

**Level:** 2<sup>nd</sup>e

**Unit 1:** PEOPLE

**SKILL:** Speaking

**Session 1**

**Source:** Far Ahead 2nd

**Learning context:** we are back from the vacation in College HMF Méagui. During a meeting of the English Club, the students of 2nd are talking about the people they met during the vacation to share experiences.

**Lesson content:**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Heavyweight – ambitious – bossy – selfish – studious – hardworking	Using prefixes to express antonyms, opposites	I am organised, but my junior brother is <b>disorganized</b> .

**I- VOCABULARY**

**Heavyweight:** powerful, possessing physical strength and weight.

**Ambitious:** to be full of ambition, showing ambition.

**Bossy:** fond of giving people orders, domineering.

**Selfish:** thinking first of one's own interests, needs, without concern for others; not sharing what one has with others.

**Studious:** spending a lot of time studying; showing great carefulness.

**Hardworking:** working with care and energy, courageous.

**II- LANGUAGE FUNCTION**

Using prefixes (**in-, dis-, un-, im-, ir-**)

**Note:** we use some prefixes such as **in, un, im, dis, ir** to express antonyms or opposites.

I am organised, but my junior brother is **disorganized**.

Gouzro is really responsible whereas Zogobody is **irresponsible**.

**III- APPLICATION PHASE**

**ACTIVITY 1:** use the words from the chart below to make meaningful sentences.

Share them with the class. **Example: Konan is a lazy student.**

Konan – Yéo – Gouzro – Kassi – Zongo – Dan – Guei – Awa - Akissi	Selfish – unambitious – ambitious – organized – bossy – disorganized – hardworking - lazy – jealous	Boy – man – civil servant – farmer – teacher –engineer – woman – mother – student.
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**ACTIVITY 2:** use the prefixes from the chart below to make meaningful sentences. Share them with the class. **Example:** ambitious == **unambitious**.

*In- di- un- im- ir*

<b>Words</b>	<b>Antonyms</b>
Ambitious	
Selfish	
Organised	
	disconnected
	Irresponsible

Level: 2<sup>nd</sup>e

Unit 1: PEOPLE

SKILL: Speaking

Session 2

Source: Far Ahead 2nd

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Confident – stubborn – efficient – lazy – flexible – curious	- <b>past tenses</b> : past simple and past perfect	-At primary school, Gouzro <b>was</b> a hardworking student. He <b>studied</b> his lessons everyday. -Awa <b>had worked</b> hard during the previous years.

I- VOCABULARY

**Curious**: having or showing too much interest; eager to know or learn. Strange, unusual.

**Efficient**: able to work well, capable, producing a satisfactory result without wasting time or energy.

**Flexible**: able to change according to different circumstances; adaptable.

**Lazy**: unwilling to work; doing little work. Causing a lack of energy or activity.

**Stubborn**: determined not to give way, determined to do what one wants.

II- LANGUAGE FUNCTION

Expressing past actions

1- Past simple with regular verbs

At primary school, Gouzro **worked** hard: (S + V-ed)

2- With irregular verbs

Yesterday, my mother **went** to our village. (no concrete rule)

3- Past perfect: **had + pp**

At primary school, Gouzro **had worked** hard.

Yesterday, my mother **had gone** to our village.

**III- ACTIVITY**: use the words or phrases below to say something about slow eaters.

Share your paragraph with the class.

Start your words with “**People who eat slowly**----- “

<b>Slow eaters</b>	-they make a point of savouring their food, -people who eat slowly like routines and they are quite stubborn, They like to make most of every experience, They're also more likely to be selfish and self-centred.
--------------------	---

**III- ACTIVITY:** use the words or phrases below to say something about slow eaters.  
Share your paragraph with the class.

Start your words with “**People who eat slowly**----- “

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They're also more likely to be selfish and self-centred.

**Level:** 2<sup>nde</sup>

**Unit 1:** PEOPLE

**SKILL:** Reading

**Session 3**

**Source:** Far Ahead 2nde

Read the following text carefully and do all the activities that follow it.

### **Grandma's remedies**

**Gnahoua:** Gouzro, do you remember some of those home remedies that Grandma used to prepare for us when we were little kids?

