



LEÇONS D'ANGLAIS PRÉPARÉES

NIVEAU : PREMIÈRE



CE ANGLAIS

NB: Students' activities are from Far Ahead 1ère

UNIT 1



TRAVEL AND WORLD TOURISM

Name of School: / **Date:**.....

Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 1: TRAVEL AND WORLD TOURISM

Lesson 1:

Lesson type: Speaking (*1 session*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Travel – tourism – travel industry – guest – ecotourism – safari	Using prepositions	He always goes to school on time.

INTRODUCTORY PHASE (5 min)

Warm up: (*1 min*)

Lead-in activity: (*2 min*)

What is a tourist? Which places can tourists visit in Cote d'Ivoire?

Learning context (*3 min*)

We are back from the vacation in College During a meeting of the English Club, the students of 1ere are talking about the places they visited during the vacation to share experiences.

INPUT PHASE (15 min)

Vocabulary (*6 min*)

Ecotourism: tourism to foreign or threatened ecosystems to observe or preserve the wildlife

Guest: a visitor, a person invited to visit one's house

Safari: hunting expedition or overland journey.

Tourism: the act of travelling to visit pleasant places away from one's home.

Travel: a voyage, a trip, a movement from a place to another.

Wildlife: set of animals and plants

LANGUAGE FUNCTION: using prepositions

The use of prepositions: **on – to – in – at – by – from – of**

Example: He always goes **to** school **on** time.

My guest comes **from** Ananguié.

Answer sheet

Activity 1:

1/ industry 2/ Tourists 3/ wildlife 4/ package 5/ guides 6/ attractions 7/ owned
8/ ecotourism

Activity 2: 1/ in 2/ no preposition – in 3/ of 4/ in 5/ no preposition 6/ by 7/ from 8/ on

Note –taking (7 min)

ACTIVATION / PRACTICE PHASE (10 min)

Activity 1: Complete the paragraph with words from the box below. Change the form of the word if necessary.

Tourists- industry- attractions- ecotourism- package- owned- wildlife- guides

The travel (1) ----- is growing fast. By 2015 there were more than one billion international travellers. (2) -----around the world spend money to visit other countries, to learn about other cultures, to observe the (3) ----- and to relax and have fun! Some tourists prefer (4) tours, which are organised for them. They hire (5) ----- to show them the tourist (6) ----- ---. Others prefer to explore new places by themselves. Some tourists stay in big hotels, while others prefer community-(7) ----- guesthouses. There is now a trend towards (8)----- - so that tourism does not damage the places that tourists visit.

Activity 2: Choose prepositions from the box to complete these sentences, if necessary. You may use prepositions more than once. Some sentences do not need a preposition.

By- from- of- to- in- on

- 1- He went for a swim ----- the sea.
- 2- There were so many elephants ----- the park!
- 3- What is the national symbol ----- your country?
- 4- Robben Island is important -----the history of South Africa.
- 5- We are going to visit -----a game park next month.
- 6- The girl was killed -----police.
- 7- He wrote me an email -----France to tell me about his trip.
- 8- The tourists were -----a tour of the island when the boat sank.

Communication activity (5 min)

Work with a partner. Talk about tourism in your own country.

Make a list of places that tourists visit. Which places are popular?

Why? Has tourism changed anything in your country? How? Tell other students.

Homework:

Work in small groups. Make a list of the places that can be visited in your own country as touristic sites. Say why people should visit these places.

Name of School: / **Date:**.....
Class:1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 1: TRAVEL AND WORLD TOURISM
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Guesthouse – holidaymaker – indigenous – guide – accommodate	Present perfect simple and present perfect continuous	-Zougla has visited the liana bridge in Man. -I have been visiting the Tai forest this week.

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming):

Learning context: We are back from the vacation in College . During a meeting of the English Club, the students of 1ere are reading a paragraph about tourism and its consequences in a country to share experiences.

WHILE-READING (15 min)

Vocabulary (8 min)

Accommodate: provide lodging or room for somebody.

Guesthouse: a house especially for visitors or guests to spend nights and eat.

Guide: a person employed to show others the way.

Holiday: day of rest, day during which no work is done, vacation.

Holidaymaker: a person who is on holiday.

Indigenous: belonging naturally to a place, native. The people regarded as the original inhabitants of an area.

Grammar: Present perfect simple and present perfect continuous

1- The use of present perfect simple: **has / have + Verb (pp)**

Ex: Zougla **has visited** the liana bridge in Man

The students **have finished** their home activities.

2- The use of present perfect continuous: **has / have + been + Verb-ing**

Ex: I **have been visiting** the Tai forest this week

Has he been visiting the museum today?

Rule: We use the present perfect continuous for actions that started in the past and are continuing now or might continue.

We use the present perfect simple to emphasize the result of an action that started in the past.

We never use the present perfect continuous when we talk about How much / How many.

Answer sheet

Activity 1:

Activity 2: 1 have been visiting 2/ have been staying 3/ has been helping 4/ has not been
5/ have been going

ACTIVATION / PRACTICE PHASE (10 min)

Activity 1: four square game with: **1- the basilica, 2- the liana bridge, 3- the Tai forest, 4- the beach.**

Students make their choice according to the four headings above. Each group answers the following questions.

- Where do people find this place?
- Why have you chosen it?
- How important is it for the country?

Activity 2: Complete the sentences using the correct forms of the verbs in brackets.

- 1- Holidaymakers in Kenya (visit) ----- traditional Maasai villages for many years.
- 2- The guests (stay) -----at a community-owned lodge in the game park since they arrived.
- 3- Tourism (help) -----people who live in the village.
- 4- She (not be) ----- to Gorée Island although she (visit) Senegal.
- 5- Tourists (go) ----- to the top of the Eiffel Tower since it was built.

Homework:

Work in small group. Make a list of the natural resources in your country and talk about them.

- 1- Are they renewable or non-renewable?
- 2- How do people use them?

ACTIVATION / PRACTICE PHASE (10 min)

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Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 1: TRAVEL AND WORLD TOURISM

Lesson 2:

Lesson type: Reading (*session 2*)

Duration: 55 minutes

Source/Reference: (Far Ahead 1ère)

Teaching Materials: *picture, worksheet, board*

I- INTRODUCTORY PHASE (5 min)

Warm up:

Review:

ANSWER SHEET

Activity 1: General idea

The text is about: (C) advantages of ecotourism for the tourism industry in Africa

Activity 2: Vocabulary

1-C — 2-D — 3-E — 4-F — 5-B — 6-A

Activity 3: Comprehension

1- Tourists are attracted by Africa's wildlife and natural beauty.	TRUE
2- Tourism did as harm as good to Africa.	FALSE
3- Hunting and poaching are the only causes of animal species extinction.	FALSE
4- Ecotourism is sustainable tourism.	TRUE
5- Local communities are not essential in ecotourism.	FALSE
6- Nowadays ecotourists are not interested in Africa's history and culture.	FALSE

WORKSHEET/ UNIT 1: TRAVEL AND WORLD TOURISM:/ READING FOR COMPREHENSION

Activity 1: Read the passage quickly and select the main idea.

The passage is about _____

- a- economic benefits of tourism for Africa
- b- damages caused by tourism in Africa
- c- advantages of ecotourism for the tourism industry in Africa

Activity 2 Read the text quickly and match each word from Column A to its synonym or definition in column B. N°1 is an example. 1-C

<u>Column A</u>	<u>Column B</u>
1- Wildlife	A- marvellous
2- harm	B- durable
3- hunting	C- fauna and flora
4- poaching	D- damage
5- sustainable	E- chasing and killing animals for food
6- wonderful	F- chasing and killing animals illegally and in great number to commercialize

Activity 3: Read the passage again and decide whether the following statements are True or False.

1- Tourists are attracted by Africa's wildlife and natural beauty.	
2- Tourism did as harm as good to Africa.	
3- Hunting and poaching are the only causes of animal species extinction.	
4- Ecotourism is sustainable tourism.	
5- Local communities are not essential in ecotourism.	
6- Nowadays ecotourists are not interested in Africa's history and culture.	

Communicative activity:

The World Tourism Organization (WTO) initiated some days ago a campaign on social media. It consists in posting a text about ecotourism and its advantages for both local communities and the country. Write your text, tag the WTO page and post it.

TEXT: Ecotourism in Africa

Africa's wildlife and natural beauty have been attracting tourists for years. But until recently tourism did more harm than good and the industry was not growing. Many of the animal species that tourists came to see faced extinction as a result of hunting, poaching, political instability and the increase in human populations.

Profits that were made from tourism activities did not benefit local communities.

Today tourism is a growing industry, which is helping to protect natural resources and to empower local communities. Africa has been a leader in the international trend towards sustainable tourism, which is what ecotourism is all about. Africa's ecotourism industry helps to protect wildlife and to educate tourists and local people about the need to preserve natural resources. The industry now sees the community as an integral part of tourism. The idea of ecotourism is catching on fast.

Ecotourism started when people realised that tourism could not work or be sustainable without the support of local communities. Involving local communities brought much-needed revenue into communities and it gave people a reason to preserve their natural resources. Hunters, who had previously used their extensive knowledge of local environments to kill animals, now serve as guides to tourists. Local farmers, who had previously grown only enough to feed themselves, are now prospering because they are able to sell their crops to hotels and restaurants.

Today ecotourists visit Africa to engage with and learn more about African people, their history and culture. They expect to stay in accommodation that is environmentally friendly and that has a minimal impact on the environment. They expect to eat foods which are made from local ingredients. They also come to see wildlife in its natural habitat and they are willing to play their part in preserving this natural habitat. They want to help to prevent the extinction of wild animals and plants.

So tourism is becoming more responsible. Ecotourism is helping the tourist industry in Africa to grow and to remain sustainable. A positive trend for local communities and future generations will also be able to enjoy this wonderful heritage.

Name of School:

Teacher:

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 1: TRAVEL AND WORLD TOURISM

Lesson 3: Drafting and revising

Lesson type: Writing (session 1)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

TEACHING POINTS

VOCABULARY	Language Function	STRUCTURES
	relative clauses	Who- whom- which- where

* **Warm up:** (1 min)

* **Brainstorming** (lead in activity) (2 min)

* **Learning context** (2 min)

For the writing competition organized by the English Club of College , the students of 1ère are asked to write drafting about ecotourism in their area. This will help them for their competition while suggesting some advantages linked to ecotourism in their own country.

Language function: using relative clauses

Relative pronouns: who, whom, whose, which, what, that, when, where.

We use **which**, **what** and **that** to refer to animals and objects.

We use **who**, **whom**, **whose** and **that** to refer to people.

A 'defining clause' is a clause that carries essential information in a sentence.

If that clause is removed, the sentence does not make sense.

A 'non-defining clause' adds information that is not essential to the meaning of the sentence.

The clause is separated by commas and it cannot use that.

Examples:

1- John, **who** is a student in Cameroon, is talking to Jemma.

2- This is the town **where** my family used to live

3- That was the day **when** I lost my luggage!

Writing Strategy: checking and improving your work

- Check spelling. If a word looks wrong, check it in your dictionary.
- Check punctuation. Have you started and ended each sentence with appropriate punctuation marks?
- Check grammar. Read the text aloud to someone in your class.
- If they don't understand the text, check the grammar in each sentence.

Answer sheet:

Activity 1: 1/ who 2/ who 3/ that 4/ who 5/ which

Activity 2: 1/ 'Venis' → Venice – 'sity' → city – 'senturies' → centuries – 'inhabitents' → inhabitants – 'millen' → million

2/ 'only canals once' → only canals. – 'once a strong' → Once a strong – 'venis' → Venice – 'italy' → Italy – 'tourists?' → tourists! –

3/ 'most beautifulest' → most beautiful – 'it's' → its – 'who lives there' → who live there – 'Venice it feels' → Venice feels – 'if being drowned' → of being drowned

Activity 3: 1/ 'Think about the city of Venice. Venice is one the most beautiful cities in the world.' → Think about the city of Venice, which is one of the most beautiful cities in the world. – 'Venice is wellknown for its architecture and art. The city has no streets, only canals.' → Venice, which has no streets, only canals, is well-known for its architecture and art.

2/ 'strong' → powerful / dominant – 'big' → huge / enormous

ACTIVITY 1: Choose the correct word to complete each sentence.

- 1- Local farmers, **who** / **whom** used to grow food for their families, now supply hotels and restaurants with farm products.
- 2- Jemma, **who** / **whose** is a student from Cameroon, is visiting Benin.
- 3- The hotel **that** / **what** is up on the hill is popular with ecotourists.
- 4- The tour guide, **who** / **which** used to be a hunter, showed us where the animals lived.
- 5- Tourists like to taste foods **which** / **what** are made from local products.

ACTIVITY 2: Work in pairs. Read text A and check for mistakes.

- 1- Find five words that are spelled incorrectly. :------

- 2- Find five punctuation errors. -----

- 3- Find five grammatical errors. Check the model text to see if you identified mistakes correctly

Activity 3: Work in pairs and improve text A.

- 1- Find two examples of sentences that could be combined with relative pronouns to make complex sentences. -----

- 2- Find two adjectives that could be replaced with more interesting words. -----

Check the model text B to see what the writer

Model text: Venice

Text A: Draft

Tourism destroys the places we most love. Think about the city of Venis. Venis is one of the most beautiful cities in the world. Venis is well- known for its architecture and art. The sity has no streets, only canals once a strong city state in the 9-12th senturies, venis is now part of italy. But to the people who lives there, Venice it feels like a big park. The city has less than 60,000 inhabitants but more than 20 millen people visit the sity each year. The local artisans and crafters are moving out and are being replaced by souvenir shops and expensive foreign boutiques. Venis is in danger if being drowned by tourists?

Text B Model

Tourism can destroy the places we most love. Think about the city of Venice, which is one of the most beautiful cities in the world. It is well-known for its architecture and art. The city, which was built on small islands in a lagoon, has no streets, only canals. Once a powerful city state in the 9-12th centuries,

Venice is now part of Italy. But to the people who live there, Venice feels like a huge amusement park. The city has fewer than 60,000 inhabitants, but more than 20 million people visit the city each year. The local artisans and crafters are moving out and are being replaced by souvenir shops and expensive foreign boutiques. Venice is in danger of being drowned by tourists!

Name of School:

/ **Teacher:**

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 1: TRAVEL AND WORLD TOURISM

Lesson 3: Drafting and revising

Lesson type: Writing (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

COMMUNICATIVE ACTIVITY:

Write a description of a well-known tourist attraction.

Make notes under the paragraph headings.

Paragraph 1: Say where the place is, why it is famous and what it looks like.

Paragraph 2: Describe tourism and its impact on the lives of people.

Write a draft description of 150 to 180 words, following the paragraph plan. Then edit and improve your work. Refer to the Strategy box.

Possible answer (160 words)

The Great Pyramid of Giza, also called the Pyramid of Cheops, is situated in Egypt, not far from Cairo, the capital city. It is the oldest of the Seven Wonders of the World, and the only one that is still intact today. It was built as part of a necropolis, around 2,500 BC, using huge stones. It is almost 400 metres high and contains three different chambers.

Tourists have been visiting the Great Pyramid for centuries, and this tourism has played an essential role in supporting Egypt's economy, providing jobs and revenue for numerous Egyptians. But this success has led to a rapid urbanisation of the region of El Giza, which authorities are trying to regulate to protect the site of the pyramid.

Tourism is also dependant on political events: since the Egyptian Revolution of 2011, the number of visitors to the Great Pyramid has decreased, and both the local population and Egypt's global economy are suffering from the situation.

Name of School: _____ / **Teacher** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 1: TRAVEL AND WORLD TOURISM
Lesson 4:
Lesson type: Listening
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Numbers , figures and centuries: hundred- thousand- percent- 18 th century	Questioning	He is from Ananguié, isn't he?

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming:

Learning context: During an English class, the students of 1ère D of College _____ are listening to a passage on tourism read by their English teacher in order to learn more about it.

I- WHILE LISTENING

Vocabulary: numbers, figures and centuries

Hundred: 100

Thousand: 1000

10.057%: ten point oh five seven percent (after the point, we read figure after figure)

1943: 19+1= 20th century

Language function: questioning (the question tag)

The use of tag questions.

Note: question tags are used to request a confirmation or not.

Example: Dago **is** from Ananguié, **isn't he?**

We don't live far from here, **do we?**

He **is** from Benin, **isn't he?**

You **know** how to get to the Botanical Gardens, **don't** you?

They **aren't** students, **are** they?

Yes, he is

Yes, I do.

No, they aren't

Activity1: 1/ thousands of 2/ in the 18th century 3/ sixteen thirty-five

4/ one thousand nine hundred and forty-two 5/ 22 percentage

6/ one thousand five hundred and twenty-one square kilometres

Activity 2: 1/ aren't you 2/ isn't it 3/ it is 4/ haven't 5/ haven't 6/ is 7/ isn't

Activity 3: 1C – 2A – 3D – 4A – 5A – 6A

Note –taking (10 min)

WORKSHEET/ UNIT 1: TRAVEL AND WORLD TOURISM / LESSON 4: LISTENING

Activity 1: Choose the correct phrase to complete each sentence. Then read each sentence aloud to a partner.

- 1- There are **thousands of/ a thousand** of animals in the park.
- 2- The House of Slaves on Gorée Island was built in **18 centuries / in the 18th century**.
- 3- The palaces were built around sixteen **thirty-five/one thousand six hundred and thirty- five**.
- 4- There were nineteen **forty-two / one thousand nine hundred and forty-two** people at the tourist conference.
- 5- There was a **22 percent/ 22 percentage** increase in tourism this year.
- 6- The park is **square metres one thousand five hundred and twenty-one / one thousand five hundred and twenty-one square kilometres** in size.

Activity 2: John, an Ivorian student, is talking to Flora, a tourist from the United Kingdom. Listen and then choose the correct response to each question.

John: Hello. I'm John. Welcome to Grand-Lahou. You are from the UK, (1) **aren't you / don't you?**

Flora: Hello, John. Yes, I am. My name is Flora. It's so nice to meet you.

John: This is your first visit to West Africa, (2) **is this / isn't it?**

Flora: Yes, (3) **it is / it does** and I love it so far!

John: You (4) **haven't / have been** to Asagny forest yet, have you?

Flora: No, I (5) **haven't / hasn't**. It isn't far from here, (6) **is /do** it?

John: No, it (7) **isn't / aren't**. I can take you there on Saturday.

Flora: Thank you. That would be great!

Activity 3: Listen again and choose the correct words to complete these statements.

1- Where do the tourists want to go?

A - East Africa B -South Africa C -West Africa D- North Africa

2- How much time do the tourists have to visit these places?

A- two weeks B- three weeks C- one week D- two months

3- The travel agent suggests that they visit first.

A -Benin B- Ivory Coast C -Cameroon D -Senegal

4- How far is Gorée Island from Dakar?

A - Three kilometres B- seven kilometres C- ten kilometres D -fifteen kilometres

5- When were the royal palaces in Abomey built?

A in the 17th century B in the 16th century C in the 20th century D in the 19th century

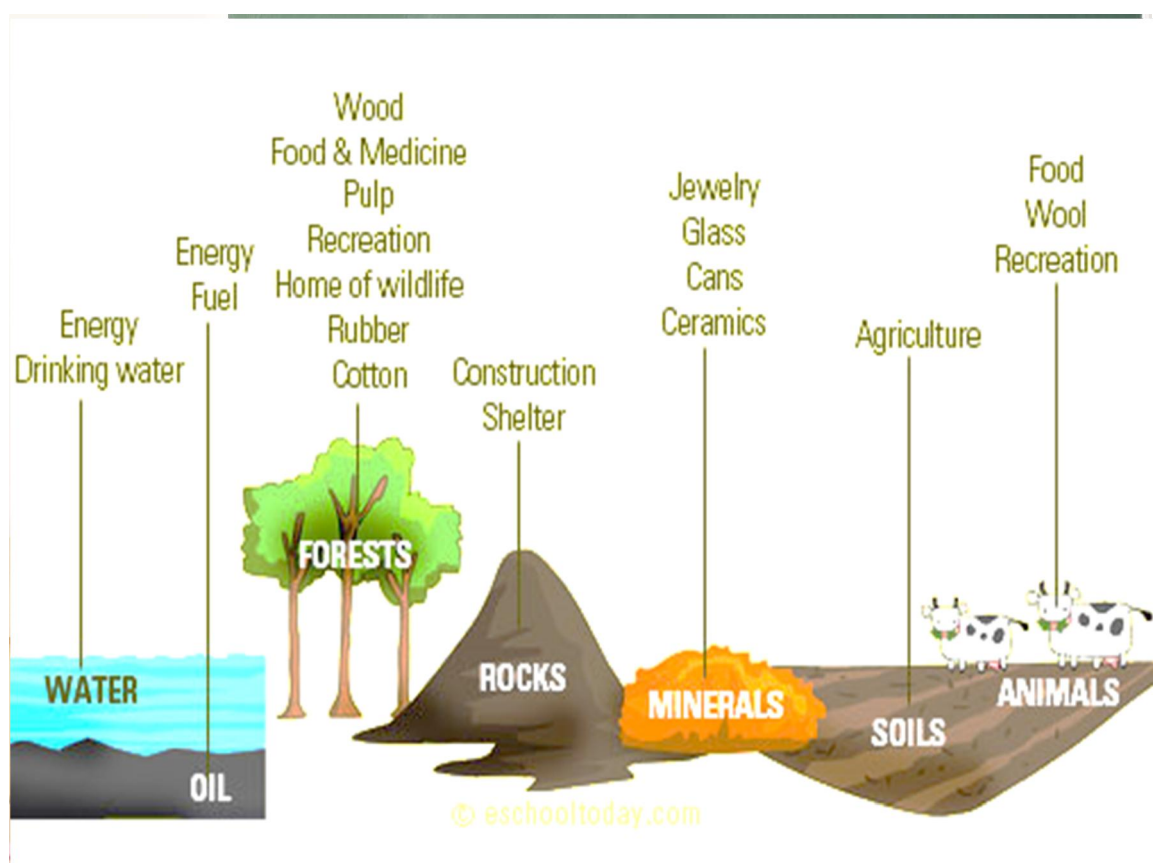
6- Where is the Pendjari National Park?

A - in the north of Benin B- in the south of Cameroon C- in the north of Senegal D- in the south of Benin

Communicative task:

Work in pairs or small groups. Role-play a visit to a tourist agency. Ask for information about a place you want to visit.

UNIT 2



NATURAL RESOURCES

Name of School: / **Date:**.....

Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 2: NATURAL RESOURCES

Lesson 1:

Lesson type: Speaking (*1 session*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

TEACHING POINTS

VOCABULARY	Language Function	STRUCTURES
Resource – species – habitat – renewable – natural – environment – generate	Using gerunds	Studying our lessons is necessary.

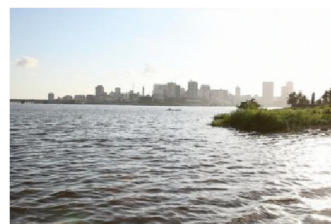
INTRODUCTORY PHASE (5 min)

Warm up: (*1 min*)

Lead-in activity: (*2 min*)

Look at these three photographs. Which natural resources are shown in each picture?

How are these natural resources used?



Learning context (*3 min*)

During the International Day of Environment, the Green Peace Movement has organized a debate about natural resources. As a member of your English Club, you are invited to participate in order to learn more about their use.

a- INPUT PHASE (15 min)

1- Vocabulary (6 min)

- * **Environment:** conditions, circumstances affecting people's lives. Natural conditions such as air, land and water.
- * **To generate:** produce, cause something to exist.
- * **Habitat:** natural environment of an animal or a plant.
- * **Resource:** supply of raw material.

Example: coffee, cocoa, fish, etc...

- * **Renewable:** something that can be renewed.

Example: *plants, animals can be transformed; they are **renewable***

- * **Species:** group of animals or plants. Sort, type.

Example: species of snakes, species of Acacia..., species of mammals

2- Language function: (8 min): Using **gerund (Verb + ing)**

a- **Gerund after some verbs:** some verbs like: **keep / avoid / consider / enjoy / like / dislike / hate...**

Example: → She **enjoys** playing computer games.

b- **Gerund after some prepositions** such as: **by / in / before / after / for/ while/on**

Example: Wash your hands **after** eating

→ Think about the environment **before** making a bushfire.

c- **Gerund as subject or object**

Example: **Protecting** the environment is a duty. Some people **enjoy** eating bush meat.

Answer sheet

Activity 1: (5 min): Choose words from the list below to complete these sentences: **resource – extracted- renewable / natural - generate - renewable / natural- transport**

Coal is a natural (1) **resource** which is (2) **extracted** from the underground. Waterfall are (3) natural **resources** which can be used to (4) **generate** electricity. Wind in a (5) **renewable** resource which can be used to make electricity. It can also be used for (6) **transport**

Activity 2: (5 min) Choose the correct words to complete these sentences.

