# LEÇONS D'ANGLAIS PREPAREES

# NIVEAU : TERMINAL

***NB:*** *Activities from Far Ahead*

# CE Anglais

# UNIT 1: LIFESTYLE, MOVING WITH THE TIME

CE ANGLAIS

**Level:** Tle
**Unit 1**: LIFESTYLE – MOVING WITH THE TIMES
**Lesson 1**: Speaking
**Source**:

***Warm up***
***Lead-in-activity***:
**Learning context**: we are back from the vacation in College . During a meeting of the English Club, the students of Tle are talking about traditional and modern habits they discovered during the vacation to share experiences.

**Lesson content**:

| VOCABULARY | LANGUAGE FUNCTION | STRUCTURES |
|---|---|---|
| Lifestyle – spirituality – generosity – authority – patriot – patriotism – individuality | Present tenses: present simple, present continuous | -Everything changes.<br>-everything is changing |

## I- VOCABULARY

**Lifestyle:** the way of life of a person or a group
**Authority**: power to give orders and make others obey. Person or group having the power to give orders.
**Generosity**: quality of being generous, generous act.
**Individuality**: all the characteristics that belong to a particular person and that make him/her different from others.
**Patriot**: a person who loves his/her country and is ready to defend it against an enemy.
**Patriotism**: loves of one's country and readiness to defend it.
**Spirituality**: state or quality of being concerned with spiritual matters. Devotion to spiritual things.

## II- LANGUAGE FUNCTION

The present tenses:

1- Present simple: **S + V / S + V-(e)s**

EX: I **go** to school / the students **study** their lessons.

2- Present continuous: **S + is / am / are + V-ing**.

EX: Konan **is going** to school. / I **am going** to school / We **are going** to school.

**ACTIVITY**: fill in the blanks with the words from the list. Follow the example: **8 - need**

***Seems – generosity – patriots – spirituality – am – patriotism – are – need***

In 2004, thanks to the young ---1---Cote d'Ivoire resisted against the French army. Their actions showed real acts of ---2--- Many outside people thought that our country was victim of its ---3--- and Ivoirians' determination was due to the degree of their ---4--- Today I ---5---understanding the situation, many like me ---6---understanding it. Because of the diversity of our local languages, it ---7---difficult to provoke civil war. For a better life, we ---8--- peace in Cote d'Ivoire.

***Answers: 1-patriots, 2-patriotism, 3-generosity, 4-spirituality, 5-am, 6-are, 7-seems, 8-need***

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| |
|---|
| **Level:** Tle<br>**Unit 1**: LIFESTYLE – MOVING WITH THE TIMES<br>**Lesson 2**: Reading<br>**Session 1**<br>**Source**: |

**Learning context**: During a meeting of the English Club, the students of Tle are reading a text on how the time affects our lifestyle. After reading, they share experience for the next English Club.

**Lesson content**:

| VOCABULARY | LANGUAGE FUNCTION | STRUCTURES |
|---|---|---|
| Freedom – loyalty – commitment – consumerism – greed – tolerance | Present perfect<br>Present perfect continuous | -Martin Luther King **has fought** against segregation in America.<br>-Some people like Martin LK **have been fighting** against segregation in America. |

## I- VOCABULARY

**Commitment:** the state of being devoted to something, engagement.
**Consumerism**: protection of consumers' interests.
**Freedom**: the condition of being free. Liberty
**Greed:** excessive desire for food. Excessive and selfish desire for power.
**Loyalty**: the condition of being true and faithful.
**Tolerance:** ability to tolerate something or somebody.

## II- GRAMMAR

1- The use of present perfect

Structure: **S + have/has + pp**
Ex: Martin Luther King **has fought** against segregation in America.

2- The use of present perfect continuous

Structure: **S + have/has + been + V-ing**
Ex: Some people like Martin LK **have been fighting** against segregation in America.

