Ans.: They are asked to describe a chart on the use of technology in order to analyse the data*)
-

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to write a description of a chart by the end of the second session.

Note: the teacher can also design his own questions.

❖ LET'S PREPARE TO WRITE

- 1- Look at the bar chart below. Then read the passage. Do you find any link between them? Explain.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: Yes, there is a link between the passage and the bar chart. The passage is the description of the chart. That is both the bar chart and the passage deal with the number of men and women engineering at Australian universities.

- 2- Read the passage again and find in the list below the synonyms or definitions of the words or expressions in red.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- ~ augmented abruptly = increased sharply
- ~ diminished = levelled off
- ~ period of ten = decade
- ~ reduced = decreased
- ~ shows = illustrates
- ~ growth = rise
- ~ lessened = narrowed
- ~ rising tendency = upward trend
- ~ a little = slightly

3- As you read the passage again:

- ~ Determine the introduction, the main body and the conclusion
- ~ Say what each part (introduction, main body and conclusion) deals with

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

- ~ **The different parts of the passage**
 - Introduction: paragraph 1
 - Main body: paragraphs 2 to 3
 - Conclusion: paragraph 4
- ~ **What each part deals with**
 - Introduction: presents the document (gives basic details about the chart including what it shows, where it refers to and when).
 - Main body (one or two paragraphs): describes the chart/graph and interprets the figures and data.
 - Conclusion: says what we learn from the data overall.

❖ LET'S WRITE

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

The bar chart illustrates the prevalence of technology addiction among 2,755 urban residents in Bangalore aged between 18 and 65.

It is evident that 1.3% of the total sample is addicted to the internet, while 4.1% exhibit addiction to mobile phones. The percentage of individuals addicted to social networking has decreased slightly to 3.5%, and the addiction rate to shopping is at 4%. Only 0.2% of the sampled individuals are addicted to pornography.

The highest percentage of technology addicts is associated with mobile phones, followed by shopping and social networking, each with a relatively high percentage. Internet and pornography addictions have the lowest percentages.

In summary, it is observed that only 13.1% of the 2,755 urban Bangalore residents aged 18 to 65 exhibit technology addiction, ranging from mobile phones to other forms.

Lesson 6: LANGUAGE FOCUS

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

❖ VOCABULARY FOCUS

- The suffixes **-ology / -logy / ologist / -logist**

The teacher will present and explain the vocabulary item to the students, moving from the sentences to the structures.

- 1- With your partner, try to guess the right pronunciation. Then Listen to the audio to check whether you got it or not. **Example:** a) come up with

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Rule of pronunciation: the stress is to be put on the third syllable from the end of the word.

2- Do like in activity 1.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Rule of pronunciation: the stress is to be put on the third syllable from the end of the word.

❖ GRAMMAR FOCUS

▪ USING THE ARTICLE "the" OR NOT

The teacher will present and explain the language item to the students, moving from the sentences to the structures.

Which is correct: with an article or not? **Example: a- the boss.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- the boss.
- b- France very soon.
- c- the doctor tomorrow.
- d- dinner.
- e- the bank to take some cash.
- f- school.
- g- Saturdays.
- h- the piano

▪ REPORTING

The teacher will present and explain the grammar point to the students, moving from the sentences to the structures or rules.

1- Report to your classmates, what these people said. Mind the verb tenses. **Example: a – They said that they had found their blue bag.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- They said that they had found their blue bag.
- b- She said that she would not try it again.
- c- They said that he had never drunk beer.
- d- He said that he had been sleeping when she had got in.
- e- They told me that I had been doing it for days.
- f- They said that the singer had not been happy with the producers.

- 2- Report to your classmates, what these people said. Mind the verb tenses. **Example: a – His wife said that two years before, he had gone to Paris.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- His wife said that two years before, he had gone to Paris.
- b- She said that that was the man she had met the week before.
- c- He said that he would try those shoes the following day.
- d- They ordered me to come there.
- e- Patrick said that that day was his birthday.

▪ **EXPRESSING PURPOSES**

The teacher will present and explain the language function to the students, moving from the sentences to the structures or rules.

- 1- Rewrite the sentences using "in order to" or "so that". (a) is an example.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

We are collecting data in order to make our class project.	(a)- We are collecting data so that we can make our class project.
(b)- We are buying a new car in order to travel more easily.	We are buying a new car so that we can travel more easily.
(c)- Technology has been used in medicine in order to improve lives.	Technology has been used in medicine so that it can improve lives.
They will send the mails in order to postpone the meeting.	(d)- They will send the mails so that they can postpone the meeting.
You always watch TV to get the right information.	(e)- You always watch TV so that you can get the right information.
(f)- I am working hard to get used to challenges.	I am working hard so that I can get used to challenges.

- 2- Rewrite the sentences of activity 1 using "so as to/so as not to".

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

- a- We are collecting data so as to make our class project.
- b- We are buying a new car so as to travel more easily.
- c- Technology has been used in medicine so as to improve lives.

- d- They will send the mails so as to postpone the meeting.
- e- You always watch TV so as to get the right information.
- f- I am working hard so as to get used to challenges.

▪ **PREPOSITIONS EXPRESSING MOVEMENT**

The teacher will present and explain the grammar point to the students, moving from the sentences to the structures or rules.

Look at the pictures below and identify all the words that express movement, then mime each of them.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: up, down, across, over, under, along, into, out of, through, past, round/around, from, to

UNIT SUMMARY

- Guessing game: Who am I?
 - ✓ **Genetics.**
 - ✓ **Pie chart.**
 - ✓ **Biology.**
 - ✓ **Thomas Edison.**
 - ✓ **Radio.**

1- Match the words in column A with their definitions in column B.
Example: 1 – e.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: 1-e, 2-g, 3-f, 4-b, 5-d, 6-a, 7-c.

