



Win **T**^{le} Skills

Teacher's book



JD Editions
L'Édition autrement

Win Skills

Teacher's book

T^{le}

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UNIT 1

LIFESTYLE : MOVING WITH THE TIMES

❖ FAMOUS QUOTE

Invite your students to read silently the quote from John F. Kennedy and try to understand it with their neighbours. Then, ask them a few questions.

a- What does John F Kennedy mean by “**Change is the law of life.**”?

b- What does he imply when he says “**And those who look only to the past or the present are certain to miss the future.**”?

c- Do you share Kennedy’s thought?

Possible answers :

- a) This quote by John F. Kennedy emphasizes the inevitability and importance of change in life. According to Kennedy, change is not just a possibility but a fundamental law that governs our existence.
- b) He implies that focusing solely on what has already happened or what is currently happening can hinder our ability to anticipate and prepare for what lies ahead.
- c) The teacher encourages learners to speak their minds freely. Possible answer: I agree with John F. Kennedy’s quote because change is inevitable and essential for growth, innovation, and progress.

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Expected answers :

1. Pictures A and B depict how clothing styles have drastically evolved through the years.
Picture C shows how telecommunication technology has impacted people’s lifestyles.
2. The students freely answer this question. Here are some noticeable changes: Shift from traditional teaching and learning ways and means to widespread adoption of computers and the internet in schools. The rise of air travel and global connectivity with the increased use of electric vehicles, hybrid cars, and alternative fuels in replacement of Horse-drawn carriages, feet, etc.; the transition from traditional print media to digital media (internet, social media, streaming) along with cable TV and satellite broadcasting have given way to online streaming services.

LESSON 1: READING: Understanding artificial intelligence

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers :

1. Pictures A and B showcase the shift in information access and its impact on people's lifestyles.
2. From one picture to the others, we can discern both technological advancements and shifts in people's habits.
3. Learners freely speak their minds on question three.

Possible answer : The technological revolution can significantly influence people's lifestyles by increasing their connectivity, accessibility, and convenience, allowing them to work remotely, access information instantly, and automate routine tasks, thereby transforming the way they live, work, and interact with others.

Learning context :

Choose a student to read it aloud to the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What have you heard about?	Artificial intelligence
What have you decided, then?	To read more about it.
What do you want to read about A.I. for?	To share our findings with our classmates.

READING STRATEGIES :

Make the students go through the reading strategies carefully and try to understand them alone first. Then, study the strategies with them in detail. It will equip them with the necessary tools they need to exploit any text.

- **Reading the text**

A- Skimming

Ask the students to read the text quickly and choose the best ending. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, make them stop and conduct feedback. Write the correct answer on the board.

Expected answer:

- a) possible impacts of Artificial Intelligence on workforces.

B- Scanning (Vocabulary)

Ask the students to read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, time the activity, then move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1. threat (line 1) - specter
2. labor (line 3) – drudgery
3. pessimistic (line 4) – gloomy
4. future (line 7)- outlook
5. ordinary (line 8) – mundane
6. improved (Line 8) – enhanced
7. manage (line 12)- cope with
8. driving (line 20) – maneuvering
9. shift to (line 21) – switch into
10. requiring dexterity to operate (line 26) - fiddly

C- Detailed comprehension

Ask the students to read the text again and answer the questions. They can do it in pairs or in groups of 3 or 4 students. Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1. Workers are worried that the rise of Artificial Intelligence (AI) will lead to "eliminate millions of jobs" (P1).
2. A report by Ken Goldberg and Vinod Kumar offers a(n) "more optimistic" outlook on the impact of AI on jobs (P2).
3. According to a survey of executives, a larger percentage believe AI will "create new roles" than "replace existing positions" (P3).
4. The authors use the example of "bar-code scanners" to show that past technological advancements did not eliminate jobs as initially feared (P4).
5. The passage suggests that AI can make jobs like "lorry-driving" easier by allowing drivers to switch to autopilot on highways (P5).

6. In office settings, AI can free up employee time for more strategic tasks by handling "complex and fiddly tasks" like managing supply chains (P6).

7. AI can also improve collaboration in companies by eliminating "language barriers" such as language differences (P6).

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity with their neighbours. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them if necessary. Then, set the timing, and let them work. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

Good afternoon, everyone! Today, I'd like to share with you some fascinating insights about Artificial Intelligence (AI) that I came across in an article on the Washington Post website.

AI refers to the development of computer systems that can perform tasks that would typically require human intelligence, such as learning, problem-solving, and decision-making. Currently, AI is being used in various applications, including voice assistants like Siri and Alexa, facial recognition software, and self-driving cars.

AI has already had a significant impact on our daily lives. For instance, it has enabled personalized recommendations on streaming services like Netflix and Amazon, making it easier for us to discover new content. AI-powered virtual assistants have also become an integral part of our daily routines, helping us manage our schedules and complete tasks more efficiently.

However, some experts worry that AI may threaten human creativity. With AI capable of generating art, music, and even writing, it's possible that it could replace human creatives in the future. This raises concerns about job displacement and the devaluation of human imagination.

To mitigate this threat, I believe we should focus on developing AI that complements human creativity rather than replacing it. We can do this by training AI systems to work alongside humans, augmenting our abilities rather than replicating them. Additionally, we should invest in education and skills training to ensure that humans develop the skills needed to work alongside AI. By doing so, we can harness the benefits of AI while preserving the unique qualities of human creativity.

LESSON 2: SPEAKING : From then to now

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers :

1. The boys are playing games.
2. The students freely answer this question. Possible answer: The most striking difference is the kind of play the kids are engaging in. While Picture A shows boys spinning tops, a nostalgic activity that's largely been replaced by modern digital entertainment like video and virtual reality games, as evident in Picture B.

Learning context :

Ask the students to read silently the learning context. Then choose a student to read it aloud to the class. Finally, ask a few questions about it to ensure they understand it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What event is taking place next week ?	Our English Club is participating in a web radio program.
What's the discussion topic for this program ?	"Past lifestyle Vs today's lifestyle in Africa : changes over time".
How does the teacher want to help ?	He has chosen to guide us through some rehearsal activities.

A- LANGUAGE FUNCTION

Give a few minutes to the students to read silently the conversation and analyze it with them. Focus on the structures in red used to express past habits. Teach them how to express past habits using these structures.

Then, ask them to do the task that follows.

Expected answers:

“Used to” and “would” are used to express the **past** habits that no longer exist.

The present **perfect** tense is used to express the change that has occurred.

LET'S KEEP IN MIND

Allow a few minutes for your students to go through the information in the box. You may emphasize some relevant rules or examples to facilitate students' understanding of the functions and structures.

B- LET'S PRACTISE

Ask learners to work in pairs. They have to build short conversations upon the model given in the example. Take them through the example. Let them describe the first situation. As they understand the picture, they will also grasp the logic lying behind the structures and be able to duplicate them. Set the timing and ask the students to do the activity. As they do the task, move around to supervise, monitor, and provide explanations when necessary. When they are done, ask them to practise.

Possible answers :

Case 2:

Alexis: In the past, people seemed to have a stronger sense of self-esteem. They appeared more confident and assertive.

Rosalie: I agree. Nowadays, there's a growing concern about low self-esteem, especially among young people. Social media might be contributing to this.

Case 3:

Edmon: Our grandparents often talked about how gentle and respectful people were in their time.

Lucie: It's true. Today's society seems much more aggressive. There's a lot of anger and impatience everywhere.

Case 4:

Bea: Children used to be more obedient and respectful towards elders. They listened to their parents without question.

Julien: That's changed. Children today are more independent and assertive. While it's positive in some ways, it can also lead to challenges.

Case 5:

Maurice: I remember a time when children were taught to say "please" and "thank you" from a young age.

Brou: Unfortunately, politeness seems to be declining. Children today often lack basic manners.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

In the past decade, Africa has undergone significant transformations that have improved the lives of its people. Comparing the past to the present, we see notable differences. Economic conditions have improved, with higher incomes and employment opportunities leading to better housing, education, healthcare, and overall quality of life. Technology has also played a crucial role, enabling increased communication, access to information, and new business opportunities.

Africa's political landscape has also changed for the better, with many countries experiencing democratic governance, improved human rights, and increased citizen participation. Economic reforms, investments in key sectors, and regional integration initiatives have contributed to growth and job creation. Investments in education and healthcare have also had a positive impact on the well-being of Africans.

To sustain this progress, governments should focus on inclusive economic policies that promote job creation and reduce inequality. Investing in education and healthcare is also essential. Strengthening institutions and promoting good governance will ensure that development benefits all segments of society. Regional cooperation should continue to be prioritized, with countries sharing knowledge, promoting trade, and implementing joint initiatives to address common challenges.

In conclusion, Africa's changes over the past decade have significantly impacted its people's lifestyles. By focusing on economic policies, human capital development, institutional strengthening, and regional cooperation, Africa can continue its positive trajectory toward sustainable development and improved lifestyles.

WORD FORMATION

Take learners through the study of word formation rules. Practise the examples with them. Make sure they understand the rules. Then, ask them to do the task. When the time is over, ask them to stop and conduct feedback.

Expected answers:

Root words	New word	Root words	New word
1. kind	kindness	8. blunt	bluntness
2. dark	darkness	9. sleepy	sleepiness
3. sad	sadness	10. foolish	foolishness
4. weak	weakness	11. careless	carelessness
5. thoughtful	thoughtfulness	12. clumsy	clumsiness
6. restless	restlessness	13. gentle	gentleness
7. selfish	selfishness		

LESSON 3 : LISTENING : Journeys of change

➤ LEAD-IN

Tell the students to look at the pictures for a while and answer the questions.

Possible answers:

1- People leave their home country for adventure for various reasons like curiosity and thirst for new experiences, personal growth and self-discovery, escaping from routine or dissatisfaction, seeking opportunities and challenges, the desire for cultural immersion, etc.

2- The influence of population migration on people's lifestyle can be complex and multifaceted:

- Migration brings people from different backgrounds and cultures together, leading to cultural exchange and enrichment.
- The new economic opportunities may provide a higher standard of living and greater financial stability.
- Challenges can also foster resilience, adaptability, and personal growth as individuals learn to navigate and integrate into their new environment.
- Over time, migration can lead to increased tolerance, acceptance, and understanding among different groups of people.
- Improved job opportunities, higher wages, and access to better education or healthcare systems. This can positively impact their lifestyle by providing a higher standard of living and greater financial stability.

Learning context

Choose a student to read it aloud to the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What upcoming tasks or activities do you have in your English Club ?	A discussion
On which topic will you have this discussion ?	“Modern migration”
How does your English teacher decide to help you ?	He decides to make us listen to a VOA interview track on the matter.

LISTENING ACTIVITIES

Move step by step. For each activity, tell your students to read the instruction first and then make them listen to the audio twice or more in order to gather information for the task. When the listening is over, ask them to give their answers and correct the wrong ones.

A- Ask the students to listen to the podcast and choose the best option. They should do it individually.

Expected answers:

b) migration across history, its causes, and its impact on lifestyles.

B- Ask the students to do the task as they are listening to the audio again. They do it individually first, then grant them a few minutes to compare their answers with their neighbours'.

Expected answers:

a) Migration has been a (**constant**) throughout human history, taking different forms.

b) The development of (**agriculture**) led to settled communities and less overall movement.

c) The Age of Exploration and (**colonization**) resulted in a massive wave of forced migration of African slaves to the New World.

d) More recent migrations include waves from former (**colonies**) to their former colonizers, particularly in Europe.

e) Push-pull factors drive migration, including economic hardship, political (**instability**), and war.

f) Migration impacts lifestyles through cultural (**enrichment**) and tensions concerning integration into host societies.

C- Ask the students to listen to the audio again and work in pairs to complete the table. Then the teacher conducts feedback.

Expected answers:

TYPES OF MIGRATION	REASONS OF MIGRATION	IMPACTS OF MIGRATION
Pre-modern era migration	To reach food sources or to escape harsh weather conditions	-Migration can lead to cultural enrichment. - Tensions and integration problems
Recent or modern migration	Economic hardship, political instability, and war	

Listening text

Journalist: Good afternoon and welcome to this program. Today, we're joined by Dr. James Smith, a population migration expert. Dr. Smith, let's jump right in, can we start with a historical overview of population migration?

Dr. Smith: Sure. Migration has been a constant throughout human history, but it has taken many different forms. In the pre-modern era, migration tended to be mainly seasonal or nomadic, with people moving from one place to another to follow food sources or to escape harsh weather conditions. With the development of agriculture, people began to settle in one place and there was less movement overall. But then with the Age of Exploration and the colonization of the Americas and other parts of the world, we saw a massive wave of forced migration of African slaves to the New World.

Journalist: And what about more recent examples of migration?

Dr. Smith: In more recent times, we've seen a wave of migration from former colonies to their former colonizers. This has been particularly pronounced in Europe, where there have been waves of migration from Africa, South Asia, and the Middle East. There have also been more recent waves of migration from Latin America to the United States.

Journalist: And what factors typically drive these migrations?

Dr. Smith: The reasons for migration vary, but they typically revolve around push-pull factors - factors that either push people out of their homes or pull them to new destinations. These factors include things like economic hardship, political instability, and war. In the case of more recent migrations to Europe, many people are fleeing conflicts in their home countries or are seeking better economic opportunities.

Journalist: And what are some of the impacts of these migrations on lifestyles?

Dr. Smith: The impacts of migration are complex, but they can be profound. In some cases, migration can lead to cultural enrichment, with different groups learning from one another and sharing their cultures. But migration can also lead to tensions, as underlying social, economic, and political issues are exposed.

D- NO ANSWER FOR THIS ITEM

COMMUNICATION ACTIVITY :

Ask the students to read the communication activity. Tell the students that the activity should be done individually. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their discussions. Ask the rest of the class to listen and react when a mistake appears.)

Here's a possible response

Hey Taylor! I'm concerned about your plans to travel to Europe illegally. Before we discuss this further, let me ask you - what are your motivations for wanting to leave Liberia? Is it for education, job opportunities, or something else? To the best of my knowledge, many people migrate to Europe for three main reasons: better economic prospects, political instability or conflict in their home country, or to reunite with family members. However, I want to caution you that illegally entering Europe comes with significant risks. You could face exploitation, detention, or even serious health issues. Not to mention the legal consequences once you're caught!

Instead of risking your safety and well-being, have you considered exploring alternative options in Liberia? There are many successful entrepreneurs and professionals who have built thriving careers in Liberia. We could brainstorm some ideas together - what are your skills or interests? Maybe we can find a way to support you in achieving your goals while staying safe and law-abiding.

LESSON 4 : WRITING a letter of complaint

➤ LEAD-IN

The teacher asks the students to observe the pictures and answer the questions.

Expected answers:

- 1- The point here can be complaints / complain registration / complaint letter.
- 2- A complaint is a statement that something is wrong, unfair, or not up to standard.
- 3- For example:
 - A customer might make a complaint about poor service at a restaurant.
 - Someone might file a complaint with the police about a crime.

Learning context :

Have one or two students read the learning context aloud to the class. Ask a few questions about it to check their understanding of it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who ordered something online?	My friend did.
Has he received his ordered product?	Yes, after a long waiting time.
Is your friend happy with his delivered product? Why?	No, because the product he has been delivered is damaged.
So what have you decided to do to help?	Find a template of a letter of complaint so as to be able to write to the vendor.

WRITING STRATEGIES :

Go through the strategies for writing a description carefully with your students. Go step by step to equip them with the necessary tools they need to write a letter of complaint. Make sure they follow and understand.

- Model letter

A- Ask the students to study the model letter and answer the questions. Set a timetable for the task, go around the class to supervise, and give help when necessary. When they are done, ask them to stop and give feedback.

Expected answers:

- a) Mr. John Frank is.
- b) The writer is complaining about an iPhone that He bought online, but was delivered in a damaged condition.

c) “To express my extreme frustration and dissatisfaction”

B- Ask the students to do the task. Set a timing for the task, go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Complaint phrases	Satisfaction phrases
a) ; b) ; c) ; d) ; h) ; i) ; l) ; m)	d) ; f) ; g) ; j) ; k)

C- Ask the students to do the task. Set a timing for the task, go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Parts of a complaint letter	Clues for the parts of a complaint letter
1. Sender's address	e)
2. Date	f)
3. Recipient's address	d)
4. Salutation	g)
5. Introduction	c)
6. Background	h)
7. Expectations	b)
8. Closing	i)
9. Sign off	a)

COMMUNICATION ACTIVITY :

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their production. Ask the rest of the class to listen and react when a mistake appears.)

Sample of production

Dear Customer Service,
 I am writing this letter to express my grievances regarding the delivery of my recent purchase from your company. I ordered a state-of-the-art computer online from your website on [date], and unfortunately, the delivery is taking much longer than expected. As a customer, I understand that there may be unforeseen circumstances that cause delays in the delivery process, but it has now been [number of days/weeks] since I placed my order without any indication of when my product will arrive.

This delay is causing me a great deal of inconvenience as I require the computer urgently for work purposes. I have already made alternative arrangements to ensure that my work is not halted due to the delay in delivery. However, as a customer, I feel that my time and efforts have been wasted, and I am very disappointed with the service provided. In light of the situation, I request that you cancel my order and issue a total refund at the earliest convenience. I hope that this matter can be resolved quickly and efficiently, and I appreciate your prompt attention to this issue.

Sincerely,

[Your Name]

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- Saying “it does not make any difference”

Start by providing the examples given in the presentation (e.g., "Whatever you want to eat is fine" and "Whoever wins the game will get a prize"). Ask students to identify the pronouns used and what they mean in each sentence. Ask questions like:

- What does "whatever" refer to in the example sentence?
- Who or what does "whoever" refer to?
- What is the effect of using these pronouns on the meaning of the sentence?

Discuss the meaning of non-specificity and lack of preference conveyed by these pronouns.

Introduce the formation of these indefinite relative pronouns by adding the suffix "-ever" to question words (what, when, where, which, or who).

Encourage students to write their own sentences using indefinite relative pronouns. Then instruct them to do the practice task.

LET'S PRACTISE

Ask the students to do the activity in pairs. Time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers:

1. whichever, 2. Whoever, 3. however, 4. Whatever, 5. whatever, 6. Whoever, 7. Wherever, 8. Whichever.

2- Present simple or present perfect

Move from the examples and study them with the students to help them understand the use of the present simple tense and the present perfect.

LET'S PRACTISE

Ask the students to do the activity in pairs. Time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers: 1- has played; 2- have emerged; 3- have remained; 4- follow; 5- consists; 6- vary; 7- reflect; 8- have impacted

3- The past simple or the past perfect

Move from the examples and study them with the students to help them understand the use of past simple tense and the past perfect.

LET'S PRACTISE

Ask the students to do the activities. Arrange the grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers:

1- travelled ; 2- had already visited ; 3- arrived ; 4- realized ; 5- had never seen ; 6- met ; 7- shared ; 8- continued ; 9- reached ; 10- had already visited ; 11- took ; 12- shaped

FREE ORAL COMMUNICATION

This section provides a real opportunity for your learners to communicate freely.

COMMUNICATION STRATEGIES :

Go through the communication strategies with your students to equip them with the tools they need to succeed in the task they are going to be assigned.

A- ASSIGNMENT

Note that it sounds like a communication situation. Tell your students to read the assignment and ask them a few questions about it to make sure they understand what they have to do.

B- TIME TO GATHER INFORMATION

Guide the students through the different phases to collect as much information as possible. The collected data will help them succeed in the task.

For each phase, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Phase 1: Picture analysis

Possible answers:

- 1- Picture A- before colonization; picture B- after colonization.
- 2- The teacher encourages students to freely speak their mind.

Possible response:

Picture A depicts a distant era in pre-colonial African societies, when people lived in tents or huts, wore minimal clothing, and subsisted primarily on wild game and gathered foods. Individuals in the following picture exhibit a lifestyle comparable to that of modern times, dressed in contemporary attire and enjoying a life made more convenient by the use of machinery and appliances for various tasks indicating a more technologically advanced way of living compared to the previous depiction.

Phase 2: Reading

Here, pair students for collaboration, and briefly explain the context of the text (e.g., colonialism in Africa). Clearly outline the expectations for the activity: reading the text together and answering the questions as a pair. Set a reasonable time frame for reading and discussion. Observe students as they work. Offer guidance or clarification if needed but avoid giving direct answers. Once pairs have finished, initiate a whole-class discussion to share answers and perspectives.

Phase 3: Listening

Possible answers:

Statement 1 is **False**: The text says that colonialism in Africa started in the 17th century.

Statement 2 is **True**: The text mentions that the main colonizers in Africa were European countries.

Statement 3 is **True**: The text says that colonialism brought about different types of diseases.

Statement 4 is **True**: The text mentions that one of the negative impacts of colonization was the exploitation of natural resources.

Statement 5 is **False**: The text acknowledges that colonialism also had positive impacts.

Listening passage

Colonialism in Africa started in the 17th century and came to a halt in the 19th century. The colonizers in Africa were mainly the European countries and the effect of this colonialism is still felt today. African colonization resulted in great negative impacts to the economy, social, and political system of African States. The greatest negative impact of colonization was the exploitation of the natural resources by foreigners which did not benefit the local communities, but instead the colonizers. Colonialism also disrupted the way of living of local communities and the development of the local societies. It also brought about different types of diseases. Some of the diseases were not common in the local communities. An example of such a disease that was introduced by the settlers is Rinderpest disease which affected the livestock of the Shona people of present-day Zimbabwe and Botswana. Some of the negative impacts that are associated with colonization include the degradation of natural resources, capitalism, urbanization, introduction of foreign diseases to livestock and humans. Change of the social systems of living. Nevertheless, colonialism too impacted positively on the economies and social systems.

Adapted from African Perspective on Civilization. London: Cambridge University Press, 1974. By Boahen, Amos.

C- TIME TO PLAN YOUR PRESENTATION.

Study the different tips with your students to help them plan their presentation.

D- TIME TO TALK

Go through the recommendations with your students to help them succeed in their presentation.

UNIT REVIEW 1 (Let's consolidate)

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

EXPECTED ANSWERS

I- 1- whatever ; 2- whenever ; 3- whichever ; 4- however ; 5- however ; 6- Whatever

II- 1- decided ; 2- had watched ; 3- had not finished / yet ; 4- finished ; 5- has been ; 6- tells ; 7-had ; 8- visited ; 9- forgot ; 10- realized

TIME TO HAVE FUN

RIDDLE

Introduce the activity by explaining that students will be working together to solve riddles. Clearly outline how students should work together, how to submit answers, and the time limit. Observe students as they work. Offer hints or guidance if needed, but avoid giving away the answers. Make sure all students are actively involved in the problem-solving process. Once the time is up, discuss the correct answers as a class.

The answers:

1. The answer is Facebook. Facebook is a platform where people can create profiles and share content with friends and family.
2. The answer is Twitter. Twitter is a platform where people can share short messages called "tweets."
3. The answer is Pinterest. Pinterest is a platform where people can collect and organize images and ideas.

UNIT 2

FREEDOM AND CIVIL RIGHTS

❖ FAMOUS QUOTE

Invite your students to read silently the quote from Malcolm X and try to understand it with their neighbours. Then, ask them a few questions.

- a) What do you know about Malcolm X ?
- b) What is your understanding of the words “peace” and “freedom”?
- c) What does this quote mean to you ?
- d) Do you share Malcolm X’s thought ?

Suggested answers:

- a) Malcolm X was a prominent civil rights activist and advocate for black empowerment in the United States during the mid-20th century.
- b) Peace is a state of harmony and tranquillity, while freedom represents the absence of constraints and the ability to make choices without interference.
- c) This quote emphasizes the interconnectedness of peace and freedom. It suggests that true peace cannot exist without individual freedom. In this context, freedom refers to the ability to express oneself, live without fear of oppression or discrimination, and have personal autonomy. Without such freedoms, individuals might experience inner conflict, tension, or even resentment, which hinders the possibility of attaining inner peace.
- d) Students freely speak their minds. Possible answer:

I agree with Malcolm X's idea that peace and freedom are closely connected. He said that true peace is not possible without individual and group freedom. In other words, if people don't have the basic rights and freedoms to live their lives as they want, they can't truly be at peace

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Expected answers:

1- A - Martin Luther King Jr. was an influential civil rights activist and leader in the United States during the mid-20th century.

B - Nelson Mandela was a South African anti-apartheid revolutionary, politician, and philanthropist. He served as the President of South Africa from 1994 to 1999.

C - Kasturba Gandhi. She was born on April 11, 1869, in Porbandar, India, and married Gandhi when she was just 13 years old. She became an important figure in Indian

independence and social activism and played a prominent role in the Indian independence movement alongside her husband.

2- Martin Luther King was from the USA ; Nelson Mandela was a South African lawyer ; whereas Kasturba Gandhi was From India.

3- There are several commonalities in their lives. Here are a few key similarities: Advocates for Civil Rights, Nonviolent Resistance, Leadership Roles, and International Recognition. While each of these individuals had unique backgrounds and contexts, their shared commitment to human rights and social justice made them influential figures in the fight against discrimination and oppression.

Students freely give their answers. Possible answer: Martin Luther King Jr., Nelson Mandela, and Mahatma Gandhi are all prominent figures in the history of nonviolent resistance and civil rights movements. They All employed nonviolent resistance as a means to achieve their goals, refusing to resort to violence or armed struggle.

4- There are many individuals who have similar life stories to Martin Luther King Jr., Nelson Mandela, and Mahatma Gandhi. Here are a few examples:

Malala Yousafzai: A Pakistani activist for girls' education and the youngest Nobel Prize laureate. She survived an assassination attempt by the Taliban and continues to advocate for girls' education worldwide.