**Ahin:** how could I forget? She used to make remedies for almost everything. Some of them were horrible, specially the cough medicine. She made it with lemons. She boiled them in water with wood ash and a spoonful of honey.

**Gnahoua:** I remember it. It was ok on the first day when it was hot you could taste the honey. But it became very bitter and we had to swallow it as fast as we could. It seemed to work, though.

**Ahin:** what about the steam baths she used to give us when we had fevers or malaria?

**Gnahoua:** they were terrible. I had to sit for at least thirty minutes in front of a steaming pot of boiled herbs with my head under a blanket.

**Ahin:** we were wet with the sweat and steam. And then, when the bath was over, we had to drink some of the herbal mixture. I was sick every time she asked me to swallow it. It was so disgusting.

**Activity 1:** read the text again and circle the best option among (a, b, and c).

This text s about:

- a- Gnahoua and Ahin's life at primary school.
- b- Gnahoua and Ahin's grandma's way to prepare medicine.
- c- Gnahoua and Ahin's memories about their Grandma's local medicines.

**Activity 2:** read the text again and match each word from column A with its corresponding meaning or definition from column B. write your answers like this:

**example:** 7 - d.

#### **Column A**

- 1- Grandma
- 2- Remedies
- 3- Kids
- 4- Horrible
- 5- Boiled
- 6- Blanket
- 7- Disgusting

#### **Column B**

- a- Childreen, infants
- b- Thick woolen covering used on beds
- c- One's mother's or father's mother
- d- Causing disgust
- e- Treatments, medicines that cure or relieve a pain or a disease
- f- Unpleasant, causing horror
- g- Make something hot from fire.

**Activity 3:** read the text again and answer the questions below

- 1- How many of Grandma's remedies are mentioned in the text?
- 2- What is the relationship between Gnahoua and Ahin? Justify your answer.
- 3- What illnesses did Grandma treat with these remedies?

**a- Boiled lemon drink**

**b- Steam bath**

**Level:** 2<sup>nd</sup>e

**Unit 1:** PEOPLE

**SKILL:** Reading

**Session 4**

Read the following text carefully and do all the activities that follow it.

### **Muhammed Ali**

#### **“Don’t count the days, make the days count”**

“I am the greatest!” was the catchphrase of the son of a Kentucky sign painter who took up boxing to defend himself after bullies stole his bicycle. Born Cassius Marcellus Clay Junior, he was soon known as the Louisville Lip\* Champion after winning a light-heavyweight gold medal at the 1960 Summer Olympics Rome. Ali won his first 19 fights after turning professional in October 1960, and stunned the boxing world by knocking out Sunny Liston to take world heavyweight championship in 1964. He taunted Liston in the run up to the match and called him an “old, ugly bear” to his face. To promote himself, Ali penned his verse: “This brash, young boxer is something to see, and the heavyweight championship is his destiny. This kid fights great, he’s got speed and endurance. But if you sign to fight him, increase your insurance!” (...)

**Activity 1:** read the text again and find out the corresponding words from the text which match with the definitions below.

- a- A well-known phrase used by, (line 1)
- b- Persons who use their strength or power to frighten or hurt weaker people (L2)
- c- Making somebody unconscious by means of a blow (L6)
- d- Powerful, possessing physical strength and weight. (L6)
- e- Provoked somebody, irritated. (L7).
- f- Wrote (L8)
- g- State or power of enduring. (L10)

**Activity 2:** read the text again and answer the questions below

- 1- What was Muhammed Ali’s catchphrase?
- 2- How did Muhammed Ali become a boxer?
- 3- What was his native name?
- 4- How important are 1960 and 1964 for Muhammed Ali?

### **Homework**

Write a paragraph about the moral and physical description of a person of your choice.