2- Match each inventor with his invention. **Example: 1 – h.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: 1-h, 2-j, 3-a, 4-g, 5-k, 6-b, 7-d, 8-f, 9-c, 10-i, 11-e

3- List five advantages of technology in the medical field. Discuss your list with your partner.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Possible answers:

Anaesthesia, vaccination, surgery, the possibility of medical tests through scanner, the rapid access to medical tests results, medical research...

Note: students can find other answers

4- Rewrite the sentences below, crossing the article “the” where you find it unnecessary. **Example: a- The pope is visiting Ghana this week.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- **The** pope is visiting Ghana this week.
- b- My brother plays tennis very well.
- c- At Easter, I will go to Bouaké.
- d- She is **the** tallest of her family.
- e- **The** moon does not shine these days.

f- This is **the** girl who bought **the** car we saw last week.

5- Report the sentences below. **Example: a – She said that the next day would be a better day.**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- She said that the following day would be a better day.
- b- He said that that was his own car that he had bought the year before.
- c- Maria said that the following week, they were celebrating their birthday party. Hers had been the day before.
- d- They said that they had been waiting there for an hour.
- e- They said that scientists were improving their life then.

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

Now, I can	Yes	No
talk about the importance of inventions in human life.		
talk about the impacts of technology in the medical field		
explain what genetics and genes are		
describe a chart/graph		
express purposes		
use the article "the" appropriately.		
report what people said.		

Project 4

Designing and describing charts on the use of smartphones

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
- Fluency

UNIT 9



WILDLIFE

UNIT CONTENT OVERVIEW

- Talking about wildlife in danger
- Listening and talking about poaching
- Reading and discussing about endangered species
- Reading and discussing about deforestation
- Vocabulary related to nouns with suffix -less
- Writing an argumentative essay
- Using the passive voice

Lesson 1: SPEAKING

Wildlife in danger

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

The teacher will ask the students to look at pictures 1 and 2 on page 157 and answer the following questions.

- **What can you see in picture 1?** (*Possible answers: I can see a hunter with a gun/ rifle and a rhinoceros lying on the ground behind him.*)
- **What do you see in picture 2?** (*Possible answers: I see horns which have been cut from killed rhinoceros*)
- **Do you think that there is a relation between the two pictures? Justify.** (*Possible answers: Yes. Poachers hunt and kill rhinoceroses for their valuable horns, driving these magnificent creatures towards endangerment.*)

After the lead-in activity, the teacher will exploit the learning context.

Learning context: After a conference organized by the WWF, the students of 2nde discuss facts about endangered species in order to understand their impacts on human life.

The teacher will ask the students to take their textbook on page 157 and read the learning context in silence 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 a conference.*)
- **What do they do?** (*Ans.: They discuss facts about endangered species*)
- **What for? Or for which reason they discuss** (*Ans.: in order to understand their impact on human life*)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to discuss endangered species by the end of the day's session.

Note: the teacher can also design his own questions.

❖ New language

1- Look at the words and expressions in the bank below. Write down in your copybook what can put wildlife in danger. Then discuss your list with your partner.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

poaching – bushfire – traditional hunting – drought – species extinction – illegal trade – animal trafficking

2- The definitions below are related to some words or expressions about wildlife in activity 1. Find them and match them. **Example: a) species extinction**

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) Species extinction
- b) Poaching
- c) WWF
- d) Biodiversity
- e) Tusks
- f) Horn
- g) Animal trafficking
- h) Claws

3- Complete the table below using the information from activity 1.

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Endangered species	Causes or reasons	Consequences	Solutions
<ul style="list-style-type: none"> - Rhinoceros - Elephants - Leopards - Pangolin 	<ul style="list-style-type: none"> - Poaching - Tusks - Bushfire - Ornaments - Traditional hunting - Claws - Fur - Exotic restaurants - Skin - Meat - Illegal trade - Animal trafficking - Fashion industry - Horn - Consumption 	<ul style="list-style-type: none"> - Species extinction 	<ul style="list-style-type: none"> - Biodiversity - WWF - Regulations - Wildlife scouts - Zoos

❖ Let's communicate

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

Many animal species, such as rhinoceroses, elephants, pangolins, lions, and leopards, face the threat of extinction due to factors like poaching, wildlife trafficking, bushfires, and drought.

These threats are driven by various factors, including the demand for fur in the fashion industry, tusks, horns, and claws for traditional medicine and ornaments, as well as the consumption of meat in exotic restaurants.

To address this issue, governments should implement and enforce strict regulations, establish zoos or natural parks to promote biodiversity, and hire wildlife scouts to protect reserves and parks from poaching activities.

Lesson2: LISTENING

Poaching

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

The teacher will ask the students to look at the pictures on page 159 and answer the following questions.

- What are the people in picture 1 and what are they doing? (*Possible answers: The people in picture 1 are poachers. They are selling the skin of a leopard.*)
- What are the people in picture 2 and what are they doing? (*Possible answers: The people in picture 2 are wildlife scouts. They are protecting wildlife from poachers' activities.*)

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

Learning context: The World Wildlife Fund (WWF) is organizing a conference in your school to raise students' awareness about the dangers of poaching for wildlife. As a participant, you are listening to the lecturer in order to take notes and discuss the impact of poaching on biodiversity.

The teacher will ask the students to take their textbook on page 159 and read the learning context in silence 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 followings:

- Where are the students? (*Ans.: They are at a conference.*)
- What are they doing? (*Ans.: They are listening to a lecturer*)
- What for? Or for which reason are they listening to the lecturer (*Ans.: They are listening to the lecturer in order to take notes and discuss the impact of poaching on biodiversity.*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about poaching and wildlife by the end of the day's session.

Note: the teacher can also design his own questions.