## III- APPLICATION ACTIVITY

Use the words or phrases from the box to make meaningful sentences. Share them with the class. Follow this example: **Martin LK has been a reference in American history**

| | |
|---|---|
| 1-Martin LK | **A**-The Ghanaian former president has dead days ago. |
| 2-Bill Clinton | **B**-has been American president for two mandates |
| 3-Laurent Gbagbo | **C**-has been fighting for real democracy in Cote d'Ivoire |
| 4-Félix HB | **D**-have saved the country in 2004 against French army. |
| 5-Muhammad Kaddafi's | **E**-has been a reference in American history. |
| 6-Jerry Rawlings | **F**-spirit has been influencing Libya's social life |
| 7-The Ivorian young patriots | **G**-has been a hero by fighting for the Ivorian's independence. |

**Answer**: 1-E, 2-B, 3-C, 4-G, 5-F, 6-A, 7-D

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**Level:** Tle
**Unit 1**: LIFESTYLE – MOVING WITH THE TIMES
**SKILL**: Reading
**Session 2: Reading for Comprehension**
**Source**:

**Activity 1**: 1b_ 2g_3d_ 4a_ 5e_ 6c_ 7f

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

**Activity 3**:

1- The narrator's name is Sanga
2- He was from a small village in Nigeria
3- He is 26 years old
4- He was caught when he tried to reach Canary Island
5- He had a difficult childhood because his father died, his mother didn't have a job and they were very poor.

**Discussion:**

1/ To escape poverty, Sanga could have looked for a job in Lagos or in another African big city.
2/ I think that the people who transport migrants are the ones who benefit most from the situation.
3/ Yes, my cousin has gone to Spain because he couldn't find a job here. / My brother went to study in the UK and then he stayed there.

***In search of better life- a migrant's story***

My name is Sanga. I'm 26 years old. I come from a small village in Nigeria. Two years ago, I tried to reach the Canary Islands but I was caught and deported back to Nigeria. Now I'm on my way to try again.

My childhood in Nigeria was hard. My father died when my brothers and I were still very young, and my mother didn't have a job. We were very poor and she had to struggle every day to find enough food for all of us. I realised that if I wanted to escape poverty and improve life for myself and my family, I had no choice: I had to leave Nigeria, even if it meant leaving my home and family. I had to find a good job somewhere to be able to send money back to them.

I left in 2009. After I had travelled through Niger Republic, Libya, and Algeria, I finally reached Morocco. On the way, I found jobs wherever I could, in cafés, restaurants or barber shops. I was caught by the police several times. One day they beat my legs so badly that I couldn't walk for almost a week. When a friend of mine told me about a man who could help us get to the Canaries, I agreed to join him on the journey (…).

I had to give the man 350 euros. He took us into the desert where other Africans were already waiting. On July 20th 2012, we boarded the boats. There were two boats, each carrying around thirty people. The sea was rough and after a few hours, lots of us started vomiting. I was feeling really sick and started to believe I would never make it alive. We had been sailing for a few hours, when a huge wave hit the boat, and water started pouring in. Everyone was screaming. The boat started to sink. Luckily, we were rescued by a police boat that was patrolling the coast. If they hadn't found us, I think we would all have died at sea. The police picked us up, sent us to a detention camp and I was deported back to Nigeria. As for the people in the other boat, I have no idea what happened to them.

In Nigeria, I started saving money again, and after a few months left for the second time. With a friend, I went to Benin, through Togo, Burkina Faso and Mali to Algeria. As we were looking for someone to help us cross the desert, we were caught by the Algerian police and sent back to Mali. From there, I finally managed to travel back to Morocco. I've been working in Morocco for six months now, saving money. Whenever I get another chance, I shall try again

*From Far Ahead Tle, student's book, P.12*

**ACTIVITY** 1: read the text again and match each word or expression from column A to its meaning or definition in column B. do it like in the example. Example: 1-b

| **Column A** | **Column B** |
|---|---|
| 1- Reach (L2) | a- The social condition of being moneyless |
| 2- Now (L3) | b- Get to, arrive at |
| 3- Childhood (L5) | c- Places where we find food to eat |
| 4- Poverty (L8) | d- The period of being a kid, an infant |
| 5- Leave (L9) | e- Let and go, go out of |
| 6- Restaurants(L13) | f- Trip, traveling |
| 7- Journey (L16) | g- At present |

**ACTIVITY 2**: Read the text above and choose the correct answers.

**1- Why was Sanga's childhood hard?**
a- Parents died when he was young.
b- His father didn't have a job.
c- His mother brought him and his brothers up alone.
d- Unemployment was high.