1- Uncontrolled **hunt / hunting** can damage natural resources.

2- We installed solar panels for **to heat / heating** the water in our house.

3- The dam was built for the purpose **to generate / of generating** electricity.

4- **Taking / Taken** millions of years to form, fossil fuels will soon all be used up.

5- I enjoy **to watch / watching** films about nature.

Communication activity (5 min)

Note –taking (7 min)

ACTIVATION / PRACTICE PHASE (10 min)

Activity 1: (5 min): Choose words from the list below to complete these sentences: **resource – extracted- renewable / natural - generate - renewable / natural- transport**

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- 5- I enjoy **to watch / watching** films about nature.

Communication activity (5 min)

You and some of your friends have prepared a project of solar energy that has attracted foreign investors. Prepare a PowerPoint presentation in which you explain how solar energy functions and solar energy functions and how to install solar panels.

Homework:

Work in small groups. Make a list of the natural resources in your own country and talk about them.

Are they renewable or non- renewable? How do people use them? Report back to the class

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Class: 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 2: NATURAL RESOURCES
Lesson 2:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
A panel- solar- natural- a roof- an increase	Using article	Definite and indefinite article: a, an, the

I- INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming (Review for session 2):

What is needed to make the following products? Paper / jewellery / wires in electrical equipment / glass bottles

Possible answers

Paper comes from trees. Wood is needed to make it. Jewellery is generally made from mineral resources, like platinum or gold. Wires in electrical equipment are also made from mineral resources, such as platinum, copper or aluminium. Glass bottles are made from silicon, a chemical element that is found in sand.

Learning context

During the International Day of Environment, the students of 1^{ère} D1 of College are reading a passage about natural resources so as to learn more about them.

II- WHILE-READING (15 min)

1- Vocabulary (8 min)

- * **A panel:** a rectangular section of a surface, a system to use solar electricity
- * **Natural:** concerned with nature, produced by nature.

Example: *the Earth, the Sea, the Moon, plants, animals...are natural*

- * **Solar:** concerned with the sun

Example: solar energy, solar panel, solar system...

- * **A roof:** the external covering of a building
- * **An increase:** an augmentation, that becomes numerous

2- Language function: The use of articles (8 min)

a- **Indefinite articles: A / AN** are used for nonspecific singular nouns.

- ✓ **A** is used with words that begin with a consonant.

Example: a village / a man / a wild animal

- ✓ **AN** is used with nouns and adjectives that begin with a vowel.

Example: an elephant / an environment / an accurate description

Remark:

- Use **a** before “yu” sounds (**a** university, **a** unit, **a** European...)

- Use **a** when vowel O sounds “w” (**a** one-man-show)
- Use **an** before unaspirated “h” (**an** hour, **an** honest person...)

b- **Definite article: THE** is used for specific nouns and adjectives. They can be singular or plural.

Example: the environment / the moon / the elephants / the cheetahs Remark:

Do not use an article with:

- with nouns that refer to things in general; - before some types of transport;
- with plural and uncountable nouns; - before abstract nouns;
- Before the names of countries, towns, streets, - before nouns of matter. languages;

Answer sheet

Activity 1: 1-c 2-a 3-d 4-b

Activity 2:

- 1- Climate change / an increase 2- solar panels / the roof
3- Deforestation 4- town / bus 5- wood / the forest / water

Note –taking (10 min)

ACTIVATION / PRACTICE PHASE (10 min)

Activity 1: Match the words in column A to their synonyms or definitions in column B

Column A

- 1- A panel
- 2- Natural
- 3- A roof
- 4- An increase

Column B

- a- Not transformed
- b- An augmentation
- c- System for solar electricity
- d- A covering for houses

Activity 2: Complete these sentences. Choose the correct words. (Far Ahead 1ère/ p.26/ exo.2)

- 1-** Scientists believe that **the climate change / climate change** is linked to **increase / an increase** in greenhouse gases.
- 2-** Do you have **the solar panels / solar panels** on **roof / the roof** of your house?
- 3-** **Deforestation / The deforestation** occurs when too many trees are cut down and no new trees are planted.
- 4-** There is a meeting in **the town / town** this afternoon. I am going there by **bus/ the bus**.
- 5-** The people in this village get **wood / the wood** from **the forest / forest** and **water / the water** from the river nearby.

Homework:

Work in small group. Make a list of the natural resources in your country and talk about them.

- 3- Are they renewable or non-renewable?
- 4- How do people use them?

ACTIVATION / PRACTICE PHASE (10 min)

Activity 1: Match the words in column A to their synonyms or definitions in column B

Column A

- 1- A panel
- 2- Natural
- 3- A roof
- 4- An increase

Column B

- a- Not transformed
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Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 2 : NATURAL RESOURCES

Lesson 2:

Lesson type: Reading (session 2)

Duration: 55 minutes

Source/Reference: (Far Ahead 1ère / p.20 / text / paragraphs 3 & 4)

Teaching Materials: picture, worksheet, board

II- INTRODUCTORY PHASE (5 min)

Warm up:

Review:

Text: **Renewable and non-renewable resources**

Renewable resources are natural resources such as water, sunlight and wind that can be regenerated naturally and at about the same rate at which they are used. However, some of these resources, such as trees, can be depleted if they aren't properly managed or conserved. Non-renewable resources are resources that are depleted more quickly than they can be regenerated. Fossil fuels like oil and natural gas are good examples of non-renewable resources. Taking millions of years to form, fossil fuels are gone forever once we have used them.

Activity 1: Read the passage quickly and select the main idea.

The passage is about _____

- a- the plants b- mines c- only renewable resources **d- natural resources**

Activity 2: Read the passage again and find the words whose meanings are given. The line numbers will help you. (Adapted task)

- 1- durable , sustainable (line 1):-----
2- grown again after being damaged (line 1): -----
3- speed, proportion (line 2): -----
4- used up until a few remain (line 3):-----
5- extracted, excavated (line 4) -----
6- for all time (line 6): -----

Solution of Activity 2: (Voir les mots soulignés dans le texte)

Activity 3: Read the passage again and decide whether the following statements are True or False.

- 1- Water, sunlight and wind are durable resources. -----
2- Renewable resources cannot be regenerated. -----
3- Oil and natural gas are negative examples of non-renewable resources. -----
4- Fossil fuel takes long time to form. -----

1- T	2- F	3- F	4- T
------	------	------	------

Communicative activity: Work in groups and discuss these questions. Report back to the class.

- 1- Which natural resources are over-used in your area or country? What do people do with them?
2- What should be done to stop the over-use of resources?

WORKSHEET/ UNIT 2: NATURAL RESOURCES: 1ère / READING FOR COMPREHENSION

Text: Renewable and non-renewable resources

Renewable resources are natural resources such as water, sunlight and wind that can be regenerated naturally and at about the same rate at which they are used. However, some of these resources, such as trees, can be depleted if they aren't properly managed or conserved. Non-renewable resources are resources that are depleted more quickly than they can be regenerated. Fossil fuels like oil and natural gas are good examples of non-renewable resources. Taking millions of years to form, fossil fuels are gone forever once we have used them.

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- 3- Oil and natural gas are negative examples of non-renewable resources. -----
- 4- Fossil fuel takes long time to form. -----

Communicative activity: Work in groups and discuss these questions. Report back to the class.

In group of four (04) students, answer the questions below, then present it before the class

- a. Which natural resources are over-used in your area or country?
- b. What do people do with them?
- c. What should be done to stop the over-use of resources?

Name of School:

/ Teacher:

Class: 1ère ; Number of Students:.....; Girls:.....; Boys:.....

UNIT 2: NATURAL RESOURCES

Lesson 3: a magazine article

Lesson type: Writing (*session 1*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

Warm up: (1 min)

I- PRE-WRITING

*** Brainstorming** (*lead in activity*) (2 min)

Teacher writes a heading on the board and suggests types of writing all around. Then, he asks students to match the appropriate type of writing to the heading.

*** Learning context** (2 min)

For the writing competition organized by the English Club of College , the students of 1ère are asked to write an article about how people cut down trees in their area. This will help them for their competition while suggesting some ways to protect the natural resources of their own country.

I- Layout of Magazine Article

A good magazine article should have a:

- title / heading (short and attractive)
- introduction
- body
- conclusion

II- Writing Strategy/ Guideline

Articles need the following:

- They should be structured in **paragraphs**. Use **topic sentences**.
- They need to contain information (facts), written in a way that is interesting to the reader.
- They are more interesting if the writer expresses an **opinion**.

ACTIVITY 1: Below are some definitions and synonyms. Complete them with the appropriate words that follow: **heading, article, author.**

- 1- Fraternité Matin, Go Magazine, Gbich are some examples of:
- 2- A person who writes something is the:
- 3- The title of a text or an article is the:

ACTIVITY 2: Study this newspaper from FRAT-MAT and complete the parts with the words in the box

**why – who – what – author – comment –
heading – where – how - when**

PRESIDENT VISITS VICTIMS OF TOXIC WASTE

President Gbagbo, president of Côte d'Ivoire paid a visit to the victims of toxic waste living in Abobo yesterday, in a state and governmental delegation composed of his cabinet and some representative ministers to express the nation solidarity to them.

Yesterday, by 4:00PM, the president and the official delegation called on each victim from Abobo who were pleased to receive comfort from the highest authorities of the state lead by the president himself.

This visit was carried out to express the government comfort to the victims and to remind them that they were not orphans and they will never be abandoned in their distress, and that they could always hope in such ordeals.

.....

The visit was very pathetic, and such attitudes from the authorities are to be encouraged.

Ted N'takpé

The lead {

The details in sequential order of importance (what, where, when, why, how, who paragraphs)

ACTIVITY 1: Below are some definitions and synonyms. Complete them with the appropriate words that follow: **heading, article, author.**

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Name of School:

/ Teacher:

Class: 1ère ;

Number of Students:.....; Girls:.....; Boys:.....

UNIT 2: NATURAL RESOURCES

Lesson 3: a magazine article

Lesson type: Writing (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

COMMUNICATIVE ACTIVITY:

Solution of Activity (possible notes)

- Côte d'Ivoire / gold / iron / diamond / oil / water / forest Para2:
- In CI gold is extracted in town like Tongon, Ity, Cissengué near Tengrela.
- In the southern part of the country, we can have rainforests exploited by many timber companies.
- In the past, there used to be a very well-known diamond extraction factory in Tortia, north of the country.
- There is water a little bit everywhere in the country. It is used for fishing, farming, electricity... Para3:
- Non-renewable resources in the country include oil, gold, diamond, forest, iron...
- To protect these resources, government should take measures: sensitize populations, punish those who break the laws.
- We think that natural resources should be protected for future generations as their protection is directly related to human life.

TOPIC: Write an article about the use of natural resources in your country.

As you read the topic above, in groups of 4, make notes under the paragraph headings. Write a topic sentence for each paragraph. Then add 3-4 sentences to give more details about your topic sentences.

- **Paragraph 1** Name the country and say what resources the country has.
- **Paragraph 2** Give more information (facts) about the natural resources.
- **Paragraph 3** As a conclusion, talk about resources which are non-renewable and suggest how they can be protected. Give your **opinion** about this.

Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 2: NATURAL RESOURCES
Lesson 4:
Lesson type: Listening
Duration: 55 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

I- INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming: Work in groups. Discuss the meaning of the term 'climate change'.

What are the causes of climate change? Why are people so concerned about it?

Possible answer

Climate change has several causes, linked to human activities. The main causes are the increase of greenhouse gases, the way people use land and an increase in black carbon.

People are concerned about climate change because it can have serious consequences both for the planet and for the populations who live on it.

Learning context: The students of 1ère D of College _____ are listening to a passage on climate change read by their English teacher in order to learn more about it.

II- WHILE LISTENING

Text: Climate madness

Last **week**, on the 13th of November 2013, Mr Yeb Sano, the head of the Philippines **delegation** at the United Nations climate talks in Poland, made an **emotional** speech about the **devastating** effects of Super Typhoon Haiyan on the Philippines. He linked the typhoon to climate change, saying that what his country was **experiencing** was 'madness' and that this madness needed to be **stopped**.

Activity1: Listen to the teacher reading the passage about climate change and choose the best option to complete this statement.

The passage is about _____

a- Madness **b- The devastating effects of climate change** c Philippines d- Mr. Yeb's life in Poland

Activity 2: Listen to the teacher again and choose the correct answers

- 1- Yeb Sano made his speech on the
a- 13th of November 2016 **b- 13th of November 2013** c- 13th of November 2013
d-13th of September 2013
- 2- Which place was most affected by Super Typhoon Haiyan?
A- The Philippines B- The Caribbean C- Islands of the Indian ocean D- Countries of Africa
- 3- Which of these words best describes the typhoon?
A- Homeless B- Destructive C- Exciting D- Harmless
- 4- What is the 'madness' that the speaker says we can stop?

A- Storms

B- Sitting on chairs

C- Climate change

D- Making speeches

Solution of task2

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

Activity 3: Six words have been removed from this passage. Listen to the teacher one more time and fill in the gaps with the missing words.

(Adapted activity)

Worksheet

Last (1)_____, on the 13th of November 2013, Mr Yeb Sano, the head of the Philippines (2)_____ at the United Nations climate talks in Poland, made an (3)_____ speech about the (4)_____ effects of Super Typhoon Haiyan on the Philippines. He linked the typhoon to climate change, saying that what his country was (5)_____ was 'madness' and that this madness needed to be (6)_____.

Communicative task: After listening to the passage about climate change, think of a natural disaster that was caused by climate change.

What happened? (Adapted from Far Ahead 1ère / p.27 / Exo.6 / task 2)

Solution of Communication task

Possible answer

At the end of the year 2014, the southern part of Madagascar suffered from a severe drought that deeply affected the agriculture. No crops could be made, and many people suffered from malnutrition and famine.

HOMEWORK: Read the text on page 152 / Listening, p.27 and deal with the following task. (Adapted from Far Ahead 1ère / p.27 / Exo.6 / task 1)

The title of the text that you listened to is: *It's time to stop this madness!* Is it a good title? What does it tell us about climate change?

Solution of HOMEWORK

Possible answer

Yes, I think it is a good title; it emphasizes the idea that climate change has terrible consequences and that it is urgent to act against it and try to stop it.

WORKSHEET/ UNIT 2: NATURAL RESOURCES/ LESSON 4: LISTENING

Activity 1: Listen to the teacher reading the passage about climate change and choose the best option to complete this statement.

The passage is about _____

a- Madness b- The devastating effects of climate change c Philippines d- Mr. Yeb's life in Poland

Activity 2: Listen to the teacher again and choose the correct answers

1- Yeb Sano made his speech on the

a- 13th of November 2016 **b- 13th of December 2013** c- 13th of November 2013 d- 13th of September 2013

2- Which place was most affected by Super Typhoon Haiyan?

A- The Philippines B- The Caribbean C- Islands of the Indian Ocean D- Countries of Africa

3- Which of these words best describes the typhoon?

a. Homeless **B- Destructive** C- Exciting D- Harmless

4- What is the 'madness' that the speaker says we can stop?

a. Storms **B- Sitting on chairs** C- Climate change D- Making speeches

Activity 3: Six words have been removed from this passage. Listen to the teacher one more time and fill in the gaps with the missing words.

Worksheet

Last (1) _____, on the 13th of November 2013, Mr Yeb Sano, the head of the Philippines (2) _____ at the United Nations climate talks in Poland, made an (3) _____ speech about the (4) _____ effects of Super Typhoon Haiyan on the Philippines. He linked the typhoon to climate change, saying that what his country was (5) _____ was 'madness' and that this madness needed to be (6) _____.

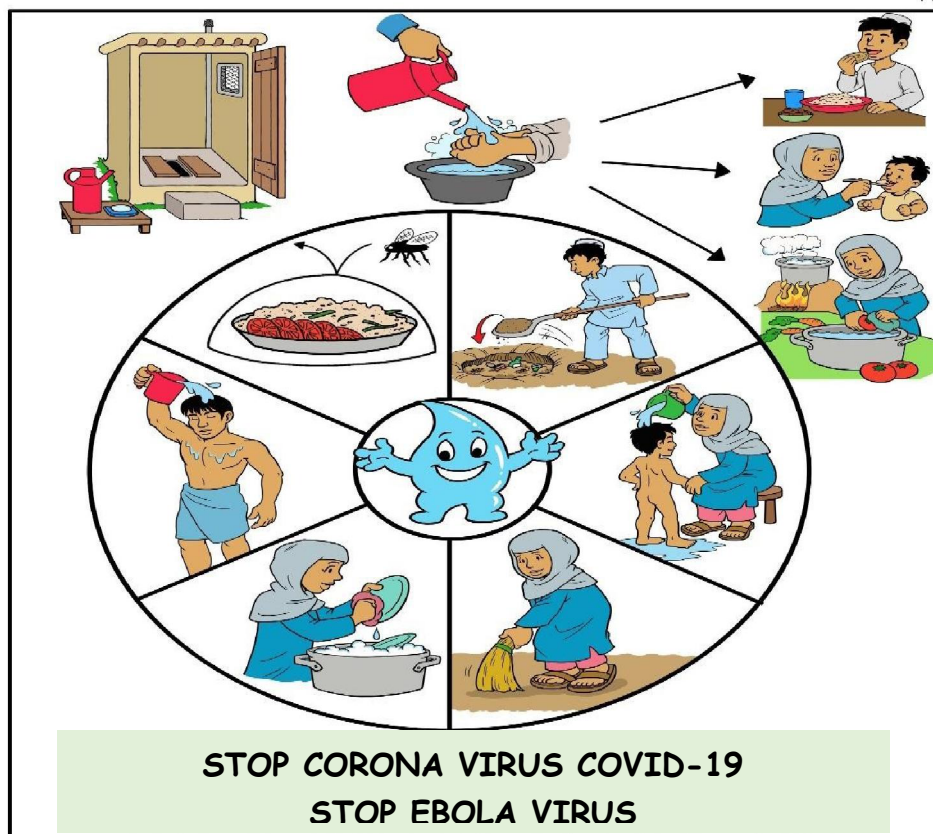
Communicative task:

After listening to the passage about climate change, think of a natural disaster that was caused by climate change. What happened? (Adapted from Far Ahead 1ère / p.27 / Exo.6 / task 2)

Note –taking (10 min)

UNIT 3

11



CAWST Centre for Affordable
Water and Sanitation Technology

DEADLY VIRUS AND DISEASES

Name of School: / **Date:**.....
Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 3: DEADLY VIRUS AND DISEASES

Lesson 1:

Lesson type: Speaking (*1 session*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Infected- HIV/AIDS-diagnosed – ostracise- antiretroviral therapy- abstinence- condom- sexually transmitted diseases	Reported speech 1- Simple present 2- Simple past	<i>“I am sick”, Dago said. Dago said (that) he was sick.</i>

INTRODUCTORY PHASE (5 min)

Warm up: (*1 min*)

Lead-in activity: (*2 min*)

Learning context (*3 min*)

Some students of 1^{ere} of College have attended a conference held by the representative of WHO Cote d’Ivoire in the Nawa region about the serious dangers of some diseases in the world. Back to school they make the report of that conference to the rest of the students.

INPUT PHASE (15 min)

Vocabulary (*6 min*)

To ostracise: to banish, to turn out of society and fellowship.

*Ex: AIDS, malaria, corona should be **ostracised** now.*

Infected: contaminated, polluted.

*Ex: Most people in China are **infected** by Corona Virus Disease.*

Deadly: mortal, a disease or something that can kill someone or something.

Ex: AIDS and Ebola are deadly diseases.

STDs: it stands for Sexually Transmitted Diseases.

Abstinence: abstaining from food, alcohol or sexual contacts with others.

To diagnose: to distinguished, as a disease, by its characteristic, to name.

Antiretroviral therapy: A treatment that combats infections by retrovirus

Language function: Reporting statements

From direct to reported speech

NB: the direct speech is when somebody expresses themselves.

Ex: “I am sick”, Dago said.

The reported speech is when somebody reports someone else’s statement.

Ex: Dago said (that) he was sick.

Example: “I **was** sick”, said Koné.

===== Koné said that he **had been** sick

Expression changes

<i>Direct speech</i>	<i>Reported speech</i>
: « »	That
Today	That day
This	That
Yesterday	The day before, the previous day
Tomorrow	The following day, the next day
Now	Then
Here	There

Tense change

<i>Direct speech</i>	<i>Reported speech</i>
Present simple	Past simple
Present continuous	Past continuous
Past simple	Past perfect
Past continuous	Past perfect continuous
Future	Conditional
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous

Pronoun change

<i>Direct speech</i>	<i>Reported speech</i>
I	He, she
We	They
My / me	His, her/ him, her
Our / us	Their / them
Your	His/ her/ their

ANSWER SHEET

Activity 1: 1/are diagnosed 2/ HIV / AIDS 3/ infected 4/ ostracized 5/ antiretroviral therapy
6/ Abstinence 7/ condoms 8/ sexually transmitted diseases

Activity 2:

- 1- He said that he lived in London in his own house
- 2- Americans chanted that they loved their country
- 3- Mr. Smith told that he did not like talkative students
- 4- My father told me that I must succeed my BEPC exam
- 5- Our chairman said that they had stayed in the hotel for few weeks

Homework:

Note –taking (7 min)

WORKSHEET/ UNIT 3: DEADLY VIRUS AND DISEASES/ LESSON 1

Activity 1: Complete the following paragraphs with the appropriate word. Change the form of the words if necessary.

abstinence -ostracized - antiretroviral therapy - - infected -condoms - are diagnosed -sexually transmitted diseases - HIV / AIDS

Millions of people around the world (1) -----with (2) ----- . A few years ago, an HIV or AIDS diagnosis was like a death sentence. But today if you are (3) ----- with HIV or AIDS you can still live an active, productive life. In many places you will also no longer be (4) ----- ---by society if you have HIV or AIDS. To manage the disease successfully, you will need to go on a healthy diet and take regular exercise. You will also need to take medicines regularly. These medicines are known as (5) ----- or ART. (6) -----from sex is one way to prevent the spread of HIV. If abstinence is not possible or if you have a sexual partner, use (7) ----- whenever you have sex to help prevent the spread of the disease and other (8)----- .If you have been diagnosed with HIV, ensure that your partner knows about it.

Activity 2: Write the sentences below in reported speech.

1- "I live in London in my own house", He said

► -----

2- "We love our country", Americans chanted

► -----

3- "I do not like talkative students", Mr Smith told

► -----

4- "You must succeed your BEPC exam", my father told me

► -----

5- "We stayed in a hotel for a few weeks", our chairman said

► -----

Communication activity (5 min)

Work in groups. Share your knowledge of HIV, AIDS and Ebola. The first person makes a statement to the second person in the group. The second person reports what the first person said, and then makes a new statement.

Example: *My uncle is HIV-positive and he lives a normal life .*

She said that her uncle was HIV-positive and that he lived a normal life.

Name of School: _____ / **Teacher** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 3: DEADLY VIRUS AND DISEASES
Lesson 2:
Lesson type: Listening
Duration: 55 minutes
Source/Reference: _____
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Virus- infection- disease- unpredictable- blood transfusion- orphan	Reported speech Modals (can-will)	"I can use a computer", said kone

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming: what is AIDS? How can we get it? How can we avoid it?

Learning context: During an English class, the students of 1ère of College _____ are listening to a paragraph about HIV read by their English teacher in order to learn more about it.

BEFORE- LISTENING

1- Vocabulary

- * **A virus:** a disease communicator
Example: the virus of AIDS is called HIV
- * **An infection:** A contamination
- * **A disease:** an illness, a malady

Example: *AIDS, malaria, typhoid fever are diseases*

- * **Unpredictable:** unable to be predicted, cannot be predicted
- * **Blood transfusion:** the fact to give or receive a blood to a person
- * **An orphan:** a person whose parents' died.

2- Language Function: modals can- will

Direct speech	Indirect speech	Example: Direct Speech	Example: Indirect Speech
Can	Could	"I can treat AIDS", he said	He said that he could treat AIDS
Will	Would	"I will cure him", said Ali	Ali said that he would treat AIDS

Listening strategy

The first time you listen to a text, try to focus on the main idea or the 'gist' of the text. Don't worry about words you do not understand. Keep listening and then write down in one sentence what you think the text is about.

POST-LISTENING: ANSWER SHEET

Activity 1: *the paragraph below contains some missing words. Listen carefully to your teacher and complete it with the missing words.*

The consequences of AIDS

It is estimated that more than **36** million people have died from AIDS since the first cases were reported in 1981. This has made it one of the most devastating **epidemics** in history. According to the World Health Organization (WHO), **35.3** million people worldwide are currently living with **HIV/ AIDS**. It is the most feared **disease** in the world. And the consequences have been very serious.

ACTIVITY 2: after you have listened your teacher reading the paragraph, underline the best options.