❖ LET'S LISTEN

1- Listen to the audio passages and decide what they are about.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

The passages are about: c) causes and solutions to wildlife extinction

Passage 1

What is wildlife hunted and traded for?

The scale of hunting and wildlife trade is large. But there are many reasons that animals are traded, and not all of these industries will put species at equal risk of population declines or extinction. Some are traded as pets. Some as products. Some are traded as live organisms, and others for specific body parts.

Let's first look at mammals, and why they're hunted and traded. Earlier we saw that hunting was the biggest pressure for 301 threatened mammal species. What are they used for? Meat for human consumption was the most common: 285 species were used for meat consumption, primarily across lower-income countries. But it's not just about subsistence food supply: hunters also make a living from selling them. 67 species were used for traditional medicines; 46 as live animals for the pet trade; and 36 for the ornamental use of body parts. These ornamental uses include parts such as ivory, horns, antlers and skins.

Passage 2

Protected areas

An obvious solution to poaching would be to increase the number and extent of protected areas. This, of course, rests on the assumption that protected areas are successful in preventing it. Is this really true?

The research suggests that protected areas reduce, but do not eliminate hunting. Animal populations within many protected areas are still shrinking, but slower than populations outside these areas. Wildlife trade still drove average declines of 56% in mammal populations in protected areas, compared to 71% in unprotected areas. This is still worrying.

A lot of protected areas across the Amazon, Africa and Asia have very little safeguarding and on-ground monitoring efforts. Simply designating an area as protected is not enough to safeguard wildlife. It needs proper reserve management, law enforcement and local monitoring on-the-ground. Protected areas that did have guards enforcing hunting and trade bans had significantly lower rates of decline: 39% versus 65% in areas without this local protection.

2- As you listen to the audio passages again, say if the statements below are true or false. Write T for true and F for false. **Example: a- F**

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage.

Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

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

3- As you listen to the audio passage, fill in the gaps with the missing words.

Example: 1- hunted

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

- 1- hunted (example)
- 2- traded
- 3- threatened
- 4- consumption
- 5- subsistence
- 6- medicines
- 7- pet
- 8- ornamental

❖ After listening

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

- Biodiversity is the diversity (number and variety of species) of plant and animal life within a region.
- An illegal and uncontrolled poaching can have a big impact on biodiversity because it (poaching) can cause a decline or the extinction in the population of any species creating a natural imbalance.

- To preserve biodiversity, governments should create more protected areas and enforce the laws of protection of these places.

Lesson 3: READING 1

Endangered species

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

The teacher will ask the students to look at the pictures on page 161 and answer the questions above them.

- **Look at the three pictures. What does each of them present?** (*Possible answer: In picture 1, we see people cutting up a dead animal. Picture 2 shows the tusks or long teeth of elephants, and in picture 3, these teeth are being burned under the supervision of rangers or soldiers.*)
- **What comment can you make of these images?** (*Possible answer: Poachers hunt specific animals to get some parts of them for illegal trade. Authorities fight against this by finding them, taking away what they've gathered illegally, and burning it as a way to penalize them and discourage others.*)

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

Learning context: A group of students of 2nde A from Lycée Départemental Abengourou are invited by their Ghanaian fellows in Accra to discuss the issue of the extinction of some animal species on the continent. They read a text on the theme in order to get more information and suggest relevant solutions for their protections.

The teacher will ask the students to take their textbook on page 161 and read the learning context in silence 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 their Ghanaian fellows*)
- **Why are they invited to Accra?** *Ans: They are invited to discuss the issue of the extinction of some animal species on the continent*)
- **Why do they read the text?** (*Ans.: They read the text to get more information and suggest relevant solutions for their protections.*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about endangered species by the end of the day's session.

Note: the teacher can also design his own questions.

❖ LET'S READ

1- Read the text below and propose a title.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: Endangered species / Animals under the threat of extinction

2- Read the text again and find the synonyms or definitions of the words or expressions below. The lines are indicated to help you. **Example: a- seemingly**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- Seemingly (example)
- b- endangered
- c- extinction
- d- amid
- e- poaching
- f- both
- g- enforcement
- h- tricky
- i- illegal

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- According to the text, the endangered species are the African forest elephant, the eastern lowland gorilla, the Sunda tiger, and the pangolin.
- b- The main threats to animal species are poaching and habitat destruction.
- c- African elephants are poached for their valuable ivory tusks.
- d- According to WWF, 10,000 elephants were poached from 2007 to 2016.
- e- The best way to stop species extinction is to encourage local population to speak out and learn about the problem.
- f- The organizations which are helping to save wildlife are the World Wildlife Fund, the Jane Goodall Institute and the Wildlife Conservation Society.

❖ AFTER READING

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

- Many mammal species in our country are at risk of extinction, with the elephant, python, and scaly anteater being the most vulnerable.
- These animals are poached for various reasons: some for their ivory tusks in illegal trade, others for the fashion industry, and some for consumption and traditional medicine.
- To aid in the survival of these species, it's crucial to raise awareness among the local population so they can contribute to the fight against their extinction.

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

The teacher will ask the students to look at the pictures on page 163 and answer the following questions.

- **Look at the pictures below. Say what you can see in each of them.** (Possible answers: In picture 1, we see a rainforest. In pictures 2, 3 and 4, the rainforest is being destroyed by different human activities).
- **What can be the consequences of the actions in pictures 2, 3 and 4?** (Possible answers: The actions in these three pictures can cause deforestation, the destruction of animals' habitats and the extinction of many plant species as well as a desertification).

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

Learning context: For the celebration of the coming Environment Day, you would like to give a talk to raise awareness about the consequences of deforestation. In search for information, you come across with a textbook dealing with the topic. You decide to read it.