Sophia Duleep Singh: An Indian princess and suffragette who fought for women's rights and Indian independence from British rule.

Tenzin Gyatso (Dalai Lama XIV): The exiled Tibetan Buddhist spiritual leader who has advocated for Tibet's independence and human rights worldwide.

LESSON 1 : READING : From oppression to empowerment

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

1. Students speak their mind. Possible answer: Based on visual cues such as the skin colour of the people, the architectural styles of the buildings, and the text displayed on banners, it can be reasonably inferred that the demonstrations depicted are taking place in an English-speaking, Western country, likely either in the United States or a European nation
2. People are engaged in demonstrations, as evidenced by the posters conveying messages such as "Black Lives Matter" and "Voting Rights Now." These demonstrations indicate their active pursuit of rights and their opposition to any kind of discrimination.

Learning context

Choose a student to read it aloud to the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What ceremony have you been invited to?	The commemoration of Nelson Mandela's death
What has your teacher assigned you to do?	To read a text about Nelson Mandela.
What do you read the text for?	We read for an overall idea of Nelson Mandela.

• Reading the text

A- Skimming

Ask the students to read the text quickly and choose the best main idea. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, make them stop and conduct feedback. Write the correct answer on the board.

Expected answer:

- a) Nelson Mandela's statements about his fight convictions in a court.

B- Scanning (Vocabulary)

Ask the students to read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers

1. attorney (line 1)
2. inciting (line 3)
3. outset (line 4)
4. entrenches (line 10)
5. breed (line 14)
6. wander (line 16)
7. illegitimacy (line 20)
8. stabbed (line 21)
9. living wage (line 23)

C- Detailed comprehension

Ask the students to read the text again and answer the questions. They can do it in pairs or in groups of 3 or 4 students. Set the grouping mode, time the activity, and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1. The speaker was sentenced for leaving the country without a permit and inciting people to go on strike.
2. He means that the suggestion made by the State that the struggle in South Africa is under the influence of foreigners or communists is incorrect.
3. Mandela defines white supremacy as a system that implies black inferiority, and its effect on African people is that they are treated as a separate breed, not recognized as people with families and emotions.
4. The secondary effects of poverty and lack of education for African children are that they wander about the streets, have no schools to attend, no money to send them to school, to breakdown in moral standards.
5. Mandela believes that African workers want to be paid a living wage and perform work that they are capable of doing, rather than menial tasks assigned by the government.
6. According to Mandela, for African people to have equal opportunities and political rights, they need equal political rights, which would ensure their disabilities are not permanent.
7. Mandela says that the white population fears democracy because they fear that if the majority of voters are African, it would mean whites losing their dominant position.

8. Mandela's ideal for society is one where Africans are treated with dignity and respect, and he is willing to fight for this through non-violent means.

D- Study the formation of the adverbs with your students.

Then, ask them to complete the activity. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the timing, then move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1) carefully ; 2) honestly ; 3) furtively ; 4) clearly ; 5) slowly ; 6) suddenly ; 7) thoroughly

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity with their neighbours. Make sure they understand the task by asking a few questions about it. Explain the task to help them if necessary. Then, set the timing, and let them work. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct the feedback. (Students will report their production before the class.) Ask the rest of the class to listen and react when a mistake appears.)

Example of Presentation

Nelson Mandela was a South African anti-apartheid revolutionary and politician who served as President of South Africa from 1994 to 1999. He was a key figure in the fight against apartheid, spending 27 years in prison for his activism before being released and later becoming the country's first black head of state.

In this statement, Mandela is expressing his commitment to the fight against apartheid and his willingness to make sacrifices for the cause. The first part of the sentence highlights his hope that he can live for and achieve the ideal of a free and equal South Africa. However, he also acknowledges that this may not be possible without facing significant challenges or even death. The second part of the sentence shows his unwavering commitment to the cause, suggesting that he is willing to give his life for the sake of equality and freedom.

Mandela's charisma was one of his greatest strengths. He had a unique ability to inspire and mobilize people from all walks of life, including both black and white South Africans. His leadership was rooted in his values of forgiveness, compassion, and inclusivity, which helped to build trust and unity among his followers.

Mandela's non-violent struggle strategy was also instrumental in achieving his goals. By refusing to retaliate against his captors or engage in violent acts, he demonstrated remarkable restraint and courage. In fact, his commitment to non-violence helped to bring about a peaceful transition from apartheid to democracy in South Africa.

In conclusion, Mandela's statement is a powerful expression of his commitment to the fight against apartheid and his willingness to make sacrifices for the cause. His charisma and non-violent struggle strategy were key factors in achieving this goal, inspiring generations around the world with their message of hope, forgiveness, and reconciliation.

LESSON 2: SPEAKING: Breaking barriers

➤ LEAD-IN

Ask the students to look at the word cloud for a few minutes and follow the teacher's instructions. This activity will lead them to the day's lesson.

Expected answers:

1. Ask learners to read the words from the word cloud.
- 2- Yes, they are. They are related to all forms of discrimination and their corollaries.
- 3- There can be a variety of factors that can cause people to discriminate against each other. Some of the common causes include Prejudice and Stereotyping-Fear and Ignorance- Socialization and Cultural Influence- Historical and Institutional Factors. - Insecurity and Low Self-esteem. It is important to note that these are just some of the potential causes, and discrimination is a complex issue influenced by a range of factors.

Learning context

Ask the students to read silently the learning context. Then choose a student to read it aloud to the class. Finally, ask a few questions about it to make sure they understand it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What information does the teacher give you ?	Our first oral test will be an interview on the topic of racial segregation.
What does the teacher propose ?	To take us through the topic in order to equip us.

A- LANGUAGE FUNCTION

Ask learners to work in pairs. They must go through the table and study the past form of the modals and their use through the given examples. Then, study the table with them.

B- LET'S PRACTISE

Ask learners to work in pairs. Set the timing and ask them to do the activity. As they do the task, move around to supervise, monitor, and provide explanations when necessary. When they are done, conduct the feedback.

Expected answers:

- 1) had to ; 2) had to ; 3) could ; 4) would ; 5) should ; 6) might have failed

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Organize them into different groups. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time

is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their presentations. Ask the rest of the class to listen and react when a mistake appears.)

Here is an example of a presentation

Ladies and gentlemen,

Today, we gather to discuss a topic that is still very much relevant: is racism a thing of the past? Let's define racism: it's the belief that one race is superior to another, leading to discrimination and prejudice.

Over the past half-century, we've seen various forms of racism emerge. From segregation in the 1950s to microaggressions today, racism has evolved but not disappeared. Examples include racial profiling, hate crimes, and systemic injustices. We've also seen racial tensions rise in recent years, with Black Lives Matter and #MeToo movements highlighting ongoing issues.

To combat racism, we've implemented measures like anti-discrimination laws, diversity training, and increased representation. However, despite these efforts, racism persists.

In my opinion, racism is not yet a thing of the past. Statistics show that racial disparities persist in education, employment, and healthcare. Racial profiling and police brutality continue to be issues. While progress has been made, we must acknowledge that more work is needed to address systemic inequalities. We must educate ourselves and others about unconscious bias and privilege.

Let's work together to create a more just and equitable society. Let's join forces to make racism a thing of the past. Thank you.

PRONUNCIATION

Introduce the Sound: - Start by explaining that the suffix "**ism**" is commonly used in English to form nouns related to ideologies, beliefs, or practices. – make them repeat the pronunciation of "**ism**" with the suggested words. Then let them do the related activities.

LESSON 3: LISTENING: Equality starts at home

➤ LEAD-IN

Tell the students to look at the pictures for a while and answer the questions.

Possible answer:

- 1- The pictures show couples composed of black and white partners. Those kinds of couples were rather unlikely, because of racism and slavery going on in those days.
- 2- No, this type of union is diversely perceived.

Learning context

Choose a student to read it aloud to the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What does YARI stand for?	Youth Against Racism International
What upcoming YARI activity?	a video conference scheduled on the topic of "Racial discrimination in family circle"
What does your mate recommend?	To listen to an audio file he sent me about the issue, in order to have a preview of the upcoming discussions.

LISTENING ACTIVITIES

Move step by step. For each activity, tell your students to read the instruction first and then make them listen to the audio twice or more in order to gather information for the task. When the listening is over, ask them to give their answers and correct the wrong ones.

A- Ask the students to listen to the podcast and choose the best general idea. They should do it individually.

Expected answer:

- b) Martha and Mei-Ling, sharing their experiences with their in-laws.

B- Ask the students to do the task as they are listening to the audio again. They do it individually first, then grant them a few minutes to compare their answers with their neighbours'.

Expected answers:

- 1) a-Martha and Mei-Ling
- 2) d-USA
- 3) a-China

- 4) b-Because she is facing a lot of discrimination from her in-laws.
- 5) d-They've always made her feel welcome and accepted.
- 6) b-A mother-in-law who treats her like a second mom.
- 7) a-Yes, but he doesn't seem to understand.

C- Explain to your students how to form compound nouns with the suffix “**in-law**”, then ask them to do the activity. Set a time and when the time is over, conduct feedback.
Expected answers: 1- **Father-in-law** ; 2-Mother-in-law ; 3-Son-in-law ; 4-Daughter-in-law ; 5-Brother-in-law ; 6-Sister-in-law ; 7-Uncle-in-law ; 8-Aunt-in-law ; 9-Cousin-in-law ; 10- Stepfather-in-law

Listening text :

Martha, a 25-year-old from Kenya, and Mei-Ling, a 27-year-old from China, are sharing their experiences of being married in Germany.

Mei-Ling: Hi Martha, how are you doing?

Martha: I'm good, thanks. How about you?

Mei-Ling: To be honest, I've been feeling really upset lately. I'm facing a lot of discrimination from my in-laws.

Martha: That's terrible. I'm sorry to hear that. What's been happening?

Mei-Ling: Well, they don't treat me the same way as they treat my sister-in-law. They always make me feel like an outsider and they don't even consider my opinions.

Martha: Oh, that's awful. I must say, I'm very lucky with my in-laws. They've always made me feel welcome and accepted.

Mei-Ling: You're so lucky! I wish I had that kind of relationship with my in-laws.

Martha: Yes, I certainly am. My mother-in-law is like a second mom to me and my father-in-law treats me like his own daughter.

Mei-Ling: I wish I had someone like that in my life.

Martha: Have you talked to your husband about it?

Mei-Ling: Yes, but he doesn't seem to understand how hurtful their behavior is.

Martha: Well, I think you need to stand up for yourself and make it clear to them that you need to be treated with respect.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done with a partner. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their discussions. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

You: (1) Of course, I listened to the audio.

Your leader: Did you hear about Mei-Ling's situation with her in-laws?

You: (2) Yes, I heard about Mei-Ling's situation. It sounds really challenging for her.

Your leader: Do you think Martha's advice can help solve her problem?

You: (3) Martha's advice is definitely a good starting point. Standing up for herself and expressing her need for respect is important. However, it may not guarantee an immediate change in her in-laws' behaviour.

Your leader: If I were in her shoes, I think I would try to have a conversation with her in-laws and explain how hurtful their words and actions are. What would you do?

You: (4) I agree with you. Having an open and honest conversation with her in-laws could help them understand the impact of their behaviour on Mei-Ling. It's important for her to express her feelings and assert her boundaries.

Your leader: Definitely. But what if they don't listen or still don't treat her with respect?

You: (5) If her in-laws don't listen or continue to be disrespectful, Mei-Ling may need to consider seeking support from a mediator or counsellor who can facilitate communication between her and her in-laws. In extreme cases, she might need to re-evaluate the overall dynamics of her relationship with her husband and his family.

Your leader: Agreed. And we can also be there for her as her friends and offer our support and love during this difficult time.

LESSON 4: WRITING an informal email

➤ LEAD-IN

The teacher asks the students to observe the pictures and answer the questions.

Possible answers

- 1- The "@" symbol is read "AT" and is used in email addresses to separate the username from the domain name.
- 2- The email system offers faster, cheaper, more accessible, and easier-to-organize communication compared to the traditional mailing system, although it may pose certain security risks.

Learning context

Have one or two students read the learning context aloud to the class. Ask a few questions about it to check their understanding of it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What has your classmate asked your teacher to do?	He has requested our English teacher's help to write an email.
Who is the addressee of your classmate's email?	His or her Ghanaian friend.
What has the teacher chosen to do?	The teacher has decided to familiarize the whole class with the tool and format of an email.

WRITING STRATEGIES

Go through the strategies for writing an informal email carefully with your students. Go step by step to equip them with the necessary tools they need to write an informal email. Make sure they follow and understand.

A- Model study

Have students closely analyze the structure, organization, language, and techniques used in the model email. This will equip them to effectively complete the following tasks.

B- Instruct learners to do the task, then conduct the feedback.

Expected answers:

Completed Sentences:

Paragraph 1:

They introduce the **purpose** of the email, which is to invite the **recipient** to a conference.

Paragraph 2:

The writer provides more **information** about the conference (giving specific **details** about the event).

Paragraph 3:

The writer extends an **invitation** to join the conference and asks for a **response** and clearly states a call to action.

C- Instruct learners to do the task, then conduct the feedback.

Expected answers:

Inbox / 2. Outbox / 3. Drafts / 4. Spam (or Junk Mail) / 5. Subject line / 6. Attachment / 7. Reply / 8. Forward / 9. Signature / 10. Carbon Copy (CC) / 11. Blind Carbon Copy (BCC) / 12. Delete

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their production. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

Dear Boateng,

I'm happy to provide an update on the status of freedom of speech in my country.

Key indicators include constitutional protections for free expression, a diverse media landscape, and robust public discourse. We've seen examples like journalists reporting freely and citizens organizing peaceful protests.

However, there have been some isolated incidents of government attempts to censor certain views. To further strengthen freedom of speech, we can improve legal protections, promote media literacy, and foster a culture of tolerance.

Largely, while progress has been made, there's still work to be done to consistently uphold this fundamental right. Please let me know if you have any other questions.

Best regards,

Ebbo Kan

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- WORDS RELATED TO DISCRIMINATION

Introduce a few words related to discrimination to your students, then ask them to do the task.

Expected answers:

1. Discrimination 2. Stereotype 3. Racism 4. Stereotype 5. Intolerance 6. Bias 7. Intolerance 8. Segregation 9. Xenophobia 10. Inclusion 11. Marginalization

2- ENGLISH PREFIXES AND SUFFIXES

Take students through the explanations and the examples to help them students discover the principle behind the formation and the use of prefixes and suffixes.

LET'S PRACTISE

Ask the students to do the activity in pairs. Time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers:

- a- She had a lot of **empowerment** before her big presentation, but she nailed it.
- b- The child was **fearless**, bravely jumping into the pool without any hesitation.
- c- She wanted to **transform** the society's mindset, so she promoted acceptance and diversity.
- d- She wanted to **revolutionize** her home decor, so she added sleek furniture and vibrant art pieces.

3- EXPRESSING RIGHTS AND OBLIGATIONS

Go through the explanations and the examples to help the students understand how to express rights and obligations.

LET'S PRACTISE

Ask the students to do the activity. Arrange the grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers:

- 1. should / 2. must / 3. should / 4. should / 5. must / 6. should / 7. should / 8. should / 9. Should / 10. Must

UNIT REVIEW 2 (Let's consolidate)

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

I- Expected answers:

1. Liberation / 2. Civil disobedience / 3. Resistance / 4. Revolution / 5. Guerrilla warfare / 6. Insurgency / 7. Dissident / 8. Martyr / 9. Ideology / 10. Exile / 11. Freedom of speech / 12. Civil disobedience / 13. Oppression / 14. Self-determination

II- Expected answers:

1- Parent in-law
2- Stepmother
3- Stepfather
4- Step-siblings
5- Parents-in-law
6- Father-in-law
7- Mother-in-law
8- Siblings-in-law

III- Students freely make their sentences, they read them to the class for peer correction.

TIME TO HAVE FUN

Riddle – riddle!

Expected answers:

Riddle 1: Nelson Mandela / Riddle 2: Chaka Zulu / Riddle 3: Mahatma Gandhi /
Riddle 4: Dr. Martin Luther King Jr / Riddle 5: Rosa Parks

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do.

Go through the different steps with them to help them succeed in the task.

Organize the class into groups. Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When time is over, ask them to stop and conduct feedback (Students come and display their works). Select the best ones and stick them on the board.

UNIT 3 : DEVELOPMENT ISSUES

❖ **FAMOUS QUOTE**

Invite your students to read silently the quote from Desmond Tutu and ask them a few questions.

- a- What is Desmond Tutu's quote about ?
- b- What is the true objective of development according to him ?
- c- Do you agree with him ? Why ? Why not ?

Suggested answers:

- a- It is about development.
- b- For Desmond Tutu, the true objective of development is the distribution of developed wealth.
- c- Yes, I do. I think there is no true development without a fair distribution of wealth in society. / No, I don't. I believe that development should only focus on economic growth and productivity.

▪ **PICTURE ANALYSIS**

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Expected answers:

1. Environmental Degradation (Picture B) / Poor Healthcare System (Picture C) / Poverty (Picture A).
2. They mainly affect Africa, developing countries, poor countries....
3. Other development issues are corruption, insecurity, unemployment....

LESSON 1: READING: Poverty

➤ **LEAD-IN**

Ask the students to look at the word cloud for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

1. The causes of poverty are inequality, discrimination, unemployment.
2. Its consequences are famine and crime.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where are the students of your class?	At the library of the British Embassy.
What are they reading about?	Newspaper articles about poverty in developing countries.
What for?	To participate in a debate about solutions to that development issue.
What will the lesson be about?	It will be about poverty.
What main skill are we going to develop?	It's Reading.

● **Reading the text**

A- Skimming

Ask the students to read the text quickly and match each heading with its corresponding paragraph. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, make them stop and conduct feedback. Write the correct answers on the board.

Expected answers:

P1: Causes of Rural Poverty.

P2: Requirements to Reduce Rural Poverty

P3: Characteristics of Poverty

P4: Consequences of Rural Poverty

B- Scanning (Vocabulary)

Ask the students to read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

B: 1- policy ; 2- requirements ; 3- issues ; 4- transient ; 5- cope ; 6- households ;
7- growth ; 8- distorted

C- Vocabulary extension

Ask the students to use the words from Activity B to complete the paragraph. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1) issues ; 2) households ; 3) transient ; 4) requirements ; 5) distorted ; 6) growth ; 7) cope ; 8) policy

D- Detailed comprehension

Ask the students to read the text again and say whether the statements are true or false. They also have to justify their answers by quoting the lines. They can do it in pairs or in groups of 3 or 4 students). Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1- F (L. 1) ; 2- T (L4-6) ; 3- F (L10) ; 4- T (L. 12) ; 5- F (L.16-17) ; 6- F (L.21-22) ; 7- T (L. 24-25) ; 8- T (L. 26-28)

E- Grammar 1

Give students a few minutes to analyze the determiners written in italics in the text. Then, ask the students to use the words from the box to complete the passage about the rules for the use of these determiners. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1) many ; 2) much ; 3) singular ; 4) countable ; 5) Little

F- Grammar 2

Ask the students to choose the correct determiner between the two options to complete the sentences about poverty. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, set the timing, move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1.few ; 2.much ; 3.little ; 4.many ; 5.little ; 6.few ; 7.many ; 8.much

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in pairs. One will play the role of the Johnson and the other will answer the questions. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to prepare their dialogue. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few pairs to role-play their dialogue. Ask the rest of the class to listen and react when a mistake appears.)

Example of dialogue

Johnson: Hello my friend! I need information to complete my exposé about rural poverty. Can you help me by answering my questions, please?

You (1): Yes, with pleasure!

Johnson: Can you quote three causes of rural poverty?

You (2): Yes, I can. Poverty can be caused by climate, gender, or public policy.

Johnson: How many types of poverty are there?

You (3): There are 2 types of poverty.

Johnson: What are they?

You (4): Permanent poverty and transient poverty.

Johnson: How many people in the world are afflicted by poverty in general?

You (5): About one-fifth of the world's population.

Johnson: What are the categories of the population that suffer the most from poverty?

You (6): Children, women, and rural communities.

Johnson: What solutions can you propose to reduce rural poverty?

You (7): I think the solutions to reduce poverty are economic growth and stability, and public investments.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 2: SPEAKING: Challenges in developing countries

➤ LEAD-IN

Ask the students to read the extract of a speech by Professor Usman and answer the questions. This activity will lead them to the day's lesson.

Expected answers

1. It is about challenges or development issues faced by developing countries.
2. Corruption, hunger, poverty, unemployment, indebtedness.
3. As solutions, Professor Usman proposes investment in education and health, increase of the productivity of small farms, improvement of infrastructure, promotion of manufacturing, democracy, and human rights.

Learning context:

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What club is organizing a debate?	The English Club of your school.
Tell the theme of the debate.	"Developing Countries and the challenges to take up for their development".
What will you be discussing during the debate?	We will be discussing the problems faced by developing countries on their way to development.
What will the lesson be about?	It will be about development issues / development challenges.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

1- Give a few minutes to the students to read silently the sentences and analyze them. For each sentence, ask them to tell the number of verbs. Then study the sentences with them laying the stress on the presence or the absence of prepositions before the second verb. Then, conclude by explaining that "make", "enable", "let" and "allow" are causative verbs used for making someone do something, enabling someone to do something, letting someone do something, and allowing someone to do something.

2- Ask the students to analyze the use and verb pattern of each causative verb and fill in the gaps in the statements.

Expected answers:

- **Enable** and **Allow** are causative verbs used with the preposition "to".
- **Make** and **Let** are causative verbs used without the preposition "to".

3- Give a few minutes to your students to do the task. They do it individually first, then they compare their answers with their neighbours'. Move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

Expected answers:

CAUSATIVE VERBS	STRUCTURES / VERB PATTERNS
1- Make	Subject + make + person + verb
2- Enable	<i>Subject + enable + person + verb + to</i>
3- Let	<i>Subject + let + person + verb</i>
4- Allow	<i>Subject + allow + person + verb + to</i>

LET'S KEEP IN MIND

Ask the students to read the information in the Let's Keep in Mind box and provide further explanations when necessary.

B. LET'S PRACTISE

State a grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Possible answers:

1-B: The government can make agriculture become the country's top priority.

2-B: The government should let young people start their own businesses.

3-B: They can enable developing countries to use different economic strategies for their development.

4-B: They would allow them to invest in education.

5-B: NGOs enabled villagers to plant many trees.

6-B: I make people aware of the effects of corruption on the national economy.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their discussions. Ask the rest of the class to listen and react when a mistake appears.)

Example of discussion

Student 1: Do you consider your country as developed or developing?

Student 2: That's an interesting question. I believe my country is still developing, even though we have made progress in some sectors.

Student 1: What are the main economic activities in your country?

Student 2: They are trade, agriculture, and manufacturing.

Student 1: What are then the main issues faced by your country?

Student 2: They are corruption, hunger, environmental degradation, and poverty.

Student 1: What solutions can you propose to fight against these issues?

Student 2: I propose investment in education and health. Governments should also enable young people to start their own businesses in order to fight against unemployment.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

PRONUNCIATION

Study the rules of the pronunciation of the “S” at the beginning, in the middle, and at the end of words. Practise the examples with them. Make sure they master the rules.

Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to appreciate their mates’ pronunciations of the words.

Expected answers:

Words containing the letter ‘S’ pronounced /s/	Words containing the letter ‘S’ pronounced /z/	Words containing the letter ‘S’ pronounced /ɪz/
<ul style="list-style-type: none">- Progress- Sustainable- Indebtedness	<ul style="list-style-type: none">- Globalisation- Urbanisation- modernise	<ul style="list-style-type: none">- Inequalities- Challenges- Economies

LESSON 3: LISTENING: The struggle of indigenous tribes

➤ LEAD-IN

Tell the students to look at the picture, and then read the text. They should provide answers to the questions orally.

Expected answers:

- 1- Indigenous people are the original inhabitants of a particular region who have distinct cultural, historical and social ties to the land they have traditionally occupied.
- 2- They draw sustenance from forests and rivers.
- 3- Increased urbanisation, industrial development and the expansion of agricultural activities.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you listening to?	A VOA report
What is it about?	It's about the life and struggle of some indigenous tribes affected by development issues.
What will the lesson be about?	It will be about indigenous tribes.
What main skill are we going to develop?	It's Listening.

LISTENING ACTIVITIES

Move step by step. For each activity, tell your students to read the instruction first and then make them listen to the audio twice or more in order to gather information for the task. When the listening is over, ask them to give their answers and correct the wrong ones.

A- Ask the students to listen to the podcast and identify the location of the indigenous peoples on the map of the African continent. They should do it individually.

Expected answers:

1- The Berber peoples (North); 2- The San peoples (South); 3- The Pygmy peoples (Central); 4- The Maasai peoples (East); 5- The Mbororo peoples (West)

B- Ask the students to choose the correct answer to each question as they are listening to the podcast again. They do it individually first, then allow them a few minutes to compare their answers with their neighbours.