**2- Why did Sanga decide to leave his homeland?**
a- In order to study.
b- Because of civil war.
c- Because he couldn't get a job.
d- To get his family out of poverty.

**3- Where does Sanga want to go ultimately?**
a- To Spain.
b- To the UK.
c- To the Canary Islands.
d- To France.

4- **What happened during the crossing to the Canaries?**
a- There was a storm and Sanga's boat sank.
b- The boat was intercepted by police.
c- Both boats sank in heavy seas.
d- His boat turned back because of heavy seas.

5- **What did Sanga do when he was deported back to Nigeria?**
a- He found work and settled clown.
b- He didn't know what to do.
c- He decided to save up and try again.
d- He travelled back to Morocco.

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

1- What's the narrator's name?
2- Where was he from?
3- How old was he?
4- On which occasion was the narrator caught?
5- The narrator had difficult childhood. Can you justify this statement?

**Discussion: Discuss these questions in pairs. Then report back to the class.**

1- What other things could Sanga have done to escape poverty?
2- Who benefits most from illegal migrants?
3- Do you know anyone who has gone to live in another country? If so, why?

**Level:** Tle
**Unit 1**: LIFESTYLE, MOVING WITH THE TIME
**Lesson 3**: Listening
**Source**:

**Learning context**: Some students of Tle of College listened to a podcast about the relevance of liberty for mankind at "la place d'independence". Back to school they make the report to the other students of the class.

**Lesson content**:

| VOCABULARY | LANGUAGE FUNCTION | STRUCTURES |
|---|---|---|
| Evolved- implement- improve- declined- extended- improve- transformed | Pronouns with **ever** | Whenever- whoever- whatever- wherever- whichever- however |

## I- VOCABULARY

**To evolve**: to change, to transform
**To implement**: to put into practice
**To improve**: to ameliorate
**To decline**: to fall, to drop, to move downwards
**To extend**: to increase, to augment, to enlarge
***Ex***: the number of COVID-19 cases extend from day to day in the world
**To transform**: to change, to remodel

## II- Language function: pronouns with ever

| Where (place) | Who (person) | When (date) | What (manner) | Which (choice) | How (manner) |
|---|---|---|---|---|---|
| Wherever | Whoever | Whenever | Whatever | Whichever | However |

Example: It's a very safe city, you can go **wherever** you like
Don't trust **whoever** you meet on Facebook.
You want to buy **whatever** you see on Jumia.

## LISTENING TEXT:

I turn on a tap in my home and get running water for whatever I need. I can't believe the changes since my childhood. When I was a child everyone in the village used river water for drinking and cooking. The villagers also did the washing up, washed their clothes and bathed in the same river. I shudder when I imagine the quality of the water we drank. The bad quality of the water resulted in so many water borne diseases. I don't know how we survived There was just one hospital run by missionaries in the whole area. People had to trek for many days to get there. Serious cases were transported to the hospital on bamboo stretchers carried by four men on their shoulders.

It was a difficult life. People worked long hours on the farms and there was no entertainment on the dark nights. There were no TVs or bars so people went to bed early. Parents told their children fireside stories if they were not too exhausted after their long day at work. There

was no electricity and kerosene lamps were a luxury. Instead, we used oil lantern s made from old tins or bottles with a piece of cloth for a wick. When we had to move about at night we used a piece of firewood from the fir e place to light our way. These days I tend to forget those dark nights. Now, all I have to do is touch a switch and the light comes on. When I move about at night there are street lights. It is a different world.

**ANSWER SHEET:**

**Activity 1:**
1/ transformed /facilitated
2/ create
3/ improve / reform
4/ affect
5/ declined / evolved
6/ extended / reformed / improved

**Activity 2:**
1/ whatever
2/ Wherever
3/ Whenever
4/ Whoever
5/ whichever
6/ however

**Activity 3**: The elderly woman mentions running water, healthcare and electricity
**Activity 4**: 1B – 2B – 3C – 4D

## I- APPLICATION

**Activity 1:** Check the meaning of the verbs in bold. Then choose the words that can be used in the sentences. There may be one, two or three possibilities.