The teacher will ask the students to take their textbook on page 163 and read the learning context in silence 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 is the upcoming event?** (Ans.: The celebration of the Environment Day)
- **What would you like to do?** (Ans.: We would like to give a talk.)
- **Why would you like to give a talk?** (Ans.: in order to raise awareness about the consequences of deforestation)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about the consequences of deforestation by the end of the day's session.

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, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: b) the causes of deforestation in African countries

2- Read the text again and match the words from the text in column A with their definitions or synonyms in column B. One option in column B is not concerned. **Example:** 1-e

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1 – e (example)

2 – j

3 – g

4 – h

5 – a

6 – i

7 – b

9 – f

9 – c

3- Read the text again and fill in the table below with the information from the text.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

REGIONS	Deforestation rate
World	0.22%
Africa	0.78%
Sudano-Sahelian Africa	0.72%

4- Read the text again and give short answers to the questions below.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

a- The country with the biggest deforestation rate is Ivory Coast.

- b- In the 1950s, the estimated forest cover in Ivory Coast was 16 million hectares.
- c- The main causes of deforestation in Ivory Coast are agriculture and forestry.
- d- Agriculture plays a big role in deforestation in Africa according to the text because agriculture is the main sector on which the survival of the majority of the African population depends.
- e- According to the text, the secondary cause of deforestation in Africa is population growth.

❖ AFTER READING

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

- Deforestation in Africa is caused by mainly human actions namely agriculture, traditional hunting with bushfire, the cutting of timber etc...
- This situation has important consequences on fauna and flora because they are threatened of extinction. Whereas the extinction of any species will cause a natural imbalance.
- To counter the phenomenon, people must be sensitized about the importance of preserving fauna and flora by reducing the aggression against the forest cover; forests must be protected from illegal timber companies.

Lesson 5 : WRITING

The argumentative essay

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

- What is your position about the topic of the learning context?
Provide 3 arguments supporting your point of view. Compare your answers with your neighbour.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

NOTE: Each student can be either for or against. The teacher has to accept any answer provided the students justify their position.

Answer keys:

FOR	AGAINST
<ul style="list-style-type: none"> - Meat is the main source of protein - Hunting helps maintain the natural balance by regulating the animal population - Hunting is the source of revenue of some population 	<ul style="list-style-type: none"> - Hunting causes the extinction of some mammal species - Killing animals with such violence is criminal - Hunting menaces the ecosystem

After the “Before writing activity”, the teacher will exploit the learning context.

Learning context: For the upcoming World Wildlife Day, an American NGO is organizing a writing competition in your school. You are asked to write an argumentative essay about the topic: “Are you for or against the hunting of wild animals?” To give you the chance of winning the competition, your English teacher studies the process of writing and argument essay with you.

The teacher will ask the students to take their textbook on page 166 and read the learning context in silence 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 school / in the classroom)
- **What are they asked to do?** (Ans.: They are asked to write an argumentative essay)
- **What is the topic?** (Ans.: Are you for or against the hunting of wild animals?)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to write an argumentative essay by the end of the session.

Note: the teacher can also design his own questions.

❖ LET’S PREPARE TO WRITE

1- Below are some arguments about the topic. Classify them in the table.

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Arguments for	Arguments against
<ul style="list-style-type: none">- Meat is the biggest source of proteins- We live in a meat-eating society- Animals provide meat and clothes to human beings- Hunting predate humanity. It's an age-old tradition- Hunting animals is a source of revenue for local population	<ul style="list-style-type: none">- Hunting is a big threat to fauna. It threatens the ecosystem- Killing animals is a crime. Even the Bible condemns taking away the life of living creatures- Hunted animals often suffer pain and fear while being chased

2- Look at the layout and the model passage on the next page.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

- a) Read the passage and say what it is about. **ERRATUM:** page 166 exercise 2- a) **Cite the adjectives used to describe him / her** **NB:** **Should be removed**

Answer keys:

The passage is about hunting

- b) Identify the different parts of the passage. Match each paragraph with its corresponding description

Answer keys:

Argumentative essay (Layout)

Paragraph 1: Introduction

Paragraph 2: The other position and arguments

Paragraph 3: The author's opinion and arguments

Paragraph 4: Conclusion

❖ Let's write

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

Facing deforestation, which threatens the balance of nature, the topic of tree cutting has gained significant interest today.

Those opposed to tree cutting argue that it causes deforestation and disrupts animal habitats. They also point out that it harms the ecosystem, leading to the extinction of certain plant species and irreversible consequences. This, they believe, will disrupt the ecological balance, leading to more frequent floods and droughts, and for these reasons, they are against tree cutting.

However, humans cannot entirely avoid tree cutting. Logging is the primary source of timber, essential for construction, furniture, fuel, sports equipment, and more. Additionally, tree cutting is necessary for creating farmland to feed the growing population, building roads, and constructing houses.

No matter one's position concerning the topic, it's important to acknowledge that some tree cutting is necessary for our well-being. However, it must be done thoughtfully to maintain ecosystem balance.

Lesson 6: LANGUAGE FOCUS

Note: for LANGUAGE FOCUS, the teacher can design a learning context and a communication activity focusing on the language function to be taught.

▪ NOUN FORMATION: NOUNS + SUFFIX -LESS

1- Study the sentences below

2- Analyze how the words in colour are formed.

The teacher will present and explain the vocabulary points to the students, moving from the words to the way they are formed.

3- Match the words in colour in activity 1 with their meanings.

Example: a- without home = homeless

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) Without home = homeless (example)
- b) Unproductive; useless; without result = fruitless
- c) Not knowing what to say; silent = speechless

d) Without hope; desperate = hopeless

4- Complete the rule with the words from the box

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- less
- 2- noun
- 3- adjective
- 4- without

5- Replace the underlined phrase in each sentence with an adjective ending in -less. **Example: a- useless**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- useless (example)
- b- heartless
- c- careless
- d- breathless
- e- fearless

▪ ACTIVE AND PASSIVE VOICE

The teacher will present and explain the grammar points to the students, moving from the sentences to the structures.