Expected answers: 1- C ; 2- D ; 3- A ; 4- A ; 5- C ; 6- B ; 7- D

Listening transcript

Africa is the home of prominent indigenous tribes. There are the Berber peoples residing in North Africa, the San peoples found in Southern Africa, the Pygmy peoples located in central Africa, the Maasai peoples living in East Africa, and the Mbororo people who spread across West Africa. Today, the way of life of these indigenous people is highly impacted by development issues. Development projects such as mining or infrastructure development often require land, leading to the displacement of Indigenous communities from their ancestral territories. Resource extraction can lead to the destruction of natural resources that Indigenous communities depend on for their livelihoods, such as forests, rivers, and grazing lands. This can result in food insecurity, loss of traditional knowledge, and cultural erosion. Indigenous communities often face discrimination, resulting in limited access to education, healthcare, basic services, and economic opportunities. To fight for their survival and resist the impact of development, indigenous peoples form and join advocacy organizations and social movements to raise awareness about their rights, assert their territorial and cultural rights, and demand inclusion in decision-making processes. They sometimes resort to legal action to defend their land rights and challenge development projects that negatively impact their way of life. Eventually, they engage in cultural activities to maintain their identities and strengthen their bonds as distinct Indigenous peoples. These strategies help Indigenous peoples in Africa assert their rights and protect their territories while promoting their cultural survival and well-being.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done in pairs. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to read their paragraphs. Ask the rest of the class to listen and react when a mistake appears.)

Example of paragraph

The main indigenous peoples in Africa are the Berber, the Mbororo, the San, the Maasai, and the Pygmy peoples. All these indigenous tribes are confronted with some development issues that threaten their way of life. The natural resources they live on are destroyed by resource extraction and they are victims of discrimination. In reaction, the indigenous peoples have joined advocacy organizations and social movements in order to defend their rights. They have also engaged in cultural activities to preserve their identities. Thanks to these strategies, they hope to be able to protect their territories and promote their culture.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 4: WRITING: a newspaper article

➤ LEAD-IN

Give the students a few minutes to read the article and answer the questions.

Expected answers:

- 1- The title is “Thorny Issue of Poverty in Africa”.
- 2- It was written on June 30th 2023.
- 3- It is Naëlle Gniréwa.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What job are you taking?	I am working as a journalist for the English magazine of your school.
What does the editor ask you to do?	He asks me to write an article about the development issues affecting their region.
What will the lesson be about?	It will be about writing an article.
What main skill are we going to develop?	It's Writing.

WRITING STRATEGIES

Go through the strategies for writing an article carefully with your students. Go step by step to equip them with the necessary tools they need to write an article. Make sure they follow and understand.

Give a few minutes to your students to do each activity. They do it individually first, then they compare their answers with their neighbours'. Move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

A- Expected answers:

Addition / Sequence	Consequence / Effect	Contrast	Conclusion
- Additionally - Moreover - Besides	- As a consequence - Consequently - As a result	- However - On the contrary - In contrast	- In brief - To sum up - In a nutshell

B- Expected answers:

1-Headline ; 2- Introduction ; 3- Picture ; 4- Body of the article ; 5- Conclusion ;

6- Name of journalist

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

Rising Unemployment Challenges Developing Countries' Economic Growth

Unemployment remains a persistent issue plaguing many developing countries, hindering their economic growth and posing significant challenges to social and political stability. The alarming unemployment rates in these nations have some implications and key factors contributing to that situation have to be unveiled. Thus, it will be possible to elaborate on potential strategies to address this pressing concern.

Unemployment rates in developing countries have been on the rise in recent years, exacerbating the already existing socio-economic disparities. According to recent data from the International Labor Organization (ILO), an estimated 200 million people in these countries are currently unemployed, with youth unemployment reaching staggering levels.

One of the primary factors behind the escalating unemployment crisis is the inadequacy of job creation to match the growing workforce. Many developing countries are experiencing rapid population growth, resulting in an expanding pool of job seekers. This disparity between job demand and supply leads to widening unemployment rates. Moreover, the lack of essential infrastructure and technological advancements further exacerbates the unemployment dilemma. Insufficient investment in education and skill development programs leaves a significant portion of the population unprepared to meet the demands of a rapidly evolving job market.

To tackle the challenges of unemployment in developing countries, several strategies need to be employed. Firstly, governments must prioritize investment in education and vocational training to equip individuals with the necessary skills to adapt to changing market demands. Additionally, promoting entrepreneurship and supporting small and medium-sized enterprises (SMEs) can facilitate job creation and foster economic growth. Furthermore, collaboration between governments, international organizations, and the private sector is crucial in creating sustainable employment opportunities and empowering marginalized communities.

Unemployment remains a critical issue plaguing developing countries, posing threats to economic growth, social stability, and individual well-being. Insufficient job

creation, skills mismatch, and reliance on informal economies contribute to the alarming rates of unemployment in these nations. However, through targeted investments in education, vocational training, and entrepreneurship promotion, developing countries can strive towards a more inclusive and thriving job market. It is imperative for policymakers and stakeholders to address this issue with urgency to secure a more sustainable and equitable future for all.

By N'cho N'chacou Jean-Jacques

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- CAUSATIVE STRUCTURES WITH 'HAVE' AND 'GET'

A- Have

Move from the examples to help the students discover that the causative structure with 'have' is used to talk about something that someone else does for us or for another person. Then, explain its structure to them focusing on the examples.

B- Get

Move from the examples to help the students discover that the causative structure with 'get' is used to talk about something that someone else does for us or for another person. Then, explain its structure to them focusing on the examples.

To end this part, show them the difference in the formation of the causative structures with 'have' and with 'get'.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

I- Expected answers: 1- Developing countries have their economies financed. / 2- Developing countries will get their development issues solved. / 3- Governments had hospitals built in the Indigenous peoples' villages. / 4- Poor countries can get their chances of sustainable development improved. / 5- Corruption has young people live in poverty. / 6- NGOs got environmental degradation stopped in rural communities.

II- Expected answers: 1- had ; 2- getting ; 3- gets or got ; 4- has ; 5- get or have ; 6- got

2- MAKING COMPARISONS

Move from the examples to help your students understand how to make comparisons with the comparatives and the superlatives. Next, ask them to read the uses and structures of the comparatives and the superlatives in the book. Then, go through the types of comparatives and superlatives with them.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

I- 1- richer ; 2- higher ; 3- less established ; 4- as worrying ; 5- worse ; 6- as threatened

II- 1- the richest ; 2- the most important ; 3- the toughest ; 4- the eldest / oldest ; 5- the most difficult ; 6- the best

FREE ORAL COMMUNICATION

This section provides a real opportunity for your learners to communicate freely.

COMMUNICATION STRATEGIES

Review the communication strategies on page 28 with your students to equip them with the tools they need to succeed in the task they are going to be assigned.

A- ASSIGNMENT

Note that it sounds like a communication situation. Tell your students to read the assignment and ask them a few questions about it to make sure they understand what they have to do.

B- TIME TO GATHER INFORMATION

Guide the students through the different phases to collect as much information as possible. The collected data will help them succeed in the task.

For each phase, set the grouping mode, time the activity, move around to supervise, and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Phase 1: Picture analysis

Expected answers:

- 1- Caption A: Air Pollution / Caption B: Water Pollution / Caption C: Waste mismanagement.
- 2- They refer to the issue of environmental degradation.

Phase 2: Reading

Expected answers:

- 1- It is environmental deterioration.
- 2- Because it increases the impact of floods and other environmental catastrophes.
- 3- Soil erosion, land degradation and deforestation.
- 4- They lead to a decline in food production and inflation.
- 5- The consequences can be economic, social, or related to mental or physical well-being.

Phase 3: Listening

Expected answers:

2- Support and promote sustainable agriculture. / 3- Invest in renewable energy sources. / 5- Establish and enforce environmental regulations. / 7- Protect forests from deforestation and encourage reforestation efforts.

Listening transcript

There are some solutions to fight against environmental degradation in developing countries. The first solution is to support and promote sustainable agriculture. Then, developing countries have to invest in renewable energy sources such as solar, wind, and hydropower. They also have to establish and enforce environmental regulations and finally, they have to implement policies and initiatives that protect forests from deforestation and encourage reforestation efforts.

C- TIME TO PLAN YOUR PRESENTATION

Study the different tips with your students to help them plan their presentations.

D- TIME TO TALK

Go through the recommendations with your students to help them succeed in their presentations.

Possible presentation

Ladies and gentlemen,

As the once First Lady of the United States said: "The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share." Today, I would like to draw your attention to a pressing issue that affects one thing that all of us share: our environment. Environmental degradation poses a significant threat to the development and well-being of developing countries, and it's important that we address it urgently.

To begin, let us consider some examples of environmental degradation that impact developing countries. One such example is deforestation. Many heavily rely on their natural resources, such as forests, for their livelihoods and economy. However, rampant deforestation practices, driven by factors like agriculture expansion and illegal logging, devastate these valuable ecosystems, leading to the loss of biodiversity and increased carbon emissions.

Another example is water pollution. Inadequate waste management systems, industrial discharges, and agricultural runoff all contribute to the contamination of water sources in developing countries. This not only jeopardizes the health of local communities but also hampers economic activities like agriculture and fisheries that rely on clean water. The consequences of environmental degradation on the development of poor countries are profound. They can be economical, social, or related to the mental or physical well-being of the local population. Environmental degradation can impoverish communities,

already struggling to access basic resources. Moreover, environmental degradation perpetuates social inequalities. Access to clean air, water, and natural resources becomes a privilege, leaving marginalized communities more vulnerable and restricting their opportunities for development.

However, there is hope. Solutions can be implemented to combat environmental degradation in developing countries. One crucial aspect is to support and promote sustainable agriculture. Governments must ensure the preservation of natural resources by establishing and enforcing environmental regulations. Promoting sustainable development practices is another vital solution. This includes encouraging renewable energy sources, promoting eco-friendly agricultural methods, and integrating sustainable practices into industrial processes.

In conclusion, environmental degradation in developing countries is a significant challenge that must be urgently addressed. By recognizing the examples of environmental degradation affecting these nations, understanding the consequences it has on development, and implementing solutions such as enforcing regulations, promoting sustainability, and investing in renewable energy sources, we can work towards a brighter, greener future for all.

Thank you for your attention.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

UNIT REVIEW 3 (Let's consolidate)

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers

I- 1-date ; 2-Cost ; 3- Newspaper Title ; 4- Headline ; 5- Picture ; 6- Article

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

III- 1- insecurity ; 2- corruption ; 3- indebtedness ; 4- environmental degradation ; 5- unemployment ; 6- poverty

IV- 1- Indigenous people have their natural resources destroyed. / 2- Indigenous people get their territories occupied. / 3- NGOs enable indigenous tribes to defend their rights. / 4- The mining company makes indigenous people live in difficult situations. / 5- Cultural activities allow indigenous tribes to promote their traditions. / 6- We should let indigenous people have full control of their territories.

V- 1-most tremendous; 2-greater; 3-most significant; 4-highest; 5-most; 6- more advanced

TIME TO HAVE

Ask the students to learn the poem and recite it in front of the class.

UNIT 4 : WHAT THE FUTURE HOLDS

❖ FAMOUS QUOTE

Invite your students to read silently the quote from Mahatma Gandhi and ask them a few questions.

- a- What is Mahatma Gandhi's quote about ?
- b- On what does the future of the world depend ?
- c- Do you agree with Gandhi? Why? Why not ?

Suggested answers:

- a- It is about the future of the world.
- b- It depends on the actions we are doing today.
- c- Yes, I do. I think that our present actions determine the course of the future leading to positive or negative outcomes. / No, I don't. I believe that the future is shaped by a complex combination of unpredictable factors.

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Possible answers:

1. Picture A : beautiful skyscrapers, highways, many cars... / Picture B : destruction, war, a tank, helicopters....
2. Picture A : the future is peaceful, bright, full of technologies... / Picture B : the future is sad, dangerous, full of destruction and chaos....
3. The future of the world will be bright because of the rapid technological advancements... / The future of the world will be disastrous because of environmental degradation and overpopulation...

LESSON 1: READING: Humanitarian actions

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

- 1- A: Humanitarian action related to education. / B: Humanitarian action related to rescuing people in danger.
- 2- Other humanitarian actions can consist in providing shelter to displaced population, providing food to people in need, offering medical assistance, supporting efforts related to human rights, and providing psychological support to traumatized people....
- 3- It is difficult, noble, tiring...

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you celebrating at the American Embassy?	The World Humanitarian Day
What are you reading about?	Leaflets about humanitarian actions.
What will the lesson be about?	It will be about humanitarian actions.
What main skill are we going to develop?	It's Reading.

● Reading the text

A- Skimming

Ask the students to read the text quickly and find the 4 principles of humanitarian actions. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, make them stop and conduct feedback. Write the correct answer on the board.

Expected answer:

The 4 principles of humanitarian action are Humanity, Impartiality, Neutrality and Independence.

B- Scanning (Vocabulary)

Ask the students to read the text again and find in it the words or expressions corresponding to the synonyms or definitions. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1- aim ; 2- alleviate ; 3- enshrined ; 4- provision ; 5- controversies ; 6- Framework
7- relief ; 8- coalesced ; 9- commitment ; 10- incorporate

C- Vocabulary extension

Ask the students to use the words from Activity B to complete the sentences. Not all the words should be used. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, set the timing, move around to supervise, and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1) aim ; 2) framework ; 3) coalesced ; 4) relief ; 5) commitment ; 6) alleviate ; 7) provision

D- Detailed comprehension

Ask the students to read the text again and answer the questions. They can do it in pairs or in groups of 3 or 4 students. Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers :

- 1- It is to support people affected by conflict and natural disasters, save lives, alleviate suffering, and maintain human dignity during crisis.
- 2- In 1991.
- 3- Whereas impartiality refers to the provision of assistance without discrimination, neutrality focuses on the provision of assistance without taking sides in controversies of a political, religious or ideological nature.
- 4- It provides a framework not only for the protection of civilians as part of humanitarian action but also for relief of other kinds.
- 5- UN agencies, national and international NGOs, the Red Cross/Red Crescent movement, and governments.
- 6- Approximately US\$16 billion.
- 7- Because the architecture of aid must better reflect the complexity of humanitarian commitment on the ground.

E- Grammar

Give students a few minutes to analyze the verbal structures underlined in the text. Then, ask them to complete the paragraph about humanitarian aid and action with the correct form of "will" or "be going to". They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, set the timing, move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1. are going ; 2. will ; 3. will ; 4. are going ; 5. will ; 6. will ; 7. is going

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in groups of 4 students. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to write their article. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Choose a few students to read out their paragraphs. Ask the rest of the class to listen and react during the feedback. Jot down recurring mistakes. Finally, help them correct their mistakes.

Example of paragraph

Humanitarian action is a crucial endeavour that provides support and assistance to vulnerable populations facing adversity. Its primary aim is to support people affected by conflict and natural disasters, save lives, alleviate suffering, and maintain human dignity during crisis. This empathetic response, grounded in humanitarian principles, centers around four key pillars which are humanity, impartiality, neutrality and independence. In my country, humanitarian actors operate across various fields of intervention that include emergency relief, healthcare, nutrition and education. So far, humanitarian aid organizations have strengthened local capacities by collaborating with communities in order to build their capacities to prepare for and respond to emergencies effectively. They have also enhanced coordination mechanisms with government entities, civil society, and international partners to optimize resources, avoid duplication, and ensure a more effective response.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 2 : SPEAKING : Global issues

➤ LEAD-IN

Ask the students to read the extract of the interview between Dr Nchaku and the journalists and answer the questions. This activity will lead them to the day's lesson.

Expected answers:

- 1- It is about the most important global issue, climate change.
- 2- It is a long-term change in the Earth's climate system.
- 3- It will cause extreme weather events like hurricanes, droughts, and heatwaves.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who is organizing a debate?	The British NGO Oxfam.
Tell the theme of the debate.	“Global issues and the future of the world”.
What do you discuss during the debate?	We discuss how global issues will impact the world in years to come.
What will the lesson be about?	It will be about global issues.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

I- Give a few minutes to the students to read silently the sentences and analyze the structures in colour. Explain to them how to express future actions. Then, ask them to complete the chart.

Expected answers:

- 1) Climate change will be causing extreme weather events ;
- 2) action ;
- 3) express ;
- 4) The world will have warmed on average by 2° Celsius.

II- Give a few minutes to your students to do the task. They do it individually first, then they compare their answers with their neighbours'. Move around to supervise and provide help when necessary. When the time is over, ask them to stop and conduct feedback.

Expected answers: 1) future perfect ; 2) will be + verb(ing) ; 3) progress ; 4) finished

LET'S KEEP IN MIND

Ask the students to read the information in the Let's Keep in Mind box and provide further explanations when necessary.

A. LET'S PRACTISE

State a grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Possible dialogue:

A: What do technological advancements mean?

B: They mean the development and implementation of new technologies and innovations.

A: What will they be improving in the future?

B: They will be improving productivity and communication.

A: What will they have provoked by 2030?

B: They will have provoked millions of job displacements.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to read their speeches. Ask the rest of the class to listen and react when a mistake appears.)

Example of speech

Hello, everybody! I am Samouka Yasseen, and I would like to participate in the debate about global issues. Well, for me, the first major global issue is climate change. It is a long-term change in the Earth's climate system. By 2050, if left unaddressed, climate change will be causing more violent hurricanes, droughts, and heatwaves. Additionally, it will have destroyed many islands. The second global issue demanding our attention is biodiversity loss. This is the decline and extinction of various species of plants and animals. By 2050, if it continues, biodiversity loss will be impacting human health and well-being. It will have led to the extinction of 10% of vertebrate species. To combat the adverse effects of climate change, it is crucial that we take immediate and

decisive action. As individuals, we must adopt a sustainable lifestyle by conserving energy, reducing waste, and embracing renewable energy sources. To address the issue of biodiversity loss, it is imperative that we prioritize conservation efforts and embrace sustainable practices. We must protect habitats, mitigate pollution, and combat deforestation. Thank you for listening to me.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

PRONUNCIATION

Study the rules for the stress on two-syllable words. Practise the examples with them. Make sure they understand the rules.

A- Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to appreciate their mates' pronunciations of the words.

Expected answers:

1- GLObal **2- ImPROVE** **3- AC**tion **4- CLI**mate **5- ReDUCE** **6- VI**tal

B- Set a grouping mode and time the activity. Then, ask the students to do the activity. When the time is over, ask them to stop and conduct feedback.

Expected answers:

1- Global **2- Believe** **3- Provoke** **4- Crisis** **5- Future**
6- Engage **7- Crucial**

LESSON 3: LISTENING: Urbanization in Africa

➤ LEAD-IN

Tell the students to look at the picture and orally provide answers to the questions.

Expected answers:

- Overpopulation.
- It can be resolved through urban planning, family planning, sensitization campaigns against rural exodus, and improving infrastructures.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you listening to ?	A VOA report
What is it about ?	It's about urbanization in Africa.
What do you intend to do with the information from the report ?	I intend to raise my classmates' awareness about the issue of urbanization.
What main skill are we going to develop ?	It's Listening.

LISTENING ACTIVITIES

Move step by step. For each activity, tell your students to read the instruction first and then make them listen to the audio twice or more in order to gather information for the task. When the listening is over, ask them to give their answers and correct the wrong ones.

A- Ask the students to listen to the podcast and tell the number of challenges associated with urbanization in Africa mentioned in the report. They should do it individually.

Expected answers:

There are 4 challenges.

B- Ask the students to choose the correct ending to each statement as they are listening to the podcast again. They do it individually first, then allow them a few minutes to compare their answers with their neighbours'.

Expected answers: 1- C ; 2- B ; 3- D ; 4- A ; 5- A ; 6- D ; 7- B

Listening transcript

Urbanization refers to the process of the population shift from rural areas to urban centers. Over the past few decades, Africa has experienced a rapid increase in urbanization, with its urban population projected to double by 2050. While this trend brings opportunities for economic growth and development, it also presents numerous challenges. One of the significant challenges associated with urbanization in Africa is inadequate infrastructure. As more people move to cities, there is a strain on housing, transportation networks, sanitation systems, and access to basic services such as clean water and electricity. Another challenge is the high rate of unemployment and underemployment. Many people migrating to urban areas are seeking better economic prospects and job opportunities. However, the rapid growth of urban populations often outpaces the creation of jobs, leading to high unemployment rates and limited income-generating activities. Additionally, urbanization poses a strain on natural resources and environmental sustainability. The increased demand for housing and infrastructure encroaches upon ecologically valuable areas, leading to habitat destruction and loss of biodiversity. Another crucial challenge is social fragmentation and the breakdown of traditional community structures. As people migrate from rural areas to cities, they often leave behind their support networks and social ties. This can result in social isolation, increased crime rates, and a loss of cultural heritage and local knowledge. Addressing these challenges requires comprehensive and sustainable urban planning strategies. Governments and policymakers must invest in developing appropriate infrastructure, including affordable housing, efficient transport systems, and access to basic services. Emphasis should be given to the provision of education, skill development, and job creation initiatives to curb unemployment rates and improve livelihood opportunities.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done in pairs. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to roleplay their dialogues. Ask the rest of the class to listen and react when a mistake appears.)

Example of dialogue

Amira: Can you please define urbanization?

You (1): It is the process of the population shift from rural areas to urban centers.

Amira: How many people will be living in African cities by 2050?

You (2): Around 1.5 billion people.

Amira: What does the rapid growth of urban populations in Africa lead to?

You (3): It leads to high unemployment rates.

Amira: Can you quote one challenge of urbanization in Africa?

You (4): Social fragmentation.

Amira: What difficulties do city dwellers face?

You (5): They suffer from social isolation and unemployment.

Amira: What must governments do to address the challenges of urbanization in Africa?

You (6): They must emphasize the provision of education.

Amira: Thank you so much for your answers!

You (7): You're welcome, Amira!

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 4: WRITING: a for or against essay

➤ LEAD-IN

Give the students a few minutes to read the essay and answer the questions.

Expected answers:

- 1- It is a solution to unemployment rates. / It leads to modernization and development. / It is suitable for technological advancements...
- 2- It destroys the physical environment and nature of cities. / It causes pollution. / It puts high pressure on food and water supply...
- 3- The writer is for urbanization.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you preparing?	A writing competition.
Tell the theme of the competition.	'Write a 'for and against essay' about global issues'.
What will the lesson be about?	It will be about writing a for and against essay.
What main skill are we going to develop?	It's Writing.

WRITING STRATEGIES

Go through the strategies for writing a 'for or against essay' carefully with your students. Go step by step to equip them with the necessary tools they need to write a 'for or against essay'. Make sure they follow and understand.

Give a few minutes to your students to do each activity. They do it individually first, then they compare their answers with their neighbours'. Move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

A- Expected answers:

1- Excellent ; 2- life-threatening ; 3- crucial ; 4-dreadful ; 5- worn-out ; 6- fascinating

B- Expected answers:

Arguments for technological advancements	Arguments against technological advancements
<p>- The fascinating progress of technologies will lead to better access to information and improved communication. / - Technologies will bring crucial improvements to sectors such as healthcare, education, and environmental sustainability.</p>	<p>- The worn-out future consequences of technological advancements include dependence on automation. / - Some people fear the dreadful scenario where a part of the world population will be marginalized and will have to struggle to adapt to the evolving technological landscape. / -Technologies will favour the rapid development of sophisticated weapons with the life-threatening risk of falling into the wrong hands.</p>

C- Expected answers:

1- C / 2- D / 3- A / 4- B

D- Expected answers:

B - A - D - C

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their production. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

Humanitarian action is a crucial endeavour that provides support and assistance to vulnerable populations facing adversity, both domestically and globally. Many people around the world however believe that there is a hidden agenda behind that endeavour and that providing assistance to countries in need is driven by the desire to ensure that developing nations remain reliant on aid. While this perspective may not hold true in every case, there are several reasons to believe that humanitarian action can indeed perpetuate dependency.

Firstly, the continuous provision of aid can create a cycle of dependency, where developing countries become reliant on external assistance rather than building their own self-sustainability. Through aid, developing nations may not feel the need to invest

in their own infrastructure, public services, and economic development. Furthermore, the practice of linking aid to specific conditions or requirements can also exacerbate dependency. Developed nations often attach strings to aid packages, which may include political or economic concessions. This can coerce developing countries into following the agenda set by the donor country, diminishing their independence and sovereignty. While it is true that some argue humanitarian action can increase the dependency of developing countries, it is crucial to consider the positive impacts of this assistance before making such a sweeping generalization. Thus, humanitarian action serves a fundamental purpose of alleviating human suffering and providing relief in times of crisis. It provides vital assistance during emergencies, such as natural disasters or conflicts. Providing immediate relief, such as food, water, shelter, and healthcare, helps save lives and prevent further suffering. Without this support, the consequences would be dire, leaving vulnerable populations at even greater risk.

In conclusion, while it is true that there are instances where humanitarian action may inadvertently contribute to dependency, it is essential to recognize its overall positive impact. Humanitarian assistance saves lives, provides relief during emergencies, and promotes long-term development. That is why, as far as I am concerned, humanitarian action is motivated by the genuine desire to alleviate suffering and the claim that it is merely a strategy to increase dependency oversimplifies the complex dynamics at play.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

Check your production

Allow your students to check their production by completing the table. This will make them assess their own work and correct the weaknesses of their production.

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

I- VERB PATTERNS WITH INFINITIVE AND GERUND

Help the students discover that some verbs have different meanings depending on whether they are followed by the infinitive (to + verb) or by the gerund (verb(ing)).

I- Verb patterns with the infinitive

Study the table with the students. Explain the structure and meaning of each verb pattern with the infinitive by focusing on the examples provided.

II- Verb patterns with the gerund

Study the table with the students. Explain the structure and meaning of each verb pattern with the gerund by focusing on the examples provided.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

I- Expected answers: 1- visiting ; 2- eating ; 3- to turn ; 4- to inform ; 5- living

II- Expected answers: 1- visiting ; 2- to watch ; 3- to go ; 4- being ; 5- wandering ; 6- adopting ; 7- to stay ; 8- hiding ; 9- telling

2- EXPRESSING SUBJECTIVE JUDGEMENTS AND GENERAL STATEMENTS

Help your students understand that expressions with "it's" followed by the infinitive or the gerund are used to express subjective judgments or general statements.