These ideas can help you:

- Name
- Birth date and place

- Moral abilities
- Physical appearance
- Place in the society

U1: reading for comprehension 1

Answers:

Act 1: 1-c

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

Act 3

- 1- Two remedies are mentioned
- 2- They are brother and sister. Because they have the same Grandma.
- 3a- with boiled lemon she treated the cough.
- 3b- with steam bath she treated fever and malaria

U1: reading for comprehension 2

Answers

Act 1:

- a- Catchphrase
- b- Bullies
- c- Knocking out
- d- Heavyweight
- e- Taunted
- f- Penned
- g- Endurance

Act 2:

- 1- "I am the greatest"
- 2- He took up boxing after bullies stole his bicycle.
- 3- His native name was Cassius Marcellus Clay Junior.
- 4- In 1960, he won a light-heavy gold medal. In 1964, he knocked out Sunny Liston to take world heavyweight championship.

## INTERROGATION D'ANGLAIS N°2

NIVEAU : 1ere

**Muhammed Ali****“Don't count the days, make the days count”**

“I am the greatest!” was the catchphrase of the son of a Kentucky sign painter who took up boxing to defend himself after bullies stole his bicycle. Born Cassius Marcellus Clay Junior, he was soon known as the Louisville Lip\* Champion after winning a light-heavyweight gold medal at the 1960 Summer Olympics Rome. Ali won his first 19 fights after turning professional in October 1960, and stunned the boxing world by knocking out Sunny Liston to take world heavyweight championship in 1964. He taunted Liston in the run up to the match and called him an “old, ugly bear” to his face. To promote himself, Ali penned his verse: “This brash, young boxer is something to see, and the heavyweight championship is his destiny. This kid fights great, he's got speed and endurance. But if you sign to fight him, increase your insurance!” (...)

**Activity 1:** read the text again and find out the corresponding words from the text, which match with the definitions below.

- a- A male child (line 1)
- b- Take something when the owner is absent or not aware (L2)
- c- A sport party between two teams or competitors (L6)
- d- To raise somebody to a higher position or rank (L6)
- e- Form of writing arranged in lines (L7).
- f- Child, infant (L8)
- g- Make numerous. (L9)

**Activity 2:** read the text again and answer the questions below

- 1- Whom does the text deal with?
- 2- Why did Muhammed Ali become a boxer?
- 3- When did he win his nineteenth fight?
- 4- Which kind of boxer was Muhammed Ali?

**Level:** 2<sup>nde</sup>

**Unit 2:** health and lifestyle

**SKILL:** Reading

**Session 1**

**Source:** Far Ahead 2nde

**Learning context:** Some students of 2<sup>nde</sup> of Collège HMF of Méagui have attended a conference held by the representative of WHO in the Nawa region about how our physical condition can be affected by our manners of life. Back to school they report it to the rest of the students.

Lesson content:

<b>VOCABULARY</b>	<b>LANGUAGE FUNCTION</b>	<b>STRUCTURES</b>
Health – lifestyle – disease – symptoms – remedy	Expressing things that were true in the past.	When I was at primary school, <b>I used to</b> steal my parents' money.

### **I- VOCABULARY**

- **Disease:** illness of the body, of the mind, of the plants, caused by infection or internal disorder.  
Ex: malaria, AIDS are diseases.
- **Health:** condition of a person's body or mind. State of being well and free from illness.
- **Lifestyle:** the way of life of an individual or a group. Manner of life.
- **Remedy:** treatment or medicine that cures or relieves a pain or a disease.  
Ex: injection, tablets such as paracetamol are remedies.
- **Symptom:** change in the body that indicates an illness.  
Ex: pain and fever are the symptoms of malaria.

### **II- LANGUAGE FUNCTION**

Expressing past habits

Structure: **used to + infinitive**

When I was at primary school, I **used to steal** my parents' money.

### **III- APPLICATION ACTIVITY**

Use the words from the following list to fill in the spaces in the paragraph:

**Used to – symptoms – health – remedies – lifestyle – disease**

Mr. Agbin, our biology teacher doesn't feel well these last days. His **(1)** meets some problems. After a diagnostic by the doctor, it seems that he suffers from a serious

(2). The doctor says that according to the (3) it can be malaria. He assures us to give suitable (4) to recover quickly. He adds that this is due to his (5). He leaves in a dirty environment. And in the old days he (6) smoke too much.