1- Write down the passive sentences from the list below.

Example : c- Poaching is forbidden in most countries.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- c- Poaching is forbidden in most countries.
- d- The monkey was captured by the hunter.

e- The buffalo is being killed by the lion.

2- Rewrite the sentences below starting with the underlined phrases.

Example: A book about fauna is being read by the students.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- A book about fauna is being read by the students. (example)
- b- The horn of the rhinoceros is cut by the poachers.
- c- The animal was killed for food.
- d- The forest was being burnt by the fire.
- e- Zoos have been created by the governments to preserve wildlife.
- f- Poaching had been banned by countries.

▪ **PASSIVE WITH MODALS**

The teacher will present and explain the grammar points to the students, moving from the sentences to the structures.

Choose the best option in brackets to complete each sentence.

Example: a- will determine

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) will determine (example)
- b) can be caused
- c) will be threatened
- d) will ban
- e) could replant
- f) must be prosecuted

UNIT SUMMARY

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

1- Fill in each gap with the appropriate word from the box to make the paragraph meaningful

Example: 1- Poaching

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- 1- Poaching (example)
- 2- threatens
- 3- endangered
- 4- biodiversity
- 5- extinction
- 6- ecosystem

2- Replace the underlined phrases with adjectives with the suffix -less. Rewrite the sentences minding the position of the adjectives when necessary.

Example: a- The fight against poaching is an **endless** fight.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) The fight against poaching is an **endless** fight. (example)
- b) This monkey is **fearless**. He is playing tricks on the crocodile.
- c) After the destruction of the forest, this species of gorilla is **homeless**.
- d) This situation of rainforest in Sub-saharan regions is **hopeless**.
- e) Regulations against the destruction of wildlife seem to be **useless**.

3- The paragraph below is about poaching. Read it and write down in your exercise book the passive sentences.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) Wild animals are being poached on a massive scale, with millions of individual animals of thousands of species worldwide killed or captured from their native habitat.
- b) Poachers capture some animals alive so that they can be kept or sold as exotic pets.
- c) Others are slaughtered for their commercial value as food, jewellery, decor, or traditional medicine.

4- the diagram below is about deforestation in Côte d'Ivoire. Say what are the causes of this situation and what can be the consequences if the curb continues to decline.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Causes of deforestation

- agriculture
- logging companies
- bushfire

Consequences if the curb continues to decline

- extinction of animal species
- extinction of plant extinction
- imbalance of the ecosystem

5- During an English club meeting, you are asked to reflect on the following topic : "Are you for or against poaching ?" choose your position and write an argumentative essay.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Poaching is an illegal hunting of some protected animals which are under the threat of extinction.

Some people supporting poaching say that it provides the fashion industry with materials to create some ranges of clothes. They also say that some exotic restaurants need some types of meat for their clients. Furthermore, some parts of these animals are used in medicine and beauty products according to their sayings.

As for me, poaching is a crime as it is forbidden by most countries. Poaching causes the extinction of animal species and takes an importance part in the imbalance of the ecosystem. If a large number of these animals are killed, they are at a great chance of their species becoming extinct which is a major downfall as it not only affects other animals but it affects us humans greatly. This is because of the effect it may have on the vicious food chain.

For all these reasons and many others, poaching must be forbidden for the good of humanity.

❖ 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 can allow him see the lesson foci to be reviewed.

Now, I can	Yes	No
talk about wildlife.		
talk about the consequences of poaching.		
talk about the causes and consequences of deforestation.		
write an argumentative essay.		
make adjectives with the suffix “-less”.		
make passive voice of sentences.		

UNIT 10



CULTURE AND CIVILIZATION

UNIT CONTENT OVERVIEW

- Discussing culture and traditions
- Listening and talking about the importance of masks in African traditional cultures
- Reading and talking about the importance of storytelling in African traditions
- Reading and talking about customs and traditions
- Vocabulary related to forming nouns in -ance, -ation, -hood, -ment
- Describing an event
- Indicating the time with adverbs
- Describing actions in progress with the present progressive

Lesson 1: SPEAKING

Culture and traditions

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

The teacher will ask the students to look at the pictures on page 173 and answer the following questions.

- **What are the people doing in each picture?** (*Possible answer: In picture 1 the people seem to be celebrating a ceremony or rejoicing. Picture 2 shows people playing musical instruments.*)
- **What events are they celebrating?** (*Possible answer: They are celebrating their customs, cultures, and traditions*)
- **Do people still celebrate them?** (*Possible answer: Yes / no / more or less*)

After the lead-in activity, the teacher will exploit the learning context.

Learning context: During an English class, the students of 2nde A from Lycée Moderne Ferkessédougou discuss African traditions and culture in order to promote them for their preservation.

The teacher will ask the students to take their textbooks on page 173 and read the learning context in silence 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 and when is the action taking place?** (*Ans.: during an English class*)
- **What do the students of 2nde do?** (*Ans.: They discuss African traditions and culture*)
- **What for? Or for which reason do they discuss African traditions and culture?** (*Ans.: They discuss African traditions and culture in order to promote them for their preservation.*)

Finally, the teacher will tell the students that, through a series of speaking activities, they will be prepared to discuss African traditions and culture by the end of the day's session.

Note: the teacher can also design his own questions.

❖ NEW LANGUAGE

1- Read the words or expressions below. Identify those which are related to African culture and civilization. Then discuss your list with your partner.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Words related to African civilization and culture : talking drum, masks, oral tradition, customs, storytelling, beliefs, dances villages, elderlies, song, civilization, values, praises, griot, ancestors, ritual, throne, drum

2- The definitions below correspond to some of the words or expressions in activity 1. Read the definitions and match them with those words or expressions in activity 1.