1- Expressions with "it's" followed by an infinitive

Move from the example and the structure to help the students discover that expressions starting with "it's" followed by an infinitive convey a subjective judgment or necessity.

2- Expressions with "it's" followed by a gerund

Move from the example and the structure to help the students discover that expressions starting with "It's" followed by a gerund often convey a general statement or opinion about a particular action or situation.

LET'S PRACTISE

Ask the students to do the activity. Arrange the grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers: 1- taking ; 2- to participate ; 3- to reduce ; 4- worrying ; 5- to consider ; 6- developing ; 7- to live ; 8- discussing

UNIT REVIEW 4 (Let's consolidate)

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers

I- 1- B (Population growth) ; 2- A (Urbanization) ; 3- E (Climate change) ; 4- D (Biodiversity loss) ; 5- C (Technological advancement)

II-

Presenting one side of the argument	Presenting the other side of the argument	Concluding
- Firstly, ... - On the one hand, ... - One argument in favour of....	- However, ... - On the other hand, ... - Another argument is...	- To sum up, ... - In conclusion, ... - All in all, ...

III-

- 1- Technologies will **change** the future of the world.
- 2- Next Wednesday, students are going **to** attend a conference about global issues.
- 3- Malika **is** going to write a 'for and against essay' on urbanization.
- 4- Urbanization rate in Africa is **going** to increase in years to come.
- 5- Many refugees will **receive** help from humanitarian staff.
- 6- Biodiversity loss will **cause** the extinction of many animal species.

IV- 1- will have disappeared. / 2- will be leading. / 3- will be posing. / 4- will have vanished. / 5- will have become. / 6- will be living.

V- 1-excellent ; 2-worn-out ; 3-dreadful ; 4-fascinating ; 5-crucial ; 6- life-threatening

TIME TO HAVE FUN

Word-decoding Game:

A- URBANISATION ; B- TECHNOLOGY ; C- CLIMATE CHANGE ;
D- POPULATION GROWTH ; E- BIODIVERSITY LOSS

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do.

Go through the different steps with them to help them succeed in the task.

Organize the class into groups. Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When time is over, ask them to stop and conduct feedback (Students come and display their posters). Select the best ones and stick them on the board.

UNIT 5 : MANAGING RESOURCES

❖ FAMOUS QUOTE

Invite your students to read silently the quote from Dr. M.S. Swaminathan, and try to explain it to their neighbours.

Possible explanation:

Dr. M.S. Swaminathan means that the importance of these natural resources to our environment cannot be underestimated, these resources are extremely vital to the development of a nation and the irrational consumption or overvaluation of these resources can lead to a lot of environmental issues.

▪ PICTURE ANALYSIS

Ask the students to look at the picture and answer the questions. They may do it with their neighbours or in groups of 4 students.

Expected answers:

1. Such an area is an arid land.
2. The natural resources have been overused and the land is degraded.
3. Yes, it is possible to remedy the situation if we stop the overuse of natural resources and preserve them.

LESSON 1: READING: Land degradation in Africa

➤ LEAD-IN

Allow a couple of minutes for students to observe the pictures and discuss the answers.

Expected answers:

- 1- The pictures are about different types of land. Picture A is a rainy forest and Picture B is an unarable land.
- 2- Picture 2 refers to land degradation.
- 3- The cause of land degradation is mining or agriculture and the effects are deforestation and desertification.

Learning context

Ask the students to read the learning context silently. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the scene taking place ?	At the American Cultural Center.
What are the students of Terminale doing ? What for ?	They are reading a text about land degradation in Africa in order to use the information from the text to raise their fellows' awareness about the issue.
What will the lesson be about?	It will be about land degradation in Africa.
What main skill are we going to develop?	It's Reading.

READING ACTIVITIES

A- Skimming

Ask the students to read the text quickly and complete the statement with the appropriate option. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over make them stop and conduct feedback. Write any acceptable proposal on the board.

Expected answers: The text is about (D): the actors of land degradation in Africa.

B- Scanning (Vocabulary)

Ask the students to read the text again and do the task. They can do it individually and then compare their answers with their neighbours' or do it in pairs. When the time is up, make them stop and conduct feedback.

Expected answers: 1. b / 2. d / 3. a / 4. j / 5. f / 6. c / 7. i / 8. e / 9. g

C- Comprehension

Ask the students to read the text again and answer the questions. Set the grouping mode, and time the activity. Then, move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1- T (L. 2-3) / 2- T (L 9-10) / 3- T (L15-16) / 4- T (L18-19) / 5- T (L19) / 6- T (L20-21)

/ 7- T (24) / 8- F (L29-30)

D- Allow a few minutes for your students to go through the information. You may emphasize some relevant rules or examples to facilitate students' understanding of the functions and structures.

E- Ask the students to read the text again and do the task. They can do it individually and then compare their answers with their neighbours' or do it in pairs. When the time is up, make them stop and conduct feedback.

Expected answers:

- 1- more and more fragile / higher and higher (example)
- 2- more and more / 3- more and more / 4- harder and harder / 5- lower and lower / 6- faster and faster / 7- more and more

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce? (Writing an article)
2. What for? (To raise awareness of land degradation issues in your country).
3. Which points will you focus on? (On 3 points: explain land degradation; mention two causes and two effects of land degradation; suggest sustainable actions to stop land degradation).

Make sure they understand what they should do, set the working mode, time it, and let them start. Move around the classroom and provide help when necessary. When the time is over, ask them to stop. Conduct feedback (choose a few students to present their production, and ask the rest of the class to listen, take notes, and react if necessary).

Example of production

DRIVERS OF LAND DEGRADATION IN AFRICA

Land degradation refers to the loss of the productive capacity of soils characterized by loss of soil fertility, biodiversity and overall deterioration of natural resources. Agriculture and deforestation are dominant drivers of land degradation, especially through inefficient use of agricultural resources, soil loss in cultivated lands, and expansion of cultivated land. The main causes of land degradation in Africa include demographic growth, conflicts and wars with expanded refugee settlements, inappropriate soil management, deforestation, shifting cultivation, insecurity in land tenure, and variation of climatic conditions and intrinsic characteristics of fragile soils in diverse agro-ecological zones.

One of the principal signs of land degradation is the loss of soil organic carbon, making the process one of the biggest contributors to climate change, by increasing emissions and reducing carbon sinks.

Land degradation interacting with climate change represents one of the biggest and most urgent challenges for humanity today, with deep implications for food production, food

security and natural resource conservation, thus providing a strong incentive for taking action against it.

To stop land degradation, some sustainable actions such as enabling a policy environment, investment in the comprehensive landscape approach and capacity building should be taken. Governments need to invest in both technical and institutional capacities that enhance knowledge co-generation, learning and adaptive management skills, institutional innovation and information sharing. This will in turn drive behavioral change and catalyze adoption of sustainable land management (SLM) practices.

Land use and land use changes, driven largely by agricultural expansion, deforestation and forest degradation, have not only contributed to land degradation but also to limited food availability for a growing population, increase in greenhouse gas emissions, and biodiversity loss. Land plays a critical role in climate change, as a sink as well as a source of CO₂.

By Sam Thompson expert in AGNES (Africa Group of Negotiators Experts Support)

Note: The production below is a mere example. Other similar productions can be accepted. Guide students so that they can produce their articles by themselves.

LESSON 2 : SPEAKING : Deforestation in Africa

➤ LEAD-IN

Ask the students to look at the pictures for a couple of minutes and answer the questions.

Expected answers:

- 1- The pictures refer to tree planting or reforestation.
- 2- People can prevent land degradation by :
 - using mindfully natural resources ;
 - stopping destroying rainforests ;
 - promoting tree planting or reforestation.

Learning context

Ask the students to read the learning context silently. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	On World Environment Day.
What are the students going to do? What for?	They are going to discuss reforestation in order to raise their friends' awareness on the importance of tree planting and the impact on the environment.
What will the lesson be about?	It will be about reforestation.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

I- Give a few minutes to the students to read the sentences silently. Analyze the sentences with them. Then, ask them to do the different activities that follow..

II- Ask the students to do the task. They can do it individually and then compare their answers with their neighbours' or do it in pairs. When the time is up, make them stop and conduct feedback.

Expected answers:

- The first sentence is in the first conditional.
- The second sentence is in the third conditional.

III- Ask the students to complete the table with the appropriate word. They do it individually first, then they compare their answers with their neighbours'.

Move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

Expected answers:

Conditionals	Structures
The zero conditional	If + S + present simple, + present simple
The first conditional	If + S+ present simple, will or won't/may/can + Verb
The second conditional	If + S+ Simple past, would or wouldn't/ could/ might + Verb
The third conditional	If + S+ past perfect, would or wouldn't/ could/might + have + past participle

LET'S KEEP IN MIND

Allow a few minutes for your students to go through the information in the box. You may emphasize some relevant rules or examples to facilitate students' understanding of the functions and structures.

B- LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

I) 1- had studied / 2- become / 3- mix / 4- increases / 5- would be

II) 1- will guarantee / 2- hadn't used / 3- adopt / 4- would be / 5- will rise

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce? (A speech)
2. What for? (To discuss deforestation with our friends).
3. Which points will you focus on? (On 3 points: give the definition of deforestation; mention the causes and consequences of deforestation; suggest sustainable solutions to solve the problem).

Make sure they understand what they should do, set the working mode, time it, and let them start. Move around the classroom and provide help when necessary. When the time is over, tell them to stop. Conduct feedback (choose a few students to present their production, and ask the rest of the class to listen, take notes and react if necessary).

Note: Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

Example of production

Ladies and gentlemen,

Deforestation is the removal of trees and other vegetation from an area of land, resulting in the conversion of forested land into non-forested land.

Many factors contribute to the growth of deforestation rates in different locations. The primary causes of deforestation are human activities such as agriculture, logging, mining, and urbanization.

These activities often lead to the degradation and loss of forested ecosystems, resulting in various environmental impacts such as the loss of biodiversity, soil degradation, and a decrease in water quality that leads to reduced water availability, changes in rainfall patterns, and increased risk of drought and flooding.

In addition, the loss of forest cover impacts the livelihoods of local communities that depend on forests for their survival.

Deforestation is a serious issue that needs to be addressed urgently. First, the government could implement stronger laws and regulations to protect the forest cover and provide incentives for companies that engage in sustainable forest management practices. Second, the government could sensitize people about the importance of forest cover for biodiversity, climate regulation, and local livelihoods. Therefore, the government could set up alternative livelihoods for local communities that depend on forests. This could include the promotion of ecotourism, agroforestry, and sustainable agriculture. By providing alternative livelihoods, the government can reduce the pressure on forests for subsistence. To finish, the government could raise public awareness about the need for planting new trees in order to preserve forest cover for future generations.

In conclusion, the misuse of forests in Côte d'Ivoire is a serious issue that needs to be addressed urgently. The government needs to implement stronger laws and regulations to protect the forest cover, provide incentives for sustainable forest management practices, promote alternative livelihoods for local communities, and increase public awareness about the importance of reforestation.

PRONUNCIATION

Study the rules of the pronunciation of the “TH” sound with your students. Practise the examples with them. Make sure they understand the rules. Then ask them to do the assigned tasks.

Ask the students to do the task with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to appreciate their mates’ pronunciations of the words.

Set the grouping mode and time the activity. Then ask the students to do it.

Expected answers:

TH → / ð /	TH → / θ /
bother / that / another / those / this / these / theories	thinks / thousand / southern / path / athlete / author / birthday / Thursday / thick / thin

LESSON 3 : LISTENING : Water: source of life or death ?

➤ LEAD-IN

Tell the students to observe the pictures for a while and answer the questions.

Expected answers:

- 1- The pictures are about the different uses of water in our lives.
- 2- Water is used for many purposes such as cleaning, drinking, washing clothes, growing and cooking food. Water is also used for generating electricity and manufacturing goods.
- 3- Water is used for irrigation in farming. It is also used for livestock.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During an English class.
What are you going to do? What for?	We are going to listen to an audio recording about natural disasters such as floods during the rainy season in order to discuss their consequences.
What will the lesson be about?	It will be about floods during the rainy season.
What main skill are we going to develop?	It's Listening.

LISTENING ACTIVITIES

A- Make your students read the instructions and get prepared to select the correct option as they listen to the podcast.

Expected answers:

- India is an **agricultural land**.

B- Make your students read the instruction and the statements. Then, ask them to do the task as they listen to the podcast again. They should do it individually first, and then compare their answers with their neighbours'.

Expected answers: 1. (c) / 2. (b) / 3. (a) / 4. (d) / 5. (c) / 6. (d)

C- Make your students read the instruction, and get prepared to do the task as they listen to the podcast again.

Expected answers: 1. F / 2. F / 3. T / 4. F / 5. T / 6. F

D- Make your students read the instruction, and get prepared to do the task as they listen to the podcast once more.

Expected answers: 1- crops / 2- suffered / 3- drought / 4- stored / 5- unfortunately / 6- practicable / 7- tanks / 8- bunds / 9- floods

Listening passage

India is chiefly an agricultural land. The cultivation of crops depends on a proper supply of water throughout the year. From olden times large parts of our country have suffered from periods of too much rain alternating with periods of drought. People have known that if the excess waters of the flood seasons can be stored away for use in the fields during the dry seasons, the problem would be solved. Unfortunately, they have had neither the knowledge nor the means to do much in this matter. What little they knew they have tried to put into practice. They have dug canals to carry away water from the great perennial rivers. This was heavy and expensive work and practicable over only a small area. Large tanks were excavated, small bunds or dams built to hold water or hold back floods. But it has not been possible to do anything on a country-wide scale.

Adapted from WWW.EDUMANTRA.NET

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce? (Writing a speech)
2. What for? (To discuss the issue of floods with our friends).
3. Which points will you focus on? (On 3 points: say what causes floods; mention two consequences of floods on people's lives and agriculture; say how we can use waters from floods for agriculture during the dry seasons).

Make sure they understand what they should do, set the working mode, time it, and let them start. Move around the classroom and provide help when necessary. When the time is over, tell them to stop. Conduct feedback (choose a few students to present their production, and ask the rest of the class to listen, take notes, and react if necessary).

Note: *Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.*

Example of production

Good morning, Ladies and gentlemen. I'm Mr. Brown.

Today, we are going to talk about floods.

A flood is a natural disaster caused by heavy and continuous rainfall in a place for a long time. Heavy rain, cyclones, storms, etc., can lead to flooding in an area. The water reserves are filled by rain, and when it rains continuously for a long time, water overflow causes flooding.

These events pose great danger as they can cause loss of life and property and even lead to landslides in certain areas. Certain regions in our country are susceptible to floods during the rainy season, resulting in widespread devastation to human lives and natural habitats. Floodwater overflow can severely impact agricultural fields, causing crop

destruction and potentially leading to famine and fatalities. However, there are instances where floods are triggered by man-made calamities, leading to the loss of property and human lives. One cause of such disasters is the deliberate opening of dam gates. Not only do floods pose a threat to human lives, but they also have a detrimental impact on the country's economy. As a result, it is crucial to implement necessary measures to mitigate the effects of flooding. While it is impossible to prevent floods completely, the construction of dams can help mitigate their impact. In addition, planting trees in flood-prone regions and building dams can effectively reduce the damage caused by floods. Building tanks to store water from floods can be used by farmers for agriculture during the dry season.

LESSON 4: WRITING: a presentation

➤ LEAD-IN

Ask students to observe the picture and answer the questions.

Expected answers:

- 1-The picture shows some diseases.
- 2-These diseases are caused by dirty water or contaminated water.
- 3-We can avoid these diseases by drinking or using clean water.

Learning context

Ask the students to read the learning context silently. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

Possible questions and expected answers

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During a session of the English club of our school.
What are you going to do?	We are going to write a presentation on the theme “Water and Health”.
For what event is the presentation written? What for?	It's written for World Water Day in order to raise awareness of the importance of water in our daily life.
What will the lesson be about?	It will be about floods during the rainy season.
What main skill are we going to develop?	It's Writing.

WRITING STRATEGIES

Go through the techniques for writing a presentation carefully with your students. Go step by step to equip them with the necessary tools they need to write. Make sure they follow and understand.

Ask the students to study the model presentation and analyze its structure. Ask them to guess what each part corresponds to.

Allow a few minutes to students to do the matching individually first, then ask them to compare their answers with neighbours’.

A- Expected answers:

- 1- The presentation is about the role of water in our daily life.
- 2- The writer of this presentation is Mr. Akwassi Peterson, the founder of the NGO “Water For All”.

3- The uses of water mentioned are: drinking, cooking, washing and brushing teeth, flushing toilets, farming, and producing clothes.

4- Contaminated water can cause diarrhea, cholera, dysentery, hepatitis, typhoid fever, salmonella, etc ...

B- Expected answers: 1-f / 2- g / 3- h / 4- c / 5- d / 6- a / 7-e / 8-b

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce? (Writing a presentation)
2. What for? (To draw attention to the essential role of water in our lives).
3. Which points will you focus on? (On 3 points: list the different uses of water and its importance in our life; mention the difficulties many people have to get clean water; suggest solutions to solve these problems).

Make sure they understand what they should do, set the working mode, time it, and let them start. Move around the classroom and provide help when necessary. When the time is over, tell them to stop. Conduct feedback (choose a few students to present their production, and ask the rest of the class to listen, take notes, and react if necessary).

Note: Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

Example of production

Good morning, Ladies and gentlemen. I am Mrs Aymi Kouadio, the chairperson of the Health Club of our School. I am here to talk to you about the importance of water in our daily lives and the need to help people who do not have access to clean water.

Water plays a major role in our day-to-day life cycle and it is a part and parcel of every human living on this planet. Water is the basic necessity for the functioning of all life forms that exist on earth.

If we talk about our personal lives, water is the foundation of our existence as our body itself comprises 70% of water. Moreover, we use water for many purposes in our daily life. For example, we use water for drinking, cooking, bathing, and brushing our teeth. We also use water for agriculture, industry, generating electricity, and making clothes.

Water is essential for life, however, millions of people in the world do not have access to clean water. Most developing countries face a serious problem of water scarcity and the lack of clean water due to insufficient water supply. Thus, the lack of sufficient accessible fresh water causes serious health problems. It contributes to many diseases. In addition, the consumption of contaminated water and bad sanitation and hygiene can

cause diseases such as Cholera, Dysentery, Diarrhea, and Typhoid Fever causing the death of millions of people most commonly children annually.

Thus, it is crucial to raise awareness about the issue. It is time for everyone to wake up and realize the urgency to implement sustainable actions. Many of these problems need to be addressed. For example in developing countries, governments could build or improve drinking water supply, they could also pass along technical information for maintaining pumps and sanitizing the local water supply.

In conclusion, water is essential for life because we use it for many purposes in our daily lives. Unfortunately, the lack of accessible fresh water and the consumption of contaminated water cause the death of millions of people annually in the world. Therefore, sustainable actions should be taken to help people relieve the burden. But, with the benefits of clean water, adequate sanitation, and good hygiene in place will create lasting community health and sustained human growth and development. Thanks for your attention.

Ask your students to use the checklist to check their productions.

Checklist	Yes	No
1- Did you greet the audience?	√	
2- Does the introduction mention the subject of the presentation?	√	
3- Does the body consist of paragraphs?	√	
4- Does each paragraph develop a specific idea?	√	
5- Is each idea supported with details and examples?	√	
5- Does the conclusion restate the main idea and recommendations?	√	
6- Does the conclusion contain closing words?	√	

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- Prefixes Bio-, Mono-, Multi-

Go through the definition and give examples to help the students discover what a prefix is.

LET'S PRACTISE

Ask the students to do the activity individually.

Expected answers: 1- biodiversity / 2- Monotheism / 3- multicultures / 4- Biology / 5- multinational

2- Using relatives

A- Relative Pronouns

Go through the explanations to help the students discover what relative pronouns are.

B- Relative clauses

Go through the explanations to help the students understand the difference between defining and non-defining clauses.

LET'S PRACTISE

Ask the students to do the activity individually. Time the activity. Make them stop when the time is over and ask them to compare their answers then conduct feedback.

Expected answers: 1- that / 2- that / 3- where / 4- when / 5- whose / 6- who

3- The impersonal passive form

Move from the definitions and examples to help the students learn how to use impersonal passive. Then give them some exercises among the ones prescribed.

LET'S PRACTISE

Ask the students to do the activity in pairs. Time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Erratum : Une erreur s'est glissée dans le corrigé de l'item 1 en exemple 1 .

Il faut plutôt considérer :

1) - It is said that he is a spy → He is said to be a spy.

Expected answers:

- 2) - It is thought that she is the founder of the Green Belt Movement. → She is thought to be the founder of the Green Belt Movement.
- 3) - It is believed that our planet is in danger because of global warming. → Our planet is believed to be in danger because of global warming.
- 4) - It is said that land degradation increases greenhouse gas (GHG) emissions. → Land degradation is said to increase greenhouse gas (GHG) emissions.
- 5) - It is said that soils are the essence of life. → Soils are said to be the essence of life.
- 6) - It is estimated that 65% of arable land are already damaged. → 65% of arable land are estimated to be already damaged.

FREE ORAL COMMUNICATION

This section provides a real opportunity for learners to communicate freely.

COMMUNICATION STRATEGIES

Go through the communication strategies on Page 28 with your students to equip them with the tools they need to succeed in the task they are going to be assigned.

A- ASSIGNMENT

Note that it sounds like a communication situation. Tell your students to read the assignment and ask them a few questions about it to make sure they understand what they have to do.

B- TIME TO GATHER INFORMATION

Guide the students through the different phases to collect as much information as possible. The collected data will help them succeed in the task.

For each phase, set the grouping mode, time the activity, move around to supervise, and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

► Phase 1: Picture analysis**Expected answers:**

- 1- 1. b (water erosion) ; 2. a (grazing).
- 2- They refer to the causes and effects of land degradation.
- 3- We can prevent this problem by conserving or preserving the natural resources.

► Phase 2: Reading

Ask the students to read the text and answer the questions.

Expected answers:

- 1) The major problem faced by farmers is land degradation.
- 2) The impact of land degradation on food production is that it reduces soil fertility which leads to lower yields.
- 3) They managed to solve the problem by using fertilizer.

► **Phase 3: Listening**

Students listen to the audio and take notes. Then do the activity that follows it.

Expected answers: 1-T ; 2- F ; 3- T

Listening passage

Natural disasters are often frightening and difficult for us to understand because we have no control over them when and where they happen. What we can control is how prepared we are as communities and governments to deal with the danger natural disasters bring.

Places that are more likely to have natural disasters, such as the earthquake-prone Pacific Ring of Fire, or Coastal areas vulnerable to hurricanes, require accurate methods of predicting disaster and warning the public quickly. Once the people have been informed, evacuation routes must be provided so that they can all leave quickly and safely, even if they travel on foot. Emergency warnings and evacuation plans are not enough, though. Where there is a high risk of earthquakes, buildings need to be strong and flexible enough to survive a quake without collapsing. Where hurricanes and flooding are a problem, levees and dams must be strong enough to hold floodwaters, and natural drainage systems must be responsible for most of the destruction and flooding in New Orleans after Hurricane Katrina in 2005. It was the poor planning of evacuation routes and assistance for those trapped by the flooding that resulted in the many tragic fatalities.

Adapted from: <https://www.globalissues.org/issue/522/natural-disasters>

C- TIME TO PLAN YOUR PRESENTATION

Study the different tips with your students to help them plan their presentations.

D- TIME TO TALK

Go through the recommendations with your students to help them succeed in their presentations.

UNIT REVIEW 5 (Let's consolidate)

Let's consolidate

For each activity, set the grouping mode, time the activity, and move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers:

- I)** 1- biologist ; 2- monotheism ; 3- biomass ; 4- multimedia ; 5- biography
- II)** 1- will not (won't) be / 2- will end out / 3- don't adopt / 4- will be / 5- stop
- III)** 1- dryland / 2- timber / 3- downpours / 4- livestock / 5- arable / 6- famine / 7- flooding
- IV)**
- 1- Do you know a shop near here **where** I can buy some fresh food?
 - 2- A biologist is a scientist **who** studies life.
 - 3- What's the name of the boy **whose** father works as a miner?
 - 4- They spent their holiday in an eco-friendly place **that/which** was amazing.
 - 5- The soil **that/which** has suffered desertification is damaged.
 - 6- The woman **who** raises a big livestock is a farmer.
- V)**
- 1- It is thought that nuclear stations are dangerous. (Example)
 - 2- It is known that cars pollute the environment.
 - 3- It is said that the biodiversity is dying.
 - 4- It is claimed that human activity is causing climate change.
 - 5- It is expected that farmers will earn revenue from staple crops.

UNIT 6 : CONTEMPORARY AFRICA

❖ FAMOUS QUOTE

Invite your students to read silently the quote from Dr. Akinwumi A. Adesina and try to explain it to their neighbours.

Possible explanation:

Dr. Akinwumi A. Adesina leads out the continent's vast potential and invites global investors to seize investment opportunities in Africa; he means that Africa should not wait for aid anymore, but should boost its economy by promoting greater trade and investments anywhere in Africa. For him, Africa is a continent that holds immense opportunity for private investors; To make Africa's growth more inclusive, countries need to deepen structural reforms to remove obstacles to the movement of goods and investors across countries;

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions. They can do it in pairs.

Expected answers:

- 1- The pictures are about Africa's economy.
- 2- Picture 2 refers to the economic growth of some sub-Saharan countries.