- 1- The title of the text is: a-the council of AIDS, b-the consequences of AIDS,
 c-**the drawbacks of AIDS.**
- 2- The narrator stated: a-**36 million died from AIDS,** b- 46 million died from AIDS,
 c-26 million died from AIDS.
- 3- The first cases were reported in: a-1991 b-1971 c-**1981**

ACTIVITY 3: answer the questions below

- 1- World Health Organization
▶ -----
- 2- For the narrator AIDS is the most devastating epidemic
▶ -----
- 3- Practice abstinence, be faithful, use condom, control tools before using
▶ -----

Communication activity:

After listening to your English teacher reading a passage about AIDS, he asked you the following questions:

- 1- What do you think about AIDS? -----
- 2- How will you feel if you notice that your partner is infected by HIV/AIDS? -----

- 3- What can you tell -----

Activity 1: the paragraph below contains some missing words. Listen carefully to your teacher and complete it with the missing words.

The consequences of AIDS

It is estimated that more than ----- million people have died from AIDS since the first cases were reported in 1981. This has made it one of the most devastating ----- in history. According to the World Health Organization (WHO), ----- million people worldwide are currently living with ----- . It is the most feared ----- in the world. And the consequences have been very serious.

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- 1- The title of the text is: a-the council of AIDS, b-the consequences of AIDS, c-the drawbacks of AIDS.
- 2- The narrator stated: a-36 million died from AIDS, b- 46 million died from AIDS, c-26 million died from AIDS.
- 3- The first cases were reported in: a-1991 b-1971 c-1981

ACTIVITY 3: As you listened to your teacher, answer the questions below

- 1- What does WHO stand for? -----
- 2- How does the narrator qualify AIDS? -----
- 3- List some measures to stop AIDS in the society. -----

Communication activity: After listening to your English teacher reading a passage about AIDS, he asked you the following questions:

- 1- What do you think about AIDS?
 - 2- How will you feel if you notice that your partner is infected by HIV/AIDS?
 - 3- What can you tell
-

Activity 1: the paragraph below contains some missing words. Listen carefully to your teacher and complete it with the missing words.

The consequences of AIDS

It is estimated that more than ----- million people have died from AIDS since the first cases were reported in 1981. This has made it one of the most devastating ----- in history. According to the World Health Organization (WHO), ----- million people worldwide are currently living with ----- . It is the most feared ----- in the world. And the consequences have been very serious.

ACTIVITY 2: after you have listened your teacher reading the paragraph, underline the best options.

- 1- The title of the text is: a-the council of AIDS, b-the consequences of AIDS, c-the drawbacks of AIDS.
- 2- The narrator stated: a-36 million died from AIDS, b- 46 million died from AIDS, c-26 million died from AIDS.
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Communication activity: After listening to your English teacher reading a passage about AIDS, he asked you the following questions:

- 1- What do you think about AIDS?
- 2- How will you feel if you notice that your partner is infected by HIV/AIDS?
- 3- What can you tell

Name of School: / **Date:**.....
Class:1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 3: DEADLY VIRUS AND DISEASES
Lesson 3:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Awareness- devastating- curse- to survive- to step up- alarming- foolish	Reported speech Questions and requests	I asked myself why people didn't want to be associated with me.

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming (Review for session 2):

Learning context

During the International Day of health organised by the World Health Organisation (WHO), the students of 1^{ère} of College are reading a passage about diseases and report what they noticed so as to learn more about them.

WHILE-READING (15 min)

Vocabulary (8 min)

- * **Awareness:** the state of consciousness
- * **Devastating:** causing devastation.
- * **Curse:** under some divine harm; opposite of benediction

Example: insulting our parents is **a curse**

- * **To survive:** the external covering of a building
- * **To step up:** an augmentation, that becomes numerous
- * **Foolish:** ridiculous, absurd

Language function: Reported speech (question and request) (8 min)

To change direct questions and requests into reported speech:

- a- Remove the inverted commas and marks.
- b- Change the pronouns and the verb
- c- Use after the reporting verb if the question does not start with a question word (like Who).
- d- Change the of the words after the reporting verbs.
- e- Change time phrases.

Example: an elephant / an environment / an accurate description

- 1- "What have I done to deserve such treatment from people I have trusted for such a long time?" She asked

⇒ She asked what she had done to deserve such she treatment from people she had trusted for such a long time

- 2- "Could you help me to find out more about HIV tomorrow?" Fatou asked me

⇒ Fatou asked me if I could help her to find out more about HIV the next day.

Activity 1: *Mind the form of each sentence in addition to verb tenses, pronouns and adverbs.*

- 1- "Do you know him?", I was asked
.....
 - 2- "What is she wearing", the police asked
.....
 - 3- "Did he enjoy himself?", mum asked
.....
 - 4- "Are you hungry?", dad asked me
.....
 - 5- "How many students are there in the classroom?", we wanted to know
.....
-

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Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 3 : DEADLY VIRUS AND DISEASES

Lesson 3:

Lesson type: Reading (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

ANSWER SHEET

Activity 1: Read these statements about how you can get AIDS. Which statements are true and which are false?

- 1- FALSE
- 2- TRUE.
- 3- FALSE.
- 4- TRUE
- 5- TRUE

Activity 2: general idea

The text is about

b- The social disgrace towards people with HIV

Activity 3: vocabulary

1-F — 2-D — 3-E — 4-C — 5-A — 6-B

Activity 4: Comprehension

- 1- When people found out that he/she was HIV-positive
- 2- Did the narrator lose friends because of his/ her status?
- 3- Because the nurses at the clinic were very supportive to him/ her and his/ her mother.
- 4- By accepting their status
- 5- They can empower themselves to deal with stigma and discrimination. — They know that they are not the only ones dealing with HIV. — They have a network of connections to call on when they need support.

TEXT: The consequences of AIDS

1- It is estimated that more than 36 million people have died from AIDS since the first cases were reported in 1981. This has made it one of the most devastating epidemics in history. According to the World Health Organization (WHO), 35.3 million people worldwide are currently living with HIV/AIDS. It is the most feared disease in the world. And the consequences have been very serious.

2- Would you be willing to share a meal with someone who is HIV positive or has AIDS? Probably. But years ago many people would not have done so because they were afraid and misinformed. They would not have slept in the same room as someone with AIDS, and they would not have talked to them. They believed that HIV was transmitted through being close to HIV-positive persons. They argued that people with AIDS should be ostracised and cast out of the community. Many traditional groups believed that ancestral spirits and supernatural forces were infected people to punish for failing to lead moral lives. They thought that people with AIDS were dirty, repulsive, cursed, and foolish. Today, we know that this is not true.

3- In spite of this awareness, people have continued to die of AIDS. Many of the people who have died were adults and they have left behind children who will grow up without parental care. An AIDS orphan is defined as 'any child under the age of 18 who has lost one or both parents through an HIV-related illness.' The increase in the number of AIDS orphans is alarming.

4- The increasing number of orphans is one of the most severe consequences of the AIDS epidemic. Worldwide, it is estimated that there are about 17.8 million AIDS orphans and that this figure will rise to 25 million by 2015. Unfortunately Africa is home to a large percentage of the world's AIDS orphans. Most of the AIDS orphans live in the care of a surviving parent or family member. They are vulnerable to poverty, malnutrition, exploitation, illness, and sexual abuse.

5- We cannot allow this situation to continue and there are many things that we can do to improve this. Firstly, new HIV infections must be prevented so that children do not lose their parents. Secondly, access to antiretroviral treatment ought to be stepped up. Antiretroviral treatment is very effective as it allows people to live normal and healthy lives. And finally, care must be provided for all children who have already been orphaned.

Activity 1: Read these statements about how you can get AIDS. Which statements are true and which are false?

- 1- You can get HIV/ AIDS by working with AIDS orphans.
- 2- You can get HIV/ AIDS by having unprotected sex with an HIV-positive person.
- 3- You can get HIV/ AIDS by hugging an infected person.
- 4- HIV-positive mothers can pass the infection on to their babies during childbirth and breast-feeding.
- 5- You can get HIV/ AIDS from a blood transfusion if the blood is infected.

Activity 2: Read quickly the text and find out the appropriate main idea of the text. Choose either a, b, c
The narrator of the text is explaining:

- a- The modes of transmission of AIDS
- b- The social disgrace towards people with HIV
- c- The measures to be taken to avoid AIDS

Activity 3: Read the text quickly and match each word from the text to its synonym or definition. N°5 is an example. 5-A

WORDS FROM THE TEXT	SUGGESTED SYNONYMS OR DEFINITIONS	Answer
1- Stigma	A- Give power	1- -----
2- Ostracised	B- Somebody's mental and/ or physical condition	2- ----
3- Trusted	C- Somebody providing encouragement and advices	3- ----
4- Supportive	D- Marginalized	4- ----
5- Empower	E- Put one's confidence in	5- ----
6- Health	F- Shame, social disgrace	6- -----

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

- 1- When did the narrator start experiencing stigma and discrimination?
- 2- Did the narrator lose friends because of his/ her status?
- 3- Why did the narrator consider himself/ herself lucky?
- 4- How can people with HIV be able to deal with discrimination?
- 5- Mention one advantage for people with HIV to join a support group or attend group counselling sessions.

Class discussion

Discuss these questions in groups and then report back to the class.

- 1- Is the number of people dying of AIDS increasing or decreasing in your city?
- 2- Are people in your community tolerant of people with HIV and AIDS?
- 3- Are AIDS orphans ostracised in your community or are they cared for?

Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 3: DEADLY VIRUS AND DISEASES
Lesson 4: The informal letter/email
Lesson type: Writing (session 1)
Duration: 55 minutes
Source/Reference: _____
Teaching Materials: picture, worksheet, board

Warm up: (1 min)

PRE-WRITING

* **Brainstorming** (lead in activity) (2 min)

Teacher writes a heading on the board and suggests types of writing all around. Then, he asks students to match the appropriate type of writing to the heading.

* **Learning context** (2 min)

For the writing competition organized by the English Club of College _____, the students of 1ère are asked to write a letter to their friends in Anglophone countries. This will help them for their competition while suggesting some ways to be protected against HIV/AIDS and how to treat those who have it.

Before writing

Suppose you have been diagnosed with HIV. What would you do? Would you talk to a friend about it? Would you talk to someone in your family? Would you keep quiet?

Features of informal emails.

In informal emails, we use:

- **Contractions:** I'm (NOT I am), can't (NOT cannot)
- **First names in greetings:** Dear Cathy, Hi Sam
- **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.

Answer sheet

Activity 1: Read the email below. What is it about? Choose A, B or C.

A- Someone writing a report about HIV.

B- Someone asking a friend for advice about his HIV status.

C- Someone telling a story about her life.

Activity 2: Answer the questions.

1- The email is informal, because there are some contractions, it's started with a first name

2- The writer uses indirect speech. **"She asked me if I'd had unprotected sex recently**

She explained that you can get AIDS this way. She told me that I'd have to take ARVs and take care of myself. "

3- Ngono wants some advice about his situation. Should he tell anybody about his situation?

4- Ngono is more worried about how people will treat him?

Note –taking (10 min)

Dear Amadou,

I'm writing to you because you are my best friend. I need to share something with you and ask for your advice.

I had an HIV test yesterday and the doctor told me that I'm HIV-positive. I just can't believe it! I told her that it couldn't be true. She asked me if I'd had unprotected sex recently. How does she know? She explained that you can get AIDS this way. She told me that I'd have to take ARVs and take care of myself.

What am I going to do? My mother's going to be so mad at me. Should I tell her? She won't notice if I just keep quiet, will she?

And what about school? Nobody will want to be my friend anymore.

I don't know what to do. Have you any good advice for me? Write soon.

Ngono

Activity 1: Read the email below. What is it about? Choose A, B or C.

- A- Someone writing a report about HIV.
- B- Someone asking a friend for advice about his HIV status.
- C- Someone telling a story about her life.

Activity 2: Answer the questions.

- 1- Is the email formal or informal? Quote an example to support your answer.
- 2- Does the writer use direct or reported speech? Quote an example to support your answer.
- 3- What advice does Ngono want from Amadou?
- 4- What is Ngono more worried about: his health or how people will treat him?

Activity 3: Writing task:

Suppose you are Amadou. Write a reply to Ngono's email to help him with some good advice. Use reported speech to report to him some of the ideas and advice you heard when you had to deal with a similar problem.

Paragraph 1: Say why you are writing.

Paragraph 2: Write down one piece of advice that someone has given you on this topic. Use reported speech.

Paragraph 3: Give another piece of advice.

Paragraph 4: Conclude and tell your friend that you will support him.

Write your email in 180 to 200 words following the paragraph plan. The best email will be published in your English club magazine

UNIT 4



After a street protest.

CRIME AND VIOLENCE

Name of School: / **Date:**.....
Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 4: CRIME AND VIOLENCE
Lesson 1:
Lesson type: Speaking (1 session)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Handgun- abduct- robbery- pickpocket- blackmarket- arson- threat- murder- sentence- burglary- convicted	The passive form	The criminal was arrested by the policeman The thief is killed by the policeman

INTRODUCTORY PHASE (5 min)

Warm up: (1 min)

Lead-in activity: (2 min)

Learning context (3 min)

The students of 1^{ère} of College attended a conference about criminality. After that conference, they want to make a campaign in their school so that they can sensitize their schoolmates to adopt a responsible behavior.

INPUT PHASE (15 min)

Vocabulary (6 min)

To abduct: to kidnap.

*Ex: The criminal **abducts** a young girl.*

A robbery: the act of taking the property of someone by force

*Ex: There was an act of **robbery** last night in Quartier Bayard.*

Burglary: the act of breaking into a house to steal (with arms).

A murder: a crime of intentionally killing a person

Example: there were three murders in the town last year

Arson: the crime of setting fire illegally.

A sentence: A verdict, a final decision of a judge

A misdemeanour: a petty crime, a small crime for short condemnation

*Example: the theft of a needle (aiguille) is a **misdemeanour***

Language function: The passive form in present and past simple forms

- a- We often use the passive when the action is more important than the person who does it.
- b- We use the passive when we need to be formal.
- c- The passive is formed with the verb: **to be+ Verb (past participle)**.
- d- To say who or what did the action (**agent**) in a passive sentence, we use **by + agent**.

Active form	Passive form
Present simple : he arrests the criminal	To be(pres)+pp: the criminal is arrested
Preterit: he arrested the criminal	To be(pret)+pp: the criminal was arrested

Answer sheet

Activity 1: 1/ Misdemeanours 2/ violence 3/ Rape 4/ murder 5/ Arson 6/ burglary 7/ Cybercrime
8/ kidnapped 9/ convicted 10/ sentence

Activity 2: 1- is regulated 2- was accused 3- was abducted 4- is hacked

ACTIVATION / PRACTICE PHASE (10 min)

Activity 1: Complete this paragraph with words from the box... Change the form of the word if necessary to make the sentences grammatically correct.

misdemeanours - violence - Arson - sentence - burglary - Cybercrime - murder -
kidnapped - rape - convicted

Crimes are classified as misdemeanours or serious offences (called 'felonies' in the United States and many other countries). (1) ----- are petty or less serious crimes like being drunk in public. Serious crimes involve (2) ----- and include crimes like rape, murder, burglary, kidnapping, arson or robbery. (3) is an act of sexual assault against a child, woman or man. The killing of one person by another peers on is called (4)----- . (5) -----occurs when someone starts a fire with the intention of causing harm. Robbery and (6) ----- have to do with stealing goods. (7) ----- often involves theft of money and goods via the Internet. A person who is (8) ----- is abducted and a ransom has to be paid for the person's release. People who are (9) ----- of serious crimes like murder or rape get long prison (10)-----

Activity 2: Choose the correct words to complete each sentence:

- 1- In most countries gun ownership **are regulated / is regulated** by law.
- 2- The man **was accused / have been accused** of murder.
- 3- The businessman **having been abducted / was abducted** by the kidnappers who are asking for a ransom for his release?
- 4- My bank account **were hacked / is hacked** last month and I lost a lot of money!

Communication activity (5 min)

Use these passive following phrases to change each of the sentences that lawyers would use in a court of law: *It is alleged that ... / It is said that .. / ... is reported to have ... / ... is alleged to have*

- 1- The incident occurred on Independence Avenue in Dakar.



- 2- Simo knocked the woman over while driving his car too fast.



- 3- The pedestrian was rushed to hospital after the accident.



- 4- The man had had too much alcohol when the accident occurred.



- 5- The burglars stole expensive computers and jewellery from the house.



Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 4: CRIME AND VIOLENCE
Lesson 2:
Lesson type: Listening
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Jewellery- pickpocket- shoplifting- theft- misdemeanour - rape- assault	Finding nouns in “ment” or tion	An agreement, a movement

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming:

Learning context: The students of 1ère of College _____ are listening to a paragraph about criminality read by their English teacher in order to learn more about it.

Listening strategy

Listening for key words will help you to get the main idea of a text the first time You listen to it. Listen for key nouns: the names of people, the names of places, and names of things that are repeated.

WHILE LISTENING

Vocabulary

- * **A Jewellery:** a personal ornamentation such as rings, necklaces, bracelets...

*Example: Ali bought his marriage ring in a new **jewellery** in Abidjan Plateau.*

- * **A pickpocket:** A person who steals from the pocket of a passerby.

- * **A shoplifting:** The action of stealing goods from a shop

- * **A theft:** a person or action of stealing

- * **A rape:** an act of force sexual intercourse without the girl’s approval

*Example: Addibla had **rapes** in Méagui*

- * **An assault:** A violent attack (with moral or physical means).

Ex: *There was **an assault** of rebels against the villagers.*

Language Function: Finding nouns in “ment”

Exple 1: Affoue **moves** slowly to her father; her **movement** seems to be a fear.

Verb → Noun

Exple 1: Yao does **agree** with his brother. That **agreement** is clear in the mind

Verb → Noun

Note: we can add the suffix “ment” to a verb to form a meaningful word in “ment”

LISTENING PASSAGE: Serial burglar tracked through phone app

A man was arrested by the police in south London yesterday after being on the run for more than 18 months. He is **suspected** of committing at least 14 offences in the south London area. He was finally caught when detectives used a phone app. The app, which can track the movement of a phone or a tablet, had been installed on a tablet that the burglar had stolen.

A police spokesperson said that they had been able to find the burglar with the help of the phone app. They narrowed down his location to a small area in south London. Outside one of the houses in the area they found a white car. They were able to prove that the car had been used in more than one of the burglaries. They found the man's fingerprints on the car too. Cameras near the burglaries had filmed the same car near three of the burglaries. The police raided the house and found jewellery and electronic equipment worth thousands of pounds. All of the loot found had been reported stolen in burglaries. The man will be sentenced next month if found guilty.

POST-LISTENING: ANSWER SHEET

Activity 1: Complete the sentences below with the appropriate words or expression from the box. One is not concerned.

- 1- The group of rings, bracelets and other ornaments are **jewellery**-----
- 2- The fact to steal somebody from his pocket is a ---**pickpocket**-----
- 3- A little crime is also called -----**misdemeanour**-----
- 4- An act of force sexual intercourse without the girl's approval-----**rape**-----
- 5- A violent attack with moral or physical means is an -----**assault**-----

Activity 2: study the example below and complete the table. To educate = education

To agree = agreement

VERB	NOUN	VERB	NOUN
Converse	Conversation	Introduce	Introduction
Convert	Conversion	Move	Movement
Cultivate	Cultivation	Amazement	Amazement
Destroy	Destruction	Achieve	Achievement
Organize	Organization	Encourage	Encouragement

Activity 3: listen to the passage and complete the text with the missed words.

ACTIVITY 4: Listen again and make notes of the key words. Then use your notes to choose the correct answers.

- 1- Where was the man arrested?
A- **in south London** B- in north London C- in east London D- in west London
- 2- How many burglaries was he suspected of committing?
A- **14** B- 40 C- 4 D- 24
- 3- What did the burglar steal that allowed the police to catch him?
A- a phone B- jewellery C- an app D- **a tablet**
- 4- How did the police know what kind of car the burglar used?
A- The car had an accident. **B- They filmed the car near where the burglaries occurred.**
C- The car was speeding. D- The car was narrow.

Discussion: Discuss the questions with your partner.

- 1- Do you think it is a good idea to have a tracking device on your mobile phone? Why? Why not?
- 2- Is it a good idea for police to film cars in the streets? Why or why not?

Activity 1: Complete the sentences below with the appropriate words or expression from the box:

Jewellery- pickpocket- shoplifting- theft- misdemeanour - rape- assault

- 1- The group of rings, bracelets and other ornaments are -----
- 2- The fact to steal somebody from his pocket is a -----
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Convert		Move	
	Cultivation		Amazement
Destroy			Achievement
Organize			Encouragement

ACTIVITY 3: listen to the passage and complete the text with the missed words.

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Activity 4: Listen again and make notes of the key words. Then use your notes to choose the correct answers.

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Name of School: / **Date:**.....
Class: 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 4: CRIME AND VIOLENCE
Lesson 3:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Overreacting- issue- flirt- harass- harmless- rejection	Prefixes and suffixes	Prefix + word + suffix

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming (Review for session 2):

Learning context

The students of 1^{ère} of College HMF Méagui are reading a paragraph about sexual harassment during an English Class order to learn more about it.

WHILE-READING (15 min)

Vocabulary (8 min)

- * **To overreact:** to react too much or too intensively
- * **An issue:** a result, a solution for something
- * **To flirt:** To behave in a playful way towards someone that suggests you are attracted to a person.
- * **Example:** The boy **flirts** with his neighbor Angele.
- * **To harass:** To annoy someone or put pressure on them repeatedly.
- * **Harmless:** incapable to cause danger

Language function: Prefixes and suffixes (8 min)

1- Prefixes: il- re- dis- un- in

Exple 1: illegal, display, replay, unhappy

⇒ Prefixes are placed just before the main word.

2- Suffixes: -tion, -ment, -ly, -able

Exple 1: education, movement, legally, respectable.

⇒ Suffixes are added to the main word also called root.

Answer sheet

Activity 1:

1/issue 2/ overreacting 3/ nature 4/ harmless 5/ reality 6/ rejection

Activity 2:

Antidote, abnormal, antiseptic, bilateral, diameter, illegal, impossible, disability, dialogue, pretext, subway, supernatural, ultramodern, hypothesis, misconduct, malnutrition, semifinal, vice-captain, asleep

Activity 3:

marriage- removal- urgency- kingdom- employee- rudeness- business- creation- supervisor- partnership- boyhood- artist- punishment- agreement- citizen- sadness- information- flexibility- reality- believable

List of some prefixes:

A, ab, ad, ante, anti, auto, bi, co, de, di, dia, dis, en, ex, il, im, in, ir, inter, fore, hemi, homo, hyper, hypo, mal, mis, mono, non, post, pre, peri, re, semi, sub, super, to trans, ultra, un, vice.

List of some suffixes:

Age, al, ar, cy, dom, ee, er, hood, ion, ism, ist, ice, logy, ment, ness, nce, or, ship, sion, tion, tude, ty, ate, en, ish, fy, ize, able, ed, ful, istic, ile, ian/an, ous, y.

List of some prefixes:

A, ab, ad, ante, anti, auto, bi, co, de, di, dia, dis, en, ex, il, im, in, ir, inter, fore, hemi, homo, hyper, hypo, mal, mis, mono, non, post, pre, peri, re, semi, sub, super, to trans, ultra, un, vice.

List of some suffixes:

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Activity 1: complete the sentences below with the words from the box

Overreacting- issue- flirt- harass- harmless- rejection- nature- reality

- 1- Crime and violence often go together. This is a big -----in countries like Mexico and South Africa.
- 2- Many men think that women are -----when they complain about sexual harassment.
- 3- He has a kind and gentle----- . He will not hurt anyone.
- 4- People used to think that tobacco was----- Now we know that it is harmful to our health.
- 5- Although there are laws to protect children from abuse, the ----- is that children are still abused.
- 6- She did not report her boss for sexual harassment because she feared ----- by other people at work.

Activity 2: Complete the words below with the appropriate prefixes.

Dote:.....- normal:.....- septic:.....- lateral:.....- meter:.....-
legal:.....- possible:.....- ability:.....- logue:.....- text:.....-
way:.....- natural:.....- modern:.....- thesis:.....- conduct:.....-
nutrition:.....- captain:.....- final:.....- sleep:.....

Activity 3: Complete the words below with the appropriate suffixes. And write down the new word

Marry..... remove:.....- urgent:.....- king:.....- employ:.....-
boy:.....- art:.....- punish:.....- agree:.....- city:.....- sad:.....-
rude:.....- busy:.....- create:.....- supervise:.....- partner:.....-
inform:.....- flexible:.....- real:.....- believe:.....

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Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 4 : CRIME AND VIOLENCE

Lesson 3:

Lesson type: Reading (session 2)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

Activity 1: Read the text and tick the option that is the best general idea of the text.