Example: a- Belief

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a) Belief (example)
- b) Customs
- c) Civilization
- d) values
- e) tradition
- f) ritual
- g) storytelling

3- complete the gaps with the words or expressions from the box. **Example: 1- kingdoms**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys :

- 1- kingdoms (example)
- 2- talking drums
- 3- griots
- 4- storytelling
- 5- values

❖ Let's communicate

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

My name is Yebwa. I am part of the Brong ethnic group, and I come from Bondoukou, the capital city of the Brong civilization.

Our ancestors originated from what is now known as Ghana, so we share similar values and traditions with the Asante people of Ghana. The Brong community is organized into a kingdom

led by a king, and our customs and traditions are passed down from one generation to the next. The talking drum plays a pivotal role in Brong culture, used for conveying messages to the population, summoning people to meetings, announcing deaths, and more.

Our elders hold a honored position as the collective memory of our society and are highly respected."

Lesson 2: LISTENING

The role of masks in African cultures

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

The teacher will ask the students to look at the pictures on page 175 and answer the following questions.

- **What are they about?** (*Possible answers: They are about masks.*)
- **On which occasions can we see them?** (*Possible answers: We can see them during traditional events as well as during funerals.*)
- **Is everybody permitted to see them perform?** (*Possible answers: No. There are some masks that women and children are not permitted to see performing.*)

After the “Before listening activity”, the teacher will exploit the learning context.

Learning context: The students of 2nde from Lycée Moderne 2 Korhogo listen to a Ghanaian Radio Broadcasting about the role of masks in traditional African cultures. They want to learn about their importance.

The teacher will ask the students to take their textbook on page 175 and read the learning context in silence 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 school.*)
- **What do they listen to?** (*Ans.: They listen to a Ghanaian Radio Broadcasting about the role of masks in traditional African cultures.*)
- **Why? Or for which reason do they listen to the program?** (*Ans.: They listen to the program in order to learn about the importance of masks.*)

Finally, the teacher will tell the students that, through a series of listening activities, they will be prepared to talk about the role of masks in traditional African cultures by the end of the day’s session.

Note: the teacher can also design his own questions.

❖ LET’S LISTEN

Passage:

Meanings of African Masks

African masks are used in rituals and ceremonies. Usually, the mask is worn by a dancer or participant in the process rather than a spectator. Some masks are worn by men, while others are by women. Some forms are worn by both genders. In general, masks tend to represent spirits or beings important to the

ritual in which the mask is used. The wearer of the mask is often believed to be able to communicate to the being symbolized by it or to be possessed by who or what the mask represents.

To African cultures, masks aren't playthings or decorations. They might serve an important role in rituals or ceremonies to ensure a good harvest, address tribal needs in times of peace or war, or convey spiritual presence in initiation rituals or burial ceremonies. Some masks represent the spirits of deceased ancestors. Others symbolize totem animals, creatures important to a certain family or group. In some cultures, like the Kuba culture of Zaire, masks represent specific figures in tribal mythology, like a king or a rival to the ruler.

Adapted from <https://study.com/academy/lesson/african-masks-meaning-designs.html>

1- Listen to the audio passage and write down the best title.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys: b) The role of masks in traditional Africa

2- Listen to the audio passage and list 5 words or expressions related to customs and traditions that you hear.

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

B- Masks, rituals, ceremonies, spirits, cultures, tribal, spiritual presence, initiation, burial ceremonies, deceased ancestors, totem animals.

3- As you listen to the audio passage again, say whether the statements below are true or false. Example ; a) T

The teacher will set the task, going through the instructions in the student's book. Then, he will read the passage or plays the audio version of the passage. Finally, he will conduct the feedback as a facilitator, allowing students to take the floor and speaking as little as possible.

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

Answer keys:

- a) T (example)
- b) F
- c) F
- d) T
- e) F

❖ After listening

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

The Guro people in Côte d'Ivoire are a tribe known for their many masks. Masks hold a significant place in their culture as they are used in various occasions, whether festive or solemn. These masks take on different forms depending on their intended purpose. Some bear the features of totem animals, while others resemble the faces of women. In Guro tradition, masks are employed during harvest celebrations to express gratitude to the gods for their abundant blessings. They are also a part of naming ceremonies for children and are present at burial rites. Therefore, masks play a vital role in Guro culture.

Lesson 3: READING 1

The importance of storytelling in African traditions

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

The teacher will ask the students to look at the pictures on page 177 and answer the questions above the pictures.

- What do you call the people in the different pictures? (*Possible answers: They are griots.*)
- What were their roles in traditional Africa? (*Possible answers: They were the memory and the guardians of the tradition.*)

After the “Before reading activity”, the teacher will exploit the learning context.

Learning context: During the celebration of the International Day of Cultures and Traditions, the students of 2nde A from Lycée Moderne 2 Gagnoa hear about storytelling. To know more about it, they decide to read a text dealing with the role of storytelling in the preservation of traditions.

The teacher will ask the students to take their textbook on page 177 and read the learning context in silence 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 school, in class.*)
- What do the students do? (*Ans.: They read a text on the role of storytelling in the preservation of traditions.*)
- Why? Or for which reason do they read the text? (*Ans.: They read the text in order to know more about the importance of storytelling.*)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about the importance of storytelling in traditional Africa by the end of the day’s session.

❖ LET’S READ

1- Read the text below and write down the best title.

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: A) Griot in African culture

2- Read the text again and find the words or expressions whose synonyms or meanings are closest to the ones listed below. The lines are indicated to help you.