LESSON 1: READING : GABI : a new hope for Africa

➤ LEAD-IN

Ask the students to read the different questions and try to answer them. They can discuss them in small groups for 5 min before giving their answers. This activity will lead them to the day's lesson.

Expected answers:

- 1- The pictures are about the Africa Economic Summit.
- 2- It took place on April 26-27, 2023 in Accra, Ghana.
- 3- The theme of this summit could be "Turning diversity into opportunity" or "Reimagining economic growth in Africa".

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

Possible questions and expected answers

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	On the occasion of the Africa's Economy Day.
What are the students doing? What for?	They are reading an article about Africa's economic development in order to discuss the issue.
What will the lesson be about?	It will be about Africa's economic growth.
What main skill are we going to develop?	It's Reading.

► **Reading the text**

A- Skimming

Ask the students to read the text quickly and choose the right general idea. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, ask them to stop and conduct feedback. Write the correct answer on the board.

Expected answer:

The best general idea is : (4) Africa's sustainable business growth and economic development on the continent

B- Scanning (Vocabulary)

Ask the students to read the text again and choose the best option of the words or expressions whose meanings or synonyms are given. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, time the activity. Then, move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- a / 2- c / 3- a / 4- a / 5- c / 6- c / 7- b / 8- c

C- Ask the students to read again and answer the questions. Then time the activity. Move around to supervise and provide help when necessary. When the time is over, ask them to stop and conduct feedback.

Expected answers :

- 1- GABI stands for Global Africa Business Initiative and it is set up to advance sustainable business growth and economic development on the African continent.
- 2- The objectives of GABI are :
 - resetting the global narrative and positioning key partnerships to deliver inclusive sustainable growth for people and the planet.

- creating bridges for new opportunities, where Africans take to the global stage to tell their own stories and develop powerful economic engines – on their own terms.”

- 3- Every sector of the continent’s economy from manufacturing to agriculture, to services, to finance is concerned.
- 4- ‘Unstoppable Africa’ means that GABI advances the conversation about economic growth and investment opportunities by highlighting business opportunities and development across sectors.
- 5- GABI's partners are Afreximbank, Google, Rockefeller Foundation and Mastercard Foundation.
- 6- GABI manages to reach its goal through a vision for an ambitious future and build on the momentum to accelerate the continent's economic and social development.
- 7- The Africa Continental Free Trade Area Agreement plays a key role to fuel trade and investment opportunities within the continent as well as the world. Easier trade across borders, investment in renewable energy and the emergence of Africa's creative and cultural industry opens up a wide range of not-to-be-missed business opportunities.
- 8- GABI brings together African heads of state, UN leadership and philanthropy, as well as CEOs and key players from the private sector to activate a powerful business ecosystem that promotes prosperity to all Africans and citizens of the world.

D- Ask the students to read the instruction and do the task. Set the grouping mode and time the activity. Move around to supervise and provide help when necessary. When the time is over, ask them to stop and conduct feedback.

Expected answers:

1- unstoppable / 2- sustainable / 3- seize / 4-investment / 5- economic / 6- business / 7- development

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce ? (An article)

2. What for ? (To raise awareness of our friends on the importance of the potential of Africa's business)

3. Which points will you focus on ? (On 3 points: mention some successful businesses in Africa; talk about the impact of these businesses on economic growth and suggest some sustainable development goals.

Make sure they understand what they should do, set the working mode, time it and let them start. Move around the classroom and provide help when necessary. When the time is over, tell them to stop. Conduct feedback (choose a few students to present their production, and ask the rest of the class to listen, take notes, and react if necessary).

Example of production

UNSTOPPABLE AFRICAN BUSINESS!

Business is flourishing in Africa as all economic sectors have become aware of the fact that there are many opportunities and exploitable potentials here.

Investors can explore many economic sectors in Africa because Africa has the potential for business opportunities. They can invest in manufacturing, the biggest business opportunity in the continent, in agriculture as Africa's agriculture is still less mechanized and underdeveloped, and in fashion, sports, tourism, music, and arts.

The development of all these sectors will no doubt improve the economic growth of Africa.

Many young people are looking for jobs and are eager to participate in the development of the continent. If these sectors receive good investment and support in expertise, Africa will compete with the developed countries. Famous businessmen like Aliko Dangote are good inspirations for younger generations. By investing in Africa's business, investors will build a sustainable future for generations to come.

African governments can encourage youngsters to establish their businesses on African soil instead of looking for opportunities in Western countries where the market is nearly saturated.

African business schools should be built and encouraged to focus on specific training needs and target them. Setting up businesses in all parts of the different countries will help people to stay in their countries and develop them.

To make Africa's economic development competitive African authorities should trust and count on the younger generations who as it is said here are the future of the continent.

By Asaph Gouhi and Tryphène N'Gou

Regional reporters.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 2 : SPEAKING : Encouraging entrepreneurship

➤ LEAD-IN

Ask the students to look at the pictures and answer the questions.

Expected answers:

- 1- Picture A is trading, picture B is office work, and picture C is mining.
- 2- These activities refer to economic development.
- 3- Africa's economy is mostly based on agriculture and mining because Africa has main potential lies in its land.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During a session of the English club of our school.
Why is the English club receiving a lecturer?	The English club is receiving a lecturer to deliver a conference on the theme "Emergence of Africa's business, a big potential for fast economic growth"
What are the Terminale students doing? What for?	They are interacting with the lecturer in order to know more about the issues.
What will the lesson be about?	It will be about Africa's business.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

Give a few minutes to the students to read silently and analyze the sentences laying the stress on the expressions in colour. Study the sentences and the structures with them to help them better understand the use of 'not only... but also'. Then ask them to answer the questions.

Expected answers:

- 1- We notice that "not only...but also" is used after a noun and before a verb.
- 2- The link is that they emphasize one or two things.

LET'S KEEP IN MIND

Allow a few minutes for your students to go through the information in the box. You may emphasize some relevant rules or examples to facilitate students' understanding of the functions and structures.

LET'S PRACTISE

Expected answers:

- 1- Entrepreneurship is **not only** a dynamic process, **but it also** increases wealth and improves well-being.
- 2- Entrepreneurship **not only** plays an important role in changing society, **but it also** makes sense to cultivate, motivate, and remunerate.
- 3- Unemployment is **not only** a difficult problem faced by the youth, **but also** by Governments.
- 4- Entrepreneurship **not only** creates a large number of new jobs, **but also** turns unskilled jobholders into skilled ones.
- 5- The increase in the total employment of a country largely depends **not only** on the rise of entrepreneurship, **but also** brings innovation to every aspect of businesses.
- 6- Governments should **not only** support entrepreneurship, **but** should **also** promote it.
- 7- Entrepreneurship can **not only** have a positive impact on the country's economy **but also** on existing businesses.

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce? (Writing a report)
2. What for? (To discuss Africa's economic development)
3. Which points will you focus on? (On 3 points: list some job opportunities and businesses youth can set up in our country; talk about the challenges of job opportunities and business in our country; suggest what is better for sustainable economic growth.

Make sure they understand what they should do, set the working mode, time it, and let them start. Move around the classroom and provide help when necessary. When the time is over, tell them to stop. Conduct feedback (choose a few students to present their productions, and ask the rest of the class to listen, take notes, and react if necessary).

Example of production

Hello dear friends,

Our country is full of enormous potential in terms of business. There are lots of business opportunities to start in our country. Today, an entrepreneur in Africa can start a business with just a smartphone and an internet connection. This has lowered the barriers to entry for young entrepreneurs, making it possible for them to launch their businesses quickly and at a low cost.

You can start enormous businesses in the country. For example, you can start a transportation service such as a taxi cab business or you can start a restaurant which can be a fun and lucrative business. With the explosion in eCommerce, you can start a shipping company as there's an increasing demand for small package shipping or you can start a stock video business since a stock video suitable for use in commercials and entertainment can be a great venture. You can start an online retail, a travel agency, a blog, a digital marketing business, a tutoring business or you can start a hotel business by renting out a room for example try Airbnb. You can also start a grocery store where you will sell a wide variety of food products, fresh or packaged. You can finally become a social media manager, a virtual assistant who support businesses, teams, or individuals by performing administrative tasks remotely, a software developer who is a person who creates computer programs.

There is always the chance for young people to turn their ideas into successful businesses. If this happens in a vulnerable or disadvantaged community, the impact can be huge compared to helping the economic and social development in those communities. The social impact is one of the main reasons why entrepreneurship is attractive to young people.

However, the road to entrepreneurship is not always an easy one for young people in Africa. They face a range of challenges, including limited access to financing, restrictive public sector policies, and limited access to business development services. Despite these challenges, many young entrepreneurs are finding innovative solutions to overcome these obstacles.

By creating many job opportunities young people contribute to the economic development of the country. Many success stories have established a link between youth and success, especially concerning entrepreneurship. For sustainable economic growth, governments should provide more resources, mentorship, and funding to help young entrepreneurs turn their innovative ideas into successful businesses.

Thanks for your attention.

Note: Since this activity is a subjective one, the teacher himself will conduct everything with regard to his students' level.

PRONUNCIATION

Study the rules of the pronunciation of / -ed / at the end of the verbs. Practise the examples with them. Make sure they understand the rules.

Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce the words aloud to the class. Invite the class to appreciate their mates' pronunciations.

Expected answers

A- planted (id), danced (t), missed (t), threatened (d), cultivated (id), underlined (d), repeated (id), discussed (t), matched (t)

B-

-ed → / t /	-ed → / d /	-ed → / id /
asked / attacked / baked / liked / linked	poured / rained / tired / moved / believed / belonged / blamed / borrowed / numbered / learned / achieved / admired / advised / listened / lived / agreed / amazed	needed / noted / accepted / acted / listed / affected / located

LESSON 3: LISTENING: African successful business people

➤ LEAD-IN

Tell the students to look at the picture for a while and try to answer the questions.

Expected answers:

- 1- He's receiving a prize.
- 2- He's receiving this prize because he's the winner of a competition or the best one of his promotion.
- 3- He's from Côte d'Ivoire.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	On the occasion of the National Excellence Day.
What are the students doing? What for?	They are listening to a VOA program about successful African businesses in order to discuss their impact on the economy of African emerging countries.
What will the lesson be about?	It will be about successful African businesses.
What main skill are we going to develop?	It's Listening.

LISTENING ACTIVITIES

Make your students read the instructions for each activity before they listen. For each task, make them listen to the podcast once or twice. Then, conduct feedback.

Expected answers:

A- (4): A 23 years old successful businessman from Côte d'Ivoire the key facts about Ebola diseases

B- 1- F / 2- T / 3- T / 4- T / 5- F / 6- T / 7- F / 8- T / 9- T

C- 1- c / 2- b / 3- a / 4- b / 5- d

D- 1- selling / 2- package / 3- agri-food / 4- core / 5- importing / 6- competitors

Listening passage

A Young Ivorian Entrepreneur makes his mark

People say you make your own success. This is certainly true for the growing number of young entrepreneurs in Africa. And not just in countries like Nigeria and Tanzania. A young man from Cote d'Ivoire made it to the Forbes list of top 30 African entrepreneurs for 2018. At only 23 years old, Ibrahim Ben Aziz Konaté was already head of a successful business.

He began his career as an entrepreneur after leaving school. He says he was a normal pupil. He didn't get excellent grades, but he was always class captain or president of the school council. He had natural leadership ability. So when he started with a small farm and seven employees, it was no surprise that the business grew. At 21 he became the founder and head of Poultry d'Or.

We all know people love chicken. The unique selling point of Poultry d'Or is speed. They kill, package, and deliver chicken directly to the customer in a day. They also sell other agri-food products. But it is the chicken that is their core business.

Ibrahim says the idea came from watching a documentary on TV. At the time people were importing chicken from producers abroad. Ibrahim saw a gap in the market and studied how to make his service better than his competitors.

From a small beginning, by 2017 they were making over 500 sales per day and the company employed fifteen people. In the same year, Ibrahim won the Anzisha Prize from the African Leadership Academy. This was the first time the prize went to someone from Cote d'Ivoire.

As well as managing his own company, Ibrahim continued with his studies, getting a degree in accounting and business management. And all this before his 23rd birthday. Who knows how far this young man will go?

Adapted from:

<https://www.britishcouncil.com/sn/en/programmes/education/english-connects/magzine/a2-level-articles>

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce? (A discussion)
2. What for? (To be aware of the importance of economic activities in a country)
3. Which points will you focus on? (On 3 points: identify some successful businesses in your country; explain how they contribute to the growth of the economy; suggest what can be done to encourage entrepreneurship).

Make sure they understand what they should do, set the working mode, time it, and let them start. Move around the classroom and provide help when necessary. When the

time is over, tell them to stop. Conduct feedback (choose a few students to present their productions, and ask the rest of the class to listen, take notes, and react if necessary).

Example of production

African youth are increasingly recognizing that traditional employment opportunities are limited and turning to entrepreneurship as a means of creating their own economic opportunities. Thus many of them have set up some businesses which are very successful. Among them, we can name Ibrahim Ben Aziz Konaté founder of Poltry d'Or, Akouba Agola Aggré founder of the Dabali Xpress and Patrick Sawegnon the leader of Life TV whose businesses flourish and are very successful.

By creating their businesses, these young entrepreneurs not only are seen as role models by their peers but also offer many job opportunities to them and contribute to the economic growth of the country.

To encourage youth entrepreneurship, young entrepreneurs need to be empowered. This is vital for driving economic growth, reducing poverty, and shaping the future of the continent. By providing access to resources, mentorship, and markets, the government should empower the next generation of leaders to build sustainable and innovative businesses that not only benefit their local communities but also contribute to the overall development of our country.

LESSON 4: WRITING: An argumentative essay

➤ LEAD-IN

Invite the students to look at the picture and answer the questions.

Expected answers:

- 1- This man is a baker or a pastry chef.
- 2- Yes, because bakers and pastry chiefs generally possess their own businesses.
- 3- This man's activity can encourage entrepreneurship since such activity offers more opportunities for young people to set up their own businesses.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What is the Ministry of Education promoting?	The Ministry of Education is promoting entrepreneurship
What are the students doing? What are they writing? What for?	They are writing. They are writing an argumentative essay in order to give their viewpoint on the project.
What will the lesson be about?	It will be about entrepreneurship.
What main skill are we going to develop?	It's writing.

WRITING STRATEGIES

Go through the strategies for writing an argumentative essay carefully with your students. Go step by step to equip them with the necessary tools they need to write that essay. Make sure they follow and understand.

A- Model essay

Ask the students to read carefully the model essay and answer the questions.

Expected answers:

- a- It's an argumentative text.
- b- The author gives his position about entrepreneurship.
- c- There are 3 paragraphs in the body (1 paragraph for Introduction; **3 paragraphs for the body**, and 1 paragraph for conclusion).
- d-
 - **A summary of the author's arguments:** Lines 19-21 (To sum up, supporting and promoting entrepreneurship can have a positive impact on the country's economy and even existing businesses. It is important for governments to continually reform their tax policies so that they promote small businesses).
 - **A topic sentence:** Line 1 (An entrepreneur is an individual who creates a new business).
 - **The author's position and arguments:** Lines 4-5 (I would like to shed some light on the challenges of entrepreneurship in economic development and society).

▪ **An explanation of the essay topic in other words:** Lines 1-3

(Entrepreneurs play a key role in any economy, using the skills and initiative necessary to anticipate needs. They create jobs and contribute to a growing economy).

▪ **Opinion opposite to the author's:** Lines 11-12 (However,

entrepreneurship brings, stress, uncertainty, financial pressure, and relationship breakdowns. There is no guarantee of success with entrepreneurship. Nine out of ten start-ups fail).

B- a- Paragraph 4 / b - Paragraph 5 / c- Paragraph 2 / d- Paragraph 3 / e- Paragraph 1

C- Expected answers:

Contrasting	Adding ideas	Finishing
whereas; however; on the other hand; but	as well as; moreover; what's more	in conclusion; to sum up; finally

COMMUNICATION ACTIVITY

Tell students to read the communication activity. Check their understanding of the task by asking:

1. What piece of writing will you produce? (Writing an argumentative essay)
2. What for? (To give our opinion on this assertion: “Youth entrepreneurship in Africa is the only solution to the ever-increasing crisis of employment on the continent.”)
3. Which points will you focus on? (On 3 points: define entrepreneurship and state the thesis of our writing; give our viewpoint in favour of entrepreneurship; make some recommendations).

Make sure they understand what they should do, set the working mode, time it and let them start. Move around the classroom and provide help when necessary. When the time is over, tell them to stop. Conduct feedback (choose a few students to present their productions, and ask the rest of the class to listen, take notes, and react if necessary).

Example of production

Africa is a continent with a rapidly growing population and a large number of young people. This presents a huge opportunity for the continent, but also a significant challenge in terms of job creation and economic development. Youth entrepreneurship has emerged as a potential solution to this challenge. African youth are increasingly recognizing that traditional employment opportunities are limited and turning to entrepreneurship as a means of creating their own economic opportunities.

Firstly, youth entrepreneurship has emerged as a potential solution to youth unemployment. It is the best method of fighting unemployment and poverty. Entrepreneurship has been seen as vital for job creation, economic development and poverty mitigation.

Secondly, youth entrepreneurship can drive innovation and creativity, it can create jobs and drive economic growth. It can also empower young people to take control of their own futures.

In addition to these external factors, there are also cultural and social factors that have contributed to the rise of youth entrepreneurship in Africa. In many African cultures, entrepreneurship is seen as a desirable and respected path, and young people are encouraged to pursue it. Furthermore, the experience of unemployment and economic insecurity has motivated many young Africans to take matters into their own hands and create their own economic opportunities.

Finally, it not only provides employment prospects to inexperienced youth, but it also has an impact on economic growth through new jobs, increased competition, and innovation. Young entrepreneurs have a unique opportunity to create new products, services and markets that can contribute to the development of the region.

Nonetheless, poverty mitigation, unemployment reduction, and formation of a favorable youth business environment to partake fruitfully and effectively in the economy of the country remain an obstacle to the country. It seems that they have not made a major impact in reducing the high unemployment rate that is currently affecting the youth.

To sum up, entrepreneurship plays an important role in uplifting the economic growth of any country. Youth entrepreneurship has the potential to transform the African continent in a number of ways.

By starting businesses and creating their own economic opportunities, young people can not only create employment opportunities for themselves and others but also build their own wealth and security. That can contribute to the development of their countries and the continent as well. Therefore, youth entrepreneurship has become the backbone of the African continent, driving innovation, job creation, and economic growth.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- Using negative structures

Move from the examples to help the students to teach how to make negative sentences with negative adverbs of frequency.

- 1- The words in bold are adverbs of frequency with a negative meaning.
- 2- They take the 2nd or 3rd position in the sentence.

LET'S KEEP IN MIND

Allow a few minutes for your students to go through the information in the box. You may emphasize some relevant rules or examples to facilitate students' understanding of the functions and structures.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

- I-
- 1- The government can **scarcely** solve the problems of unemployment.
 - 2- Manpower from villages is **rarely** qualified.
 - 3- More and more industries **hardly ever** recruit newly graduated students.
 - 4- They **barely** offer employment opportunities.
 - 5- African youth living abroad **seldom** invest in their countries.
 - 6- **Neither** Television **nor** movies are not easy to make.
- II-
- 1- **Hardly** can some old people shop online.
 - 2- **Neither** John **nor** Sarah travels for a job these days.
 - 3- Entrepreneurs **scarcely** find partners abroad.
 - 4- Africa business will **barely** increase the global business.
 - 5- **Neither** the president **nor** the secretary-general can receive us.
 - 6- African's countries economy could **hardly** be a sustainable growth economy.

2- Phrasal verbs with take

Be sure your students follow the explanation of that point. They could for example read it progressively and you explain it step by step so that they could follow and clearly understand the point.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

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

B- 1- apart / 2- off / 3- on / - back / 4- out / 5- over / 6- down / 7- after

UNIT REVIEW 6 (Let's consolidate)

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

I/ 1- c / 2- Picture A: agriculture, manufacturing, trading, tourism, transport, business, journalism etc...

II/ 1- challenges/ 2- unemployment/ 3- incomes/ 4- fluctuations/ 5- partnership/ 6- sustainable

III/ 1- neither /2- hardly/ 3- can he/ 4- scarcely/ 5- has not only

IV/ 1- dawn on / 2- take off/ 3- called off / 4- turn down / 5- turn off / 6- take off / 7- Go through / 8- Call in / 9- fill in / 10- bring up / 11- sold out / 12- broke down / 13- hold on / 14- take up / 15- give away

TIME TO HAVE FUN

Ask the students to learn the song and sing in front of the class. If you have the audio make it listened by the students for fun.

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do.

Go through the different steps with them to help them succeed in the task.

Organize the class into groups. Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When time is over, ask them to stop and conduct feedback (Students come and display their work).

Select the best ones and stick them on the board.

Unit 7 : International issues

❖ FAMOUS QUOTE

Invite your students to read silently the quote by Kofi Annan and try to explain it to their neighbours. Then, ask them a few questions.

- a- What was Kofi Annan ?
- b- What does his quote mean ?

Suggested answers:

- a) Kofi Annan was a Ghanaian diplomat who served as the seventh Secretary-General of the United Nations from 1997 to 2006. He was the founder and chairman of the Kofi Annan Foundation, as well as the chairman of The Elders, an international organization founded by Nelson Mandela.
- b) It means liberty for all human beings if not any demonstration to claim liberty in a country can make other people aware of their liberty in another country.

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Expected answers:

- 1- The point they have in common is that they are all international organizations.
- 2- Interpol (International Criminal Police Organisation) enforces law across borders and helps prevent crime.
- IMF (International Monetary Fund) works to achieve sustainable growth and prosperity.
- UNICEF (United Nations International Children's Emergency Fund) works to reach the world's most disadvantaged children with healthcare and vaccines, nutrition, clean water and sanitation, protection, quality education, emergency relief and more.

LESSON 1 : READING : Crises management in the world

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

1. They are about international organizations.
2. Logo A belongs to the United Nations (UN); B belongs to the World Health Organisation (WHO); C belongs to the United Nations Educational, Scientific and Cultural Organisation (UNESCO); D belongs to the United Nations International Children's Emergency Fund.
3. UN was founded in 1945, WHO was founded in 1948; UNESCO was founded in 1945; UNICEF was founded in 1946.
4. The UN maintains International Peace and Security, protects human rights, delivers humanitarian aid, upholds International Law...
 - a. The WHO promotes health, keeps the world safe, and serves the vulnerable.
 - b. UNESCO contributes to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.
 - c. UNICEF is involved in creating protective environments for children.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When do the students participate in the reading competition?	On the celebration of the International Day of Peace
Where is it taking place?	It's taking place at the American Cultural Center.
What is the given leaflet about? What for?	It is about the United Nations and crisis management in order to know more about its responsibilities in any crisis.
What will the lesson be about?	It will be about the United Nations and crisis management.
What main skill are we going to develop?	It's Reading.

READING ACTIVITIES

A- Skimming

Ask the students to read the text quickly and choose the best general idea. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, make them stop and conduct feedback. Write the correct answer on the board.

Expected answer: b- the role and actions of the UN in the world.

B- Scanning (Vocabulary)

Ask the students to read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers: 1- founded ; 2- comprehensive ; 3- coverage ; 4- threat ; 5- hazardous ; 6- shifted ; 7- relief ; 8- targets ; 9- stakeholders

C- Detailed comprehension

Ask the students to read the text again and complete the statements. They can do it in pairs or in groups of 3 or 4 students. Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

- 1 The UN stands for *the United Nations*.
- 2 It was founded in *1945*
- 3 Crisis management concerns *the health, safety, and well-being of a community or a country*.
- 4 The objectives of the UN include *maintaining international peace and security and achieving international cooperation in solving international problems and humanitarian issues*.
- 5 The disasters taken into account by UN agencies' missions are *natural disasters and human-caused disasters*.
- 6 The UN's crisis management system focuses on *humanitarian crises*.
- 7 To cope with the humanitarian crises the UN has developed *multi-hazard contingency plans, created goods stockpiles, and administered vaccinations*. *In addition, the UN has developed and adopted the disaster risk management framework*.

- 8 The UN's actions are limited to dangerous events because *the UN has recently been including diverse vulnerable social conditions*.
- 9 The UN approach to crisis management changed from *disaster management to disaster risk management*.
- 10 The UN's ultimate goals of risk management are to enhance *resilience, the ability of people, societies and countries to recover from negative shocks, and prosperity*.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in pairs. One will play the role of the interviewer and the other will play the role of the interviewee. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to prepare their dialogue. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback

Example of production

Founded in 1945, the United Nations is an international organization made up of 193 member countries with a Secretary-General, Antonio Guterres.

Its purposes include maintaining international peace and security and achieving international cooperation in solving international problems of political, economic, social, cultural, human rights, and humanitarian issues. The Office for the Coordination of Humanitarian Affairs of the UN Secretariat is responsible for coordinating responses to emergencies. It does this through the Inter-agency standing committee, whose members include the UN system entities most responsible for providing emergency relief.

In fact, Humanitarian organizations are involved in searching for, collecting, and transporting the wounded and sick. In addition to that, they collect and transport the missing and dead. They also provide medical treatment to the wounded and sick. They assist the civilian population through the provision of humanitarian relief.

To conclude, we can say that the UN plays an important role in times of crisis, because it provides people with food, medical care, shelter and protection, through its different organizations, in times of crises.