In this text,

A- Everybody thinks that sexual harassment is not a serious problem.

B- **There are opinions both in favour and against women as far as sexual harassment is concerned**

C- Everybody thinks a sexual harassment is just a harmless flirting.

Activity 2: For each word, underline the most closely synonym. N°3 is an example. 3-B

1- Harassment A- Assessment B- Intercourse C- <u>Pressure</u>	2- Overreacting A- <u>Exaggerating</u> B- Overpaying C- Interacting	3- Unwanted A- Consented B- <u>Undesired</u> C- Agreed
4- To feel free of A- <u>Not to have this feeling</u> B- Not to be free to do something C- Not to want to	5- Safely A- Calmly B- Badly C- <u>In security</u>	6- Issue A- <u>Topic</u> B- Exit C- Opinion

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

1- At work, at school and at home

2- Unwelcome/ unwanted

3- Under the age of 16

4- Power/ strength

5- No, they all aren't. The comments of precious and john aren't.

What is sexual harassment?

Many women experience what they say is harassment of a sexual nature at work or at school and at home. But some people say they are overreacting and in fact what they are experiencing is harmless flirting. However Benin's parliament has recently made sexual harassment illegal in schools, at work and at home. This suggests that sexual harassment is a serious problem. The United Nations Development Fund for Women defines sexual harassment in the workplace as 'unwelcome or unwanted verbal, non-verbal, physical or visual conduct based on sex or of a sexual nature; the acceptance or rejection of which affects an individual's employment: Speaking about a campaign called 'Unite to End Violence against Women; the Secretary General of the United Nations, Ban Ki-Moon said that he was a 'proud husband, father and grandfather' and that violence against women and girls caused him great pain. He said that 'women need to feel free of fear and the girls need to safely enjoy their education. These are basic rights. But the reality was that many women did not enjoy these rights.

What do you think? Have you been a victim of sexual harassment? Is sexual harassment and violence against women the same thing? Are both men and women affected by sexual harassment? Is this an issue that more people should be taking seriously?

Let's hear your comments.

Comments

Sexual harassment and abuse are common in Nigeria. People accused of sexual harassment are not punished because the law does not make this a criminal offence in people over the age of 16.

David, Nigeria

In my view sexual harassment and rape has little to do with sexual feelings. It is all about power. People use this to show that they are more powerful than others. And yes, there is often violence in sexual harassment. *Mara, Cameroon*

Some men say that women bring harassment upon themselves because of the way they dress. What rubbish! *Adele, Côte d'Ivoire*

Some men use their physical strength to intimidate women. That is wrong. *Akim, Benin*

Some people mistake fondness and caring for sexual harassment. It's all relative, and it depends on your culture. *Precious, Zambia*

Yes, I have experienced sexual harassment - at work. This is wrong and offenders should be punished. *Pius, United Kingdom*

Why do we only look at one side of the coin? There are many innocent young men who become victims as well. Many women take advantage of their positions too! *John, Senegal*

Activity 1: Read the text and tick the option that is the best general idea of the text.

In this text,

- A- Everybody thinks that sexual harassment is not a serious problem.
- B- There are opinions both in favour and against women as far as sexual harassment is concerned
- C- Everybody thinks a sexual harassment is just a harmless flirting.

Activity 2: For each word, underline the most closely synonym. N°3 is an example. 3-B

2- Harassment A- Assessment B- Intercourse C- Pressure	2- Overreacting A- Exaggerating B-Overpaying C-Interacting	3- Unwanted A- Consented B- Undesired C-Agreed
4- To feel free of A- Not to have this feeling B- Not to be free to do something C- Not to want to	5- Safely A- Calmly B- Badly C- In security	6- Issue A- Topic B- Exit C- Opinion

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

- 1- Which places is sexual harassment experienced at?
- 2- What is the common characteristic of sexual harassment?
- 3- In Nigeria, at which it is sexual harassment considered a criminal offence?
- 4- According to Mara and Akim, what is sexual harassment about?
- 5- Are all the comments in favour of women as far as sexual harassment is concerned? Justify your answer.

Class discussion

As one of your relative experienced sexual harassment, you wrote to the United Nations Development Fund for Women to report this. In your report, you focused on the punishment that should be inflicted to offenders. Point out your suggestions of punishment in order to publish them in your English Club Magazine.

Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 4: CRIME AND VIOLENCE
Lesson 4: Writing a report
Lesson type: Writing (session 1)
Duration: 55 minutes
Source/Reference: _____
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
	Determiners	Some, any, little, few,...

INTRODUCTORY PHASE (5 min)

Warm up: (1 min)

* **Brainstorming** (lead in activity) (2 min)

Teacher writes a heading on the board and suggests types of writing all around. Then, he asks students to match the appropriate type of writing to the heading.

Learning context (2 min)

The students of 1ère of College _____ are writing a report about crimes in South Africa during an English Class order to learn more about it.

Language function: Determiners (8 min)

Determiners are words like the, few, many and no. We use determiners before nouns and noun phrases. They help to tell us what the noun refers to. They often tell us about quantities or numbers.

- Some determiners can only be used with **countable nouns**: **many , few , several**.
- Some determiners can only be used with **uncountable nouns**: **much, little**.
- Some determiners can be used with **both countable and uncountable** nouns:

No, some, any, all, most, enough, a lot of

Example: Were there any police officers at the scene of the crime?

Many people have little knowledge of how the law works.

We don't have enough information about violence at home because few people report this to the police.

Several lawyers have made a lot of money trying to defend the murderer.

Features of a report.

The words in bold in the model text give your report structure.

- Some words say where the information in the report comes from: statistics show that. .. , a study conducted by ..., it was found that...
- Some words link ideas: firstly, also, to sum up...

Answer sheet

Activity 1:

1/Many 2/ little 3/ all 4/ Any 5/ more

Activity 2:

1/Many / A lot of 2/ much 3/ enough 4/ many / A lot of 5/ most 6/ little

Activity 3:

1/ Many passive verb forms are used in the text: 'it was found', 'it was also found', 'are exposed', 'to be addressed'.

2/ Yes, in the last paragraph the writer suggests that South Africa should address social and economic issues to reduce crime.

3/ Yes, the last paragraph, introduced by 'to sum up', concludes the report. The conclusion is that the country not only needs to improve police services, but also to address social and economic issues to improve the situation.

Activity 4:

1/Firstly,

2/ Statistics

3/ concluded that

4/ sum up

5/ it – found

Note –taking (10 min)

TEXT MODEL

Reasons for crime in South Africa

South Africa has a very high rate of violent crime compared to other countries in Africa. **Statistics show that** the rates of violent crime like murders, rape and armed robberies increased by 4.6% in the last two years. **A study conducted by** the Centre for the Study of Violence and Reconciliation **concluded that** there are many different reasons for the high rate of violent crime.

Firstly, it was found that violence is seen as a legitimate way of resolving a conflict. People are therefore used to violence. Many men believe that using force against women or children is not wrong.

It was also found that the criminal justice system is inefficient and corrupt. Police officers are not well paid and many accept bribes. Many officers did also not have the tools to track criminals efficiently.

Poverty, unemployment and the break-up of families **are also important factors**. Many children are exposed to a life of crime from an early age. In some areas of the country, many young people belong to gangs.

To sum up, crime is therefore a serious issue in the country. Improving the police services will help to reduce these crimes, but social and economic issues also need to be addressed.

Activity 1: Choose the correct words to complete the paragraph.

(1) **Many/ Much** people think that sexual harassment has (2) **little / few** to do with sexual feelings. They think it is really (3) **all / every** about power! (4) **Any/ Some** person who sexually harasses another is just trying to show that he or she is (5) **more/ much** powerful.

Activity 2: Use appropriate determiners to complete these sentences.

- 1- -----people believe that sexual harassment is a major problem in colleges.
- 2- I do not know ----- about mob justice, but I do believe that people should not take the law into their own hands.
- 3- Is there -----evidence to suggest that she sexually harassed her teacher?
- 4- -----teenage boys in the country die every year in gang-related violence.
- 5- Criminals buy -----of the guns that they use on the black-market.
- 6- Laws offer -----protection against the use of guns by criminals.

Activity 3: Read the model text and answer the questions.

- 1- Which verb forms are used? Active verb form or passive verb form
- 2- Does the writer express an opinion about crime in South Africa?
- 3- Does this report have a conclusion? If so, what is the conclusion?

Activity 4: Use phrases in bold in the model text to complete the sentences below.

- 1- -----we need to distinguish between serious crimes and misdemeanours.
- 2- -----show that many misdemeanours are not reported to the police.
- 3- A study conducted by the police -----the number of burglaries dropped last year.
- 4- To -----, we can say that crime has increased in our city.
- 5- In the study -----was also-----that some people took the law into their own hands.

Name of School:

/ **Teacher:**

Class: 1ère;

Number of Students:.....; **Girls:**.....; **Boys:**.....

UNIT 4: CRIME AND VIOLENCE

Lesson 4: Writing a report

Lesson type: Writing (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

Warm up

Review

Communication activity:

Write a report about crime in a city that you know. Decide which city you will write about. Do your research and make sure you have facts about crime in that city. Make a plan of your report first. Make notes:

Paragraph 1: Say which city you are writing about and name the most common crimes that occur there.

Paragraph 2: Give reasons for crimes.

Paragraph 3: Write a conclusion.

Write a report of 180 to 200 words following the paragraph plan. Use some of the phrases in bold in the model text.

Possible answer (198 words)

Kinshasa, the capital of the Democratic Republic of the Congo, has a high rate of crime. A study conducted in 2004 concluded that it was one of Africa's most dangerous cities. Robberies, rape, kidnapping and murders happen relatively often, as well as gang violence. There are several reasons to this high rate of violent crime.

Firstly, the very rapid increase of the city's population at the end of the nineteenth century and its unregulated urbanisation, brought many social problems such as poverty and unemployment, which are important factors of violence.

The Second Congo War that started at the end of the 1990s emphasised these problems. The strong inequalities in the city, and the proximity of wealthy residential areas and slums, for instance, are also responsible for part of the crime. Finally, much of the gang violence is linked to corruption and to the fight to control the black market in arms and diamonds that has developed in the capital and the whole country.

To sum up, violent crime is a very serious issue in Kinshasa. Police forces in the city need to be better trained, but the global situation will not improve unless deeper social problems are solved.

[illegible]

LISTENING

Name of School: / **Date:**.....
Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT
Lesson 1:
Lesson type: Speaking (*session*)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Freedom- rights- equality- to respect-to violate- disregard	1 st and 2 nd conditionals	She will be angry if you forget your homework again

INTRODUCTORY PHASE (5 min)

Warm up: (1min)

Lead-in activity: (2 min)

Learning context (3 min)

For the coming celebration of Human Rights Day, the chairman of the English Club of Collège asks the students of 1ere to prepare a presentation about the respect of human rights in Africa in order to discuss about the issue.

INPUT PHASE (15 min)

Vocabulary (6 min)

A freedom: a liberty

Example: we all have the freedom of speech.

A right: a permission, an authorisation.

Example: We all have the right to live.

Equality: the equal treatment of people

Example:

To respect: to obey

Example: we must obey our parents

To violate: to disobey, not to respect.

Example: sometimes, human rights are violated in Africa

Disregard: the state of being deliberately not paying attention or caring about

Language function: 1st and 2nd conditionals

- We form the first conditional with **if+ present simple + future simple**.

*Example: She will be angry **if** you forget your homework again. **If** you forget your homework again, she'll **be** angry.*

We use the first conditional to talk about a likely situation and its possible result

- We form the second conditional with **if+ past simple, would + infinitive**.

We use the second conditional to talk about an imaginary situation and to describe its result:

*Example: We **would win** more games **if** we **trained** harder. **If** she **ate** healthier food, she **wouldn't be** obese.*

Answer sheet:

Activity 1: 1/Freedom 2/ respect 3/ rights 4/ equality 5/ disregard 6/ violate

Activity 2: 1/ will 2/ used 3/ took 4/ adopt

WORKSHEET/ UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT

Activity 1: Complete these sentences with words from the box below

Equality- respect- violate- freedom- rights- disregard

- 1- We should all have _____ to say what we think.
- 2- If you show _____ to others, you show that people have human right
- 3- In some communities, women still have very few _____
- 4- This NGO is trying to promote gender _____ in rural areas
- 5- Not to help people in need is to show a complete _____ for their human rights.
- 6- Some factories owners _____ the rights of young children when they force them to work.

Activity 2: Underline the right item in each bracket.

- 1- If she learns modern agricultural techniques, she (**will/ would**) her fellow.
- 2- Life would be good if we (**use/ used**) mindfully natural resources.
- 3- The COP would be concrete if policy-makers (**take/ took**) drastic measures.
- 4- If we (**adopt/ adopted**) eco-friendly attitudes, the environment will be clean.

Communication activity (5 min)

Here is a list of words: rights- equality- violate- defend- freedom- respect- dignity- disregard- prosperity- life- education- insult- fight- security- protection- health care

- 1- Select those which are related to human rights: -----
- 2- Say which rights are respected in your country:-----
- 3- Say would happen if the rights were not respected:-----

WORKSHEET/ UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT

Activity 1: Complete these sentences with words from the box below

Equality- respect- violate- freedom- rights- disregard

- 1- We should all have _____ to say what we think.
- 2- If you show _____ to others, you show that people have human right
- 3- In some communities, women still have very few _____
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Here is a list of words: rights- equality- violate- defend- freedom- respect- dignity- disregard- prosperity- life- education- insult- fight- security- protection- health care

1. Select those which are related to human rights:-----
2. Say which rights are respected in your country:-----
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Name of School: _____	Teacher: _____
Class: 1ère; Number of Students:; Girls:; Boys:	
UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT	
Lesson 2:	
Lesson type: Listening	
Duration: 55 minutes	
Source/Reference:	
Teaching Materials: <i>picture, worksheet, board</i>	

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
To put up with- to deny- to abduct- to be drugged- to harm	Giving warning	If you don't respect your parents, you will be sorry! If you touch me , I will report you to the police.

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming:

Learning context: The chairman of the English Club of College _____ asks the students of
Iere to listen a podcast about human rights and duties in Africa in order to discuss about the issue.

WHILE LISTENING

Vocabulary

- * **To put up with:** to tolerate, to endure

*Example: I **put up with** a lot of nonsense, but this is too much*

- * **To deny:** to reject, to disallow, to refuse to give

*Example: my father **denied** me a good education*

- * **To abduct :** to kidnap , to take something away by force

- * **To be drugged:** to take too much drug

- * **To harm:** to cause damage to something or someone.

Language Function: Giving warning

The “if” clause (conditional) is used to give warning. It says what will happen if something is done.

Example: If you **don't respect** your parents, you **will be** sorry!

If you **touch me**, I **will report** you to the police.

Listening text: What human rights mean to me

I have rights. Yet I am the one who does all the housework and cooking while my brother just eats and goes out to play. I can't go to school because there is work to do at home. I will have to get married before I am fifteen. My father thinks it's fine to hit me whenever he feels angry.

Perhaps if I were a boy I would have the right to dignity and respect? Perhaps if my family were rich I would have more rights? Perhaps if I were an adult I would not have to put up with violence.

Human beings are all born equal and we should all have the same rights. So why do some people believe that some lives are less important than others? Why do some men think they have more rights than women?

Human beings harm and hurt each other. And it is not only girls that are denied human rights. I read a story about a young boy of 12 who was abducted and forced to become a child soldier. He was drugged and forced to kill other people. He had no rights either. Like me.

Answer sheet:

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

Activity 2: 1-sorry 2-if 3-should 4- don't 5-will 6-won't 7-rights

Activity 3:

- 1/ The essay is about a girl who is denied the right to education, dignity and respect.
- 2/ The essay was written by a girl.

Activity 4: 1D – 2B – 3D – 4A – 5C

Communication activity: Possible expressions to use

- All human beings have the right to... / Everyone has the right to...
- Respect the others if you want to be respected!
- Defend your rights!
- Don't violate the right to...!

Activity 1: Match the phrases with their meanings.

- | | |
|---|---------------------------------|
| 1- to do something wrong and not be caught or punished for doing it | a- to be denied (something) |
| 2- to tolerate something even when it is not pleasant | b- genital mutilation |
| 3- not able to choose | c- to get away with (something) |
| 4- not to be allowed to have something | d- highly placed |
| 5- damaging sexual organs | e- to put up with (something) |
| 6- to have a position in society that commands respect | f- given no choice |

Activity 2: Complete the dialogues with the words in the box.

if - sorry - won't - should - don't - will - rights

- 1/ A: If you don't respect the teacher, you will be (1) ----- !
B: Why should I respect him (2) ----- he does not respect me?
A: You both have rights. You (3) ----- respect each other.
B: That's true. Thanks for the warning!
2/ a: (4) ----- you dare touch me!
B: What will you do? You are just a girl!
A: If you touch me, I (5) ----- report you to the principal.
B: But I love you!
A: No, you don't- You don't respect me.
3 / A: If you don't help me wash these clothes, I (6) ----- make your supper.
B: But it's your job to wash the clothes and make supper!
A: While you do nothing? I have (7) ----- too!
B: Ok, if I help you make supper, will you wash my clothes?
A: Well ... Maybe!

Activity 3: Listen to the text once carefully and answer these questions.

- 1- What is the essay about?
- 2- Who wrote the essay? A boy or a girl?

Activity 4: Listen again and choose the correct answers.

- 1- The person who wrote this text has not been allowed the following rights:
A- The right to an education. B- The right to be treated as an equal.
C- The right to be safe. D- all of the above.
- 2- Why can the writer not go to school?
A- Her parents don't think it is right. B- She has too much work to do at home.
C- She is married. D- She doesn't like school.
- 3- What does the girl's father do that violates her rights?
A- He laughs at her when he is angry. B- He won't give her food to eat.
C- He makes her go to school. D- He hits her when he is angry.
- 4- The writer believes that
A- All people have equal rights. B- People in high places have more rights than others.
C- men have more rights than women. D- Women have more rights than men.
- 5- The writer believes that
A- Men are denied their rights. B- Rich people should have more rights than poor people.
C- some boys and girls are denied their rights. D- only girls are denied their rights.

Communication activity: Write dialogues about these situations. Then practise your dialogues.
Your father wants your sister to leave school and get married. Talk about her basic rights and persuade him to let your sister complete her education..

Name of School: / **Date:**.....
Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT
Lesson 3:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Citizen- duty- right- confident- scholarship- strength- tournament	3 rd conditional	I asked myself why people didn't want to be associated with me.

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context: The chairman of the English Club of College asks the students of 1ere to read a paragraph about women rights in sport and discuss about the issue.

WHILE-READING (15 min)

Vocabulary (8 min)

* **Citizen:** an inhabitant or occupant of any place (village, city, country...)

*Example: I live in Cote d'Ivoire, I'm an Ivorian **citizen***

* **A duty:** an obligation.

*Example: we have the **duty** to respect our teachers*

* **Confident:** very sure of something, positive, self-assured

*Example: parents should teach our to be **confident** to their children*

* **A scholarship:** A grant-in-aid to a student given by an association or the government

*Example: The best students received **scholarships** from the government of Cote d'Ivoire last year*

* **A strength:** the quality or degree of being strong

* **A tournament:** a series of games played many times to determine the single winning team

Language function: third conditional (8 min)

We form the third conditional with **if+ past perfect, would have + past participle**.

We use the third conditional to describe impossible conditions, things that did not happen:

Example: He **would have been** a good engineer **if he had been** able to complete his studies.

ANSWER SHEET:

Activity 1: 1- citizen 2-duty 3-rights 4-confident 5- scholarship 6-trength 7- tournament

Activity 2: 1/ would have made 2/ had allowed 3/ had studied 4/ had not been abducted
5/ had seen 6/ had had

Homework:

- 1- If the soldiers had not **abducted** the children, they would have been at school now
- 2- If the cab driver had not **respected** the old woman's rights, she wouldn't have had such a wonderful day
- 3- If he had **listened** to his parents, he wouldn't have **drunk** all that alcohol
- 4- If it had **rained** yesterday, I would have **stayed** at home

Activity 1: Complete each sentence with a word from the box. Number 1 is an example: 1-citizens

Citizen- duty- right- confident- tournament -scholarship- strength

- 1- We are all native of Côte d'Ivoire. So we are all Ivorian-----.
- 2- As parents, it is your ----- to protect your children.
- 3- Education, health care, protection are some ----- of children.
- 4- Parents have to encourage their children and help them be -----.
- 5- The government must grant ----- to every student irrespective of their religion, ethnic group, and social background.
- 6- In Africa, our -----is our solidarity.
- 7- In our villages, young men play some football -----during the holidays.

Activity2: Use the correct verb form to complete each sentence. Underline the right ones.

- 1- If the cab driver had been less kind, he **would have made** / **will have made** the old woman pay for the trip.
- 2- She would have been a successful woman if her parents **allowed** / **had allowed** her to complete her studies.
- 3- If they **had studied** / **have studied** harder, they would have passed the exam.
- 4- He would have had a normal childhood if he **had not been abducted** / **was abducted** and forced to fight.
- 5- If I **have seen** / **had seen** you yesterday, I would have warned you about the problem.
- 6- If he **had had** / **has had** any respect for his wife, he would have helped her.

Homework:

Join these clauses with if to make sentences in the third conditional.

Use the correct forms of the verbs. Mind the irregular verbs.

Example: the woman (have) right to an education / she (go) to school

⇒ If the woman had had the right to an education, she would have gone to school.

⇒ The woman would have gone to school if she had had the right to an education.

- 1- the soldiers not (**abduct**) the children / they (**be**) at school now
- 2- the cab driver not (**respect**) the old woman's rights / she not (**have**) such a wonderful day
- 3- he (**listen**) to his parents/ he not (**drink**) all that alcohol
- 4- it (**rain**) yesterday / I (**stay**) at home

Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT

Lesson 3:

Lesson type: Reading (session 2)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

Correction of the homework

- 1- If the soldiers had not **abducted** the children, they would have been at school now
- 2- If the cab driver had not **respected** the old woman's rights, she wouldn't have had such a wonderful day
- 3- If he had **listened** to his parents, he wouldn't have **drunk** all that alcohol
- 4- If it had **rained** yesterday, I would have **stayed** at home

Answer sheet:

Activity 1: the text is about (c): *football permitted to empower girls*

Activity 2:

- 1- agree that something is satisfactory:---**approve** -----
- 2- a payment that supports study :-----**scholarship**-----
- 3- war between people who live in the same country:---**civil war**--
- 4- treated the same as others:-----**equal** -----
- 5- to organise and manage:-----**to run**-----
- 6- not wanted or desired:-----**unwanted**-----

Activity 3:

- 1- In Ometepe everybody was treated equally irrespective of their gender. -----FALSE
- 2- Football permitted to ameliorate the lives of girls in Ometepe. -----TRUE
- 3- Seven women's teams take part in the football tournament. -----TRUE
- 4- None of the girls have obtained a scholarship for university. ----- FALSE
- 5- The girls are now more respected in the community. -----TRUE
- 6- Football has made the girls lose confidence in themselves. -----FALSE

Text:

Making a difference: Football and women's rights in Ometepe

Ometepe is an island on a lake in the Central American country of Nicaragua. In the 1970s, 1980s and 1990s there was civil war in the country. The country is poor and women and girls were treated like second class citizens, whose only duty was to look after the house. But with the support of some NGOs, the lives of the girls on the island have improved -and it's all thanks to football! In the 1990s the NGOs identified that the young women on the island needed support and help. There were many unwanted pregnancies, the girls did not communicate with their parents and they did not go to school. The girls had fewer opportunities than the boys and they also had less freedom. What would these girls do if they did not get help? A football tournament was started for the young people of the island. Both girls and boys took part in the tournament, but the girls also helped to run the tournament. So the organisers created a new rule.

If you want to play in the tournament, you will also have to help run it. If you don't help, you will not be allowed to play. Soon there were only women playing. And from this came the idea of a women's football league. The tournament is now held regularly with seven women's teams playing. The girls learn how to play in a team and how to get fit, but they are also taught their rights as women and as human beings. They are taught sex education, they are taught that they are equal, and that violence is not something they should accept. They have a place where they can discuss their problems and the challenges they face.

It is now becoming clear that the lives of the girls on the island have improved. There are almost no unwanted pregnancies amongst the girls who play football. The girls are also more confident, they respect themselves and some of them have even obtained a scholarship for university. The girls have a lot of fun and they have developed an understanding of their rights. They are able to travel to other parts of the country to play and they also make new friends.

The community now has more respect for these girls. They come to watch the games that the girls play. But it was not easy in the beginning. The fathers of the girls did not approve. But the women appealed to the mayor of the island. If he had not listened to them, the football league would not have been started. But he did listen and he helped to bring about changes.

Football has given these girls confidence and it has opened many doors for them. If the football league continues, they will go from strength to strength.

Based on information from the blog 'fivepointfive' (<http://fivepointfive.org/making-a-Difference-womens-rights-football>).