1- The Internet has **transformed / evolved / facilitated** our lives.
2- The government is planning **to implement / create / improve** a new health campaign.
3- There are proposals to **improve / affect / reform** the prison system.
4- The new tax system will **affect/ evolve / transform** middle-class families.
5- The postal system has **declined / reformed / evolved** since people have had the Internet.
6- The electricity network must be extended / reformed / improved.

**Activity 2**: Choose the correct words in these sentences.

1- You can do whatever **/ whoever** you like.
2- **Wherever / whichever** you live, you'll be happy.
3- **However / Whenever** I call, I always get her answer phone.
4- **Whichever / Whoever** left the room last forgot to lock the door.
5- Wear whichever **/ wherever** shoes are the smartest.
6- You can dress **however / whichever** you like.

**ACTIVITY 3**: Listen to an elderly woman talking about how basic services have changed life in her community. Which services does she mention? Choose from:

• running water • electricity • refuse collection • sewage treatment • healthcare

**ACTIVITY 4**: Listen again and choose the correct answers.

**1- When the woman was a child**
- a- Everyone used running water.
- b- People washed their clothes in the river.
- c- People had taps at home.
- d- She never washed her clothes.

**2- What makes the woman 'shudder'?**
- a- The poverty of the villagers.
- b- The bad quality of the water they used.
- c- The difficulty of life at the time.
- d- The survival of people despite the hard conditions.

**3- What was the problem with the hospital?**
- a- It was too small.
- b- The beds were made of bamboo.
- c- It was very far from the village.
- d- It was not clean.

**4- What did people do at night?**
- a- They worked on the farms.
- b- They told stories and watched TV
- c- Everyone used kerosene lamps on dark nights.
- d- They used oil lanterns and went to bed early.

**Level:** Tle
**Unit 1**: LIFESTYLE, MOVING WITH THE TIMES
**Lesson 4**: Writing (session 1)
**Source**:

**Learning context**: Some students of Tle of College are asked to write a letter to the authorities of the town about people's lives in the town. Then, they make the report to the other students of the class.

**Writing Strategy / Formal letters**

An effective letter of complaint should be:
- Concise and easy to understand;
- Factual with only relevant details;
- Polite so the reader will respond positively.

**Layout of the formal letter**

(See activity 1)

**Answer sheet:**

**Activity 1:** Layout of the formal letter of complaint

**Activity 2**: 1/ with frequent power cuts, people cannot use computers or mobile phones anymore and this can have consequences on their jobs.
2/ the deterioration of the sewage system can have some consequences on people's health.
3/ If the tap water is polluted, it can transmit several diseases to the people who drink it.

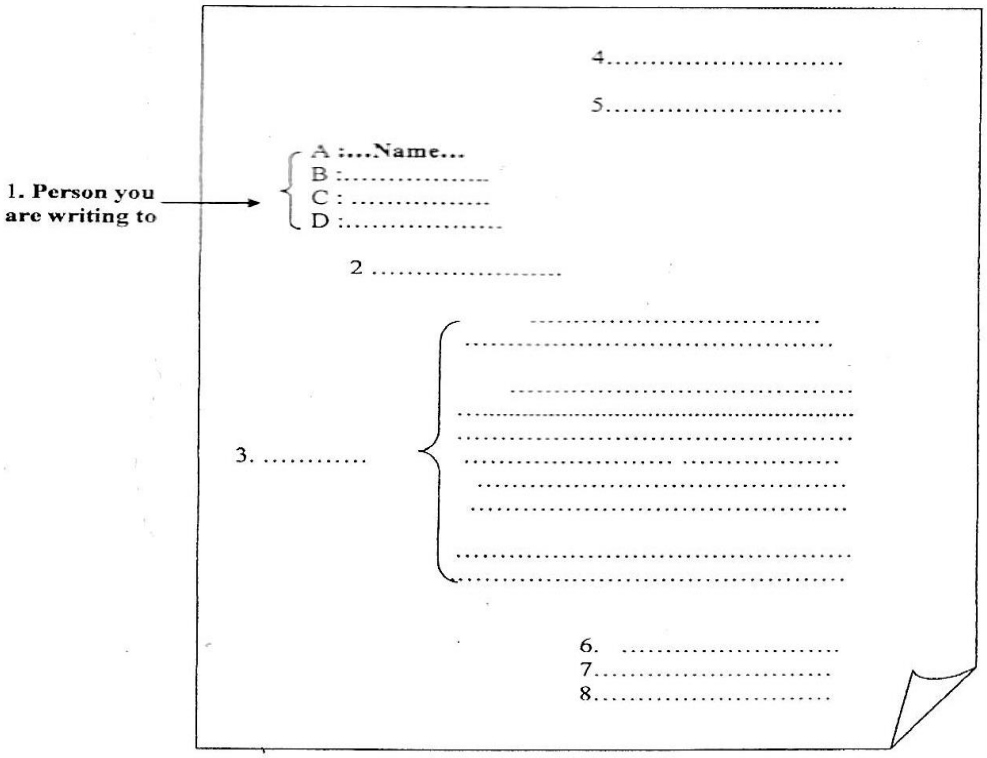
**Activity 3**: Binta is complaining about the frequent power cuts that happen in her neighbourhood. She is writing to the manager of the National Electricity Board.