LESSON 2: SPEAKING: International organisations and global crises

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers

- 1- It is about international crises.
- 2- The global problems are: natural problems like:
 - earthquake, hunger, diseases, drought, epidemic diseases.
 - and artificial problems such as: war, terrorism, politics, murder, poverty, destruction, and economy.
- 3- The UN can help stop crises, it can fight against terrorism, can provide people with shelter in case of earthquake and destruction. The FAO can ensure food security. The WHO can provide medical care and relief. IMF can support poor countries.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When are the students of Terminale invited to participate in the conference on global issues?	On the celebration of the International Day of Peace.
Where is the conference taking place?	It's taking place at the American Cultural Center.
What do the students do? What for?	They watch a video about some disasters in order to discuss the roles of some international organizations.
What will the lesson be about?	It will be about the roles of some international organizations.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

Give a few minutes to the students to read silently the sentences and analyze them. For each sentence, ask them to point out how to give orders and requests. Then study the sentences with them laying the stress on giving orders and requests.

B. LET'S PRACTISE

For each task, state a grouping mode, time the activities and ask the students to do them. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

I- Putting the expressions into the appropriate column

EXPRESSING ORDERS	EXPRESSING REQUESTS
- Come here! - Go away! - Please take a seat	- Could you...? - Would you mind...? - Can you...? - Shall I...?

II- Completing the sentences with the correct expressions.

Example: 1- Could you

2- Would you mind / 3- Could / 4- Could you / 5- Would you mind

C- VOCABULARY

This part deals with the vocabulary related to international issues and organizations. Students learn by doing the task.

D) Expected answers:

a) Filling in the chart with the appropriate words from the box

Example: 1-Global warming

2- Endangered species/3-Terrorism/4-Poverty/5-Natural disasters/6- Pandemic diseases/7- Energy waste/8- Pollution

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their reports. Ask the rest of the class to listen and react when a mistake appears.)

Example of report

International issues are global problems classified into two categories such as natural disasters and artificial ones. In order to provide people with moral and material support to cope with those difficulties, international organizations have been founded.

There are many worldwide problems among which we can mention war, pandemic diseases and famine. For example, the UN aims at maintaining International Peace and Security. Moreover, it protects human rights, delivers humanitarian aid, and

upholds International Law to protect vulnerable people. That is the reason why, when there is an armed conflict the UN makes the warring countries stop the war. Hence, it protects the civilians by transporting the wounded and the vulnerable people.

In case of pandemic diseases, the WHO promotes health, keeps the world safe, and serves the vulnerable, with measurable impact on people at the country level. In other words, it provides sick people with medical care while promoting health.

As regards people suffering from famine, the FAO helps the population eliminate hunger, food insecurity, and malnutrition. It makes agriculture more productive and sustainable; it ensures inclusive and efficient agricultural and food systems. Besides, it protects livelihoods from disasters.

To sum up, international organizations have been founded to solve global problems.

LESSON 3 : LISTENING : Water scarcity

➤ LEAD-IN

Tell the students to look at the picture for a while and guess the type of person the man in the photograph may be. They should discuss their answers with their neighbours and justify their answers.

Possible answers:

- 1- This quote means when we have a ready supply of something that we can get easily, we ignore its value.
- 2- No, it isn't good to waste water, because water is essential in our daily life.
- 3- Water is important because we use it directly in life for drinking, cooking, bathing, cleaning dishes and washing clothes.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	On International Water Day
What are the students doing? What for?	They're listening to a VOA report / to raise their awareness about the issue.
What will the lesson be about?	It will be about water shortage in California.
What main skill are we going to develop?	It's Listening..

LISTENING ACTIVITIES

Move step by step. For each activity, tell your students to read the instruction first and then make them listen to the audio twice or more in order to gather information for the task. When the listening is over, ask them to give their answers and correct the wrong ones.

A- Ask the students to listen to the audio and choose the best general idea. They should do it individually.

Expected answer: The audio is about: b- prevention of water shortage in California.

B- Ask the students to do the task as they are listening to the audio again. They do it individually first, then allow them a few minutes to compare their answers with their neighbours.

Expected answers: 1. b /2. d /3. c /4. a /5. b/ 6. a /7. a

C- Ask the students to listen to the podcast once again and say whether the statements are true (T) or false (F). They do it individually first and then compare their answers with their peers. Then the teacher conducts feedback.

Expected answers: 1. F / 2. F / 3. T / 4. F / 5. T / 6. T / 7. F

Listening passage

The U.S. state of California is going through the worst drought in its history. Water supplies are now at dangerously low levels. The state government has introduced many laws to try to prevent water shortages. California farmers have stepped in to do their part in helping to conserve water. California's agriculture sector has agreed to cut back on its water use by 25 percent. This will be on a voluntary basis. The agreement follows a move by California's governor Jerry Brown to cut water use in cities by 25 percent. This was introduced as an emergency measure and it made many city residents angry. They did not want to be the only people having to cut back on water. California's water system serves over 30 million people and irrigates nearly six million acres of farmland. It is the world's largest and most productive water system. It is also one of the most difficult systems because too many people want too little water. There is a great demand for water in the state. Farmers say it is important they get water first because growing food is essential. However, some crops, like almond trees, need a lot of water. People in the cities say they need water the most to be able to live. There is also demand for California's many golf courses and for the swimming pools of the wealthy people in the state.

Sources: <http://www.sacbee.com/news/state/california/water-and-drought/>

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done in pairs or groups of 4. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their discussions. Ask the rest of the class to listen and react when a mistake appears.)

Example of talk

Good morning, fellow classmates. I'm here to talk about water. To begin with, I'm going to talk about the importance of water. The next step is going to be about some causes of water shortage and finally, I 'm going to suggest some ways to prevent water shortage.

Water is essential in our daily life for different purposes. We use it directly in life for drinking, bathing, cooking, cleaning dishes, washing clothes, and other things. Not only humans but also animals and plants need water to survive.

Therefore, we oughtn't to waste water but we should preserve it. In fact, there are many causes of water shortage among which we can quote poor water management and growing demand. That means urbanization and the exponential increase in freshwater demand for households are both driving factors behind water shortages, especially in regions with a precarious water supply.

Efficient and effective water management is necessary. The government and the authorities should be responsible for freshwater sources. In addition to that, new laws and regulations about preserving water should be ratified by legislators and helpful methods for sustainable water use should be promoted. Moreover, it is important for countries to expand cooperation with some international organizations in order to take advantage of opportunities to improve water management systems.

In conclusion, water scarcity has become a serious issue for people. The rapidly increasing world population have immensely contributed to the situation. There is an urgent need to solve this problem by enhancing water management and preserving wetlands.

Thank you so much for your attention! If someone has questions, please feel free to ask them.

LESSON 4: WRITING : an opinion essay

➤ LEAD-IN

Give the students a few minutes to read the paragraph and answer the questions.

Expected answers:

- 1) Wangari Muta Maathai was a social, environmental, and political activist who founded the Green Belt Movement.
- 2) She was from Kenya.
- 3) She meant that to protect the environment people should be encouraged and informed that the resources belong to them and as such they ought to protect and preserve them.
- 4) Yes, I do. I strongly agree with her, because when the environment is protected that will bring about many advantages. For example it will improve water and air quality. It will also reduce global warming, species extinction and crop failures.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	On World Health Day
Where is it taking place?	It's taking place at the American Cultural Center.
What do the students do? What for?	They attend a conference on ocean pollution / To give their opinions about the eradication of the issue.
What will the lesson be about?	It will be about Writing an opinion essay.
What main skill are we going to develop?	It's Writing.

WRITING STRATEGIES

Go through the strategies for writing an opinion essay carefully with your students. Go step by step to equip them with the necessary tools they need. Make sure they follow and understand.

- Model essay

Ask the students to read the model text and do the different activities that follow it. Set the timing for each task, go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

- 1) The writer thinks that environmental problems should be handled by local and international authorities
- 2) Environmental problems can be managed by joining efforts and consolidation.

- 3) The paragraph linkers used to present opposite opinions are: however, if...not.
- 4) The paragraph linkers used to support the writer's opinion: In addition, for sure, for instance, in order to, moreover.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their production. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

Over the past few decades, the increased amount of industrial waste and household garbage has become a major problem in many countries like mine.

In my opinion, two of the most critical causes of this waste material problem are the increased consumption and a shortage of space for landfills. To begin with, modern lifestyle has contributed greatly to the increasing amount of waste and garbage we produce every day. In other words, we have turned into a materialistic and mass-consumption society where we use more and throw away more than ever before. Moreover, countries are running out of space to store garbage and waste material. In fact, securing land for waste disposal raises controversies in many countries.

To solve this intractable issue, every citizen needs to participate in producing less garbage. For example, we can bring our own personal shopping bags instead of using plastic bags provided by stores and shops. Besides, the government can enforce stricter laws on companies to use biodegradable packaging or use recycled material. Indeed, this alone can eliminate much of the waste that is sent to landfills. Companies can also contribute by developing new raw materials which is recyclable and will ultimately lead to less garbage. One good example of this is that tire companies develop new tires for cars that are not made of rubber but of new biodegradable material.

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- PREFIXES AND SUFFIXES

a- PREFIXES

Move from the examples to help the students discover that a prefix is a group of letters (or an affix) that is added to the beginning of a word to modify the meaning of a word.

b- SUFFIXES

Move from the examples to help the students see that a suffix is a group of letters that can be added to the end of a root word. Adding a suffix to a word can add to or change its meaning

LET'S PRACTISE

State a grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When the tie is over, ask them to stop and conduct feedback.

I- Expected answers

Prefixes or suffixes	Meanings
Un-/dis-/mis-/il-/anti-/im-/counter-/anti-	Contraries, opposites
Non-/less	Without, with no
Inter-	Between, among
Mid	Half
-able	Capable of being
-ish	Almost like, looking like
-er/-or	A person or an object that does a specified action
-ism/-ify	Doctrine, belief, phenomenon
Pre-	Before; prior to
-ness	State of being
En-	Make or become

2- PREPOSITIONS

Study the prepositions with the students.

LET'S PRACTISE

Ask the students to do the activity. Arrange the grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers

1-in / 2-at / 3-in / 4-on / 5-on / 6-at / 7-on / 8-at / 9-on / 10-at

3- REPORTED SPEECH

Move from the examples to help your students understand what a reported speech is. Next, ask them to read the definition in the book. Then, go through the types of reported speech with them.

LET'S PRACTISE

Ask the students to do the activities. Arrange the grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers:

- 1- David said that he would never forget the UN mission in his region.
- 2- A refugee said that they had been all forced to evacuate the region.
- 3- A woman told the journalist that they couldn't go back to the village because of genocide.
- 4- One of the refugees said that the UNHCR had taken care of them for more than two years.
 - 4- A refugee asked why countries didn't cooperate to reduce criminality across borders.

FREE ORAL COMMUNICATION

This section provides a real opportunity for your learners to communicate freely.

COMMUNICATION STRATEGIES

Go through the communication strategies with your students on page 28 to equip them with the tools they need to succeed in the task they are going to be assigned.

A- ASSIGNMENT

Note that it sounds like a communication situation. Tell your students to read the assignment and ask them a few questions about it to make sure they understand what they have to do.

B- TIME TO GATHER INFORMATION

Guide the students through the different phases to collect as much information as possible. The collected data will help them succeed in the task.

For each phase, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Phase 1: Picture analysis

- 4- The pictures are about pollution.
- 5- .The exposure to high levels of air pollution can cause a variety of adverse health outcomes. It increases the risk of respiratory infections, heart diseases, skin diseases and lung cancer. Moreover, it causes global warming, acid rain and ozone depletion.

Phase 2: Reading

- a- Environmental problems raised are the pollution of air, water, and land.
- b- The possible drawbacks are lack of fresh air, heart diseases, respiratory diseases, lung cancer, global warming, extinction of species, deforestation, climate change...

Phase 3: Listening

- 1- Global warming is the biggest problem in the world today, because everyone knows about it but not everyone is trying to stop it.
- 2- Global warming can be ended if everyone tries to stop it by having eco-friendly behaviour.

Listening passage

Global warming is the biggest problem in the world today. Everyone knows about it but not everyone is trying to stop it. Many world leaders are more interested in blaming other countries for the crisis. Countries like China, India and Russia say they will not act unless America takes more action. America says it will not act until other countries take more action. It seems a little childish that leaders are acting in this way. The future of our world is at risk and governments can only argue with each other. Many presidents and prime ministers tell us that technology is the answer. They say future scientists will find solutions to save the planet. This is a big gamble. I hope they are right. I don't believe them, so I'll continue switching off lights and recycling.

www.climatecrisis.net

C- TIME TO PLAN YOUR PRESENTATION

Study the different tips with your students to help them plan their presentations.

D- TIME TO TALK

Go through the recommendations with your students to help them succeed in their presentations.

UNIT REVIEW 7 (Let's consolidate)

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

EXPECTED ANSWERS

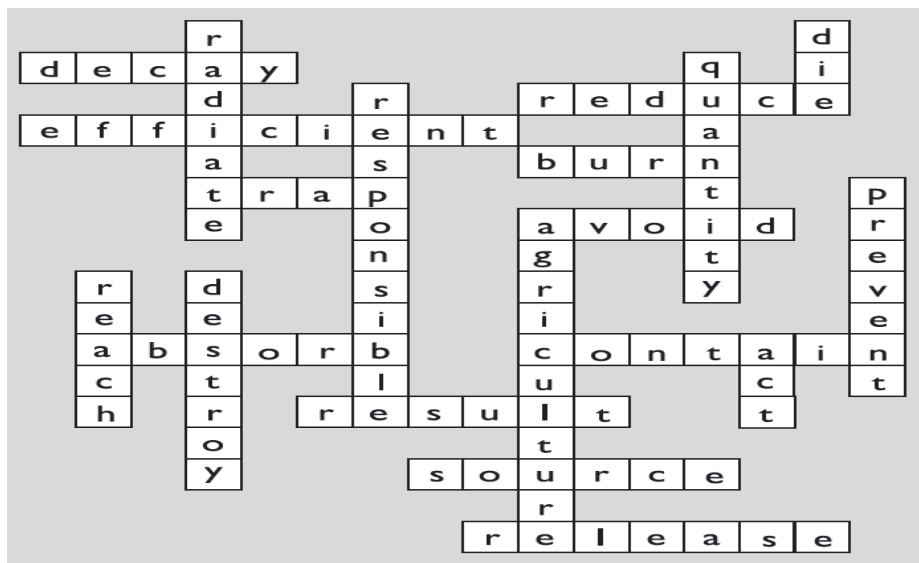
I- 1- average / 2- gases / 3-escaped / 4-coal / 5-electricity

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

III- 1- reduce / 2-play / 3-use / 4-invest in / 5-slow down / 6-address / 7-drive

IV- A (UN)-2.New York (USA) / B (WHO)-3.Geneva (Switzerland) / C (UNESCO)-1.Paris (France) / D (UNICEF)-4.New York (USA)

LET'S HAVE FUN



UNIT 8 : CULTURAL DIFFERENCES

❖ FAMOUS QUOTE

Invite your students to read silently the quote from Mahatma Gandhi and try to explain it to their neighbours. Then, ask them a few questions.

a- Who was Mahatma Gandhi?

b- What does the quote from Mahatma Gandhi mean?

Suggested answers:

- a- Mahatma Gandhi was an Indian lawyer, politician, social activist, and writer who became the leader of the nationalist movement against the British rule of India. He was the advocator of nonviolent protest to achieve political and social progress in India.
- b- The quote highlights the idea that culture is not limited to external symbols or artefacts. But, it is deeply rooted within the hearts and souls of the people who belong to that nation. It suggests that culture is a complex and multifaceted aspect of society that is shaped by the beliefs, values, traditions and behaviours of its people.

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Expected answers:

- 1- The pictures are about shock and surprise.
- 2- No, they aren't. They are expressing their feelings and emotions differently because they are from different cultural backgrounds.
- 3- In picture A, the man is terrified. In picture B the lady is shocked. And in picture C the black lady is astonished or astounded.

LESSON 1 : READING : Culture diversity

➤ LEAD-IN

Ask the students to look at the picture for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

- 1- The white woman is in a Kenyan small village.
- 2- No, she doesn't. Her culture is different from the villagers'.

3- She might be shocked by their manners of living.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During an English Club meeting
Where does your Liberian friend live?	He lives in Washington.
What are the students doing? What for?	They're reading a letter. / To know about the new life he is experiencing there.
What will the lesson be about?	It will be about culture shock.
What main skill are we going to develop?	It's Reading.

- **Reading the text**

A- Skimming

Ask the students to read the text quickly and choose the best general idea. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, ask them to stop and conduct feedback. Write the correct answer on the board.

Expected answer: 2- cultural diversity.

B- Scanning (Vocabulary)

Ask the students to read the text again and find out the words or expressions whose meanings or synonyms are closest to the ones listed. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

B: 1- foreign country; 2- tip; 3- settling in; 4- backgrounds ; 5- lonely; 6- homesick; 7- worry; 8- loads; 9- hang out; 10- dishes

C- Detailed comprehension

Ask the students to read the text again and say whether the statements are True or false. They can do it in pairs or in groups of 3 or 4 students). Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

1- F (L1-2) ; 2- T (L6) ; 3- T (L7) ; 4- F (L13-14) ; 5- T (L18) ; 6- T (L21-22) ; 7- (L30-31) ; 8- F (L30-31)

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

Culture can be defined as all the ways of life including arts, beliefs and institutions of a population, that are passed down from generation to generation.

The Senoufo is a patriarchal extended family society, where arranged typically cousin marriage and polygyny have been fairly common, however, succession and property inheritance have been matrilineal. Senoufo people like wearing traditional clothes made by local craftsmen. As far as religion is concerned, some of them are Christians, some are Muslims and others are fetishists. For the food, we can quote some of their special dishes like pounded yam, kabato, fonio, and rice. Besides, they have many traditional ceremonies like poro initiation, traditional marriage, and traditional funerals.

I am attached to my culture for different reasons. First, I understand my culture through being immersed in the values, beliefs, and practices. Second, thanks to the culture I am identified as a member of that culture dependent on the rank within my community. Third, I develop relationships such as immediate family, close friends, co-workers, and neighbours.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 2 : SPEAKING : Body language

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers

- 1- No, the pictures don't have the same meaning.
- 2- The black girl is surprised, but the Japanese girl is strongly upset or shocked.
- 3- They make different gestures because they have different cultural backgrounds.
- 4- In my area, people express surprise by shutting their mouths; they express fear by holding their heads and shouting; they express anger by shouting.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During a debate
Where is it taking place?	It's taking place at the American Cultural Center.
What are the students doing? What for?	They are discussing the importance of body language in everyday life. / To raise the participants' awareness about the issue.
What will the lesson be about?	It will be about the importance of body language.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

Give a few minutes to the students to read silently the sentences and analyze them. For each sentence, ask them to point out the verb pattern that is used. Then study the verb patterns with them to help them understand how they are formed and their uses.

B. LET'S PRACTISE

For each task, state a grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and give feedback.

1- Expected answers:

a- discovering ; b- to cope ; c- to overcome ; d- adapt ; e- face ; f- staying ; g-leaving

2- Expected answers:

a- universal ; b- raise ; c- references ; d- claim ; e- gesture ; f- greeting

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of talk

Good morning classmates. I'm here to talk about the importance of body language. To begin with, I would like to list some of them. There are crossing arms, slow head nodding, lowering the head, and holding out both hands. Next, I'm going to explain the meaning of each body language. For example, we cross our arms while listening carefully to an old person. It means not only we are respecting the speaker but also showing him/her that we are more focused on what he/she is saying. Besides, we nod our heads slowly to say that the speaker is perfectly right, as such we ought to listen to him/her carefully. On the one hand, we lower our heads to express sadness and despair. On the other hand, we hold out both hands when we are being given a gift. If ever someone does it with one hand it expresses ingratitude.

However, some body language like pointing fingers at old people, putting hands in pockets while talking to an old person, and shouting at an old person are banned in my region. Whoever uses that body language is sanctioned.

Thank you so much for your attention. If you have any questions, please feel free to ask them.

PRONUNCIATION

Study the word stress with your students and ask them to do the tasks that follow.

1- Ask the students to practise saying the words or expressions given with their partners.

2- Expected answers

Stress on the first part	Stress on the second part
foreign country / native culture / culture shock / life pace / body language / social customs / language barriers / host culture	well-dressed / depressed / disappointed / outdated / kind-hearted / narrow-minded / well-built / short-sighted / oversea / good-looking / hard-working / fun-loving

LESSON 3 : LISTENING : Culture celebration

➤ LEAD-IN

Tell the students to look at the pictures for a while and answer the questions. They should discuss their answers with their neighbours and justify their answers.

Possible answers:

- 1) These pictures are about traditional festivals.
- 2) In picture A, they are celebrating the Abissa festival in Grand-Bassam. In picture B, they are celebrating the Popo Carnival in Bonoua. In picture C, they are celebrating Yam festival. Picture D is about the enthronement of a village chief.
- 3) They are in traditional colourful clothes, and the women are carrying baskets containing some vegetables. Some of them have also toothpicks in their mouths...

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During an English class
Where is it taking place?	It's taking place in our school.
What are the students doing? What for?	They're listening to a podcast about cultures. / in order to discuss cultural differences.
What will the lesson be about?	It will be about cultures.
What main skill are we going to develop?	It's Listening.

LISTENING ACTIVITIES

Move step by step. For each activity, tell your students to read the instruction first and then make them listen to the audio twice or more in order to gather information for the task. When the listening is over, ask them to give their answers and correct the wrong ones.

A- Ask the students to listen to the podcast and choose the best option that ends the sentence. They should do it individually.

Expected answer: b) the Martinique Carnival

B- Ask the students to do the task as they are listening to the podcast again. They do it individually first, then allow them a few minutes to compare their answers with their neighbours'.

Expected answers: 1- T / 2- F / 3- T / 4- T/5-F

C- Ask the students to listen to the passage again and fill in the gaps with the missing words.

They do it individually first and then compare their answers with their peers. Then the teacher conducts feedback.

Expected answers: 1- island / 2- people / 3- can / 4- their / 5- shows / 6- culture

Listening passage

As a department of France, Martinique is an overseas region and a former colony of France. It is an island located in the Caribbean Sea with a great history linked to the African cultures. This can explain why most of the people in Martinique are of African descent and claim an African identity. However, as an insular region of France, Martinique is also influenced by the French culture. All these cultural differences can be seen through the celebration of the Carnival. Carnival is a unique event that unites people whatever their cultures or identities. It also shows a celebration of African, Caribbean and European culture.

Adapted from Guide to the Carnival of Martinique

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done individually. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of paragraph

Abissa is a cultural concept embracing the music, dance, and spiritual life of the Nzema people in the town of Grand-Bassam. It is a beautiful traditional festival that lasts a week and ends with a great carnival band.

After a week of ‘mystical retreat’, the talking tam-tam (Edogbolé) is taken to the public square where everyone dances on Mondays. Tuesday is the day of the kings, Wednesday that of the women, Thursday that of the executives and Friday that of the village chiefs. On Saturday during the Ewoudolé, everyone dances again while the seven families Nzema pledge allegiance to the king. Everyone parades, dressed in disguise and make-up. On Sunday, the ceremony of farewell to the genius of Abissa and the purification rite of the king takes place by the sea with a great carnival fanfare.

The Abissa festival is a time of forgiveness and rebirth marked by a week-long celebration.

LESSON 4 : WRITING : a cover letter

➤ LEAD-IN

Ask the students to answer the questions.

Expected answers:

- 1- The official letter written to apply for a job is a cover letter or letter of application.
- 2- This type of letter contains information like: job you wish to apply for, qualifications and experience, reasons for applying, names and addresses of referees.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is it taking place?	It's taking place in our school.
What do the students do? What for?	They write a cover letter. /In order to apply for the post of journalist at the British Broadcasting Corporation (BBC).
What will the lesson be about?	It will be about writing a cover letter.
What main skill are we going to develop?	It's Writing.

WRITING STRATEGIES

Go through the strategies for writing a cover letter carefully with your students. Go step by step to equip them with the necessary tools they need to write a cover letter. Make sure they follow and understand.

A) Model cover letter

Ask the students to read the model of a cover letter and do the different activities that follow it. Set the timing for each task, go around the class to supervise, and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answer:

Maude Flanders
Springfield,
(207) 555-9335
June 23, 2023

Ms. Jean Quimby
Personnel Manager
Campbell's Soup
65 Cedar Grove Ave.
Bangor, ME 04222

Dear Ms. Quimby:

A mutual friend, Troy McClure, mentioned to me that you may soon be looking for an individual in your Customer Relations Department. Please consider this my application for a position at Campbell's Soup Limited. I have two years 'experience as an Administrative Assistant, working with senior staff in the Customer Relations department.

I am a well-organized, highly motivated individual who enjoys the challenges of working in a fast-paced office environment. I have strong communication and computer skills, including a working knowledge of Windows 98 and Microsoft Word as well as Microsoft Excel. I also have experience in dealing successfully with a variety of customers.

Enclosed is my resume for your consideration. I will call you in a week to further discuss this position and to arrange a time that we can discuss my resume in further detail. I can be reached at the above number day or evening. Thank you very much for your time and consideration.

Yours sincerely
Signature
Maude Flanders
Enclosure

B- Give a few minutes to your students to do the task. They do it individually first, then they compare their answers with their neighbours'. Move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

Expected answers

1-Your address; 2- the date; 3-employer's address; 4-receptionist; 5-mention any newspaper; 6-the date the newspaper was issued; 7- mention your age; 8- mention the school you attend and the subject you are studying; 9- I am good at French, English, windows and Excel.; 10-no previous experience required; 11- receptionist; 12- you

pay good salary; 13- on (mention the date) at (mention the time); 14- mention the working date; 15- My signature; 16-My name in capital letter

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their production. Ask the rest of the class to listen and react when a mistake appears.)