Activity 1: Read quickly the text above answer choose the best option that suits: a, b or c

The text tells that:

- A-** Football is a sport exclusively practised by boys in Ometepe
- B-** Football created many problems in Ometepe
- C-** Football permitted to empower girls

Activity 2: Match the underlined words in the text with their meanings.

- 1- agree that something is satisfactory:-----
- 2- a payment that supports study :-----
- 3- war between people who live in the same country:-----
- 4- treated the same as others:-----
- 5- to organise and manage:-----
- 6- not wanted or desired:-----

Activity 3: On the basis of the text, say whether the following statements are TRUE or FALSE.

Number 3 is an example.

1- In Ometepe everybody was treated equally irrespective of their gender.	
2- Football permitted to ameliorate the lives of girls in Ometepe.	
3- Seven women's teams take part in the football tournament.	TRUE
4- None of the girls have obtained a scholarship for university.	
5- The girls are now more respected in the community.	
6- Football has made the girls lose confidence in themselves.	

Class discussion

Discuss these questions in groups and then report back to the class.

- 1- Do you have a girls' football league in Cote d'Ivoire?
- 2- What do you think of the idea of a girls' football league in Cote d'Ivoire? Justify your answer

Name of School:

/ Teacher:

Class: 1ère;

Number of Students:.....; **Girls:**.....; **Boys:**.....

UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT

Lesson 4: The formal letter

Lesson type: Writing (session 1)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

Warm up: (1 min)

PRE-WRITING

*** Brainstorming (lead in activity) (2 min)**

Teacher writes a heading on the board and suggests types of writing all around. Then, he asks students to match the appropriate type of writing to the heading.

*** Learning context (2 min)**

For the writing competition organized by the English Club of College , the students of 1ère are asked to write a letter to the mayor of your town about the non-respect of human rights in your locality. The letters will be read during your English class, in English.

Vocabulary: words family (prefixes)

Examples: confident/ confidence, approve / approval, accept / acceptable, enjoy / enjoyment, communicate / communication

I- Layout of the formal letter

Signature – date – closing of the letter – writer's address – name –
body of the letter – position – Salutation – printed name –
organisation – address – signature

1. Person you are writing to →

A : ...Name...
B :
C :
D :

2.

3.

4.
5.

6.
7.
8.

II- Guidelines for writing formal letters

1. **Introduction:** The first paragraph should state the purpose of the letter, which is your reason for writing : (Are you making an enquiry, complaining about something, protesting, requesting?)

e.g.: I am writing to (inform, enquire about, etc.)

2. **Body of letter:** It contains the relevant information behind the writing of the letter; so keep the information to the essentials and develop your ideas into 2, to 4 paragraphs in a clear and logical way.

3. **Last paragraph:** It should state what action you expect the receiver to take. (*e.g send you information, documents, etc.*)

4. **Conclusion:** It should end with some polite remarks such as: *I look forward to hearing from you/I would be grateful if you could (...) Please accept for (...), etc.*

5. **Closing remarks:** Use one of these: (*Yours truly/Yours faithfully/ Yours sincerely*)

6. **Signature:** Sign your name, and then write your name beneath.

Language and style: Write as simply and as clearly as possible; be brief and short, and avoid informal language like contractions.

NOTE:

- a- Do not use colloquial expressions like: '*Awesome!*' '*Cool!*' or '*Great!*'
- b- Do not use the first or second person. Use the third person.
- c- Avoid the imperative, as this can seem rude. Use the passive instead.
- d- Use the passive instead of the active voice.

♣ **Salutation or Greeting:**

- Write '*Dear Sir/Madam,*' if you do not know the person.
- Write '*Dear M.r/Mrs.*' + (*Name*) if you know the person by name.
- Use *Titles or Positions*: '*Dear Dr./Prof/Colonel/Manager*', etc.

♣ **Closing remark:**

- Write '*Yours faithfully*' if you do not know the name of the person.
- Write '*Yours sincerely*' if you know the name of the person.

Answer sheet:

Activity 1: 1/ action 2/ cultural 3/ independence 4/ improvement 5/ valuable

Activity 2: I would feel shocked and sad. I would say that the reality that is shown by the photographs is very disturbing / extremely worrying / alarming / appalling and unacceptable.

Activity 3: The letter mentions the right to education, the right to be protected from dangerous work and the right to be looked after.

Activity 4:

1/ That is a really interesting idea

2/ The girl was forced by her parents to leave school and work in their shop.

3/ The rights of young children must be protected.

4/ This abuse should be stopped immediately.

Activity 1: Use suffixes (-ence, -al, -able, -ment, -tion) to change the words in brackets into the appropriate part of speech to make each sentence grammatically correct.

- 1- If the women had not taken some (**act**), their rights would not have been respected.
- 2- Sometimes the lack of rights for women and children is a (**culture**) problem.
- 3- The women wanted more (**independent**) and respect from others in their community.
- 4- There has been a big (**improve**) in the lives of the girls since they started playing football.
- 5- That was a (**value**) experience. I hope you appreciate it. Before writing

Activity 2: Imagine that you saw the photographs below in a newspaper. How would you feel? How would you express your feelings about the photographs? Discuss this as a class.



&



Activity 3: Read the model letter. What types of rights are mentioned in this letter?

M. UCHE Johnson
Minister
Ministry of Law and Justice
PO. Box 321
Abuja, Nigeria

PO. Box 123
Meakro, Cote d'Ivoire

26th March 2022

Dear Mr UCHE,

There was a shocking photograph in last Friday's edition of your newspaper. The photograph was of a young girl, who could not have been older than 5 or 6 years of age. The girl was being forced to work in a carpet factory.

It is clear that this young girl's rights are being violated. First of all she has a right to education, like all other people. How can this girl go to school if she has to work in the factory? Surely she will be too tired to go to school, even if she is allowed to go.

Secondly, according to the United Nations Bill on Children's Rights, all children should have the right to be protected from work that can harm their health. Young children need time to play and they have the right to be looked after.

This type of slavery should be stopped. People should write to the owners of this factory and voice their concerns. Perhaps other readers would also like to voice their disgust at this practice.

Yours sincerely
Signature
Printed name

Activity 4: Rewrite these sentences in formal language, using the techniques mentioned in the Strategy note.

- 1- That's a really great idea.
- 2- The girl's parents forced her to leave school and work in their shop.
- 3- I think that we must protect the rights of young children.
- 4- Stop this abuse now.

Name of School:

Teacher:

Class: 1ère;

Number of Students:.....; **Girls:**.....; **Boys:**.....

UNIT 5: WE ALL HAVE RIGHTS AND DESERVE RESPECT

Lesson 4: The formal letter

Lesson type: Writing (session 2)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

Warm up: (1 min)

Review

Correction of homework

POST-WRITING

Write a formal letter to Abuja News. Express your opinion about human rights that are not being respected in your community.

- 1- Focus on one or two rights. Make your point of view / opinions quite clear.
 - Paragraph 1: Introduction: Say why you are writing the letter.
 - Paragraph 2: Explain one of the rights that is being denied.
 - Paragraph 3: Explain another right that is being denied.
 - Paragraph 4: Conclusion: Suggest what could be done to improve the situation.
- 2- Write your letter in 180 to 200 words following the paragraph plan.

Example of letter to be written

Abuja News
PO. Box 321
Abuja, Nigeria

PO. Box 123
Meakro, Cote d'Ivoire
26th March 2022

Dear Sir,

There was a very interesting article in last Friday's edition of your newspaper. The article explained how a judicial system should work in a democracy.

In Benin, many people accused of crimes or misdemeanours are denied the right to a fair trial. Suspects are often kept in custody for many days, sometimes weeks, before being judged. Some of them never have a fair trial. This is illegal and shows that the citizens' basic rights are being violated. Every citizen should be treated equally, and has the right to be properly judged. Suspects should also be considered innocent until they are proven guilty.

This violation of the right to have access to justice also represents a violation of the dignity and respect that all human beings should be entitled to. People who spend a long time in prison before their trial are unable to defend their rights and their family's rights anymore, and are left completely helpless.

This type of detention should be abolished. Other readers could perhaps explain what the situation is like in their own country and suggest what could be done to improve judicial systems throughout Africa.

Yours faithfully,
Coyotito Gouzro

UNIT 6



WHAT HAS TECHNOLOGY DONE FOR YOU?

Name of School: / **Date:**.....
Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 6: WHAT HAS TECHNOLOGY DONE FOR YOU?
Lesson 1:
Lesson type: Speaking (*session*)
Duration: 55 minutes
Source/Reference:
Teaching Materials: *picture, worksheet, board*

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Bluetooth- coverage -download - microphone –network- satnav- smartphone - tablet -upload USB port -Wi-Fi -wireless -e-reader	Double comparative with few and much	It is getting more and more difficult The Internet is getting faster and faster as technology improves.

INTRODUCTORY PHASE (5 min)

Warm up: (*1min*)

Lead-in activity: (*2 min*)

Learning context (*3 min*)

Your school is organizing a Technology Day to raise students' awareness about the effects of Technology on our lives. Your English Club designs a stand with a poster about the topic of the campaign and comment it to the visitors.

INPUT PHASE (15 min)

Vocabulary (6 min)

To download (≠ upload): to transfer something from internet to a local computer or mobile phone

Example: Yesterday night, I downloaded a new app.

A network: any interconnected group or system

Example: Google, Gmail

Satnav: A satellite navigation system, a GPS receiver.

USB port: A socket on a personal computer into which a USB cable is plugged.

Wi-Fi: wireless networking using one of these standards

Wireless: cordless, not having any wires

E-reader: A hardware device used to read e-books

Language function: Double comparative with few and much

We use double comparatives to say that things are changing.

Examples: **Fewer and fewer** people can write neatly in cursive script.

More and more people have their own tablets or computers.

Children have **less and less** time to relax and play!

- a- **Less and fewer** are comparatives.
- b- We use **fewer** with **countable** nouns.
- c- We use **less** with **uncountable** nouns.
- d- We can use **much** before **comparative adverbs**.

Answer sheet:

Activity 1: 1/ tablet 2/ battery 3/ GPS 4/ touch screen 5/ upload 6/ wireless

Activity 2: 1/less 2/ fewer 3/ less 4/ less 5/ Fewer 6/ fewer

Activity 3: 1/ more and more 2/ less and less 3/ More and more 4/ faster and faster

Class discussion:

1/ In my opinion, tablets are becoming so popular because they are convenient, small and easy to carry.

2/ I think that tablets are most useful when people use them to connect to the Internet.

3/ I would like to become a doctor and I think a tablet could be useful in that career; I could use it to check my appointments or to check the latest research on drugs. / I would like to work as a farmer and I think a tablet could be useful to check the weather forecast at all times.

Note –taking (7 min)

Activity 1: Choose the correct word to complete each sentence.

- 1- Hamid uses his **camera/ tablet** to send emails, take photographs and read books.
- 2- The **battery / Bluetooth** on my smartphone needs to be charged every day.
- 3- The truck driver uses **GPS/ Wi-Fi** to find the best route to the destination.
- 4- A touch **screen / network** allows you to control or use a tablet with your fingers.
- 5- After I have taken photographs I always **upload / download** some of them on to my Facebook page.
- 6- Because a tablet is a **wireless / Wi-Fi** device, it is easier to carry around and use in different places.

Activity 2: Complete the sentences using **less** or **fewer**.

This small e-reader is (1) -----expensive than that one. It can store (2) -----books but it takes up (3) ----- space and it weighs (4) ----- too. The smaller e-reader is also more popular. (5) -----and (6) -----people are buying the bigger e-reader.

Activity 3 Choose the correct words to complete the sentences.

- 1- It is getting **more and more / much and much** difficult to get a good job if you don't have good computer skills.
- 2- There is **less and less/ fewer and fewer** space on my hard drive because I have stored so many photographs there!
- 3- **Many and many /More and more** cell phones allow one to take photographs and access the Internet.
- 4- The Internet is getting **faster and faster/fastest and fastest** as technology improves.

Class discussion: Discuss these questions. (5 min)

- 1- Why do you think tablets are becoming so popular?
- 2- In what ways are tablets most useful?
- 3- Think about the career you want to follow when you finish school.

Do you think using a tablet would be useful in that career? Say why or why not.

Activity 1: Choose the correct word to complete each sentence.

- 1- Hamid uses his **camera/ tablet** to send emails, take photographs and read books.
- 2- The **battery / Bluetooth** on my smartphone needs to be charged every day.
- 3- The truck driver uses **GPS/ Wi-Fi** to find the best route to the destination.
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Do you think using a tablet would be useful in that career? Say why or why not.

Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 6: WHAT HAS TECHNOLOGY DONE FOR YOU?
Lesson 2:
Lesson type: Listening
Duration: 55 minutes
Source/Reference: Far Ahead 1ère (Far Ahead 1ère)
Teaching Materials: *picture, worksheet, board*

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
obsession - fans - self-portrait –upload-promote-vain - hashtag –record	Expressing condition with unless – as long as- in case	You will succeed unless you don't learn your lessons.

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming:

Learning context: The chairman of the English Club of College 1ère to listen a podcast about technology in order to discuss about the issue. asks the students of

WHILE LISTENING

Vocabulary:

Obsession: a compulsive or irrational preoccupation

Self-portrait: a portrait of a painter who painted himself

Promote: make something known

Vain : having a very high opinion of yourself and how you look

Hashtag: a symbol (#) used to identify items online

Record: to make a note or keep track of

Language Function:

- a- **Unless** means the same as **if not**.
- b- Words like **unless** and **as long as** can be placed at the beginning of a sentence or in the middle of a sentence.
- c- We use **in case** to talk about precautions we will take before a problem happens.

Example:

- 1- You will not recover **unless** you take your medicine.
- 2- **Unless** you take your medicine, you will not recover.
- 3- We can use the computer lab **as long as** we have electricity.
- 4- **As long as** we have electricity, we can use the computer lab.
- 5- You will need a torch **in case** it gets dark.
- 6- **In case** it gets dark, you will need a torch.

Listening text:

It has become very fashionable for people to take photographs of themselves, or (1) **selfies**. For some people it has become an (2) **obsession**. Selfies allow us to show pictures that make us feel (3) **good** about ourselves. They invite people to look at you and (4) **envy** you! We take these types of photographs on the spur of the (5) **moment**. Many famous people (6) **promote** themselves by posting selfish on the Internet. But many people are (7) **critical** of selfish.

Answer sheet of the worksheet

Activity 1:

1/vain 2/ self-portrait 3/ obsession 4/ upload 5/ hashtag 6/ promote 7/ record 8/ fans

Activity 2:

1/if 2/ will 3/ unless 4/ in case 5/ Unless 6/ Unless 7/ as long as 8/ If

Activity 3:

1/ selfies 2/ obsession 3/ good 4/ envy 5/ moment 6/ promote 7/ critical

Communication activity: Possible answers and expressions to use

1/ I would send a selfie to my friends / my family...

2/ I think that people are obsessed with selfies because they want to share everything they see or do with their friends or family. Taking selfies

WORKSHEET / UNIT 6/ LESSON 2/ LISTENING

Activity 1: Complete the definitions below with the appropriate words or expressions from the box:

Obsession - fans - self-portrait –upload-promote- vain - hashtag -record

- 1- having a very high opinion of yourself and how you look :-----
- 2- a picture of yourself :-----
- 3- the fact of spending too much time thinking about or doing something:-----
- 4- transfer data to a computer system :-----
- 5- a symbol (#) used to identify items online :-----
- 6- to advertise or publicise :-----
- 7- to make a note or keep track of :-----
- 8- people who support someone who is famous:-----

Activity 2: Choose the correct words to complete each sentence.

- 1- She will recover from her illness **if/ unless** she rests and takes her medicine.
- 2- As long as you have access to the Internet, you **will / would** be able to send emails.
- 3- You will not be able to get a good job **if/ unless** you have computer skills.
- 4- Take this lamp **in case/ if** the electricity goes off.
- 5- **Unless / if** you hurry, you will not catch the bus.
- 6- In case/ Unless the price has increased, I will get a new computer next month.
- 7- I am happy to help you with your maths **as long as / unless** you help me to learn how to do a search on the Internet.
- 8- **If/ unless** you are lucky, the Internet connection will be good this evening.

Activity 3: Listen to a news report about the increasing popularity of 'selfies'; Then listen again and choose the correct words in the box to complete the summary of the passage.

Selfies - promote - critical - obsession – good- envy- moment

It has become very fashionable for people to take photographs of themselves, or (1) -----
. For some people it has become an (2) ----- . Selfies allow us to show pictures that
make us feel (3) ----- about ourselves. They invite people to look at you and (4) -----
you! We take these types of photographs on the spur of the (5) ----- . Many famous
people (6) ----- themselves by posting selfish on the Internet. But many people are (7) --
----- of selfish.

Communication activity: Answer the questions with your partner.

- 1- To whom would you send a selfie?
- 2- Why do you think people are obsessed with selfies?

Name of School: / **Date:**.....
Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 6: WHAT HAS TECHNOLOGY DONE FOR YOU?
Lesson 3:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
to stay informed- Life-threatening- recovered- invented	Word families	Invent- invention- inventor

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context: The chairman of the English Club of College 1ere to read a paragraph technology and discuss about the issue. asks the students of

WHILE-READING (15 min)

Vocabulary (8 min)

- * **To stay informed:** to have information regularly about something
- * **Life-threatening:** endangering the continued life of the subject.
- * **To recover:** to get better, to regain
- * **To invent:** to create something fictional for a special purpose

Language function: Word families (8 min)

Word families are groups of words that are related to each other because they all come from the same 'root'.

Example: electric (adjective), electricity (noun), electrify (verb).

ANSWER SHEET:

Activity 1: 1/recover 2/ life-threatening 3/ variety 4/ informed 5/ active 6/ invented

Activity 2: 1/invented – invention → the telephone was a great invention.

2/ produced – production → Industries always try to increase their production.

3/ vaccinated – vaccination → Thanks to vaccination, less children are getting polio in the world.

4/ entertained – entertainment → More and more people are looking for entertainment when they watch TV.

5/ developed – development → The quick development of science and technology has transformed our lives.

6/ informed – information → Science and technology allow people to have access to more and more information.

APPLICATION PHASE

Activity 1: Complete the sentences with the words in the box. Use the correct form of each word.

to stay informed- Life-threatening- recovered- invented- active- varieties

- 1- You will -----not from this disease unless you rest and take your medicine.
- 2- AIDS is a -----disease that you will get if you do not protect yourself from infection.
- 3- We planted a new -----of corn on the farm and so far we are very pleased with the crops.
- 4- I rely on the radio to keep me -----about what is happening in my country.
- 5- My parents have always been----- members of the community.
They have helped others and they have helped to preserve the environment as well.
- 6- Thomas Edison ----- the first electric light bulb that was used commercially and manufactured in large quantities.

Activity2: Find verbs, nouns or adjectives from the same word families as these words. Use suffixes like **-tion** and **-ment** to make another noun from each word. Make sentences with the new words that you make. Follow the example with number 1.

- 1- Inventor: ***invented – invention → the telephone was a great invention.***
- 2- producer: -----; ----- → -----
- 3- vaccine: -----; ----- → -----
- 4- entertainer: -----; ----- → -----
- 5- developer -----; ----- → -----
- 6- inform-----; ----- → -----

Class debate:

In a post on Facebook, a Ghanaian web-influencer pointed out the negative impact of science and technology on education. In your comment, point out how science and technology has positively impacted the education system in your country and the ways of learning.

Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 6: WHAT HAS TECHNOLOGY DONE FOR YOU?

Lesson 3:

Lesson type: Reading (session 2)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

Correction of the homework

Answer sheet

Activity 1: the paragraphs are about

A-Science and technology affect our life

Activity 2: vocabulary

1- To keep in touch 2- Entertained 3- Cure 4- Food 5- Relies on 6-Aware of

Activity 3:

1- The fact that science and technology affect our life is

A- **True** B- False C-Not obvious

2- The use of new fertilizers and pesticides has made foods

A- Less available B- Less expensive C- **Less healthy**

3- Many people do not die from simple wounds thanks to

A- Antiretroviral B- **Antibiotics** C- Antidepressant

4- The modern equipment invented to make our homes more comfortable function with

A- **Electricity** B- Water C- Intelligence

5- As citizens, science and technology increase

A- Our kindness B- Our happiness C- **Our awareness**

6- Solutions will be found to problems affecting our environments if

A- We access the right places B- We speak the same languages C- **We easily get information**

Text: **Who needs Science and Technology?**

1- Stop for a moment and think - what has science done for you? Can you wake up in the morning if you don't have an alarm clock? If you didn't have a phone, would you be able to keep in touch with your friends easily? And what about the programmes on the radio and on TV? Would you be able to stay informed and entertained if you did not have them? What about those antibiotics that you took last time you were ill? Would you have recovered if you had not taken them? The truth is that science and technology affect us all in the modern world.

2- Science has changed what we eat and the way that we eat. Scientists have developed new varieties of corn, wheat and rice as well as new fertilizers and pesticides. These have increased the amount of food we can grow and have changed the way we grow food. This has also made some foods less healthy than the food produced by old-fashioned farming ways.

3- Science has changed health care. Most children in the world are now vaccinated against diseases like polio and small pox, so they do not get the diseases. Modern antibiotics can cure diseases that used to be life-threatening and dangerous. If we did not use antibiotics, many people would die from simple wounds.

4- The modern world relies on electricity. As long as we have electricity, we are able to use all the modern equipment that has been invented to make our homes more comfortable and industries more productive. There are many things we cannot do unless we have electricity. We can't use a fridge for example if there is no electricity.

5- And finally, science and technology has made us more active citizens. We are more informed, we can make better decisions as consumers and voters, and we are more aware of the problems facing the places we live in. As long as we have better access to information, we will be able to continue to find solutions to problems that affect our environments.

Text: **Who needs Science and Technology?**

1- Stop for a moment and think - what has science done for you? Can you wake up in the morning if you don't have an alarm clock? If you didn't have a phone, would you be able to keep in touch with your friends easily? And what about the programmes on the radio and on TV? Would you be able to stay informed and entertained if you did not have them? What about those antibiotics that you took last time you were ill? Would you have recovered if you had not taken them? The truth is that science and technology affect us all in the modern world.

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Activity 1: choose the best option to describe the paragraphs

These paragraphs describe how:

- A- Science and technology made our life more complex
- B- Science and technology changed our opinion about education
- C- Science and technology affect our life

Activity 2: Find in the text the words corresponding to the suggested synonyms or definitions. N°1 is an example.

SUGGESTED WORDS OR DEFINITIONS	SYNONYMS IN THE TEXT
1- To stay in contact	To keep in touch
2- Provided with amusement or recreation	
3- Process to recover from an illness	
4- Anything that can be eaten by humans	
5- Depends on	
6- Mindful of	

Activity 2: Read the text carefully and find the best ending for each sentence. N°1 is an example. 1- A

- 7- The fact that science and technology affect our life is
A- True B- False C- Not obvious
- 8- The use of new fertilizers and pesticides has made foods
A- Less available B- Less expensive C- Less healthy
- 9- Many people do not die from simple wounds thanks to
A- Antiretroviral B- Antibiotics C- Antidepressant
- 10- The modern equipment invented to make our homes more comfortable function with
A- Electricity B- Water C- Intelligence
- 11- As citizens, science and technology increase
A- Our kindness B- Our happiness C- Our awareness
- 12- Solutions will be found to problems affecting our environments if
A- We access the right places B- We speak the same languages C- We easily get information

Class discussion

Discuss these questions in groups.

- 1- Have science and technology had any negative effects on your community?
- 2- How can science and technology be used to improve democracy in a country?

Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 6: WHAT TECHNOLOGY HAS DONE FOR YOU?
Lesson 4: An opinion essay
Lesson type: Writing (*session 1*)
Duration: 55 minutes
Source/Reference: _____
Teaching Materials: picture, worksheet, board

Warm up: (1 min)

I- PRE-WRITING

*** Brainstorming (lead in activity) (2 min)**

Teacher writes a heading on the board and suggests types of writing all around. Then, he asks students to match the appropriate type of writing to the heading.

*** Learning context (2 min)**

For the writing competition organized by the English Club of College _____, the students of 1ère are asked to write an opinion essay about the aspect of networking in our lives. The letters will be read during your English class.

Vocabulary:

To network : to make contact with many different people and to exchange information with them.

Layout of the formal letter

An opinion essay is organised in paragraphs.

The first paragraph is the introduction and the last paragraph is the conclusion. We use link words or phrases to introduce new ideas and connect the ideas in the paragraphs.

For example: *To begin with, First of all, in the first place, What's more, Furthermore, in addition, Lastly, So in brief, To sum up, Therefore, To conclude.*

Answer sheet

Activity 1: In my view, networking is becoming more and more important today. For example, when you are looking for an internship or a job, it is essential to make contact with as many different people as possible, to improve your possibilities of finding something that suits you.