Example: a- storytelling

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: **ERRATUM**: Page 178 student's book exercise 2: **violin (line 20)** instead of **violin (line 19)**. **made of wood (line 19)** instead of made **of wood (line 20)** NB: in the student's book: f- made of wood (line 19) and g- violin (line 20)

- a- storytelling (example)
- b- griot
- c- endogamous
- d- loan
- e- strings
- f- wooden
- g- fiddle
- h- deep
- i- wealthy

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- African culture was perpetuated through music and storytelling.
- b- A *griot* is a West African historian, storyteller, praise singer, poet or musician.
- c- *Griots* form an endogamous caste; they only marry fellow *griots*.
- d- Yes, *griots* were important in traditional Africa because they had multi-faceted roles in the society.
- e- A *griot* is a poet, a storyteller, a praise singer, a musician, a historian, a social commentator.
- f- No, they are not well treated today because they are seen as members of a caste.

❖ After reading

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

The Lobi people are located in West Africa, primarily in the southwestern part of Burkina Faso, the northwestern part of Ghana, and the northeastern region of Ivory Coast, particularly in the Bouna region near Ghana and Burkina Faso, along the right bank of the Black Volta. According to their mythology, their migration began centuries ago from what is now northern Ghana, crossing the W region and the Volta River.

The Lobi community rejects centralized political authority and instead places great importance on religious specialists known as thildars. These diviners communicate with the spirits that govern the community and provide protection from accidents, diseases, violence, and other threats in their challenging environment. The Lobi hold Tangba, the supreme being, in high reverence. Their cultural practices share similarities with neighboring groups such as the Biffor and the Dagari. Historically, the Lobi have been renowned as warriors, and their traditions are passed down through generations via storytelling.

Lesson 4: READING 2

Customs and Traditions

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

The teacher will ask the students to look at the picture on page 180 and answer the following questions.

- Which tribe do you think these masks refer to? (*Possible answers: These masks refer to Guro tribe*).
- What role do they play in the tribe's life? (*Possible answers: They are objects of worship, protectors of the well-being of the tribe*).

After the “Before reading activity”, the teacher will exploit the learning context.

Learning context: During a visit at a west African Museum in Accra, the students of 2nde A from Lycée Moderne BAD Koun-Fao read a text on an Ivorian tribe in order to learn more about it.

The teacher will ask the students to take their textbook on page 180 and read the learning context in silence 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 west African Museum in Accra.)
- **What do they do?** (Ans: They read a text on the culture of an Ivorian tribe.)
- **Why? Or for which reason do they read the text?** (Ans.: They read the text in order to learn more about it.)

Finally, the teacher will tell the students that, through a series of reading activities, they will be prepared to talk about customs and traditions by the end of the day's session.

❖ LET'S READ

1- Go through the text and find out the tribe described in it.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: The text describes the Guro tribe

2-The words or phrases in column A are from the text. Match each of them with its synonym or meaning in column B. Number 1 is done as an example.

Example : 1 – c- divinities

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys: **ERRATUM**:page 181 exercise 2, **example; 1- c-divinities** instead of **example: a- divinities**

1 - c- divinities / 2 - f- person who predicts future events / 3-a supervise, look after / 4- g- see, observe / 5- b- respect, admire / 6- c- profession / 7- e- solid, strong

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

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- Before an important decision is made in the village, the elders consult a diviner.
- b- Masks are by far the most famous art form of the Guro people.
- c- No, women cannot see all the Guro masks because some of them are considered to be fatal for women to behold.
- d- The most preferred of all Guro masks is the *Zamble*.

- e- For Guro people, masks represent the links between the human and the spiritual worlds.

❖ After reading

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

The Senufo people are predominantly animists, with some who are Muslims. They are regionally famous for their handicrafts, many of which feature cultural themes and religious beliefs. The Senufo are primarily an agricultural people, cultivating crops such as corn, millet, yams, and peanuts.

Traditionally, the Senufo people have been a socially stratified society, similar to many West African groups, with castes. These endogamous divisions are locally referred to as "katioula," and one of the strata in this division includes slaves and descendants of slaves.

The Senufo people are typically organized into four societies within their culture: Poro, Sandogo, Wambele, or Tyekpa. The Poro and the Sandogo play specific roles in the governance and education of the Senufo people. Spirituality and divination are divided between these two gender-specific societies, with women belonging to the Sando or Sandogo society and men to the Poro society, except for men who are members of the women's society due to their maternal lineage."

Lesson 5 : WRITING

Describing an event

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

The teacher will ask the students to look at the pictures on page 182 and answer the following questions.

- What event is being celebrated? (*Possible answer: It is the yam festival*).
- Is this event also celebrated in your region? (*Possible answers: Yes, it is*).
- What traditional event do you celebrate in your region? Describe it to your mates (*Possible answers: "Bushfire ceremony" is celebrated in my region. It is celebrated during the dry season*).

After the "Before writing" activity, the teacher will exploit the learning context.

Learning context: The students of 2nde A from Lycée Municipal Tanda are invited at the American cultural center for the celebration of the International Day of Culture and civilization. After watching a video on customs and traditions, they are asked to describe a traditional event of their region in order to value it.

The teacher will ask the students to take their textbook on page 182 and read the learning context in silence 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 American Cultural Center.*)
- **What are the students asked to do?** (*Ans.: They are asked to describe a traditional event of their region.*)
- **Why? Or for which reason are they asked to describe the event?** (*Ans.: They describe it in order to value it.*)

Finally, the teacher will tell the students that, through a series of activities, they will be prepared to describe a traditional event by the end of the day's session.

❖ LET'S PREPARE TO WRITE

1- Read the model text below and identify the numbered paragraphs.

The teacher will set the task and dedicate a short time for students to read the model passage and identify the different parts of the description.

The teacher will provide the right answer/explanation when there is a need.

Answer keys:

- 1- Introduction
- 2- Development
- 3- Conclusion

2- In which part do you find the definition and period of celebration of the traditional event?

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

The definition and the period of celebration of the event are found in the introduction.

3- Which paragraph provides details about the celebration?

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

It is the development.