**Activity 4:**
1/ the tone of the letter is polite, factual, concise and formal.
2/ Binta says that power cuts make it difficult to study and also have a negative impact on people's businesses.
3/ the tone of the final paragraph is conciliatory.
4/ in my opinion, it is an effective letter, because it is very clear and factual and it explains the problem without being rude.

**Activity 1**: Look at the modal text and complete the board below with the appropriate part of the letter

**N°1 - A is an example for you: A= name**

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




**ACTIVITY 2**: Look at these problems. What consequences are they likely to have on people's lives?

1- There are frequent power cuts in your neighbourhood and sometimes people go for weeks without electricity.
2- The sewage system in your area has deteriorated and dirty water accumulates in low areas. This is smelly and unhealthy.
3- The tap water in your building comes out white. You fear it might transmit typhoid.

**Activity 3**: Read the letter. Why is Binta complaining? Who is she complaining to?

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**Activity 4**: Read the Strategy box. Then answer the questions.

1- What is the tone of the letter? Choose the best words from these pairs.

a- polite / rude b- concise/ rambling c- factual / biased d- formal / informal

2- What consequences of power cuts does Binta give?
3- Is the tone of the final paragraph conciliatory or aggressive?
4- Do you think that this is an effective letter? Why?

# TEXT MODEL: THE FORMAL LETTER OF COMPLAINT

The Manager of the National
Electricity Board
PO Box 3360 Douala

Binta Ndale
PO Box 47 Douala

13 April 2015

Dear Sir or Madam,

I live in the Douala Fifth district and I go to the Bonamoussadi High School. I wish to make a complaint about the frequent power cuts that we have in my neighbourhood. These sometimes last for several weeks at a time. The most recent power cut lasted from 25th March to 5th April. Other cuts have lasted even longer.

Power cuts make it very difficult to study. When there is no electricity, we cannot use computers, and we do not have access to the Internet. Furthermore, we cannot listen to CDs in our English lessons. In the evenings, we have no electricity and therefore no lighting at home. In these conditions, it is impossible to do homework or prepare for exams. People depend on mobile phones for employment and business, but without electricity they cannot be charged. This has a negative impact on people's lives and businesses.

I realise that technical problems are inevitable, but a reliable power system is essential. We pay for our electricity and therefore I feel that we should receive a good service. I hope the supply can be improved for the benefit of everyone.

Yours faithfully,
Binta Ndale

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The Manager of the National
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PO Box 3360 Douala

Binta Ndale
PO Box 47 Douala

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I realise that technical problems are inevitable, but a reliable power system is essential. We pay for our electricity and therefore I feel that we should receive a good service. I hope the supply can be improved for the benefit of everyone.