Activity 2:

1/ the author's point of view is presented in paragraphs 2, 3 and 4: 'I feel strongly that networking online can help...' (Paragraph 2), 'it is my view that networking can help...' (Paragraph 3), 'I believe that in order to get a good job, you need to...' (Paragraph 4)

2/ the author gives two different arguments, in paragraphs 2 and 3: first, networking can help build up contacts, secondly, networking can help find out about jobs opportunities.

3/ the author uses the words 'I feel strongly that', 'it is my view that' and 'I believe that'. We could also use the words 'I think', 'in my view', 'in my opinion', 'personally', 'I agree that', 'I am in favour of'...

4/ the last paragraph gives a summary of the author's point of view.

Activity 3: Firstly → To begin with / First of all / In the first place

Secondly → What's more / Furthermore / in addition in conclusion → lastly / so in brief / to sum up / Therefore / to conclude

Activity 1: Activity: What is your point of view on networking? Is it a good or bad thing?

Activity 2: Take notice Read the model text and answer the questions.

- 1- Which paragraph presents the authors point of view? Quote the sentence.
- 2- How many arguments does the writer give to support his or her point of view? What are the arguments?
- 3- Which words does the author use to present a personal point of view? Can you think of other words you could use?
- 4- Which paragraph gives a summary of the author's point of view?

Activity 3: Replace the bold words in the model text with words from the box.

To begin with, First of all , in the first place, What's more, Furthermore, in addition, Lastly , So in brief, To sum up, Therefore, To conclude.

Why it is important network?

'When it comes to finding a job, it's not about what you know but about who you know'. Sadly where there is corruption, this old saying is often true. Today this raises the issue of the importance of networking online in a professional manner.

Firstly, I feel strongly that networking online can help you build up contacts in your area of work. Sites like LinkedIn link you to other people in similar fields of work. This can help you find out where people work and what kind of work they do. This may help you decide to which business you could apply when you are looking for a job.

Secondly, it is my view that networking can help you find out about available jobs. These days, many jobs are not advertised in print media like newspapers. If you have built up a network of contacts, you may find job opportunities more easily.

In conclusion, I believe that in order to get a good job, you need to build up a good network of contacts and information. Using that information wisely and honestly will further your career!

Name of School:

/ **Teacher:**

Class: 1ère;

Number of Students:.....; **Girls:**.....; **Boys:**.....

UNIT 6: WHAT TECHNOLOGY HAS DONE FOR YOU?

Lesson 4: An opinion essay

Lesson type: Writing (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

Warm up: (*1 min*)

Review

Correction of homework

POST-WRITING

The Parent-Teacher Association (PTA) of your school has raised money for some renovation work at the school. Some people think that the money should be used to improve the sports field.

Others think that the money should be used to enlarge the computer laboratory.

Write an opinion essay in which you support one of these projects.

I- Decide which project you are going to support. Make notes under the paragraph headings.

Paragraph 1: Introduction: State your opinion about which project should be supported.

Paragraph 2: First argument: Firstly,

Paragraph 3: Second argument: Secondly,

Paragraph 4: Conclusion: Restate your opinion in a short way.

II- Write your essay in 180 to 200 words following the paragraph plan.

Example of essay (*Far Ahead 1ere Teacher's Book*)

The Parent-Teacher Association is planning to do some renovation work at the school thanks to money it has collected. While some people would like the money to be used to improve the sports field, others think that a more useful action would be to enlarge the computer laboratory. I personally support the enlargement of the computer laboratory, for the following reasons.

Firstly, in my opinion our sports field needs less renovation than our computer laboratory. Even if the sports field could be modernised, it is still usable today by all students in the school. On the contrary, the computer laboratory has become much too small and under-equipped as more and more teachers want to use them with their students.

Secondly, it is my view that offering the students a modern computer laboratory is more essential. Of course, I agree that practising sports is also vital. But I believe that sports can be practised even without up-to-date equipment, whereas learning computer skills cannot be done if you don't have adequate equipment.

To sum up, that is why I am in favour of using the money raised by the PTA to enlarge and modernise the computer laboratory.



LISTENING

Name of School: / **Date:**.....
Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 7: POLITICAL CHANGE
Lesson 1:
Lesson type: Speaking (*session*)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Democracy- politics- political party- pay taxes- tax revenues- to vote- freedom of expression	Making deductions (the third conditional with modals)	He must have been the leader of the group. (modal + have+ pp)

INTRODUCTORY PHASE (5 min)

Warm up: (1min)

Lead-in activity: (2 min)

Answer the questions.

1- What is the difference between a democracy and a dictatorship?

A democracy is a system of government in which the people or a country choose their own leaders.

2- How do people go about choosing their own leaders? Explain the process.

3- What rights do people have in a democratic country?

4- What freedom does a democracy allow its citizens?

Learning context (3 min)

For the next election of the English club's chairman, the students of 1^{ère} of College are talking about the political forms in Africa and their practice. That will help them know more about the election

INPUT PHASE

Vocabulary (6 min)

* **A Democracy:** a form of government in which the people are on the center with liberty

Example: In Cote d'Ivoire, people practice democracy

* **Politics:** a methodology and activities associated with running a government

* **A political party:** PDCI, FPI, RDR, PIT, PPACI are some **political parties** in CI

* **To pay taxes:** to pay money to the government to be called a good citizen

* **A tax revenue:** a total revenue that a state, municipality etc. gets from all taxes

* **To vote:** to elect

*Example: in democracy, people **vote** for they leaders*

* **Freedom of expression:** the liberty to have a say

*Example: People have the **freedom of expression** in Cote d'Ivoire*

Language function: Making deductions (the third conditional with modals)

To make a deduction, we can use the third conditional with an appropriate modal verb:

Modal verb + have + past participle

Asking question/ Inquiring	Making deduction
Why was Zola elected?	She must have been the best candidate.
How did they get in?	They could have opened the door.

Answer sheet:

Activity 1: 1/ vote- political party 2/ pay taxes 3/ tax revenue 4/ freedom of expression

Activity 2: 1/ must / could 2/ must have 3/ couldn't have 4/ can't

Class discussion:

A: I don't understand how someone could have killed a woman like that. He must have been crazy!

B: I don't think he could have planned to do it. He might have acted in a moment of panic.

A: Probably; he wouldn't have done it if he had anticipated the consequences, for the woman's family and for himself.

B: You may be right.

Note –taking (7 min)

ACTIVATION / PRACTICE PHASE

Activity 1: complete the sentences below with the appropriate words from the box:

Pay taxes -political party -freedom of expression -tax revenues - vote

- 1- People have the right to ----- for a ----- chosen by the government.
- 2- People who earn money have a responsibility to ----- to the government and the government has a responsibility to spend ----- wisely.
- 3- People are not allowed -----.

Activity 2: Make deductions about the present and past situations described below. Use **must, can't, must have, could or couldn't have**.

- 1- She looks a lot like Eleanor. She ----- be her sister.
- 2- Henry won the first prize for his school work. He ----- worked hard.
- 3- You -----typed the letter on my computer. It's been broken for a few weeks!
- 4- She makes a lot of mistakes when she speaks French. She ----- be a native speaker.

Class discussion: Discuss these questions. (5 min)

a- Write a dialogue for this situations:

You don't understand why someone committed an act of terror. You discuss this with your parents.

b- Use the following suggestions to practise your dialogue

He might have been mad. He wouldn't have done it if he had anticipated the consequences. He couldn't have planned to do this. He must have acted in a moment of panic.

ACTIVATION / PRACTICE PHASE

Activity 1: complete the sentences below with the appropriate words from the box:

Pay taxes -political party -freedom of expression -tax revenues - vote

- 4- People have the right to ----- for a ----- chosen by the government.
- 5- People who earn money have a responsibility to ----- to the government and the government has a responsibility to spend ----- wisely.
- 6- People are not allowed -----.

Activity 2: Make deductions about the present and past situations described below. Use **must, can't, must have, could or couldn't have**.

- 5- She looks a lot like Eleanor. She ----- be her sister.
- 6- Henry won the first prize for his school work. He ----- worked hard.
- 7- You -----typed the letter on my computer. It's been broken for a few weeks!
- 8- She makes a lot of mistakes when she speaks French. She ----- be a native speaker.

Class discussion: Discuss these questions. (5 min)

c- Write a dialogue for this situations:

You don't understand why someone committed an act of terror. You discuss this with your parents.

d- Use the following suggestions to practise your dialogue

He might have been mad. He wouldn't have done it if he had anticipated the consequences. He couldn't have planned to do this. He must have acted in a moment of panic.

Name of School: _____ / Teacher: _____ Class: 1ère; Number of Students:; Girls:; Boys: UNIT 7: POLITICAL CHANGE Lesson 2: Lesson type: Listening Duration: 55 minutes Source/Reference: _____ Teaching Materials: <i>picture, worksheet, board</i>	
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TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
election – candidate- billboard campaign – voter- ballot	adjectives in –al/ -ic	Political- artistic

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming:

Learning context: For the next election of the English club’s chairman, the students of 1ère of College are listening to a radio tape about an election process in Africa. That will help them know more about the election

WHILE LISTENING

Vocabulary:

An election: a process of choosing a leader by vote

A candidate: a person who is running in an election

*Example: KKB, Affi N’guessan and Alassane Ouattara were **candidates** for the election in CI*

A billboard: A large poster for publicity

A campaign: a period during which candidates try to convince the population

A voter: an elector

A ballot: a voting box

Language Function: adjectives in –al/ -ic

Adjectives are used to qualify nouns. There are many types of adjectives. Some can be formed by adding **ic/ al** to some nouns: noun + **ic/ al** = adjective in **ic/ al**

Example: politics + **al** = political artist + **ic** = artistic

Listening text: **Election campaign in Ghana**

We are in the midst of furious campaigning ahead of presidential and parliamentary elections. Every available space is covered with billboards, posters and flags. As there are eight presidential candidates, the number of posters that can be squeezed around one light pole on a street is best left to the imagination. The decibel level around the country generally has gone up and we cannot hear each other talk or, if truth be told, we do not want to hear each other because, to quote a friend, our minds are made up and we do not want to be confused with facts.

The political parties are running advertisements in the newspapers, on radio and television like they do everywhere else but nobody really knows if the adverts change anybody's mind. It is imperative, however, that you get a very catchy piece of music to accompany whatever message you are trying to convey to the people. There is also no guarantee that the people who are scrambling for T-shirts bearing a particular candidate's image will necessarily vote for him. These T-shirts are very popular and the Chinese are currently making a roaring business supplying them to all the parties.

ANSWER SHEET

Activity 1: 1/election 2/ voter 3/ political party 4/ campaign 5/ candidate 6/ billboard

Activity 2: 1/ artistic 2/ intellectual 3/ democratic 4/ political

Activity 3: 1/artistic 2/ political – democratic 3/ intellectual

Activity 5: 1D – 2B – 3C – 4C – 5A

Communication activity:

1/ Elections are important because they give every citizen the opportunity to take part in the choice of the country's leaders.

2/ Candidates can explain their point of view on society and politics and state what they plan to do if they are elected.

3/ To become a voter in my country, you have to be... and you have to... To register, you need to...

WORKSHEET FOR STUDENTS/ UNIT 7/ LESSON 2/ LISTENING

Activity 1: Complete the definitions below with the appropriate words or expressions from the box:

Election- political party - candidate - billboard - campaign - voter

- 1- a time when people vote in an organised way, for their leaders -----
- 2- a person who makes a choice in an election -----
- 3- a group of people who take part in elections and in governing a country -----
- 4- a plan of action in which you do things to try and get a certain result -----
- 5- a person who is nominated for an election -----
- 6- a large board on which advertisements are displayed outside-----

Activity 2: Use suffixes (-al,-ic) to make adjectives with the words in the box.

Example: politics = political

- a- artist = -----
- b- intellect =-----
- c- democracy=-----
- d- politics=-----

Activity 3: Use some of the adjectives you made to complete these sentences.

- 1- In a democracy artists have complete ----- freedom. They can create work about any subject.
- 2- A country in which there is only one ----- party is not a ----- country.
- 3- A democracy protects -----rights which allow people to think and write freely.

Activity 4: Listen to the podcast and choose the correct answers.

- 1- How many presidential candidates were there in this election?

A-seven B -ten C- a large number D- eight

- 2- What are the political parties doing to get votes?

A-having parties B advertising their candidates in different media
C-fighting with each other angrily D - giving T-shirts to the chiefs

- 3- According to the writer, advertisements are not effective because

A - They are too expensive. B - There are too many of them.
C- People have already decided for whom they will vote. D people don't believe them.

- 4- What, according to the writer, is essential in this campaign?

A - A large advertisement with a message B- a bit of imagination
C- a catchy piece of music with a message D- a healthy appetite

- 5- Who is making a lot of money from the election?

A - People who make T-shirts and advertisements B - the presidential candidates
C - The voters who get T-shirts D - the political parties

Communication activity: Answer the questions with your partner and then report back to the class.

- 1- Why are elections important in a democratic country?
- 2- How do you think candidates can convince people to vote for them?
- 3- How can you become a voter in your own country? What age do you have to be? How do you register as a voter?

Name of School: / **Date:**.....
Class: 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 7: POLITICAL CHANGE
Lesson 3:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Stereotyped- to be ashamed- civic activities- to seek- to be despised- labour union	Order of adjectives	African Americans came into contact with many well-educated, young, African and Caribbean people.

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context: During an English club's meeting, the students of 1^{ère} of College are reading a text about the fight of black American people in the USA. That will help them know more about the price of freedom.

WHILE-READING (15 min)

Vocabulary (8 min)

* **Stereotyped:** unoriginal

Example: black Americans are said to be **stereotyped** Americans

* **To be ashamed:** to be embarrassed, to be confused.

Example: Coyotito was caught when cheating, he **is ashamed**

* **A civic activity:** activity related to good citizenship

Example: paying taxes is a **civic activity**.

* **To seek:** to try to find, to search

Example: black Americans were seeking better life

* **To be despised:** to be hated, not loved, not cherished

Example: Black Americans **were despised** by white people

* **A labour union:** a union created to fight against forced labour

Language function: Order of adjectives (8 min)

- 1- Use adjectives that describe general qualities first.
- 2- Adjectives that describe nationality come last, just before the noun.
- 3- Use commas between the adjectives.
- 4- If two adjectives are from the same category, use and between the adjectives.

There is an order in which we use the adjectives. The order depends on the category of the adjective.

Quantities	General qualities	Specific qualities	Size/ shape	Age	Colour	Nationality
Many Seven A kilogram	poor new interesting	Well- educated	round small	old young	red black	Italian American

Examples:

- 1- Many African Americans started to move from **poor, rural areas** in the South.
- 2- African Americans came into contact with **many well-educated, young, African and Caribbean** people.
- 3- Harlem became the symbolic capital of a **new, literary and artistic movement**
- 4- Louis Armstrong was a **really good jazz** musician.

ANSWER SHEET:

Activity 1: 1/stereotype 2/ seek 3/ civic activities 4/ ashamed 5/ labour union 6/
despise

Activity 2:

- 1/ Langston Hughes came from a **poor, African American** family.
- 2/ Jazz was despised by **black and white** people at first.
- 3/ The Harlem Renaissance was an **exciting, literary and artistic** movement.
- 4/ Augusta Savage was a **talented and creative** artist.
- 5/ I have lost my book. It is a **big and heavy green** book.
- 6/ The **well-educated, young Caribbean** woman told Solange the story of her family

APPLICATION PHASE

Activity 1: Complete the sentences with the words in the box. Change the form of the word if necessary.

Stereotyped- to be ashamed- civic activities- to seek- to be despised- labour union

- 1- He does not fit the normal -----of a big strong man because he is small and thin.
- 2- The family will travel to the United States to ----- employment and a higher standard of living.
- 3- Paying taxes, voting and serving your community are all important -----
- 4- We were -----of our brother when he stole money from another student.
- 5- The workers joined a ----- in order to negotiate better working conditions.
- 6- I -----people who are racist or sexist!

Activity2: Use the given adjectives in the correct order to make these sentences more interesting. Number 1 is an example.

- 1- Langston Hughes came from an African family. (American, poor)
➤ Langston Hughes came from **a poor, African American** family.
- 2- Jazz was despised by people at first. (black, white)

3- The Harlem Renaissance was an artistic movement. (literary, exciting)

4- Augusta Savage was an artist. (talented, creative)

5- I have lost my book. It is a big book. (green, heavy)

6- The woman told Solange the story of her family. (Caribbean, well-educated, young)

Communication activity: Consecutive to the Black Lives Matter movement, many people have been saying that Black people situation in America is still worrying.

- 1- Do you think something has changed from then till now?
- 2- Write a paragraph to explain your view and send it to the Community Manager of Black Lives Matter page to be posted.

Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 7: POLITICAL CHANGE

Lesson 3:

Lesson type: Reading (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

Correction of the homework

Answer sheet

Activity 1: the text deals with

- 1- The contribution of the Harlem Renaissance to the fight of Black American for freedom in the United States

Activity 2: vocabulary

SUGGESTED WORDS OR DEFINITIONS	ANTONYMS IN THE TEXT
1- Freedom	SLAVERY
2- Enslaved	FREE
3- Out-of-date	FASHIONABLE
4- Unskilful	TALENTED
5- Cherished, loved	DESPISED
6- Divided	UNITED

Activity 3:

1B – 2A – 3D – 4D – 5D – 6A

Activity 1: choose the best option to describe the paragraphs

The text deals with:

- 1- The contribution of the Harlem Renaissance to the fight of Black American for freedom in the United States
- 2- The contribution of the Harlem Renaissance to the fight for America's independence
- 3- The contribution of the Harlem Renaissance to the Black Lives Matter movement in the US

Activity 2: Find in the text the words corresponding to the suggested antonyms. N°1 is an example.

SUGGESTED WORDS OR DEFINITIONS	ANTONYMS IN THE TEXT
1- Freedom	Slavery
2- Enslaved	
3- Out-of-date	
4- Unskilful	
5- Cherished, loved	
6- Divided	

Activity 2: read carefully the text and choose the correct answer among the letters A, B, C or D

1 The Harlem Renaissance occurred during

A - The 1860s and 1870s. B the 1920s and 1930s. C -the American Civil War. D the Caribbean war.

2- Before the Harlem Renaissance many African Americans were of their own culture and heritage.

A - Not proud B- proud C - slaves D - not free

3- Many African Americans moved to find better lives.

A - from the northern states to the southern states of the US B to the Caribbean countries

C - from the cities to the country D - from the southern states to the northern states of the US

4- The sentence, 'were forced into virtual slavery' means

A were sold as slaves. B decided to become slaves. C went to another country as slaves.

D were made to work and live like slaves.

5- He made jazz popular all over the world.

A Langston Hughes B -WEB Du Bois C -Augusta Savage D -Louis Armstrong

6- During the Harlem Renaissance, African Americans

A became interested in African culture again. B rejected their African culture completely.

C copied the art of the Caribbean. D became interested in politics.

Class discussion: Discuss these questions in groups.

3- Is there any freedom in Ivorian's political form?

4- How can Ivorians make their country be as the United States of America?

UNIT 7: POLITICAL CHANGE

TEXT: THE HARLEM RENAISSANCE

Harlem is in New York. It was here, in the 1920s and 1930s, that African American culture enjoyed its 'renaissance'. The writers, artists, actors and musicians who took part in this rebirth wanted to break free from the stereotyped views of their own culture. They wanted African Americans to be proud of, and not ashamed of, their own culture.

From 1861-1865 there was a Civil War in the United States. The war finally brought an end to slavery. After that some African Americans were given the right to own land, to vote and to take part in civic activities, but these rights were later taken away from them again. And soon, although slavery had been abolished, many African Americans were forced into virtual slavery again, working on plantations and mines. While they lived in a 'democratic' and free country, many of them were also persecuted. Life in the South was very hard. Many African Americans started to move from poor, rural areas in the South to bigger, less racist urban areas in the North. In cities like New York, African Americans came into contact with many well-educated young African and Caribbean people who were also seeking better lives. They started to develop a new pride in being 'African' and Harlem became the symbolic capital of a new literary and artistic movement called the Harlem Renaissance. Black intellectuals met in Harlem or went to live there. They experimented with exciting, new forms of music, art and literature. Harlem became a popular and fashionable nightlife destination. Writers such as Langston Hughes and WEB Du Bois inspired people to question and demand their rights. Artists like the painter Lois Mailou Jones and the sculptor Augusta Savage proved that black women could be talented and creative artists. Duke Ellington and Louis Armstrong made jazz and African American music popular and acceptable all over the world. African Americans began to look with new eyes at their African heritage which had for so long been despised by both white and black people.

While the Harlem Renaissance was mainly a cultural movement, it was also closely linked to the civil rights movement. Writers and artists contributed to magazines and newspapers published by organisations like the National Association for the Advancement of Coloured People (NAACP) and the Brotherhood of Sleeping Car Porters, which was a black labour union. And through these movements black people in the United States eventually achieved freedom.

Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 7: POLITICAL CHANGE
Lesson 4: A for and against essay
Lesson type: Writing (session 1)
Duration: 55 minutes
Source/Reference: _____
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
	conjunctions	And, also, then, Nevertheless, although

Warm up: (1 min)

PRE-WRITING

* **Brainstorming** (lead in activity) (2 min)

Teacher writes a heading on the board and suggests types of writing all around. Then, he asks students to match the appropriate type of writing to the heading.

* **Learning context** (2 min)

For the writing competition organized by the English Club of College _____, the students of 1ère are asked to write an essay about the following topic: “Are you for or against the elections formats in Africa?” The essay will be read during your English class.

Language Function: conjunctions

- a- The conjunctions **and**, **also** and **furthermore** are used when you want to add information in a sentence.
b- Conjunctions such as **however**, **while**, **although** and **nevertheless** express contrast.

Addition	Contrast	Consequences
And, also, then	Nevertheless, although, but, even though, however, while	Therefore, so

Note: Conjunctions improve the style of your writing and make your text flow.

Example: Most countries have lowered the voting age to 18. A long time ago, one had to be 20 or 21 in order to vote.

A long time ago, one had to be 20 or 21 in order to vote, **but** now most countries have lowered the voting age to 18.

Topic: In most countries these days, all people who are citizens of the country are allowed to vote in elections when they turn 18. What is the law in your country?

Layout of the for or against essay

There are three (3) main parts when writing an essay:

- ☐ The introduction paragraph
- ☐ The supporting paragraphs
- ☐ The concluding or summary paragraph

a. What is the introduction paragraph?

The introduction paragraph is the first paragraph of your essay. It introduces the main idea of your essay. The main idea of the essay is stated in a single sentence called the thesis statement. You must limit your entire essay to your thesis statement.

b. What are the supporting paragraphs?

The supporting paragraphs make up the main body of your essay. They develop the main idea of your essay. Place each supporting point in its own paragraph and develop each point with details, and examples.

c. What is the summary/concluding paragraph?

The summary paragraph comes at the end of your essay after you have finished developing your ideas. The summary paragraph is often called the "conclusion." It summarizes or restates the main idea of the essay.

Note!!! Each supporting paragraph should have a topic sentence, supporting sentences, and a summary sentence.

Answer sheet

Activity 1:

- 1/ In a democracy there should be respect for human rights and there should also be equality.
- 2/ Langston Hughes was a famous poet; furthermore, he was an activist.
- 3/ While he does not agree with the policies of the ruling party in government, he does pay his taxes.
- 4/ The people of the country want free education, however they do not want to pay taxes.

Activity 2:

- 1/ This author's opinion is that voting ages should be lowered. This opinion is stated in paragraph 2, and restated in the conclusion.
- 2/ The two reasons are the following: young people are already able to marry, join the army, work and pay taxes (paragraph 2); young people are better informed than before (paragraph 3).
- 3/ In paragraph 4, the author presents an argument against lowering the voting age: young people lack experience and can be easily manipulated.

Activity 3: and yet' → however / but

'while' → but / however

'what's more' → furthermore / also

'and' → furthermore / also

At what age should you be allowed to vote?

A long time ago, one had to be 20 or 21 in order to vote, **but** now most countries have lowered the voting age to 18. By the age of 18 you are supposed to be mature and sensible enough to be able to judge which candidates will govern your country best.

The time has come I believe to lower this voting age again. In many countries, 16 year-olds can marry without the permission of their parents, they can join the army **and yet** they are not considered old enough to vote. They can work and pay taxes, **while** they can't help to choose a new government. Surely this needs reviewing?

Young people are also better informed than the young people of 20-30 years ago. Access to the Internet has a lot to do with this. Young people today are full of new ideas and **what's more**, they are interested in what is going on in the world. Older people are often apathetic **and** they don't even bother to vote.

There are some people however who argue that young people have less life experience and they can be persuaded to believe things more easily than older people. They say that this could result in them being manipulated by ruthless politicians.