### **III- APPLICATION ACTIVITY**

Use the words from the following list to fill in the spaces in the paragraph:

**Used to – symptoms – health – remedies – lifestyle – disease**

Mr. Agbin, our biology teacher doesn't feel well these last days. His (1) meets some problems. After a diagnostic by the doctor, it seems that he suffers from a serious (2). The doctor says that according to the (3) it can be malaria. He assures us to give suitable (4) to recover quickly. He adds that this is due to his (5). He leaves in a dirty environment. And in the old days he (6) smoke too much.

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**Level:** 2<sup>nd</sup>e

**Unit 2:** HEALTH AND LIFESTYLE

**SKILL:** Reading

**Session 2**

**Source:** Far Ahead 2nd

**Lesson content:**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Infection – vaccine – tablet – heart attack	Expressing present habits	Be used to + v-ing I am used to getting up early in the morning

### I- VOCABULARY

**Heart attack:** accidental arrest of the heart.

**Infection:** disease caused by a micro-organism (virus)

Ex: AIDS is an infection caused by the HIV.

**Tablet:** paracetamol, efferalgan effervescent are some tablets.

**Vaccine:** a substance that is injected into the blood and protects the body.

### II- GRAMMAR

Expressing present habits

**Structure:** be used to + V-ing

Example:- I am used to getting up early in the morning.

-Gouzro is used to learning hard.

### III- APPLICATION ACTIVITY

**A-Fill** in the blanks with the suitable words.

- 1- We use it to protect our body against infections:-----
- 2- This is synonym of pill:-----
- 3- We also say cardiac arrest:-----
- 4- As AIDS, Ebola is also an -----

**B-give** the right forms of the words

- 1- Our students (be used to have) -----dangerous attitude.
- 2- John (be used to work) -----hard at school.

3- I (be used to help) -----my mother at home

**Level:** 2<sup>nd</sup>e

**Unit 2:** HEALTH AND LIFESTYLE

**SKILL:** Writing

**Session 3**

**Source:** Far Ahead 2<sup>nd</sup>e

Writing an informal letter

An example of formal letter

Dear Zohra,

(1) I'm writing to you about a problem. I'm really worried about my brother Bilal because I think he's started smoking. I haven't seen Bilal smoking, but all his friends smoke. Also, I was waiting for a friend outside school yesterday when I saw him buying cigarettes.

(2) Bilal used to be crazy about soccer, but he's given that up. He used to be good in most subjects, but now his school results are very bad. What's more, he argues all the time with our parents.

(3) I can't tell my parents because they'd be extremely angry. Do you think I should tell a teacher or his football coach, or someone else?

What do you advise me to do?

Write soon

Love

Pamela

### **Comprehension questions**

- 1- Is the style of this email formal or informal?
- 2- How does Pamela start and end her mail?
- 3- Which paragraph describes the consequences of Bilal's behaviour?
- 4- In which paragraph does Pamela asks for advice?
- 5- Which paragraph starts the problem?

### **Features of informal emails.**

In informal emails, we use:

- Contractions,
- First names in greetings,
- Expressions such as write soon, see you soon, bye, love...

### **The points of an informal letter:**

- Paragraph 1: we state the problem
- Paragraph 2: we describe the consequences of this problem

- Paragraph 3: we request advice.

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**Level:** 2<sup>nd</sup>e

**Unit 3:** TECHNOLOGY

**SKILL:** Reading

**Session 1**

**Source:** Far Ahead 2<sup>nd</sup>e

**Learning context:** Some students of 2<sup>nd</sup>e C2 of College HMF of Méagui have attended a conference held by the representative of Moov Cote d'Ivoire in the Nawa region about the usefulness of NTICs. Back to school they make the report of that conference to the rest of the students.

**Lesson content:**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Means of communication – airtime – password – app – ringtone	Verbs used with preposition	Verb + preposition -this pen belongs <b>to</b> my classmate

### **I- VOCABULARY**

**Means of communication:** anything that permits people to convey messages.

Ex: mobile phone, telephone, radio, television, text message, books..

**Airtime:** time devoted to someone for a TV program

Ex: the airtime of Tempo is about two hours.