Yours faithfully,

**Level:** Tle
**Unit 1**: LIFESTYLE, MOVING WITH THE TIMES
**Lesson 4**: Writing (session 2)
**Source**:

Warm up
Review

**Communication activity**

Choose one of the problems in exercise 1. Imagine the situation and its consequences.
Write a letter of complaint to the authority responsible for the service.
State what you think should be done and why.
**Paragraph 1**: State the complaint, including concise details.
**Paragraph 2**: Describe the consequences of the problem.
**Paragraph 3**: State what should be done.

Write your letter in 200 to 250 words following the paragraph plan. The best letter will be published in your school's English Club's magazine.

**Possible answers:**

*Problem 2 (209 words)*

Dear Sir or Madam,

I live in the ... district and I go to the ... High School. I would like to make a complaint about the sewage system in my area. The system has seriously deteriorated in the last few weeks, and dirty water now accumulates in low areas. This is both smelly and unhealthy.

The accumulation of dirty water is extremely smelly, which is unpleasant for all the people who live in the neighbourhood. What's more, this situation will have worrying consequences on people's health if nothing is done. People in contact with dirty water have indeed more risks of catching diseases such as cholera or dysentery. This is particularly dangerous for people with a more fragile health like children, pregnant women or elderly people. When these illnesses are not treated rapidly and correctly, they can cause serious health problems, and in the worst cases they can lead to death.

I realise that you may sometimes face difficulties in maintaining the sewage system, but an efficient sewage system is essential to people's well-being and health. That's why I hope that you will do everything that's in your power to renovate the system, for the benefit and the well-being of everyone in our area.

Yours faithfully,
Samuel Ndale

*Problem 3 (202 words)*

Dear Sir or Madam,

I live in the ... district, in the building in front of the post office. I am writing to make a complaint about the bad quality of the running water these days in my building.

The tap water has been coming out white for the last few days, and I fear it might transmit typhoid.

The unusual white colour of the tap water is worrying me as well as the other people living in the same building. We are aware that contaminated water can transmit typhoid fever, a bacterial infection which can have very serious consequences on people's health. We feel extremely concerned about the community's health, especially as several people living in our building are already suffering from a bad health, and therefore face more risks in case of a contamination.

I understand that some difficulties are inevitable for your company, as for all companies, but the quality of the tap water is essential to people's health, and I feel it should be a priority. Therefore, I truly hope that the water will be analysed as soon as possible and its quality improved for the benefit and health of everyone in our building.

Yours faithfully,

Julie Amari

# UNIT 2:

# FREEDOM AND CIVIL RIGHTS

♡ ☆ ☆ ♡

CE ANGLAIS

**Name of School**: / **Date**:……..……...
**Class**:….. **T**[le] …… ; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 2: FREEDOM AND CIVIL RIGHTS**
**Lesson 1:**
**Lesson type**: **Speaking**
***Session***:
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

| TEACHING POINTS | | |
|---|---|---|
| **VOCABULARY** | **Language Function** | **STRUCTURES** |
| Family members: Half- step- in law (brother, sister, father, mother) | Prefixes and suffixes | Prefixes: un, in, dis<br>Suffixes: ly, ful, ally, al |

## I- INTRODUCTORY PHASE (5 min)

**Warm up:** *(1min)*
**Lead-in activity:** *(2 min)*
**Learning context** *(3 min)*

*Human Rights Watch has published all the Human Rights Watch and their violations across the world on its website. In order to prepare their presentation about freedom fights and civil rights, the students of Tle A of College HMF Meagui are exploiting a publication of Human Rights Watch in order to get informed.*

## II- INPUT PHASE (15 min)

**A/ VOCABULARY**: prefixes mono, bio, multi

- **Half**: having one parent in common

Example: ***half-brother, half-sister****: having the same brother or the same father.*

- **Step**: not related by the blood

Example: *my **stepfather** is the husband of my mother, but not my father,*

- **In law**: related by the marriage

Example: *my **father-in-law** is the father of my husband or my wife.*

**B/ LANGUAGE FUNCTION**: **Using prefixes and suffixes**

a- Prefixes: ***un, in, dis, im, ir ( they are used before the main word)***

Example: irresponsible, immature, unhappy, disconnected

b- Suffixes: ly, ful, ally, al (they are used after the main word)