Example of production

BLE David,
P.O.BOX 105 Abidjan
November 15, 2023

Director-General of the BBC

Dear Sir,

I am writing to express my interest in the position of News Reporter at the British Broadcasting Corporation (BBC). Having four years of experience working for local media outlets, I fully understand the reporter's duties and responsibilities. I also feel that my interests and skills closely align with the Channel's mission.

I graduated in Digital Communication and Media/Multimedia at a high school of communication, but I started my full-time career in 2020 after completing a six-month professional training. The news reporting training allowed me to gain plenty of experience in local news, breaking news, and digital optimization, not to mention, strong research and storytelling skills.

After the practicum, I worked as a Breaking News Reporter at a well-known local Channel, for three years. My responsibilities primarily included: gathering and reporting breaking news on a range of subjects, from politics to major court cases to international demonstrations.

I have attached my resume with a detailed work history and portfolio for your further review.

Please let me know if you have any questions. I would like to schedule a meeting to discuss how my expertise can help the Channel make a lasting impact everywhere.

Yours sincerely
Signature
BLE DAVID

Enclosures

LANGUAGE CORNER

1- ADJECTIVES ENDING IN –ED / -ING

The teacher gives two sentences with adjectives ending in –ed/-ing then he asks them to show the difference and why. An adjective that ends in –ed is used to describe emotion or feelings, whereas the one that ends in –ing is used to describe the traits of a noun or pronoun.

LET'S PRACTISE

Ask the students to do the activity in pairs. Time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers: 1- Celebrating; 2- identified; 3- taking; 4- organized; 5- visting; 6- seen

2- QUESTION TYPES IN ENGLISH

The teacher writes the four types of questions on the board and asks the students to give the answers. Then he asks them to say in which context the following questions are asked.

LET'S PRACTISE

Ask the students to do the activities. Arrange the grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers:

- 1- aren't they ? ; 2- is it ? ; 3- isn't it ? ; 4- aren't they ? ; 5- do they ? ; 6- don't they ?

UNIT REVIEW 8 (Let's consolidate)

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers

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

II) 1- hand gesture ; 2- cross fingers ; 3- feel homesick ; 4- make sense ; 5- high five ; 6- thumbs up

III) 1- nod / 2-shake / 3-wave / 4-yawing / 5-hup / 6-blushed / 7-frowning / 8-point

LET'S HAVE FUN

I belong to the Orange card because in my culture you can't look someone in the eyes; you shake hands with the right hand only; you think they are interesting and idolize them.

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do.

Go through the different steps with them to help them succeed in the task.

Organize the class into groups. Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When the time is over, ask them to stop and conduct feedback. Choose a few students to present their works. The rest of the class listens and reacts when a mistake appears.

UNIT 9 : JUSTICE

❖ FAMOUS QUOTE

Invite your students to read silently the quote from Martin Luther King Jr. and try to answer the following questions.

- a- Have you ever experienced any form of injustice ?
- b- What is your understanding of King Jr.'s quote ?

Suggested answers:

- a) Yes, I have.
- b) If we want justice in the world, we all have to take action to eradicate any form of injustice.

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Expected answers:

- 1. Picture A is about justice.
- 2. Picture B shows people demonstrating in the streets.
- 3. In picture C, I can see a person in prison.

LESSON 1: READING: Legal proceedings

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

- 1. In picture A, I can see law enforcement agents looking at a car that has been totally destroyed. In picture B, I can see a man committing a burglary
- 2. They would certainly face criminal charges and end up in prison.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During an English class
Where is it taking place?	In the classroom
What are the students doing? What for?	They're reading a text about a legal action in a court of justice. / To know how criminal cases are handled.
What will the lesson be about?	It will be about justice.
What main skill are we going to develop?	It's Reading.

- **Reading the text**

A- Skimming

Ask the students to read the text quickly and find its general idea. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, make them stop and conduct feedback. Write the correct answer on the board.

Expected answer:

The text is about: **a)** the trial of a terrorist attack in Abidjan.

B- Scanning (Vocabulary)

Ask the students to read the text again and match each word or expression of the list with its synonym or definition in colour in the text. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers:

- 1- prosecutors (**example**) ; 2 – convicted ; 3 – trial ; 4 – concealment ; 5 – defendants ; 6 – plaintiffs ; 7 – bloodbath.

C- Vocabulary extension

Ask the students to use the words in colour from the text to complete the passage. Explain that one word from the text will not be used. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, time the activity, and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers

- 1- trial (**example**) ; 2- defendant ; 3- plaintiff ; 4- prosecutor ; 5- concealed ; 6- convicted.

D- Detailed comprehension

Ask the students to read the text again and answer the questions. They can do it in pairs or in groups of 3 or 4 students). Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, ask them to stop and conduct feedback.

1. No, it was “the first such attack in Cote d’Ivoire” (line 2)
2. The number of people killed is 19.
3. Richard Adou is the Public Prosecutor.
4. There were four defendants in court.
5. It was Kounta Dallah

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in pairs. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to prepare their reports. Go around the classroom and provide help when needed. When the time is over, ask them to stop. Finally, conduct feedback (Choose a few students to read their report aloud. Ask the rest of the class to listen and react to the errors and mistakes afterwards.)

Example of report

At the beginning of the trial, the judge asked the defendant if he pleaded guilty to the charges of theft against him. He answered that he didn't. Then the judge asked him to tell his version of what happened. When he finished, the prosecution was allowed to ask him questions including why he accepted to buy a new motorbike that normally costs F. CFA 500,000 at F. CFA 200,000. The defendant answered that the person who sold it to him had explained that he wanted cash money to sort out an urgent matter.

As the defendant's lawyer took the floor, she explained that her client was seen riding the motorbike that was supposed to have been stolen and had been stopped by its owner, Mr. Toto. When her client was stopped by Mr. Toto, the latter treated him as a thief and demanded to take back the motorbike. She continued saying that her client refused, and told him he had bought the motorcycle from someone else, and he even offered to see the seller with Mr. Toto. When the defendant realized that the vendor had left town after the deal, he understood that the motorcycle had probably been stolen, and decided to give back the motorbike but the case had already been taken to justice. After listening to both parties, the judge decided that the motorbike would be returned to Mr. Toto, its owner. The judge also told the defendant that if he wanted his money back, he had to contact the thief or take the case to justice so that he could be forced to pay back.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 2: SPEAKING: Detention conditions

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers

1. I can see people in prison.
2. Probably for crimes, or offenses they committed.
3. They mostly miss the physical presence of their friends or family members, freedom of movement...

Learning context

Ask the students to silently read the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During a debate
Where is it taking place?	In class
What are the students doing?	They're talking about teenagers in prison.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

I- Give two minutes to the students to read silently the sentences and analyze them. For each sentence, ask them to point out the tense of the verb(s) and say what that tense expresses. Then study the sentences with them laying the stress on the highlighted phrases and their functions.

Expected answers

- 1) **Part of the sentences** → the end of the sentences
 - a) S1: isn't it?
 - b) S2: haven't we?
- 2) **They are "question tags"**
- 3) **Tag formation rules**
 - a) S1: is (auxiliary) + not + it (personal pronoun) +?
 - b) S2: have (auxiliary) + not + it (personal pronoun) +?

LET'S KEEP IN MIND

Ask the students to read the information in the Let's Keep in Mind box and provide further explanations when necessary.

B. LET'S PRACTISE

For each task, state a grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

I- 1 – b (example); 2- e ; 3- f ; 4- d ; 5- a ; 6- c

II- 1- didn't he ? (example) ; 2- haven't they ? ; 3- isn't she ? ; 4- can you ? ; 5 - won't we ? ; 6- was he ? ; 7- didn't she?

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their productions. Ask the rest of the class to listen and react afterwards to errors and mistakes.)

Example of paragraph

Drugs can be presented as illegal substances that cause addiction, or important modification in the way a person behaves. In our country, many teenagers take drugs, and the reasons for this vary from the need to escape everyday problems, performance improvement, and the desire to feel like an adult.

Drugs have damaging effects on the people who consume them. Some of the consequences of drug consumption are: violence towards others, depression, personality disorders, and suicide. In addition, those who use syringes to take drugs can be infected with HIV AIDS. Some drug addicts also become criminals.

To fight drug consumption among teenagers, it is essential that parents play an important role. Their role may consist in knowing their children's friends, being informed of the activities their children do, and instore good communication with their children. These measures will be important for prevention. Besides it is necessary for the teenager who may be tempted to take drugs to ask for help so that responsible people give them good advice to preserve their lives.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

PRONUNCIATION

Practise the examples in the tables with the students. Make sure they clearly identify the "s" in spelling, then raise their awareness of its pronunciation.

1- Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to assess their mates' pronunciations of the different words.

2- Set a grouping mode and time the activity. Then, ask the students to do the activity. When time is up, ask them to stop and conduct feedback.

Expected answers:

- a) 's' is pronounced /s/ in: *beats; resend; restaurant; basket*
- b) 's' is pronounced /z/ in: *bees; residue; confuse; to use*
- c) 's' is pronounced /ʒ/ in : *television; usually; conclusion; decision*

LESSON 3 : LISTENING : Corruption

➤ LEAD-IN

Tell the students to look at the pictures for a while and then, answer the questions.

Expected answers:

1. picture A is a bill about International Anti-Corruption Day, picture B is about a demonstration of people rallying against corruption, picture C is about a person bribing another one with bank notes, picture D shows a policeman doing a roadside check
2. Yes, it is.
3. To me, corruption is present in all areas of public administration: justice, education, healthcare, law enforcement...

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During the English lesson
Where is it taking place?	In the classroom
What are the students doing? What for?	They're listening to a passage about corruption. / To know countries' actions to fight it.
What will the lesson be about?	It will be about corruption.
What main skill are we going to develop?	It's Listening.

LISTENING ACTIVITIES

Move step by step. For each activity, make your students read the instruction first and then make them listen to the audio twice or more in order to gather information. When the listening is over, tell them to give their answers and correct the wrong ones.

A- Listening for the general idea.

The students listen to the podcast and choose the general idea. They should do it individually.

Expected answer: the passage is about:

- c - Transparency International's recommendations to combat corruption in Africa.

B- Comprehension

Ask the students to do the task as they are listening to the podcast again. They do it individually first, then allow them a few minutes to compare their answers with their neighbours'. For feedback, play the passage again for the students to know why their answers are correct or not.

Expected answers: 1-F (example); 2 – F; 3 – F; 4 – T; 5 – T; 6 – T

C- Listening for specific information. (*Proceed as in the previous activity*)

Expected answers: 1 – calls (example); 2 – ratification; 3 – whistle; 4–for; 5 – near

LISTENING TEXT

Transparency International calls on leaders of the African Union (AU) to stay true to their anti-corruption commitments and take concerted actions to end corruption in the region.

Through a letter signed by 28 of its chapters across Africa, Transparency International highlighted the need to accelerate strategies to effectively tackle illicit financial flows, guarantee corruption-free delivery of basic services to African citizens, and progress toward the complete ratification and implementation of the Convention.

The letter highlighted the positive developments to curb trade-related illicit financial flows, including the establishment of the Sub-Committee on Tax and Illicit Financial Flows. However, it also urged State parties to establish central, verified, public beneficial ownership registers and called for stronger regional mechanisms to facilitate tracking cross-border corruption for investigation and prosecution, in line with global standards.

It further emphasized the need to curb corrupt practices – which exacerbate inequalities and violate the fundamental rights of already marginalized communities – in basic service delivery and land management systems by strengthening whistle-blower protection and the justice systems. Finally, it highlighted the need for harmonized tax reforms to increase the resources available for Africa's development agenda. While the near-universal ratification by African States of the AUCPCC is commendable, the letter concludes by calling attention to the need to incorporate it at the national level and implement its provisions fully.

Adapted from: <https://www.transparency.org/en/press/africa-anticorruption-day-open-letter-transparency-international-african-union-leaders-anticorruption-commitments>

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done in pairs. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it, if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, ask them to stop. Finally, conduct feedback (Choose a few students to present their articles. Ask the rest of the class to listen and react afterwards.)

Example of article

UNDERSTANDING CORRUPTION IN COTE D'IVOIRE

Corruption is a form of dishonest or illegal behaviour individuals or people in positions of power practice in their own favour, and against the interest of the whole community or country. Corruption can take many forms, such as fraud, bribery, and embezzlement of public funds.

In Côte d'Ivoire, corruption affects many domains of social and economic life. These include law enforcement agents like policemen and gendarmes who tend to prefer receiving bribes instead of really verifying that vehicle owners have their papers in order. However, corruption is also common in education, and the healthcare sector.

To fight corruption, the State can implement a strong legal framework that will have the advantage of discouraging all people who may be involved in corrupt practices. Indeed, people will certainly think twice if they know that an act of corruption will cost them a lot.

Kyle
Osborne

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 4 : WRITING : a dialogue

➤ LEAD-IN

Ask the students to discuss the questions in groups of 4.

Suggested answers:

1. Yes, I have.
2. A dialogue is a conversation between two people. It is an interview/interaction based on the fact that a character, for example, an interviewee exclusively answers questions asked by another character (interviewer, for example).

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During an English class
Who organizes the competition?	The school English Club
What do the students do? What for?	Learn how to write a dialogue. / To participate in a dialogue-writing competition.
What will the lesson be about?	It will be about writing a dialogue.
What main skill are we going to develop?	It's writing.

WRITING STRATEGIES

Go through the strategies for writing a dialogue with your students. Go step by step to equip them with the necessary tools they need to achieve that goal. Make sure they follow and understand.

A. Model dialogue

Ask the students to analyze the model presented to answer the questions. Time the task, go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

1. The characters are: Sanjay and Sahan.
2. They are talking about corruption in Pakistan, their country.
3. The characters' names appear before writing their actual words.
4. In their country, corruption exists in the form of abuse of power, bribery and favouritism.
5. Their solution resides in a large number of educated and responsible political leaders.

B. Ask the students to do the task with a partner following the first example.

Possible answers

1. **Alex:** Whenever you feel like criticizing anyone, remember that everyone in this world hasn't had the advantages you had.

Me: Oh, sorry. I didn't mean to offend you. (Example)

2. **Ted:** I'm against corruption.

Sarah: What! Sorry, but I don't believe you.

3. **Elisa:** have you read the last report issued by the police?

Tom: no, I haven't.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few pairs to present their production. Ask the rest of the class to listen and react afterwards.)

Sample of dialogue

Sarah: Hey Pamela. Why do you think many students cheat in class?

Pamela: Well, it's obvious that cheating in life is a bad thing to do. I think many students cheat because they don't seriously prepare for their tests and quizzes. Another reason is that those who cheat are not severely punished; as a result, other students feel like imitating the cheaters.

Sarah: That's right. I think one of the key reasons is pressure to get good grades, especially from parents. Indeed some students are ready to do whatever it takes to please their parents, including using dishonesty to get good grades.

Pamela: I agree. Pressure from parents can be detrimental to their kids.

Sarah: What are the consequences of cheating?

Pamela: One of the immediate consequences is getting a zero in the very test if you get caught. During national examinations, cheaters may be banned from sitting for the same exam over a period of 3 years. This will undoubtedly have a negative impact on your

academic record, making it harder to get into top universities and colleges, or even secure a good job later on.

Sarah: That's exactly what we were told by the lecturer during the conference organized by the English Club last year. What should we do to avoid cheating at school?

Pamela: To me, we students must regularly revise our lessons and ask our friends and teachers for clarifications about lessons we don't understand well. I'm convinced that a well-prepared student is confident enough not to be involved in fraudulent practices like cheating.

Sarah: You nailed it! I think parents should also help their children develop good learning habits and discuss their children's school results in such a way that they don't put unnecessary pressure on them.

Pamela: You're right, Sarah. We must all fight to eradicate cheating in every aspect of our social life; especially in school. Thanks so much, and have a nice day.

Sarah: Thanks, Pamela. Enjoy your day too.

Check your production

Allow your students to check their production by completing the table. This will make them assess their own work and correct the weaknesses of their productions.

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- APPROVING AND DISAPPROVING

Move from the examples to help the students uncover the difference in use between different ways of expressing approval and disapproval. Explain that approval amounts to a situation where we would readily respond with a "Yes", and "No" for disapproval. In so doing, focus on the examples.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

I- Expected answers:

1. That's fair enough! (Example)
2. I am all for this new law.
3. I totally agree with her.
4. It's a good idea to call the police.
5. I totally disapprove of her new friends.
6. It's fair enough to keep him in custody.

II- Expected answers:

1. It sounds pretty good! (Example)
2. we don't approve of that
3. that's a good idea
4. they shouldn't have done that
5. that's fair enough

2- NEGATIVE INTERROGATIVE SENTENCES

Move from the examples to help your students understand the structure of negative interrogative sentences. Next, ask them to read the definition in the book. Then, go through examples of either category.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

I- Expected answers:

- 2) A: Were they not four defendants at the trial? / B: Weren't they four defendants at the trial?
- 3) A: Are corrupt judges not a threat to justice? / B: Aren't corrupt judges a threat to justice?

- 4) A: Have they not been convicted for two years in prison? / B: Haven't they been convicted for two years in prison?

II- Expected answers

1. Why isn't Patrick present? (**example**)
2. What did I not tell you about the risks?
3. Who will not attend the trial?
4. Doesn't she like being told what to do?
5. Am I not your legal adviser?
6. Why didn't you call me?

FREE ORAL COMMUNICATION

This section provides a real opportunity for your learners to communicate freely.

COMMUNICATION STRATEGIES

Go through the communication strategies with your students to equip them with the tools they need to succeed in the task they are going to deal with.

A- ASSIGNMENT

Note that it sounds like a communication situation. Tell your students to read the assignment and ask them a few questions about it to make sure they understand what they have to do.

B- TIME TO GATHER INFORMATION

Guide the students through the different phases to collect as much information as possible. The collected data will help them succeed in doing the task.

For each phase, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Phase 1: Picture analysis

Possible answers:

1. Bank notes, people shaking hands with a person secretly giving bank notes to the other.
2. No, it's not.
3. Maybe because the person receiving the money wants to render a service the other person is not entitled to.

Phase 2: Reading

Expected answers:

1. Representatives of the state.
2. Probably because they create companies which benefit from advantages other business owners don't have.

Phase 3: Listening

Expected answer:

The government workers that Ivorians consider as the most corrupt are: the police, the gendarmes, magistrates, customs officers, and officials in the Presidency.

Listening passage

Ivorians are sceptical of the government's ability to curb corruption. The 2020 Afrobarometer Index showed that 69% of people felt the state was performing 'fairly badly' or 'very badly' in the fight against corruption, compared to 59% in 2017. The survey also revealed that Ivorians perceived government officials as corrupt, especially the police and gendarmes, followed by magistrates, customs officers, and officials in the Presidency.

A National Institute of Statistics study on governance identified the tax department, treasury, judiciary, and education sector as the government agencies in Côte d'Ivoire most affected by corruption.

Adapted from: <https://issafrica.org/iss-today/cote-divoire-should-make-more-of-its-anti-corruption-gains>

C- TIME TO PLAN YOUR PRESENTATION

Study the different tips with your students to help them plan their presentations.

D- TIME TO TALK

Go through the recommendations with your students to help them succeed in their presentations.

UNIT REVIEW 9 (Let's consolidate)

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

I- Expected answers:

1- judge (**Example**) ; 2- defendant ; 3 - court; 4- prosecutor; 5-lawyer; 6- plaintiff; 7- trial

II- Expected answers:

1- did they (**Example**); 2- didn't we?; 3- aren't I ?; 4- didn't you?;5- won't she?; 6- will you?

III- Expected answers:

1- sounds pretty good (**example**); 2- agree; 3- an unfair; 4- disapprove;5- all for; 6- shouldn't

IV- Expected answers:

Changing the subject of a conversation	Summarizing
<ul style="list-style-type: none">• back to what I was saying (Example)• talking about...• speaking of...• before I forget...• oh, there is something else I wanted to say...	<ul style="list-style-type: none">• all in all• in a nutshell• everything considered• to conclude• as a final observation

LET'S HAVE FUN

- 1- Tongue twister :
Ask students to say as rapidly as possible the tongue twister.
- 2- Board race :
Ask students to get in groups of four (4) and go through the instructions, then play.

UNIT 10 : DEMOGRAPHY

❖ FAMOUS QUOTE

Invite your students to read silently the quote by David Attenborough and try to answer the following questions.

- a- What do you understand by the words “finite” and “infinite” in the quotations?
- b- What does Attenborough mean by his quotation?

Suggested answers:

- a- Finite means limited; infinite means unlimited.
- b- He means that there is a close link between sustainable development and the number of people using the natural resources available on our planet.

▪ PICTURE ANALYSIS

Ask the students to look at the pictures and answer the questions that follow. They can do it with their neighbours or in groups of 3 or 4 students.

Expected answers:

1.
 - Picture A shows a crowd.
 - Picture B shows a packed street with lots of people, and vans trying to find their way through the crowd.
 - Picture C shows a couple that looks happy with their two children.
 - Picture D shows a large family which seems to live in precarious conditions.
2. Picture C and D have to do with the relationship between happiness and the number of children in a household.

LESSON 1 : READING : Population growth

➤ LEAD-IN

Ask the students to look at the picture for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

1. Demography, population, people, statistic, demographic, diversity, ethnicity, chart, society, market, graph...
2. I think yes/no.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During an English class
Where is it taking place?	In the classroom
What are the students doing? What for?	They're reading a text about demography. / To get information about demographic realities across the world.
What will the lesson be about?	It will be about demography.
What main skill are we going to develop?	It's Reading.

- **Reading the text**

A- Skimming

Ask the students to read the text quickly and find its general idea. They should do it individually first, then compare their answer with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, ask them to stop and conduct feedback. Write the correct answer on the board.

Expected answer:

A: The text is about **b**) the problems related to population growth in Africa.

B- Scanning (Vocabulary)

1) Ask the students to read the text again and match the words in colour in column A, with their synonyms or definitions in column B. They can do it individually and then compare their answers with their neighbours'. Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers:

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

C- Vocabulary extension

Ask the students to use the words from the box to complete the passage. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers:

1- issue (**Example**) ; 2-remain ; 3-likely ; 4-overwhelming ; 5-rely ; 6-supply ; 7-staggering

D- Detailed comprehension

Ask the students to read the text again and say if the statements are true or false, and justify their answers by quoting the appropriate lines. They do it individually and discuss their answers with their neighbours. Here again, after setting the grouping mode, time the activity and move around to supervise and provide help when necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers:

1 - T / line 2 (**Example**) ; 2-F / line 6 ; 3-T / line 8 ; 4-F / line 13 to 14 or line 16 to 17 ; 5- T / line 18 ; 6 -T / line 21 to 22.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in groups of four. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to prepare their articles. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to read their productions. Ask the rest of the class to listen and react to the errors and mistakes afterwards.)

Example of article**UNDERSTANDING POPULATION GROWTH IN CÔTE D'IVOIRE**

Population growth describes the way the number of inhabitants in a certain area increases in a certain period of time. In Cote d'Ivoire, the population appears to augment at a fast pace.

A fast-increasing population entails a number of consequences for both families and the country where they live. At a family level, a household with many children to take care of faces challenges. It is not surprising to see that large families often sacrifice some of their children who stay home when the others are allowed to go to school. In some cases,

because of the large number of children in the household; this combined with the lack of financial resources, children do not have adequate health care and some even die at an early age.

At a national level, a country with accelerated population growth poses major problems to governments to build schools, hospitals, and other important infrastructure the country may need for its development.

To solve the problem of rapid population in our country, governments have to sensitize the population about family planning and make sure contraceptives are available and affordable for people to use. This will take the population number to a reasonable level in the long term.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 2 : SPEAKING : Immigration

➤ LEAD-IN

Ask the students to look at the pictures for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers:

1. In picture A we can see people who look like African migrants who have just successfully crossed the sea. In picture B, some African immigrants are trying to cross the sea. Picture C shows the verification of a person's identity through a computer database, picture D shows an example of a visa application form accepted by Canadian authorities.
2. Yes, I can. I would do anything to escape poverty in this country. / No. I will not immigrate illegally, it's too dangerous.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During a debate
Where is it taking place?	In class
What are the students doing?	They're talking about reasons why Africans migrate to other countries.
What main skill are we going to develop?	It's Speaking.

A- LANGUAGE FUNCTION

Give two minutes to the students to read silently the sentences and analyze them. For each sentence, ask them to point out the subject, and the object in each sentence. Then study the sentences with them laying the stress on the highlighted words and their functions.

- 1) Students are allowed 2 minutes to study the sentences.

- 2) **Expected answer:**

“*myself*” refers to the subject “I” in S1 / “*yourself*” refers to the subject “you” in S2.

B. LET'S PRACTISE

For each task, state a grouping mode, set the timing, and ask the students to do the activities. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

- I) 1-yourself (Example) ; 2-herself ; 3-myself ; 4-us ; 5-ourselves ; 6-themselves.
- II) 1- himself (Example) ; 2-ourselves ; 3-herself ; 4-themselves ; 5-ourselves ; 6-myself

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them get into different groups. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary. Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their positions. Ask the rest of the class to listen and react afterwards to errors and mistakes.)

Example of opinion sharing in a debate on the BBC programme.

Thank you very much for having me on this programme.

Illegal migration is the movement of people who leave their countries to settle in another one without having the required documentation to do so. If some believe that illicit movement to Europe is a consequence of a very large population in their country of origin, my opinion is that people essentially leave their countries because of a lack of perspectives.