**Password:** a word that allows someone to have access to their phone, computer...

Ex: BLEU Orphée's mobile phone's password is BEBE.

**App:** that is the abbreviation of application.

Examples of apps: zoom, whatsApp, facebook...

**Ringtone:** sound of mobile phone that signals a call.

### **II- GRAMMAR**

Verbs used with preposition: **verb + preposition**

Ex: this pen belongs **to** my classmate.

My brother never agrees **with** me.

### **III- APPLICATION ACTIVITY**

Choose the right word among that are proposed in each sentence.

- 1- Kokosséré's phone's (**app / ringtone**) sounds good.
- 2- (**Means of communication / password**) aims (**at / to**) making life easier.
- 3- For tonight's program you have to decide your (**password / airtime**)

- 4- Zongo suffers (**on / from**) malaria.
- 5- Don't worry (**of / about**) exams.
- 6- Many people in the world died (**of / on**) corona.
- 7- I have forgotten my (**ringtone / password**). I can't have access (**to / in**) to my computer.

### APPLICATION ACTIVITY

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### CORRECTION

1-on, 2-in, 3-upon, 4-with, 5-of, 6-in, 7-on, 8-off, 9-to, 10-with.

### INTERROGATION ECRITE N°1, NIVEAU 2nde

Complete the spaces in the sentences below with the right word from the list. Some words can be used many times.

**With – on – in – upon – of – to – off**

- 1- I rely-----you.
- 2- Americans trust-----God.
- 3- My family counts-----me
- 4- Brother never agrees-----his father.
- 5- Two days ago, my son died-----fever.
- 6- Who is there? Come-----please.
- 7- Traditional Africa lived-----vegetables.
- 8- He gets-----as soon as the plane landes.
- 9- Dago sent a mail-----his wife.
- 10- Mother is angry-----her children.

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### INTERROGATION ECRITE N°1, NIVEAU 2nde

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**READING FOR COMPREHENSION**

*Read the text below and do the activities that follow it on this answer sheet*

**Africa's mobile revolution**

Mobile phone ownership in Africa has exploded, and is fast replacing other forms of communication. Until recently, most mobile users were city dwellers, but this has changed as network coverage has spread to rural areas. Mobile phones have now become the main way for people to share information in places with no landlines.

This mobile technology has already started to transform different areas of life, from business and banking and agriculture to politics. Big and small businesses alike rely on mobiles to respond to customers and manage stock or deliveries. Text messages are increasingly used to transfer money and pay bills. In rural areas, farmers can receive advice, weather forecasts and market prices without travelling into town, while social networks like Facebook have played a key role in recent political uprisings...

**ACTIVITY 1:** read the text and circle the best option. The text is about:

- a- The NTICs -----
- b- Mobile technology -----
- c- Mobile phone users-----

**ACTIVITY 2:** read the text again and for each definition, find out the suitable word.

- a- State of being an owner (L1):-----
- b- Persons who use something: (L2):-----
- c- People living in city (L2):-----
- d- Scientific study and use of mechanical arts and applied sciences (L5)-----
- e- Depend on (L6):-----
- f- Revolts against people in power (L10):-----

**ACTIVITY 3:** read the text again and say whether these statements are true or false.

Write (T) for true and (F) for false indicating the line.

- 1- The number of mobile phone in Africa has drastically increased:-----
- 2- Mobile phone will never replace other forms of communication:-----

- 3- Few of mobile phone users are city dwellers:-----
- 4- Mobile technology is unable to transform different areas of life:-----
- 5- Text messages are sometime used to transfer money and pay bills:-----

College HMF MEAGUI  
NIVEAU : 2<sup>nde</sup>

ANNEE SCOLAIRE 2021 - 2022

**LISTENING FOR COMPREHENSION**

*Listen to your teacher reading the text and do all the activities on this answer sheet.*

**ACTIVITY 1:** listen again to your teacher and underline the topic related to the paragraph:

- A- Text message language,    B- texting competition,    C- the history of SMS

**ACTIVITY 2:** after you have listen to your teacher reading the paragraph find out the words corresponding to these definitions:

- a- Electronic device for storing and analyzing information:-----
- b- Person with whom one works:-----
- c- Make an answer in speech or writing:-----
- d- That's a synonym for keyboard:-----

**ACTIVITY 3:** after you have listen to your teacher reading the text, answer the questions below.

- 1- What is Neil Papworth? -----
- 2- When did he use computer to send message for the first time? -----  
-----
- 3- Who did he send the message? -----  
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### **LISTENING FOR COMPREHENSION TEXT**

Texting

On 3 December 1992, a 22-year-old British engineer called Neil Papworth used his computer to send the text message “Merry Christmas” to the mobile phone of a colleague called Richard Jarvis

It was the first ever text message. Jarvis couldn’t reply because mobile phones didn’t have keypads in those days. The first mobile which allowed the user to type text messages was commercialized by Nokia in 1993.

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**READING FOR COMPREHENSION**

*Read the text below and do the activities that follow it on this answer sheet*

On 3 December 1992, a 22-year-old British engineer called Neil Papworth used his computer to send the text message “Merry Christmas” to the mobile phone of a colleague called Richard Jarvis

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Today SMS (Sort Message Service) has become the second most commonly used feature on a mobile phone (behind checking the time), and it is estimated that over 9 trillion messages are sent every year – the equivalent of 250,000 every second. Since 2007, texting has even overtaken speaking on the phone.

**ACTIVITY 1(2pts):** read the text and underline the title that best summarizes the text.

- A-Text message language,    B- the history of SMS,    C- texting competition

**ACTIVITY 2(10pts):** read the text again and find out the words corresponding to these definitions.

- 1- Person who designs, builds or maintains machines (L1):-----
- 2- A technological device to communicate everywhere (L2):-----
- 3- Make an answer in speech or writing (L4):-----
- 4- That’s a synonym for “permitted” (L5):-----
- 5- This is the equivalent of 365 or 366 days (L9):-----

**ACTIVITY 3 (8pts):** read again the text and answer the questions below.

- 1- What is Neil Papworth?:-----  
-----
- 2- Who did he send the message?:-----  
-----
- 3- Did Jarvis give answer to his colleague’s message? Justify your answer-----  
-----  
-----

4- How many messages are sent each year?-----  
-----

Level: 2<sup>nd</sup>e

ANNEE SCOLAIRE 2021 - 2022

Unit 4: LOOKING FORWARD

SKILL: Speaking

Session 1

Source: Far Ahead 2nde

**SPEAKING**

ANSWERS

**ACTIVITY 1:**

They refer to Energy

**ACTIVITY 2:**

- 1- In 2011, a tsunami caused a disaster at a **nuclear** / **solar** power station in Fukushima, Japan.
- 2- **Oil** / **Coal** is a black rock which is found underground.
- 3- Many people still burn **firewood** / **wind** for cooking.
- 4- **Biofuel** / **Hydroelectric energy** uses the power of water.
- 5- **Wind** / **Solar** power uses the sun's energy to produce electricity.
- 6- **Biofuel** / **Geothermal energy** is produced from plants.
- 7- **Natural gas** / **Firewood** comes from underground and is mainly composed of methane (CO).
- 8- **Geothermal** / **Nuclear energy** is heat from the Earth.

**ACTIVITY 3:**

- 1- What energy do you use for cooking and lighting in your home?  
For cooking: Firewood – gas - hydroelectric energy – biofuel. For lighting: solar power – hydroelectric power – oil.
- 2- What type of energy is used to produce electricity at your school?  
At my school hydroelectric power is used (any possible good answer is accepted)
- 3- Which energy sources are fossil fuels?  
Nuclear energy, coal, gas and oil are fossil fuels.

**SPEAKING**

**ACTIVITY 1:** here are some words. Say in one word what they refer to.

Nuclear – gas – solar – oil – wind – firewood – biofuel – geothermal – hydroelectric – coal.

They refer to-----

**ACTIVITY 2:** underline the correct words in these sentences.

- 1- In 2011, a tsunami caused a disaster at a **nuclear** / **solar** power station in Fukushima, Japan.
- 2- **Oil** / **Coal** is a black rock which is found underground.
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