Example: actually, useful, national, geographical

**Notice:** We can mix prefixes and suffixes with the same word
**For example**: irresponsibly

Hope + less + ness = hopelessness
Commit + ment = commitment
activ(e) + ist = activist
Sex + ism = sexism
free + dom = freedom
il + literacy = illiteracy
in + justice = injustice
activ(e) + ity = activity

**III- <u>ACTIVATION / PRACTICE PHASE</u> (10 min)** ***(Worksheet)+ (4 min fb)***

**<u>Activity 1</u>**: Complete the sentences below with the appropriate word

1- I have the same mother with Aya, but not the same father; she is my----**HALF SISTER**
2- Kone is the brother of my wife; he is my ----------**BROTHER IN LAW**
3- My mother got married with M Yeo who is not my real father, but my -----**STEPFATHER**
4- The father of my husband is my ----------**FATHER IN LAW**----------
5- My father got another son before getting married with my mother; so I have a---**HALF BROTHER**

**<u>Activity 2</u>:** Work in pairs. Add suffixes and prefixes to these words to form new words.

Aware**ness** encourage**ment**- --**un**equal**ly** fanatic**ally** **hemi**sphere **il**legal**ity** rac**ism** **in**tolera**nce** home**less** martyr**ism/** martyr**dom/** martyr**ess**

## Communication activity

As a local member of Amnesty International, you are asked to make a 5-minute video in which you describe the situation of girls' right in your country. Your video must be sent in private message to the Facebook page of Amnesty International and is going to be published on TV channels worldwide.

**Note –taking (7 min)**

## UNIT 2: FREEDOM AND CIVIL RIGHTS / PRACTICE PHASE/ Tle

**Activity 1**: Complete the sentences below with the appropriate word

1- I have the same mother with Aya, but not the same father; she is my----------
2- Kone is the brother of my wife; he is my ----------
3- My mother got married with M Yeo who is not my real father, but my ----------
4- The father of my husband is my ----------
5- My father got another son before getting married with my mother; so I have a----------

**Activity 2:** Work in pairs. Add suffixes and prefixes to these words to form new words.

Aware--------- encourage--------- ------equal--- fanatic--------- --------sphere
-----legal---- race---------- --------tolerant----- home---------- martyr--------

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## UNIT 2: FREEDOM AND CIVIL RIGHTS / PRACTICE PHASE/ Tle

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**Name of School**: / **Date**:……..……...
**Class**:T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 2: FREEDOM AND CIVIL RIGHTS**
**Lesson 2:**
**Lesson type**: **Reading** *(session 1)*
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## I- INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead-in activity/ Brainstorming:**
**Learning context**: Some students of Tle of College took part in a conference organised by Amnesty International at "Place de l'Indépendance" of the town about the relevance of liberty for mankind. Back to school they make the report to the other students of the class.

**Lesson content:**

| VOCABULARY | LANGUAGE FUNCTION | STRUCTURES |
|---|---|---|
| Freedom – right – discrimination – segregation – demonstration – riot – uprising | Present modal | - I **can** understand English, but I **can't** speak it. |

## III- VOCABULARY

**Demonstration**: march protesting against somebody or something, or supporting somebody or something.
**Discrimination**: treating a person or a group differently than others. Creating differences between people.
**Freedom**: condition or state of being free. Condition of living without constraints.
**Right**: what is good, just, and honorable; Legal authority or claim. What someone is permitted to.
**Riot**: wild or violent disturbance by a crowd of people.
***Ex***: during the presidential campaign in Cote d'Ivoire in October 2020, **riots** have been organised all over the country to denounce the violation of the national constitution.
**Segregation**: making separation of people or things in the same community
**Uprising**: revolt against those in power. Rebellions.

**Language function: present modals**

The use of present modals
Can – can't – would – wouldn't –may - not ---
EX: I **can** understand Spanish, but I **can't** speak it.
Notes
- we use **may, could** and **might** to talk about possibility
- **Must, have to** talk about obligation
- **Musn't** to talk about prohibition.
- **Can** and **can't** to talk about ability and inability.
- **Should** for suggestions and advice.
- **Could, must** and **can't** to deduction and speculate.

**Activity :** The following sentences contain structural errors. Find out the error(s) in each sentence and re-write it correctly. Mind the modals.