Indeed people migrate to other countries in search of better job opportunities, and thus improve their life prospects. For example, a person who works as a porter in Europe has a better salary than a secondary school teacher for example. While a porter at a national level will probably live in a shanty town, he lives in better conditions and is able to invest in his home country. Besides, people tend to leave their country because of constant instability; so leaving for a safer place like Europe is a good way of preserving their lives.

The solutions to the problem of illegal migration essentially reside in bringing much stability in African countries, and providing better job opportunities to people so that they can support their families and loved ones.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

PRONUNCIATION

Practise pronouncing the different words while laying emphasis on the sound /ʃ/, which appears in different consonant clusters in the spelling of French words.

1- Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce the words aloud to the class. Invite the class to assess their mates' pronunciations of the different words.

2- Set a grouping mode and time the activity. Then, ask the students to do the activity. When time is up, ask them to stop and conduct feedback.

Examples of answers:

- 5 words with –sh pronounced /ʃ/: *shark, shoe, bush, smash, shoulder, trash...*
- 5 words ending in –tion pronounced /ʃ/: *migration, population, solution, attention, demolition, segregation...*

LESSON 3 : Listening : Housing problems

➤ **LEAD-IN**

Tell the students to look at the pictures for a while and then, answer the questions.

Expected answers:

1. They are about housing problems.
2. Yes, it does. There are shanty towns, overpopulation, and poorly constructed buildings in all the big cities and towns of the country.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During the English lesson.
Where is it taking place?	In the classroom
What are the students doing? What for?	They're listening to a VOA programme about problems related to demography / to get informed
What will the lesson be about?	It will be about the problems related to the fast increase in population
What main skill are we going to develop?	It's Listening.

LISTENING ACTIVITIES

Move step by step. For each activity, make your students read the instruction first and then make them listen to the audio twice or more in order to gather information. When the listening is over, tell them to give their answers and correct the wrong ones.

A- Listening for the general idea.

The students listen to the audio and choose the general idea. They should do it individually, and then compare their answer with their neighbours'.

Expected answer:

The passage is about **d**) - housing problems in West Africa.

NOTE: For feedback, point out the different words or expressions from the audio that justify the answer.

B- Listening for specific information. (Proceed as in the previous activity)

Ask the students to do the task as they are listening again to the audio. Make sure they go over the exercise. Let them study the example, read the questions or even anticipate some of the answers before playing the audio. They do it individually first, then allow them a few minutes to compare their answers with their neighbours'. For feedback, play the passage again for the students to know why their answers are correct or not.

Expected answers: 1-d (Example) ; 2-e ; 3-c ; 4-a ; 5-b

LISTENING TEXT

For most West Africans, owning a home was out of reach long before the pandemic hit. Increased urbanization has triggered a housing crisis on the continent, with millions of units needed to address the current accumulation of **housing** needs. As the population continues its rapid growth, so will the **imbalance** of housing supply and demand. According to *The Washington Post*, thirteen of the world's biggest urban areas will be in Africa by the end of the century (currently, it's just two), as well as more than a third of the world's population.

Approximately 110 million people live in the eight countries that make up the West African Economic and Monetary Union (WAEMU). Each year brings a demand for about 800,000 new housing units; WAEMU banks annually issue only 15,000 new **mortgages**.

In 2012, the Togo-based mortgage re-financing company Caisse Regionale de Refinancement Hypothecaire (CRRH) began to supply its members — West African local banks and financial institutions — with access to long-term, fixed-rate **loans**. CRRH's financing enabled these entities to provide West Africans with **affordable**, longer-term mortgages with fixed interest rates. With 75 percent of CRRH's beneficiaries earning less than \$1,090 each month, the increased affordability and accessibility of these loans has helped to address the housing shortage and economically empower Africa's lower-middle class by turning them into homebuyers.

Adapted from: <https://www.prosperafrica.gov/blog/this-bond-could-be-a-breakthrough-in-combatting-west-africas-housing-shortage/>

C- Comprehension (*Proceed as in the previous activity*)

Expected answers: 1-T (Example) ; 2-F ; 3-F ; 4-T ; 5-F

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done individually. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to read their letters to the class. Ask the rest of the class to listen and react afterwards.)

Example of letter of complaint

The Director of the CRRH
and address.

Writer's name

P.O. Box: 10 Lomé.

Date

Dear Sir / Madam,

I wish to make a complaint about the insufficient funding received by the banks to issue more mortgages in favour of the citizens of our region.

Indeed, in the whole West African Economic and Monetary Union only 1.85 percent of needs for mortgages are funded. The consequence of this situation is that many of the residents of the union cannot own a house. Another consequence is the proliferation of shanty towns where people live in unhealthy conditions, and thus exposed to diseases like cholera, typhoid, or other epidemics.

I understand that investment to solve this issue will probably require financial efforts from the member states, but we would very much appreciate it if steps were taken to progressively increase the funding for mortgages. This will considerably contribute to the enjoyment of the fundamental right to decent housing by the citizens of our WAEMU region.

Yours faithfully,

Signature

Printed name

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LESSON 4 : WRITING : a presentation

➤ LEAD-IN

Give the students a minute to look at the picture, and answer the questions.

Suggested answers:

1. It's about presenting information to an audience.
2. A presentation tends to present information using visuals (statistics, graphs, slides...) but a talk does not.

Learning context

Ask the students to read silently the learning context. Then choose a few students to read it aloud to the class. Finally, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place?	During an English class
What do the students do? What for?	Learn how to write a presentation / to inform English Club members about methods of contraception.
What will the lesson be about?	It will be about writing a presentation.
What main skill are we going to develop?	It's writing.

WRITING STRATEGIES

Go through the strategies for writing a presentation with your students. Go step by step to equip them with the necessary tools they need to achieve that goal. Make sure they follow and understand.

A. Practice exercise

Model presentation

Ask the students to analyze the model with its scrambled structure to organize it in an orderly fashion. Set the timing for the task, go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers:

1. Introduction: **PART D**
2. The causes: **PART E**
3. The consequences: **PART C**
4. The solutions: **PART A**
5. Conclusion: **PART B**

- B.** Presentation of the model text by the students as they would do in real life. (students may take turns reading one paragraph after the other)

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Set a grouping mode. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their productions. Ask the rest of the class to listen and react afterwards.)

Example of presentation on contraceptives

Good morning Sir / Madam. Good morning dear friends. I'm standing before you today to talk about contraception or birth control. In this presentation, I will first talk about the contraceptives people use in our country, then I will explain the role of contraceptives in controlling population growth. The final point of this presentation will tackle the availability of contraceptives in the country.

First of all, there are two types of contraception: natural contraception, and non-natural contraception. The former is essentially based on women's menstruation. In this type of contraception, for example, a couple will abstain from sexual intercourse 2 to 5 days before ovulation to avoid an undesired pregnancy. Non-natural contraception comprises barrier methods like condoms, oral contraceptives, and surgical contraceptives. According to a report, 27.2% of married Ivorian women used modern contraceptives in 2022.

As presented, contraception is very important for birth control because it enables people to decide on the number, and the periodicity to have their children. On this basis, a woman who would probably get more than 5 children from youth to old age, will decide to have two children and use available contraceptives to make it happen. If considered at a national level, the number of children drastically decreases.

As to the accessibility of contraception, we can say that Ivorians tend not to use natural contraception because its results are not always guaranteed. The most widely used methods appear to be the condom for men, and contraceptive pills for women. Unfortunately, as compared to condoms, contraceptives seem to be unaffordable for many teenage girls; which results in so many unwanted pregnancies among school-age girls.

In conclusion, we can say that contraception is certainly a good solution for birth control. However, it is also important to make sure that oral contraception especially is made more affordable for young women.

Note that this production is a mere example. Any good production from the students should be reinforced and put on the board as a model.

LANGUAGE CORNER

This section deals with specific grammar or vocabulary points of the unit.

1- OBJECT PRONOUNS

Move from the examples to help the students uncover the difference between subject and object pronouns.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

I) Expected answers:

1. me (**Example**) ; 2-them ; 3-(to) you ; 4-it ; 5-him ; 6-us / (with) them.

II) Expected answers:

- 1-us (**Example**); 2-we ; 3-me ; 4-she ; 5-them; 6-I ; 7-him..

2- RECIPROCAL PRONOUNS

Move from the definition and the example to help your students understand how to use reciprocal pronouns.

LET'S PRACTISE

For each task, state the grouping mode, set the timing, and ask the students to do the activity. As they do the task, move around to supervise, monitor, and explain things when necessary. When they are done, ask them to stop and conduct feedback.

I. Sentences including object pronouns

Expected answer:

Sentences: 1; 2, 4 and 6

II. Expected answers:

- 1) Rural women discourage one another from using contraceptives. (**Example**)
- 2) bride and groom are convincing each other about having fewer children.
- 3) In conservative countries, women agree with each other that abortion is against religious law.
- 4) Contraceptive pill users are telling one another about possible side effects.
- 5) The two women ask each other if it is reasonable to have many children in these difficult times.

III. Expected answers

1. one another (**Example**)
2. one another
3. one another
4. each other
5. one another
6. each other
7. each other
8. one another

UNIT REVIEW

For each activity, set the grouping mode, time the activity, move around to supervise and provide help if necessary. When the time is up, ask them to stop and conduct feedback.

Expected answers:

I- 1- f (**Example**); 2- a ; 3- g; 4- c; 5- b; 6- d; 7- e

II- 1- myself (**Example**); 2- me; 3- them; 4- ourselves; 5- she; 6- one another; 7- each other.

III- 1 – I (S) (**Example**); 2 – it (S); 3 – you (C); 4 – we (S); 5 – us (C); 6 – it (S); 7 – them (C)

IV- Elements that are not necessary in a presentation on demography:
writer's address; date; receiver's address; signature; characters

LET'S HAVE FUN

1- First letter, last letter :

Explain the instructions and get students ready to play.

2- Tongue twister :

Ask students to say as rapidly as possible the tongue twister.

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do.

Go through the different steps with them to help them succeed in the task.

Organize the class into groups of five (5). Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When time is over, ask them to stop and conduct feedback (Students come and display their works). Select the best ones and stick them on the board.

CORRECTION OF THE ENGLISH TESTS

TEST N° 1

COMPREHENSION CHECK

A-VOCABULARY (10%)

1. Taking legal action against a person or company = suing (**Example**)
2. Violated upon someone's rights = infringed
3. Changed direction or focus = pivoted
4. Monitor or observe someone or something, often done secretly = surveil
5. Assign a digital identifier or marker to something or someone = tag
6. Incorporating or including something within another thing = embedding
7. Forcing or strongly influencing someone to do something = compelling
8. No longer current or relevant = outdated
9. Vote, enact, or approve laws = pass
10. Made an earnest request or plead = appealed
11. Delayed or not done within the expected or necessary time = overdue

B-COMPREHENSION QUESTIONS (30%)

1. The United States Federal Trade Commission (FTC) is suing Edmodo for collecting and using children's data to target them with behavioral advertising.
2. Edmodo saw explosive demand in 2020 as governments and schools rushed to connect children to online learning, resulting in a 1,500 percent increase in users in the first five months of the pandemic.
3. During the COVID-19 pandemic, Edmodo infringed on children's privacy by surveilling them and harvesting their personal data for advertising purposes.
4. Edmodo benefited from the surge in demand during the pandemic, reporting a significant increase in users as governments and schools sought online learning solutions.
5. Human Rights Watch discovered Edmodo's privacy infringements through an investigation conducted in May 2022.
6. Human Rights Watch found that Edmodo had the technical capabilities to invisibly tag children, identify their devices, and harvest their personal data for advertising purposes.
7. According to their statement, Edmodo confirmed that they did not share students' personal data with any business partners or third parties.

8. Through this lawsuit, the FTC is sending a strong message to the ed-tech industry and taking action to ban companies from compromising children's privacy in their pursuit of learning.

9. President Joe Biden has called on Congress twice to pass comprehensive child data protection laws.

10. The call to action for Congress is to pass strong laws protecting all children as they spend more time online and to address the lack of regulations compelling companies to prioritize children's privacy.

PART TWO: LANGUAGE IN USE (30%)

TASK A

1- respect (**Example**) - 2- freedom 3- justice 4- impartial 5- beliefs 6- diverse 7- fighting 8- citizenship - 9- world 10- oppression 11- promoting

TASK B

1. a) is (**Example**) - 2. b) has worked 3. b) have lived 4. c) suffered 5. a) provides 6. a) has 7. b) have had 8. c) experienced 9. c) partnered 10. b) has been able 11. c) should

PART THREE: WRITING (30%)

TASK A

Example of production

Dear Kufuor,

I hope this email finds you well. I'm happy to provide you with details about human rights in my home country, Ivory Coast.

Ivory Coast, also known as Côte d'Ivoire, is a West African nation with a population that is known for its cultural diversity and vibrant traditions. While efforts have been made to protect human rights, there are, unfortunately, instances of violations that occur within the country. One pressing issue is related to freedom of expression, where journalists and activists have been targeted and intimidated for speaking out against the government or exposing corruption.

The population of Ivory Coast actively advocates for their rights through various means. Civil society organizations and human rights activists play a vital role in raising awareness, organizing peaceful protests, and providing support to victims of human rights violations. Social media has also emerged as a powerful tool for spreading information and mobilizing public opinion.

However, the response from local authorities regarding human rights issues has been mixed. While some cases are promptly investigated, there have been instances of impunity and lack of accountability. This has resulted in a sense of frustration and distrust among the population.

Efforts to combat human rights violations in Ivory Coast are ongoing, with the government and civil society organizations working towards addressing these issues. However, there is still a long way to go to ensure that every citizen's rights are fully respected and protected.

I hope this information helps you in enriching your article. Please feel free to reach out if you need any further details.

Warm regards,
[Your Name]

TASK B

Example of production

Ladies and gentlemen, esteemed guests, and members of the South African community in Côte d'Ivoire,

On behalf of our English Club, I stand here today deeply honored and grateful to be associated with this commemoration night in loving memory of the great Nelson Mandela.

Our English Club aims to foster a love for language, culture, and diversity, and we believe Nelson Mandela embodied these values wholeheartedly. He fought relentlessly for justice, equality, and freedom, leaving an indelible mark on the world.

Personally, I have been inspired by Mandela's unwavering dedication to reconciliation and forgiveness, even after enduring unimaginable hardship during his 27-year imprisonment. His life serves as a beacon of hope, reminding us that through unity and compassion, we can overcome any adversity.

The influence of Mandela's legacy can be felt far beyond the borders of South Africa. His commitment to human rights and democracy has inspired leaders across the globe to prioritize justice and inclusivity in their own nations. His vision of a peaceful and equitable society continues to pave the way for positive change worldwide.

Tonight, as we gather to remember Nelson Mandela, let us reflect on his teachings and embrace the universal values of love, compassion, and unity. May we be inspired to continue his fight for a better world, and may his spirit forever guide us in our pursuit of freedom, justice, and equality.

Thank you for this opportunity, and may we honor Nelson Mandela's legacy by living up to the ideals he dedicated his life to.

TEST N° 2

PART ONE: READING

A/ Vocabulary check: 1- f (Example) / 2- l / 3- a / 4- e / 5- g / 6- i / 7- d / 8- c / 9- k / 10- b / 11- h

B/ Comprehension check:

- 1- The key causes are long-standing internal and external issues.
- 2- Since 2011.
- 3- Highly vulnerable economies to price and demand fluctuations on the world market.
- 4- China and India.
- 5- United Nations Conference on Trade and Development.
- 6- No, because this debt has higher interest and shorter maturities and it jeopardizes the debt sustainability of developing countries.
- 7- It can be prevented through the establishment of good debt management practices.
- 8- Loan maturities and the ratios of domestic and foreign currency.
- 9- The United Nations, the G20, the OECD, and the Institute of International Finance.
- 10- Yes, because of the expected rise in global interest rates and the shorter maturities of non-concessionary loans.

PART TWO: LANGUAGE IN USE

TASK A: (1) indebtedness (Example) - (2) developing - (3) sustainable - (4) education - (5) poverty - (6) growth - (7) loans - (8) issue - (9) policies - (10) financial - (11) fulfill

TASK B: 1- b (Example); 2- a; 3- d; 4- b; 5- c; 6- a; 7- d; 8- c; 9- d; 10- a; 11- d

PART THREE: WRITING

TASK A [Possible production]

Combating Indebtedness: A Path to Economic Stability

In my country, the issue of indebtedness has become a growing concern that requires immediate attention. It is then high to shed light on the causes of indebtedness, highlight its consequences, and propose viable solutions to fight against this pervasive problem in the country.

Indebtedness in the country is mainly due to mismanagement of Public Finances. Irresponsible fiscal policies and ineffective budgetary control can lead to excessive borrowing, causing the national debt to spiral out of control. Besides, economic Instability plays an important role in the country's debt. Volatile economics such as recessions or financial crises, can necessitate increased borrowing to stabilize

the economy, further exacerbating the national debt. Unfortunately, all these causes irretrievably lead to disastrous consequences.

As a matter of fact, the first consequence of the country's indebtedness is economic vulnerability. High levels of national debt weaken the country's economic stability, making it susceptible to financial crises and hindering long-term growth prospects. The second consequence is increased interest payments. These payments divert a significant portion of the national budget reducing funds available for essential public services such as healthcare and education. This situation can no longer last. That is why we need to take action to stop indebtedness in the country.

In fact, one of the solutions to combat Indebtedness is to adopt prudent fiscal management. We must implement strict budgetary controls and ensure government expenditures align with revenue generation capacity to avoid excessive borrowing. Another solution is economic diversification. The government must encourage diversification of the economy by promoting sectors with high growth potential, reducing reliance on volatile industries, and fostering entrepreneurship and innovation.

To sum up, addressing the issue of indebtedness requires a multi-faceted approach, encompassing responsible fiscal management, economic diversification, enhanced revenue generation, transparent financial practices, and increased financial literacy. By implementing these solutions, our country can embark on a path toward economic stability, ensuring a brighter and more prosperous future for all.

TASK B [Possible production]

Hey Paul,

I hope you're doing well! I wanted to send you an email about a matter that's been on my mind lately. It is to express my concern about the possible debt crisis looming over my country.

You see, the rising levels of indebtedness in my country have become a cause for worry. When a country's debt reaches unsustainable levels, it can have severe consequences for the economy such as the interest payments that come with a high debt load. These payments divert a significant portion of government revenue, limiting the budget available for important public services such as education, healthcare, and infrastructure development.

To prevent a debt crisis, there are a few solutions that we should consider. Firstly, we need to prioritize fiscal discipline and avoid excessive government spending. Additionally, promoting economic growth is crucial. By focusing on policies that stimulate productivity, innovation, and investment, we can increase our tax base and generate more revenue. This can help create a positive cycle where higher revenue leads to lower levels.

I believe that if we are proactive in implementing these solutions, we can diminish the chances of a debt crisis and we can have a healthier and more robust

economy for our country. Let me know what you think about this issue, and if you have any thoughts or suggestions regarding potential solutions. I value your opinion and look forward to hearing from you.

Take care,

[Signature]

TEST N° 3

PART ONE: READING

A/ Vocabulary check: 1- l (**Example**) / 2- g / 3- a / 4- i / 5- d / 6- b / 7- k / 8- f / 9- h / 10- c / 11- j

B/ Comprehension check: 1- a (**Example**) / 2- c / 3- b / 4- c / 5- b / 6- a / 7- d / 8- b / 9- c / 10- a / 11- d

PART TWO: LANGUAGE IN USE

TASK A: (1) global (**Example**) / (2) world / (3) access / (4) diseases / (5) require / (6) medicines / (7) advancements / (8) fascinating / (9) cybercrime / (10) negative / (11) humanity

TASK B: 1- continue (**Example**); 2- going to; 3- risen; 4- producing; 5- using; 6- have transitioned; 7- crucial; 8- to take; 9- to conserve; 10- are going to; 11- letting

PART THREE: WRITING

TASK A [Possible production]

You (1): For me, climate change and biodiversity loss are the most alarming. Climate change is defined as the long-term changes in the Earth's climate system and biodiversity loss is the decline and extinction of various species of plants and animals.

You (2): If left unaddressed, climate change will be causing more violent hurricanes, droughts, and heatwaves. It will also destroy many islands. As for biodiversity loss, it will be impacting human health and well-being. It will lead to the extinction of 10% of vertebrate species.

You (3): I agree with you. The future can be bright provided we all act now.

You (4): To combat the adverse effects of climate change, it is crucial that we take immediate and decisive action. As individuals, we must adopt a sustainable lifestyle by conserving energy, reducing waste, and embracing renewable energy sources.

You (5): To address the issue of biodiversity loss, it is imperative that we prioritize conservation efforts and embrace sustainable practices. We must protect habitats, mitigate pollution, and combat deforestation.

TASK B [Possible production]

Population growth is a global challenge that has been a topic of concern for many years. As the world's population continues to increase at an alarming rate, it is argued that this demographic trend is the root cause of numerous problems that we are currently facing and will continue to face in the future. However, it is important to examine both sides of the argument before drawing a final conclusion.

The rapid growth of the population puts a tremendous strain on our finite resources such as water, food, and energy. With more people to support, the demand for these resources will increase significantly, putting pressure on the environment and potentially leading to scarcity. Furthermore, a larger population will inevitably lead to increased urbanization and deforestation to accommodate housing and infrastructure needs. This results in habitat destruction, loss of biodiversity, and increased pollution levels. Eventually, developing countries already struggle with issues such as poverty, inadequate healthcare, and lack of education. Rapid population growth will exacerbate these problems, making it challenging for governments to provide basic services and improve living conditions for their citizens.

Nevertheless, population growth can have some positive aspects. As a matter of fact, population growth brings about an increase in the workforce, which will lead to higher levels of innovation and productivity. There will then be a greater potential for ideas and specialization, fostering economic growth and technological advancements. Besides, a larger population provides a larger consumer base, creating market opportunities for businesses. This will stimulate economic growth, job creation, and investment, leading to improvements in living standards and infrastructure development in the future. Finally, a larger and more diverse population brings with it different perspectives, traditions, and knowledge systems. This cultural diversity will enrich societies, promoting tolerance, understanding, and creativity.

To conclude, it is obvious that while population growth does bring challenges and implications, it is over-simplistic to claim it as the root cause of all problems. I personally disagree with people considering it as the main cause of the world's future problems. Rather, it is the unsustainable practices, unequal distribution of resources, and inadequate governance that will have negative consequences in the future. That is why, finding a balance between population growth and resource management is key to creating a sustainable future.

TEST N° 4

PART ONE: READING FOR COMPREHENSION

A. VOCABULARY

1 – b (**Example**); 2 – e; 3 – i; 4 – g; 5 – a; 6 – h; 7 – l; 8 – c; 9 – j;
10 – d; 11 – k.

B. COMPREHENSION

1- F (line 1 – 2) (**Example**); 2- T (L3 – 4); 3- F (L4 – 5); 4- F (L10); 5- T (L12 – 13); 6 – F (L19 – 20); 7- T (L21 – 22); 8- T (L22 – 23) / (L23); 9- F (L25) / (L25 – 26); 10- T (L26 – 27); 11- T (L27 – 28)

PART TWO: LANGUAGE IN USE

TASK A

1 – small (**Example**); 2 – drink; 3 – me; 4 – health; 5 – services; 6 – locked; 7 – only; 8 – lack; 9 – cell; 10 – boys; 11 – police.

TASK B

1 – don't visit (**Example**); 2 – haven't you; 3 – did you see; 4 – Didn't I warn you; 5 – did you miss; 6 – didn't attend; 7- aren't children; 8- Can't they see; 9- should not be; 10 – Weren't you informed; 11 – Can you not understand.

PART THREE: WRITING

Criteria for self-evaluation

Task 1 (letter of complaint)
Criteria for self-evaluation
Is it outlined as a formal letter (writer's address, receiver's position and address, etc...)
Is the final outline product structured in paragraphs (introduction, body, and conclusion)?
Does it include the reason for writing the letter?
Is the language formal?

Task 2 (dialogue)
Criteria for self-evaluation
Do my characters speak?
Are characters' names written before writing what they say?
Are questions asked?

Are answers to questions provided?

Do they talk about the prisoner's detention conditions?

TEST N° 5

PART ONE: READING FOR COMPREHENSION

A. VOCABULARY

1-j (Example); 2- g; 3- b; 4- i; 5- f; 6- i; 7- d; 8- h; 9- a; 10- e; 11- c.

B. COMPREHENSION

1- T (L 1 – 2); 2 - F (L3); 3 - T (L5); 4 - F (L5 – 7); 5 - F (L11); 6 - T (L16 – 17) ; 7 - T (L18 – 19) ; 8 - F (L21 – 22) ; 9 - T (L22 – 23) / (L23); 10 - F (L24 – 25) ; 11 - T (L27 – 28)

PART TWO: LANGUAGE IN USE

TASK A

1- trends (**Example**); 2- reproductive; 3- over; 4- couples; 5- satisfying; 6- more; 7- family; 8- marriages; 9- increase; 10- from; 11- while.

TASK B

1- don't we? (**Example**); 2- did he?; 3- isn't he?; 4- it; 5- her; 6- ourselves; 7- one another; 8- himself; 9- us; 10- one another; 11- them.

PART THREE: WRITING

Criteria for self-evaluation

Task 1 (for and against essay)
Criteria for self-evaluation
Is the final product structured in paragraphs (introduction, body and conclusion)?
Does it include arguments in favour?
Does it include an argument against?
Is the language formal?

Task 2 (letter of complaint)

Criteria for self-evaluation

Is it outlined as a formal letter (writer's address, receiver's position and address, etc...)

Is the final outline product structured in paragraphs (introduction, body, and conclusion)?

Does it include the reason for writing the letter?

Does it include consequences and solutions?

Is the language formal?