In conclusion I am in favour of lowering the voting age, as I think times and people have changed and the laws need to take this into account.

Activity 1: Join the sentences using the given conjunctions.

1- In a democracy there should be respect for human rights. In a democracy there should be equality. (also)

2- Langston Hughes was a famous poet. Langston Hughes was an activist. (furthermore)

3- He does not agree with the policies of the ruling party in government. He does pay his taxes. (while)

4- The people of the country want free education. The people do not want to pay taxes. (however)

Activity 2: Read the model text. Then answer the questions.

- 1- What is this author's opinion about voting ages? In which paragraph does the author state his / her opinion?
- 2- Which two reasons does the author give to support his / her opinion?
- 3- Which argument does the author present which is against his / her opinion?

Activity 3: Which other conjunctions could you use instead of the conjunctions in bold? Choose words from in italics and underlined: *however* - *furthermore* - *although* - *but* *also*

However= -----

although= -----

Furthermore=-----

but also=-----

TEXT MODEL

At what age should you be allowed to vote?

A long time ago, one had to be 20 or 21 in order to vote, **but** now most countries have lowered the voting age to 18. By the age of 18 you are supposed to be mature and sensible enough to be able to judge which candidates will govern your country best.

The time has come I believe to lower this voting age again. In many countries, 16 year-olds can marry without the permission of their parents, they can join the army **and yet** they are not considered old enough to vote. They can work and pay taxes, **while** they can't help to choose a new government. Surely this needs reviewing?

Young people are also better informed than the young people of 20-30 years ago. Access to the Internet has a lot to do with this. Young people today are full of new ideas and **what's more**, they are interested in what is going on in the world. Older people are often apathetic **and** they don't even bother to vote.

There are some people however who argue that young people have less life experience and they can be persuaded to believe things more easily than older people. They say that this could result in them being manipulated by ruthless politicians.

In conclusion I am in favour of lowering the voting age, as I think times and people have changed and the laws need to take this into account.

Name of School:

Teacher:

Class: 1ère;

Number of Students:.....; **Girls:**.....; **Boys:**.....

UNIT 7: POLITICAL CHANGE

Lesson 4: A for or against essay

Lesson type: Writing (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

Warm up: (*1 min*)

Review

Correction of homework

POST-WRITING

Do you think the voting age should be lowered to 16? Write an essay in which you present arguments for and against this idea. Make sure you state your own opinion clearly.

I- Make notes under the paragraph headings. Use conjunctions to organize your ideas.

Paragraph 1: Introduction: State the issue and give background information.

Paragraph 2: State your opinion and give one reason to support your opinion.

Paragraph 3: Give another reason to support your opinion.

Paragraph 4: Present another point of view / opinion.

Paragraph 5: Conclusion: Restate your opinion and write a conclusion.

II- Write an essay of 180 to 200 words following the paragraph plan. Try to use conjunctions to improve your style of writing.

Example of essay (*Far Ahead 1ere Teacher's Book*)

In most countries today, all citizens are allowed to vote when they turn 18. A few countries like Austria, Argentina and Brazil have recently lowered the voting age to 16, and several other countries are debating the issue.

In my opinion, all countries should lower the voting age to 16. I believe the voting age should be the same everywhere in the world and I think most young people today are mature enough to vote when they reach 16. Also, young people can have access to a lot of information easily and be well-informed about the different candidates. Furthermore, lowering the voting age could help make young people feel responsible for the society they live in and get involved in political and social debates.

Some people **however** argue that 16-year-olds lack experience and that a lot of them are not aware of all the social and political implications of elections. They also say that although they can have better access to information thanks to the Internet, many young people only use the Internet for entertainment.

To conclude, I think that the voting age should be lowered to 16, which would encourage young people to get more involved in their communities.

UNIT 8



OUR CULTURAL HERITAGE

Name of School: / **Date:**.....
Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 8: OUR CULTURAL HERITAGE

Lesson 1:

Lesson type: Speaking (*session*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
culture -ceremonies –heritage legacy -language -forefathers - customs -ancestors -procession	Conjunctions	moreover , as well as, yet , in spite of, despite, even though

INTRODUCTORY PHASE (5 min)

Warm up: (1min)

Lead-in activity: (2 min)

Look at the photographs. What elements of cultural heritage do they represent?



Learning context (3 min)

The English Club of your school is invited to a conference organized by the Civilization Museum of Abidjan about African Cultural Heritage. You take part to the conference and take notes for the next debate of your club.

INPUT PHASE

Vocabulary (6 min)

- * **A culture:** the beliefs, values, behavior and material objects that constitute a people way of life

Example: In CI our culture is dance, mask and respect

- * **Legacy:** a heritage

Example: the man left his legacy to his first son.

- * **A Forefather:** ancestor, one who originated an idea or a tradition

- * **Customs:** traditional beliefs or rituals

*Example: Paying dowries is in Africans' **custom**.*

- * **Heritage:** an inheritance, a property that may be inherited.

- * **A ceremony:** a ritual, with religious or cultural significance

*Example: There are the **ceremony** of Yam festival, Abissa and others in Cote d'Ivoire*

Language function: Conjunctions (moreover , as well as, yet , in spite of, despite, even though)

Some conjunctions like: **moreover, as well as** are used to add an idea.

Some conjunctions like: **in spite of, despite** and **even though** are used to compare and contrast.

Addition	Comparison and contrast
moreover, as well as	in spite of, despite, even though, yet

Examples:

- 1- The popular samba dance **as well as** the congada and maracatu carnival parades are of African origin.
- 2- **Even though** Brazil has its own special culture, the African legacy is evident everywhere.
- 3- Slavery was abolished in 1888, **and yet** the legacy of the slaves remains.
- 4- **Despite** immigration of other European and Asian ethnic groups, about 40% of the population today is of direct African descent.
- 5- The slaves brought their own traditions with them and **moreover**, they brought important farming, ranching and mining skills to Brazil.

Answer sheet:

Activity 1: 1/ Culture 2/ heritage 3/ legacy 4/ language 5/ customs / ceremonies 6/ ceremonies / customs 7/ history

Activity 2:

- 1/ The slaves were treated harshly by their owners, and yet they continued to practise their religions and customs.
- 2/ The Rio Carnival is very popular with the people of Brazil as well as with tourists.
- 3/ Despite not having the approval of her parents, Maria enrolled in a samba school.
- 4/ I don't really like feijoada, even though I like most Brazilian food.

Class discussion:

My cultural heritage includes the... language, the... and the... It also includes the... dance and... Finally, the... and... are also part of this heritage.

Note –taking (7 min)

ACTIVATION / PRACTICE PHASE

Activity 1: Use words from the box to complete this paragraph. Some words are not concerned

Culture -ceremonies –heritage -legacy -language -forefathers -customs -ancestors -procession

Culture is what makes one group of people think, act and interact with other people in certain ways. (1) ----- Makes a group of people special. Our cultural (2) ----- is what we get from our ancestors and from the past. It is a (3) ----- that we inherit from our forefathers. This legacy includes the (4) ----- we speak, our (5) ----- , dances, (6) -----music and literature. It also includes buildings and works of art. The events that make up our (7) ----- are also part of our heritage.

Activity 2: Choose the most appropriate conjunction to link these sentences.

1- The slaves were treated harshly by their owners. They continued to practise their religions and customs. (**yet / moreover**)

2- The Rio Carnival is very popular with the people of Brazil. It is very popular with tourists. (**even though / as well as**)

3- Maria did not have the approval of her parents. She enrolled in a samba school. (**despite/and also**)

4- I don't really like feijoada. I like most Brazilian food. (**even though / moreover**)

Class discussion: Discuss these questions. (5 min)

- 1- In groups of four students, discuss and say:
 - What do you think about African cultural heritage
 - Do people respect their culture
 - What should be done to keep African cultural legacy.

2- As you look at the pictures below describe them, and answer to your teacher's questions



Name of School: _____ Class: 1ère; Number of Students:; Girls:; Boys: UNIT 8: OUR CULTURAL HERITAGE Lesson 2: Lesson type: Listening Duration: 55 minutes Source/Reference: Teaching Materials: <i>picture, worksheet, board</i>	Teacher: _____
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TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Trickster- Resourceful- Sacred- Myth- Folklore	Position of adverbials (adverbs and adverbial phrases)	

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming:

Learning context: The students of 1ère A1 of College _____ are a podcast about the main African cultural legacy so as to reflect on the issue for the next English club meeting.

WHILE LISTENING

Vocabulary:

A Trickster: a person who makes someone believe something that is not true

Resourceful: something that you can use

Sacred: holy, precious

Myth: a type of traditional story

A Folklore: a part of our cultural heritage

Language Function: Position of adverbials (adverbs and adverbial phrases)

Adverbs are used to modify verbs or adjectives.

Adverb phrase (or adverbial phrase) is the term for two or more words which play the role of an adverb.

Examples: I will play **quietly**. (Adverb). I will play **in silence**. (Adverb or adverbial phrase)

Rules:

Adverbial phrase or adverb phrase is the term for two or more words which play the role of an adverb.

- Adverbs describe or modify verbs
- We can start or end a sentence with an adverb or an adverbial phrase.
- We can also put these in the middle of a sentence between the subject and the main verb.
- Adverbials of manner, time, duration and place usually go at the end of a clause or sentence.
- Adverbials of frequency and degree usually go in the middle of a clause or sentence.
- Adverbs which express a point of view often go at the beginning of a clause or sentence.
- We can put adverbs at the beginning of a clause or sentence if we want to give them emphasis.

Listening strategy:

When you listen to a story, listen and make notes about these things:

- The names of the characters in the story;
- Where the story is set;
- The sequence of event.

Listening text:

Before Anansi lived as a spider, he lived as a human being. He was very clever and very good at playing tricks on other human beings.

One day he said to God, 'If you give me one ear of corn, I will repay you with a hundred servants.' God laughed and gave Anansi the ear of corn.

Anansi took the ear of corn and walked to a village. He told the chief that he needed a place to rest. 'I am carrying a sacred ear of corn for God,' he said. 'I must keep it safe.'

That night Anansi slept in a special house in the village. When everyone was asleep, he gave the corn to the chickens to eat.

The next morning he woke up and started to shout, 'Someone has stolen my sacred corn! God will curse this village!' The villagers were very worried. They gave him a whole basket of corn to replace the 'stolen' corn.

Anansi walked on to the next village. On the way he met a woman carrying a chicken. He exchanged the heavy basket of corn for the chicken. At the next village, he told the chief that he needed a place to rest. 'I am carrying a sacred chicken for God,' he said. 'I must keep it safe.' That night Anansi slept in a special house in the village. When everyone was asleep, he killed the chicken and smeared the blood and feathers on the ground outside.

The next morning he woke up and started to shout, 'Someone has killed my sacred chicken! God will curse this village!' The villagers were very worried. They gave him ten sheep to replace the chicken that had been killed. Anansi walked down the road with his sheep to the next village. On the way he passed a group of people. They were carrying the body of a dead man home to the village to be buried. Anansi offered to carry the dead body for them. He asked them to look after the sheep for him. Anansi waited for them to leave and then he took a path to a different village. When he arrived, he told the chief that he was carrying the son of God and that they needed to sleep. The villagers treated Anansi with great respect. In the morning he woke up and started to shout 'I can't wake up the son of God. You have killed him.' The villagers tried to wake up the 'son of God' but of course he was dead. The villagers gave Anansi 100 young men to take back to God. So Anansi repaid the ear of corn with 100 servants, as he had promised!

ANSWER SHEET

Activity 1: 1/ for many weeks 2/ regularly – at different times of the year 3/ in a spectacular manner
4/ Traditionally 5/ Sometimes 6/ Honestly

Activity 2: 1B – 2D – 3A – 4C

Communication activity:

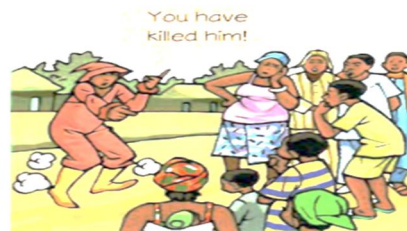
Students have personal answers and performance

WORKSHEET FOR STUDENTS/ UNIT 8/ LESSON 2/ LISTENING

Activity 1: Identify the adverbs and adverbial phrases in these sentences. The type of adverb you need to look for is given in brackets. Underline them.

- 1- Young men train in secret for many weeks. (time)
- 2- Dance and music festivals still take place regularly and at different times of the year. (frequency, time)
- 3- Skilled men toss young girls around up in the air in a spectacular manner. (manner)
- 4- Traditionally, griots or story-tellers would move around the country telling their stories. (opinion/ evaluation, emphasis)
- 5- Sometimes they also dance to exorcise bad spirits. (frequency, emphasis)
- 6- Honestly, I don't enjoy these types of dances. (opinion/ evaluation)

Activity 2: Listen to the story and choose the correct answer



1- What did Anansi ask God for?

- A -a basket of corn B an ear of corn C -a sheep D- a servant

2- What did Anansi do with the corn?

- A -He ate it. B - He cooked it. C - He left it in the house. D -He gave it to the chickens.

3- Anansi exchanged a basket of corn for

- A- A chicken B- a sheep C -a body D- ten sheep

4- Anansi exchanged ten sheep for

- A- Ten chickens B - a basket of corn C- a body D- 100 servants

Communication activity:

Work in small groups and take turns to tell a myth or a folklore story that you know.

Answer the questions below:

1- Do you know any story about your region?

2- What is the story about?

Tell it briefly to your classmates (in 5 minutes maximum)

Name of School: / **Date:**.....
Class:1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 8: OUR CULTURAL HERITAGE
Lesson 3:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Integral- to captivate- spiritual- carved- skills- compete	Make or do	I make a film I do my homework

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context: The students of 1^{ère} A1 of College are reading some articles about the main African cultural legacy so as to reflect on the issue for the next English club meeting.

WHILE-READING (15 min)

Vocabulary (8 min)

* **Integral:** immanent, entire

Example: He did the **integral** work he is asked to do.

* **To captivate:** to attract and hold interest and attention.

Example: The white man was **captivated** by the mask dance

* **Spiritual:** related to spirit, to God

Example: The Poro festival is a **spiritual** festival.

* **Carved:** stored in stone, conserved in rock

Example: The old Amerindians used to be **carved** for doing their spirituality

* **A skill:** a competence, an ability to do something

Example: Old people have the **skill** to dance old dance.

* **To compete:** to take part in a contest or similar event, not to cooperate

Language function: make or do (8 min)

We use:

- **Make** for creation, building, construction or production
- **Do** for performance, execution, practice. It's also used as auxiliary

Examples:

- 1- I make a film. (I create a film)
- 2- I do my homework. (I execute my homework)

ANSWER SHEET:

Activity 1: 1/ carved 2/ captivated 3/ skills 4/ compete 5/ integral 6/ spiritual

Activity 2: 2-Make / doing 3- done 4- makes 5- do 6- do 7-make 8-do 9-make 10-do

APPLICATION PHASE

Activity 1: Complete the sentences with the words in the box.

Integral- to captivate- spiritual- carved- skills- compete

- 1- The beautiful statue has been ----- out of ebony, which is a dark solid wood.
- 2- I was so ----- by the dance that I wrote and told all my friends about it afterwards.
- 3- In order to be able to carve masks, you need to learn certain -----
- 4- Two teams from our district will ----- in the poetry festival next month.
- 5- Food, like music and dance, is an ----- part of our cultural heritage.
- 6- The music and dance connect people to their -----ancestors.

Activity2: Make or Do? Make the right choice! Underline the correct one. Number 1 is an example.

- 1- (Make/ Do) your best to preserve your cultural backgrounds.
- 2- When you are dealing with culture and civilizations, please (make/ do) sure that you are not (making/ doing) homophobic remarks.
- 3- They have (made/ done) an agreement on cultural exchanges.
- 4- It (makes/ does) too much good to listen to folklore!
- 5- I would like to (make/ do) a comment on the issue of the extinction of our local cultures and languages.
- 6- We must (make/ do) research on our origins.
- 7- These songs (make/ do) too much noise!
- 8- Whenever I attend a party, I (make/ do) little dance to mark my presence.
- 9- Let's (make/ do) suggestions to valorise African values throughout the world.
- 10-(Make/ Do) your job and make our traditional prints known worldwide!

Class debate:

Do you think traditional music and dance is important in your culture?

Give reasons and share your ideas with the rest of the class...

Look at the photographs below and say where may each one be from?



1



2

Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 8: OUR CULTURAL HERITAGE

Lesson 3:

Lesson type: Reading (session 2)

Duration: 55 minutes

Source/Reference:

Teaching Materials: picture, worksheet, board

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

Correction of the homework

Answer sheet

Activity 1: the text deals with

The text deals with:

- A- Yam festivals in Côte d'Ivoire
- B- Excision ceremonies in Côte d'Ivoire
- C- **Dance and music festivals in Côte d'Ivoire**

Activity 2: read the text and find in it the words which synonyms or definitions are given below

- 1- Percussion instruments: **drums**
- 2- To honour with praise, prayer, hymns, etc...: **to worship**
- 3- Keep several object simultaneously in the air by skilful throwing and catching: **juggle**
- 4- Highly decorative covering for the head especially used in ceremonies: **headdresses**
- 5- Famous: **well-known**
- 6- Do homage to: **pay tribute to**

Activity 3:

- 1/ Music and dance are an essential part of cultural celebrations.
- 2/ A griot travels around the country to tell stories, using musical instruments.
- 3/ Dancers wear carved wooden masks to connect to the spiritual world of the ancestors.
- 4/ Stilt dances and juggler dances are traditional Ivorian dances.
- 5/ 'Stilts' are tall wooden poles with a step on the side that you can stand on to walk above the ground.
- 6/ A juggler throws objects or people into the air and catches them quickly.
- 7/ During the Festival of Masques, dancers make up dances and compete against each other; they also wear masks to pay tribute to the spirits of the forests.
- 8/ Dance and music festivals bring people together and unify the country; they also attract tourists.

HOMEWORK

- 1- They made the stories more interesting and more dramatic.
- 2- To worship ancestors
- 3- The tilt dance and the juggler dance
- 4- They bring people together. They help to unify the country.

UNIT 8: OUR CULTURAL HERITAGE/ READING FOR COMPREHENSION

Activity 1: choose the best option to describe the paragraphs

The text deals with:

- A- Yam festivals in Côte d'Ivoire
- B- Excision ceremonies in Côte d'Ivoire
- C- Dance and music festivals in Côte d'Ivoire

Activity 2: read the text and find in it the words which synonyms or definitions are given below

SUGGESTED WORDS OR DEFINITIONS	SYNONYMS IN THE TEXT
1- Percussion instruments	
2- To honour with praise, prayer, hymns, etc...	
3- Keep several object simultaneously in the air by skilful throwing and catching	
4- Highly decorative covering for the head especially used in ceremonies	
5- Famous	
6- Do homage to	

Activity 3: read the text carefully and answer the questions below

- 1- What is an essential part of cultural celebrations in Côte d'Ivoire?
- 2- Explain what a griot does.
- 3- Why do dancers often wear carved wooden masks?
- 4- Name two traditional Ivorian dances.
- 5- What are 'stilts'?
- 6- What does a juggler do?
- 7- Name two things that occur during the Festival of Masques in Man.
- 8- Name two benefits of dance and music festivals.

Homework:

Read the text and answer the questions below

- 1- What was the impact of drums and gongs on the stories told by storytellers?
- 2- What is the objective of traditional ceremonies?
- 3- Name two dances performed during festivals in Côte d'Ivoire.
- 4- Mention two advantages of dance and music festivals in Côte d'Ivoire.

UNIT 8: OUR CULTURAL CHANGE

MUSIC AND DANCE: AN INTEGRAL PART OF IVORIAN CULTURE

Ceremonial occasions or festivals are important in all cultures. Revolving around ancestral spirits, prayers and worship, or food and harvests, these festivals have their roots in the past. In Côte d'Ivoire, music and dance are also an integral part of many ceremonial occasions.

Traditionally, griots or story-tellers would move around the country telling their stories. Using musical instruments like drums and gongs, they captivated their audiences and made their stories more entertaining and more dramatic. During traditional ceremonies to worship ancestors, people danced to the music of drums and gongs. They also wore carved wooden masks as links to the spiritual world of the ancestors. Elaborate, beautifully carved masks have become a symbol of Côte d'Ivoire's culture. Dance and music festivals still take place regularly and at different times of the year in modern Côte d'Ivoire. Some of the dances performed during these festivals require extraordinary skills. Take for example the stilt dances. Young men train in secret for many weeks in order to be able to perform on tall wooden stilts. Then there are juggler dances. Dancing with daggers in their hands, skilled men toss young girls around up in the air. They juggle the girls and the daggers, but without injuring the girls! The girls wear skirts made of grass and they wear headdresses with cowrie shells on them. Both these dances are performed to the roll of drums. The Festival of Masques is one of the most well-known festivals in Côte d'Ivoire. It takes place every year in villages in and around Man in the northern part of the country. Dance groups from different villages compete against each other during this dance festival. They make up dances and the best group is chosen at the end. The dancers wear masks and pay tribute to the spirits of the forests. Sometimes they also dance to exorcise bad spirits. Dance and music festivals still take place regularly and at different times of the year in modern Côte d'Ivoire. They bring people together and help to unify the country. In some ways they make up for the problems that people have had to face in recent years. The ceremonies also attract many tourists.

Name of School: C / **Teacher:**
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 8: OUR CULTURAL HERITAGE
Lesson 4: A narrative
Lesson type: Writing (session 1)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
	Giving advice	I can't recommend it highly enough! You simply must go there!

Warm up: (1 min)

PRE-WRITING

- * **Brainstorming** (lead in activity) (2 min)

Teacher writes a heading on the board and suggests types of writing all around. Then, he asks students to match the appropriate type of writing to the heading.

- * **Learning context** (2 min)

The students of 1ère A1 of College HMF Meagui are asked to write a story about their own culture or folklore so as to reflect on the issue for the next English club meeting.

Language Function: Giving advice

To give advice, we can use some modal verbs (must, should, can) or adverbs (simply, really, often...). You can also use some verbs to give an advice.

Example: I can't **recommend** it highly enough!

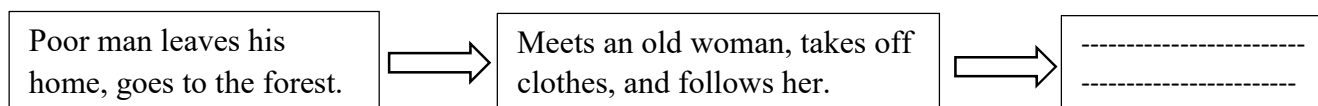
You **simply must** go there!

It is something you **really** should see!

I have **often** thought of visiting Great Zimbabwe.

Writing strategy: planning a story

Write down the names of the characters. Choose a few adjectives to describe each character. Make a simple flow chart of the events in the story. Start like this:



Answer sheet

Activity 1: 1/ recommend 2/ highly 3/ simply must 4/ whatever 5/ thought 6/ should all do 7/ pass that idea on

Activity 2: 1C – 2B – 3A

Activity 3: Poor man becomes rich and marries a beautiful woman. → His wife wants to know what is behind the sacred door. → the man opens the sacred door. → the door closes behind him and the man finds himself in the forest, poor and naked again. His wife is with him, but she has become an ugly old woman.

MODEL TEXT

Once there was a poor man. When his parents died he had nothing, not even a plot on which to grow his crops. So one day he took his cutlass and his axe and he went to the forest to look for a place to plant some crops.

After a while he grew tired and he sat down under a tree. Then an old woman appeared. 'Who are you and where do you come from?' She asked. The poor man explained that he was looking for a place to plant his crops.

"Take off your old clothes and follow me," said the old woman. 'And give me your cutlass and your axe and follow me.'

So, the poor man did as the old woman told him. She took him into the forest to a palace. The people at the palace welcomed him and made him their king. They gave him beautiful clothes and good food to eat. Then they took him to his living quarters. The old woman said, 'You are our king now and this is all yours. But you must never open this door. It is a sacred door

Activity 1: Complete the dialogues with the correct words. Then listen and check.

1- A/ You have been to Rio at carnival time. I want to visit Rio in February.

What would you (1) **recommend** / **consider** I do?

B/ I can't recommend the parades (2) **highly** / **hotly** enough. They are mind blowing!

You (3) **simple must**/ **simply must** watch them.

A/ And can I join in the parades and the dancing?

B/ Yes, of course. But (4) **however** / **whatever** you do, be careful!

2- A/ Have you ever (5) **thought** / **considered** about visiting Djenné in Mali?

B/ Yes, I have. But is it really worth it?

A/ I think it's something we (6) **should all do**/ **can all do**.

It's part of our African heritage after all.

B/ I'll (7) **pass that idea on**/ **give up that idea to** my parents. Maybe they will take us there one day.