4- Which one gives the feelings of the author about the event?

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

It is the conclusion.

❖ Let's write

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

The traditional dowry or marriage ceremony involves the exchange of goods or money from the groom's family to the bride's family, symbolizing alliance and unity.

In Cote d'Ivoire, it's a crucial part of any union due to cultural and traditional significance.

The ceremony begins with the "kokoko," a presentation to the bride's family. Later, the actual dowry ceremony takes place, marked by joy and celebration. Gifts, including liquor and money, represent the dowry, with both families present. The bride remains hidden until her parents accept the dowry, sealing the marriage. Festivities follow, including blessings, traditional attire, speeches, and a delicious feast.

This traditional marriage doesn't guarantee a lifelong union and is often followed by a legal civil marriage for protection in case of divorce or death.

Lesson 6: LANGUAGE FOCUS

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

A- WORDS ENDING IN -ANCE

The teacher will present and explain the vocabulary point to the students, moving from the verbs to their noun forms.

- Give the nouns deriving from the verbs below.

Example: To clear = **clearance**

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- To clear → clearance
- To guide → guidance
- To accept → acceptance
- To ignore → ignorance
- To insure → insurance
- To resemble → resemblance
- To assure → assurance
- To allow → allowance

B- WORDS ENDING IN -ATION

The teacher will present and explain the vocabulary point to the students, moving from the verbs to their noun forms.

5- Make nouns with the following verbs.

Example: to notify = notification.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- To donate = donation
- To create = creation
- To verify = verification
- To sense = sensation
- To amplify = amplification
- To populate = population

C- WORDS ENDING IN -MENT

The teacher will present and explain the vocabulary point to the students, moving from the verbs to their noun forms.

▪ Give the nouns of the verbs below.

Example: to argue = argument

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- To excite = excitement
- To involve = involvement
- To judge = judgement
- To encourage = encouragement
- To measure = measurement

D- WORDS ENDING IN -HOOD

The teacher will present and explain the vocabulary point to the students, moving from the verbs to their noun forms.

- Match the words in column A to their meanings in column B.

Example: 1-c

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

1-c (example)

2-h

3-f

4-g

5-b

6-a

7-e

8-d

E~ ADVERBS OF TIME

The teacher will present and explain the language function to the students, moving from the sentences to the structures.

- 1- Study the sentences in the examples and complete the table with the adverbs of time in colour.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

Adverbs of time expressing chronology of actions	Adverbs of time expressing a precise time period	Adverbs of time expressing duration	Adverbs of time expressing simultaneity of actions
Before ; after	When	Until	While

- 2- Use the information in brackets and make sentences with the suitable adverbs of time.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- The man danced **while** his guests were waiting for him.
- b- **After** he took his bath, he went to the party.
- c- **When** he arrived home, the man called out his wife.
- d- The children will dance **until** the sunset.

e~ THE PRESENT PROGRESSIVE OR CONTINUOUS

The teacher will present and explain the grammar point to the students, moving from the sentences to the structures.

Choose the best option among the verbs between brackets to suitably complete each sentence.

Example: a – are cooking

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- are cooking (example)
- b- is worshipping
- c- are applauding
- d- are learning

UNIT SUMMARY

1- “In Africa, when an old man dies, it’s an entire library which burns down.”, said Amadou Hampaté Bâ.

Why does the author declare that according to you?

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

To my mind, the author declares that because in traditional Africa, old people are the memory of the tribe. They are the historians who hold the history of the tribe in their mind.

2- Look at the picture. Where does this mask originate from? Which tribe owns it? On which occasions can this mask perform?

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

This mask originates from the south-west of Côte d’Ivoire. It’s a Guro mask. It generally performs during festive occasions like harvest times.

3- Put the verbs between brackets in the present continuous or progressive. Do it like this : a- are worshipping

The teacher sets the task, going through the instructions in the student’s book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

- a- are worshipping (example)
- b- is watching
- c- is performing
- d- are waiting

e- are cooking

3- You are taking part in a writing competition on traditional events on behalf of the English club of your school. In your production,

- Name the ceremony and where it is celebrated
- Give details on when and how it is celebrated;
- Express your feeling about the ceremony.

The teacher sets the task, going through the instructions in the student's book. Then, he sets the timing, the grouping mode (individual work / pair work / group work), and conducts feedback as a facilitator.

Answer keys:

One traditional ceremony among the Abouré people in Côte d'Ivoire is the "Goli" festival, celebrated in various villages including Bonoua.

It typically occurs annually, usually in the dry season. During this vibrant event, masked dancers known as "Goli-goli" perform intricate dances in colorful costumes. The masks represent various spirits and animals.

The Goli festival is a time of community unity, cultural preservation, and joyous celebration. It's a moment when generations come together to pass down traditions and celebrate their heritage.

As an Abouré, I feel immense pride and connection to my roots during this ceremony, as it embodies the rich history and cultural identity of our people.

❖ Let's self-evaluate

- Assessing my achievements after Unit 10.

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

Now, I can	Yes	No
talk about African culture and tradition.		
make nouns in suffixes <i>-ance, -ment, -hood, -ation</i> .		
describe an event.		
use adverbs of time <i>while, when, after, before</i> etc.		
use the present progressive.		

Project Task 10

Describing a traditional event

You are taking part in a competition of writing on describing a traditional event on behalf of the English club of your school. The chairman asks you to describe a traditional event that takes place in your region.

❖ **Assignment**

- ~ Name the ceremony and where it is celebrated;
- ~ Give details on when and how it is celebrated;
- ~ Express your feelings about the ceremony.

❖ **Time and resources**

- ~ Design your questionnaire;
- ~ Gather the material resources;
- ~ Plan the timing and deadlines;
- ~ Execute.

❖ **Outcome**

- ~ Write your presentation
- ~ Present it before the rest of the class.