Activity 2: Read the story below. Complete the sentences with the best words

1- The story is about

An old woman in the forest. B- A scared door. C- A man with a cutlass and an axe.

2- The characters in the story are

A- A rich man and an old woman. B- A poor man and an old woman. C- A young woman and a clever man.

3- The story takes place in

A-a forest and a palace. B- A big town. C- A house in a village.

Activity 3: Say what will happen next in the story. Make notes in a flow chart with arrows so that you can plan the sequence of events.

Homework:

Create a story with the ideas above and tell it to the class and compare your stories

Name of School:

Teacher:

Class: 1ère;

Number of Students:.....; **Girls:**.....; **Boys:**.....

UNIT 8: OUR CULTURAL HERITAGE

Lesson 4: A narrative

Lesson type: Writing (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

Warm up: (*1 min*)

Review

Correction of homework

POST-WRITING

Write a myth or a traditional story in your own words. Choose any story that you think is good or important.

- 1- Write down the names of the characters. Draw up a simple flow chart. Use sequence words like So, Then and after that when you write. Mind irregular verbs when you write in the past.

Paragraph 1: Write the beginning of the story. Look at the words used in the model text.

Paragraphs 2-4 : Use the events in your flow chart to tell the story.

Paragraph 5: Write an ending to the story.

- 2- Write your story in 220 to 250 words following the paragraph plan.

Example of narration

The story of the ugly duckling

Once upon a time there was a mother duck, sitting on her eggs in a barnyard. When the eggs hatched, several little birds came out. But one of them looked different from the others.

All the other animals in the barnyard thought that the bird that didn't look like them was ugly, so they started making fun of him, insulting and rejecting him. He was not allowed to stay with the other birds at night, and no one wanted to play with him.

After a while he grew tired of being rejected and decided to leave the barnyard. He spent a long winter outside, by a lake, completely alone and suffering from the cold.

Then when spring arrived, he saw a flock of swans descending on the lake. He was impressed by their beauty and decided to join them, even if they laughed at him like the other animals in the barnyard had done. So he came closer to the swans, and was surprised to see that they welcomed him warmly, as if he was one of them. At that moment, the little bird saw his reflection in the water, at the surface of the lake, and he finally understood who he was. He discovered that he had turned into a beautiful swan himself, and that the swans from the flock were his true family.

From that moment, he was never called 'ugly' again, and he was never alone anymore.

UNIT 9



OUR CONSUMER SOCIETY

Name of School: / **Date:**.....
Class:..... 1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 9: OUR CONSUMER SOCIETY
Lesson 1:
Lesson type: Speaking (session)
Duration: 55 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
A consumer- a producer- consumption- to market- advertising- to be wasteful- harmful	Past modal tense	My grandmother must have made all her own clothes. We could have bought more if we had had more money.

INTRODUCTORY PHASE (5 min)

Warm up: (1min)

Lead-in activity: (2 min)

Learning context (3 min)

One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. You interpret some pictures about advertisements to get prepared.

Picture interpretation

- 1- What are these articles used for?
- 2- Are they all useful every time?



INPUT PHASE

Vocabulary (6 min)

- * **A consumer:** a person who buys goods or services
- * **A producer:** a person or organization that produces goods or services
- * **Consumption:** The act of using up resources and buying things
- * **to market:** to sell something
- * **Advertising:** draw attention to something in order to sell it
- * **An advertisement:** a publicity.
- * **to be wasteful:** use valuable things in a careless way
- **harmful:** that creates damage

Language function: Past modal tense

Modal verb + have + past participle

Examples:

- 1- What **would** you **have done** if you had lived 200 or more years ago?
- 2- My grandmother **must have made** all her own clothes.
- 3- They would **not have needed** to make everything themselves.
- 4- You **should have seen** all the people in the shop yesterday. There was a sale.
- 5- We **could have bought** more if we had had more money.

Answer sheet:

Activity 1: 1B 2C 3B 4D 5A 6D 7B

Activity 2: 1A – 2B – 3C – 4B – 5A – 6B

Class discussion:

I agree with statements 1 and 3, because I think that in our consumer society we are encouraged to buy more things than we need. But I also agree with statement 2: I love shopping malls!

I don't really agree with statement 1; sometimes advertising is a good way to get some information about a product you want to buy, and it can help you compare different products.

Note –taking (7 min)

ACTIVATION / PRACTICE PHASE

Activity 1: read the definitions below and choose the best option that suit it.

1- A consumer is someone who:

A/ is eaten by jealous. B/ buys things and uses services. C /eats a lot of food. D/ makes foods.

2- The act of using up resources and buying things is called:

A / consulting. B / constipation. . C / consumption. D / conscription.

3- A producer is a person, a business or a country that:

A/ grows food. B/ makes goods. C / supplies goods. D / does all of the above.

4- If you market a product, you:

A / buy it at the market. B / sell it at a market and not in a shop.
C / sell it at a discount. D / do things to make people want to buy the product.

5- Advertising means to:

A draw attention to something in order to sell it. B .buy something that is cheap.
C sell something that is cheap. D sell something online.

6- If you are wasteful, you

A/ collect waste products. B/ take all your waste to the recycling depot.
C/ throw away everything you have. D/use valuable things in a careless way.

7- Pollution is harmful to the environment because it

A/ is important. B/ damages it. C / causes it no harm. D / improves it.

Activity 2: Choose the most appropriate conjunction to link these sentences.

1- Would your grandfather have more than one pair of shoes?

A/ owned B / own C / owning

2- We would not needed to go to all those shops if we had a department store in this town

A/ bas B/ have C/ hasn't

3- Adele have gone out. I haven't seen ben.

A/ musted B/ mustn't C/ must

4- You ought to have more carefully to the instructions.

A/ listen B/ listened C /not listen

5- You have borrowed money to buy those shoes. You don't need them!

A/ shouldn't B/ should've C /should

6 They have bought a new television set. The old one is still working.

A/ need B /needn't C/ mustn't

Class discussion: Read these statements. Do you agree or disagree with them?

- 1- Advertising is the art of convincing people to spend money they don't have for something they don't need. Will Rogers (*American actor and social commentator*)
- 2- I love consumerism, TV culture, shopping malls. There's nothing I would ever buy, but I like being there! John Lyndon (*English singer and songwriter*)
- 3- What consumerism really is, at its worst, is getting people to buy things that don't actually improve their lives. Jeff Bezos (*founder of Amazon*)

Name of School: _____ / Teacher: _____ Class: 1ère; Number of Students:; Girls:; Boys: UNIT 9: OUR CONSUMER SOCIETY Lesson 2: Lesson type: Listening Duration: 55 minutes Source/Reference: _____ Teaching Materials: <i>picture, worksheet, board</i>	
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TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
secure -delivery -fake -order -convenient -reputable	Persuading	It is such good quality . That dress is stunning! it's perfect for you

INTRODUCTORY PHASE (4 min)

Warm up:

Brainstorming: what do you know about Jumia.ci, Alibaba? What do they sell? How do they sell?

Learning context: One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to listen a podcast about how to persuade people to buy goods online.

WHILE LISTENING

Vocabulary:

Secure: protected, safe, free from danger

A delivery: the act of conveying something

*Example: the **delivery** of your mobile phone was done by Herve*

Fake: not real, not true

*Example: the last mobile phone I bought was not original, it is **fake***

To order: to command

Convenient: simple, easy, appropriate

Reputable: honorable, having a good reputation

Online shopping:

Padlock: a detachable lock used to secure something

An item: an article, a physical object

Goods: a merchandise

Language Function: Persuading

Tips for persuading

- Use adjectives and emphasise them when you speak.
- Use short sentences.
- Exaggerate and give reasons.
- Words like '**new**' and '**free**' are very persuasive.

Listening strategy: listen for a sequence of instruction

When you listen to instructions, listen for words like 'first; 'then' and 'after that' . As you listen, make notes with arrows between the notes to show the sequence of events.

Listening text: Online shopping: quick, convenient and safe

Do you shop online? Online shopping is becoming increasingly popular as more people have access to the Internet and less time to spend going out to the shops. How does it work? First of all you need access to the Internet as well as a credit card. Go to the **website** from which you want to buy goods. Then make sure it is a secure and well-known website. There are many fake websites on the Internet. The address should start with https and it should have a symbol such as a **padlock** to show that it is a secure site as well.

Then click on the **item** that you want. After that, click on 'add to basket'. Check the summary of your order. You will need to provide a delivery address, your email address and a telephone number. Then enter your credit card details as requested. Check them carefully. After that, click on 'confirm order' and your order is placed. You should receive an email confirming the order and giving delivery details.

There are many advantages to **online shopping**. It's quick, convenient, easy and you can choose from a wide variety of goods. It is also quite safe if you are careful and you buy from reputable sellers. You can return **goods** if you are not satisfied. Online shopping is protected by law, so if something goes wrong, you can report it to the police.

ANSWER SHEET

Activity 1: 1/delivery 2/ order 3/ convenient 4/ secure 5/ fake 6/ reputable

Activity 2: 1/ expensive 2/ stunning 3/ quality 4/ always 5/ best 6/ course
7/ only 8/ free 9/ new 10/ magnificent 11/ perfect

Activity 3: 1C – 2B – 3D – 4A – 5D – 6B

Before listening

Read the heading of the text and say if you agree or not with it: **Online shopping: quick, convenient and safe**

Communication activity

Write dialogues about these situations. Then practise your dialogues with a partner.

- 1- You go to a shop with a friend. Your friend persuades you to buy a pair of jeans.
- 2- You need air time for your phone. A vendor persuades you to buy a bundle with air time and data.

Activity 1: Use words from the box below to complete these sentences.

Secure -delivery -fake -order -convenient -reputable

- 1- I have ordered a book and I expect ----- before the end of the week.
- 2- When did you place your -----for this mobile phone?
- 3- There is a shop around the corner from our house, which is very ----- !
- 4- You can do your banking online, but make sure you use a -----computer or phone. Don't do your banking in an internet café!
- 5- This watch is not a real Cartier watch, it is a -----
- 6- You should buy your mobile phone from a ----- seller, not from someone selling things on the street.

Activity 2: Complete the dialogues with words from the box.

Always- course - only -expensive - stunning - perfect free - new - quality - best - magnificent

1/ A: You have to buy those shoes!

B: Why? They are so (1) -----

A: But they are (2) -----! They make your legs look longer.

B: Yes, but I wonder if...

A: And they are such good (3) -----! They will last for years!

2/ A: which cell phone should I buy?

B: NOKU is (4) ----- a good buy.

A: Why?

B: Because they have the (5) -----after sales service.

A: And what about the battery?

B: Does it last? Of (6) ----- . You (7) ----- have to recharge every 3 days.

3/ A: Is this a good radio?

B: Oh yes. It's first class! And you get four batteries absolutely (8) -----if you buy today!

A: That's good, but...

B: It's brand (9). The sound is (10) ----- . I think it's (11) -----for you

Activity 3: Choose the correct answers to these questions.

1- According to this article, online shopping is ...

A-quiet, inconvenient and secure.

B-quick, easy and reputable.

C-quick, convenient and easy.

D-fake, quick and easy.

2- You need the following to shop online:

A-a computer and a mobile phone.

B-Internet access and a credit card.

C-a basket and a credit card.

D-a delivery address and a cell phone.

3- What would you do first when online shopping?

A-Click on 'add to basket'.

B-Insert credit card details.

C-Click on 'confirm order'.

D-Go to website.

4- What is the last thing you have to do when you place an order online?

A-Click on 'confirm order'.

B-Check that the website is secure.

C Click on 'add to basket'.

D Insert the delivery address.

5- How can you tell if a website is fake or real?

A-Look for 'http' in the address and a secure symbol. B-Put a padlock on the website and contact the seller.

C-Phone and find out from the seller.

D-Look for 'https' in the address and a secure symbol.

6- Is online shopping safe?

A-No, it is not safe at all.

B-Yes, it is safe if you are careful.

C-The article does not mention safety.

D-Yes, it is very convenient

Name of School: / **Date:**.....
Class:1^{ère} ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 9: OUR CONSUMER SOCIETY
Lesson 3:
Lesson type: Reading (session 1)
Duration: 45 minutes
Source/Reference:
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
Advertising -sales - to be reminded -job vacancies -print media -brand	More about passives forms	to be+ the past participle being + the past participle

INTRODUCTORY PHASE (5 min)

Warm up:

Lead-in activity/ Brainstorming:

Learning context: One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants you to read a text about the way to do publicity. Then you search some sources from the internet to get more prepared.

WHILE-READING (15 min)

Vocabulary (8 min)

* **Advertising:** making promotion of goods or services

Example: *Advertising a product can make it by everyone*

* **Sales:** activities involving selling of products

Example:

* **To be reminded:** To be recalled

Example:

* **Job vacancies:** Unoccupied jobs (posts)

Example:

* **Print media:** Newspapers, magazines, brochures, flyers, etc...are **print media**

* **Brand:** trademark to identify a specific product or service

Example: *Close up, Nike, Adidas, Orange.ci*

Language function: More about passives forms (8 min)

We use:

❖ **To be+ the past participle:** to form the infinitive in the passive voice.

❖ **Being + the past participle:** to form the gerund in the passive voice.

Examples:

3- People **are** easily **persuaded** to buy more than what they need I do my homework

4- **Being reminded** that water should not be wasted may help to save water.

ANSWER SHEET:

Activity 1: 1-D — 2-C — 3-E — 4-F — 5-A — 6-B

Activity 2: 1/ Being elected 2/ be reminded 3/ being told 4/ be given 5/ Being seen 6/ being bombarded.

APPLICATION PHASE

Activity 1: Match the words in Column A to their definitions or synonyms in Column B. N° 1 is an example. 1-d

- | | |
|-------------------|--|
| 1- Advertising | a- Newspapers, magazines, brochures, flyers, etc... |
| 2- sales | b- Distinctive trademark to identify a specific product or service |
| 3- to be reminded | c- Exchanges of anything for a specified amount of money |
| 4- job vacancies | d- Promotion of a product or service |
| 5- print media | e- To be recalled |
| 6- brand | f- Unoccupied post(s) |

Activity2: Write these sentences in the passive voice using infinitives or gerunds. Mind irregular verbs.

- 1- (Elect) ----- Class leader is a great honour for me.
- 2- Everyone needs (remind) ----- that the water is not safe to drink.
- 3- She doesn't like (tell) ----- what to do as she always thinks she knows best!
- 4- He is the first person (give) -----this award for advertising.
- 5- (see)----- in the same clothes as Beyoncé motivates many people to buy those designer clothes.
- 6- I am not used to (bombard)----- with emails about new products. How can I stop them?

Class debate:

Work in groups. Find two advertisements that you think are effective. You can choose advertisements from any media.

Discuss why the adverts are effective and then report back to the class.

APPLICATION PHASE

Activity 1: Match the words in Column A to their definitions or synonyms in Column B. N° 1 is an example. 1-d

- | | |
|-------------------|--|
| 1- Advertising | a- Newspapers, magazines, brochures, flyers, etc... |
| 2- sales | b- Distinctive trademark to identify a specific product or service |
| 3- to be reminded | c- Exchanges of anything for a specified amount of money |
| 4- job vacancies | d- Promotion of a product or service |
| 5- print media | e- To be recalled |
| 6- brand | f- Unoccupied post(s) |

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Class debate:

Work in groups. Find two advertisements that you think are effective. You can choose advertisements from any media. Discuss why the adverts are effective and then report back to the class.

Name of School: / **Date:**.....

Class: 1ère ; **Number of Students:**.....; **Girls:**.....; **Boys:**.....

UNIT 9: OUR CONSUMER SOCIETY

Lesson 3:

Lesson type: Reading (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

INTRODUCTORY PHASE (5 min)

Warm up:

Review:

Correction of the homework

Answer sheet

Activity 1: the text deals with

- A- The different forms of advertisements**
- B-** The bad intentions of advertisers
- C-** The complaints of consumers about advertisers

Activity 2: Read the article again and choose the best answers.

1C– 2D – 3D– 4B – 5C – 6B

Activity 3: read the text carefully and answer the questions below

- 1-** To inform people new products and services and to increase sales of existing products and services
- 2-** On the basis of the size and position the advertisement will occupy in the media
- 3-** On the basis of the amount of time the advertisement will take and the time of the day at which the advertisement will be aired
- 4-** Yes, it is because the company (being advertised) gets good exposure.

UNIT 9: OUR CONSUMER SOCIETY/ READING FOR COMPREHENSION

Activity 1: choose the best option to describe the paragraphs

The text deals with:

- A- The different forms of advertisements
- B- The bad intentions of advertisers
- C- The complaints of consumers about advertisers

Activity 2: Read the article again and choose the best answers.

- 1- **Advertising can create**-----
A-persuasion. B-effectiveness. C-awareness. D-significance.
- 2- **A flyer is an example of** -----
A-electronic media. B- Television media. C -aeroplanes. D -print media.
- 3- -----**have been one of the most effective ways of advertising for a long time.**
A -Radio and television B -Magazines and smartphones
C -Billboards and radio D -Newspapers and television
- 4- **Advertisers buy** ----- **in the print media.**
A- time B - space C- colours D – ideas
- 5- **Big companies often sponsor events**
A-because they are kind. B -because it is cheap.
C- in order to advertise their products. D- in order to have fun.
- 6- **Advertising has over people in modern society.**
A -no effect B - a big influence C - some influence D -a little

Activity 3: read the text carefully and answer the questions below

- 1- Why do companies advertise?
- 2- What are the criteria on the basis of which advertisers pay for advertisements in newspapers and magazines?
- 3- What are the criteria on the basis of which advertisers pay for advertisements on the radio and TV?
- 4- Is sponsoring a good form of advertisement? Justify your answer.

Communication activity:

You have just received a product that you bought some days ago on Amazon, an American online shopping site. Unfortunately, what was said in the advertisement about the product is completely false. As a sales manager, you have decided to help them advertise their product one's again. The following expressions may help you:

- Name of the product: MBE
- Brand: ALLEHUN
- Use of the product: clothing

Your work will help the online shopping site recruit you working with them

UNIT 9: OUR CONSUMER SOCIETY

Text: Advertising

Advertising is a way of making people aware of products, services, jobs and ideas. Companies use advertising to inform people about new products and services and to increase sales of existing products and services. Advertising has played a significant role in consumerism as people are easily persuaded to buy more than what they need. A politician who wants to be elected will place advertisements in the media. A government that wants people to be reminded about certain issues may place an advertisement on television. Being reminded that water should not be wasted may help to save water. The media also widely used to advertise job vacancies.

Adverts are placed in different media, where people are most likely to see them. Before the arrival of computers and smartphones, traditional print media was the most effective way of advertising. Newspapers, magazines, brochures, flyers, and billboards all carried advertisements.

Advertisements helped to pay for the cost of printing newspapers and magazines. There are fewer newspapers and magazines today, partly because advertisers have switched to other media.

Radio and television were widely used for advertising before the arrival of modern media forms. Unlike the print media, radio and television still attract advertisers because they remain an effective way of reaching many people. In the US for example, two thirds of the population tune in to the radio at least once a week - that's about 240 million people. This is because you can still do your work or your shopping while listening to the radio. The print media sell space in their publications to advertisers. Advertisers pay according to the size and position of the advertisement that they Richard Toll, Senegal. Want to be placed in the media. Radio and TV sell time slots.

Advertisers pay according to the amount of time they want to use and the time at which they want their advert to be aired.

Another form of advertising that is popular is that of organising or sponsoring special events. Being sponsored by a company that makes sports clothes, watches or equipment can help a club to host a sports event. The company gets good exposure at the same time.

Some advertisements are intended to make people aware of a brand rather than to persuade people to buy a specific product. This type of advertising has created a huge demand for designer goods for example. People are prepared to pay much more for certain brands of designer goods, especially those endorsed by celebrities. Being seen in the same clothes as a famous football star is a strong motivation for buying the clothes. Most of us don't give much thought to advertisements - they have been part of our lives for a long time. We are used to being bombarded with adverts all day long, everywhere we go. But advertising is a powerful tool which does affect what we buy and do. The good news is that we still have the power to make our own choices.

Name of School: _____ / **Teacher:** _____
Class: 1ère; **Number of Students:**.....; **Girls:**.....; **Boys:**.....
UNIT 9: OUR CONSUMER SOCIETY
Lesson 4: An advertisement
Lesson type: Writing (session 1)
Duration: 55 minutes
Source/Reference: _____
Teaching Materials: picture, worksheet, board

TEACHING POINTS		
VOCABULARY	Language Function	STRUCTURES
	Splitting phrasal verbs	I will throw the radio away because it is broken. I will throw away the radio because it is broken.

Warm up: (1 min)

PRE-WRITING

- * **Brainstorming** (lead in activity) (2 min)
- * **Learning context** (2 min)

One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. As members you decide to create a poster advertisement for a product that you can sell.

Language Function: Splitting phrasal verbs

- ❖ Some phrasal verbs can be split. We can put the **preposition** or **adverb** with the verb or away from the verb in a sentence.

Examples: I will **throw** the radio **away** because it is broken. / I will **throw away** the radio because it is broken.

- ❖ Other phrasal verbs cannot be split.

Examples: I look **forward** to shopping every day. / She shopped **around** for the best deal.
Please can you look **after** my handbag?

Writing strategy: Choosing appropriate vocabulary

Advertisements need to attract attention. Choose words that will attract attention, such as **now**, **free**, **not to be missed**. Choose interesting adjectives.

For example: **smart**, **designer**, **trendy**, and **stylish**.

Answer sheet

Activity 1: 1/ Our society is **falling apart** because we are obsessed with buying things.

2/ correct

3/ I think we should **do away with** shopping malls!

4/ I need to **look after** my sister while my parents go shopping.

5/ correct

6/ The situation is very dangerous. It could **blow up** at any time!

Activity 2: 1/ I think that the colour and design of an advert are essential, because they are the first things that I notice.

2/ In my opinion, the words used in the advert are what attracts me first; words like 'free' or 'on sale' make me want to know more about the offer.

3/ I am particularly attracted to adverts where a famous person is endorsing a product; it makes me want to look like the star.

Activity 1: Some of the phrasal verbs in these sentences are used incorrectly. Rewrite the incorrect Sentences correctly. Follow the example with number 1.

- 1- Our society **falling** is **apart** because we are obsessed with buying things.
➤ Our society is **falling apart** because we are obsessed with buying things.
- 2- She **threw** the clothes **away** because they were no longer in fashion.
- 3- I think we should **do away** shopping malls **with**!
- 4- I need to **look** my sister **after** while my parents go shopping.
- 5- My parents **brought** me **up** to have respect for the environment.
- 6- The situation is very dangerous. It could **blow** at any time **up**!

Activity 2: Talk about what attracts you when you see an advertisement.

- 1- Is it the colour and design?
- 2- Is it the language (words like FREE and SPECIAL OFFER)?
- 3- Is it the endorsement (famous person who is in the advert)?

Homework

Read the model text and answer the questions.

- 1- Which products are advertised?
- 2- Which words does the advertiser use to persuade us?
- 3- What else does the advertiser do to persuade us?
- 4- Would you buy this product? Give a reason.

MODEL TEXT



UP to 75% off
the latest
DESIGNER Clothes
This offer is not to be missed!
This week only
Order online NOW. FREE delivery
on all orders.

**Sign up for our newsletter with
weekly offers here. It's free. ➤**

Name of School:

Teacher:

Class: 1ère;

Number of Students:.....; **Girls:**.....; **Boys:**.....

UNIT 9: OUR CONSUMER SOCIETY

Lesson 4: An advertisement

Lesson type: Writing (*session 2*)

Duration: 55 minutes

Source/Reference:

Teaching Materials: *picture, worksheet, board*

Warm up: (*1 min*)

Review

Correction of homework

1/ this is an advert for designer clothes, especially jeans.

2/ The advertiser uses the words 'off', 'latest', 'designer', 'offer', 'not to be missed', 'only', 'now' and 'free' to persuade us.

3/ the advertiser underlines the fact that the delivery is free, and that more offers can be found in the newsletter which is also free.

4/ Yes, I would probably buy this product if I needed new jeans. / No, I don't think I would buy this product; I don't like buying clothes online because I prefer to try them on first.

POST-WRITING

Make up an advertisement. Choose either: a type of food, an item of clothing or an entertainment product that you would like people to buy.

Choose the product you want to advertise.

Brainstorm your ideas about how you can persuade people to buy the product.

- a- Make a mind map with words you can use. You can use a dictionary to find different adjectives that you could use.
- b- Decide if you will use a special offer or something that is 'free' to persuade people to buy the product.

Write the text of your advert. Think about which words should be bigger and what colors you should use.

Example of advert

Ready for incredible suspense and adventure?

Don't miss the latest selection of **DETECTIVE AND SCIENCE FICTION FILMS!**

Starring the world's most renowned actors. For hours of intense entertainment!

Special offer: buy three, get one **FREE**. This week **ONLY**.

Digital versions of the films are also available at **half price**.