1- I can speaking English fluently.

……

2- The government must ensures the right to education to all.

……

3- Climate change may being considered the major threat to life on earth.

……

4- Global warming won't never continued to harm us if we decide to tackle it vigorously.

……

5- Terrorism might do not prevent us from loving each other no matter what our religions are.

……

6- The promotion of values like tolerance, non-violence and ant-racism should is implemented in schools' curricula.

……

7- The health care industry play will an important role in the development of the country.

……

8- Education don't shall be neglected in our policies.

……

---

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1- I can speaking English fluently.

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……

8- Education don't shall be neglected in our policies.

……

**Name of School**: / **Date**:……..……...
**Class**: T[le] A/ D; **Number of Students**:……..; **Girls**:……..…; **Boys**:……
**Contact Days:**
**UNIT 2: FREEDOM AND CIVIL RIGHTS**
**Lesson2:**
**Lesson type**: **Reading** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:

**Activity 1: Read the text and find out its general idea. Choose the best option below A, B or C**

**The text is about:**

**A-** An African woman fighting for girls' rights
**B-** **A Pakistani schoolgirl fighting for girls' rights**
**C-** An Afghani girl fighting for girls' rights

**Activity 2 (Vocabulary):** *Match the words in column A to their synonyms or definitions in column B*

| WORDS FROM THE TEXT | SUGGESTED SYNONYMS OR DEFINITIONS | Answer |
|---|---|---|
| 1- Illiteracy | A- An order or a decision taken by a government or any authority | 1- D |
| 2- Commitment | B- Obligatory | 2- E |
| 3- Edict | C- To openly express one's opinion | 3- A |
| 4- To speak out | D- Inability to read and write | 4- C |
| 5- Compulsory | E- Strong conviction | 5- B |

**Activity 4: Choose the best option for each sentence**

**1-** Malala is an education activist from
A- Afghanistan **B- Pakistan** **C-** Azerbaijan
**2-** The edict published by the Taliban said that
**A-** Girls and boys must not go to school
**B-** Girls must stop their education at the age of 11
**C-** **Girls must not go to school**
**3-** When Malala was attacked by the Taliban
A- She died instantly **B-She was badly injured** **C-** Only two of her mates were injured
**4-** At the United Nations General Assembly, Malala asked that free schools for all children be A- Mandatory **B-** Optional **C- Obligatory**
**5-** I am Malala is
**A-** A newspaper B- An edit C- **A book**

# UNIT 2: FREEDOM AND CIVIL RIGHTS/ Terminal D

## TEXT: Who benefits the most from land grabbing?

*In October 2014, Malala Yousafzai, a seventeen- year-old Pakistani activist, became the youngest ever Nobel Peace Prize winner. Despite her young age, she had already achieved a lot. Since the age of 11 she had stood up for girls' rights to education, fighting against illiteracy and discrimination.*

Malala's commitment to girls' education had started with her writing an anonymous blog published on BBC Urdu, in which she depicted the living conditions of a schoolgirl under Taliban rule. In 2009, the Taliban were in control of the Swat Valley, in the north-west region of Pakistan, where she lived with her family and went to school. The Taliban had published an edict banning girls' education and most girls' schools had to close. Many girls' schools were bombed. In her blog, Malala expressed her fears and worries, speaking out for girls' rights and against the injustice of the edict, which meant that girls couldn't continue their education.

Malala and her family, like thousands of other residents, had to fire the Valley and weren't able to return for several months. One would have thought that this would have been the end of her struggle, and that her voice would never have been heard outside Pakistan. But she was soon identified as the writer of the blog by the Taliban, and she became one of their targets. On 9 October 2012, as she was travelling home on the school bus after an exam, Malala was attacked by the Taliban. A masked gunman shot at her and she was hit with one bullet, which severely wounded her head and neck. Two other girls were also injured in the shooting, but less seriously. Malala was rushed to a military hospital in Peshawar for emergency treatment. Her condition was critical and doctors had to operate because her brain was swelling. She was later transferred to a hospital in the UK for further surgery. After many weeks in hospital, she finally recovered with no brain damage. After the attack, she could have given up her combat out of fear. But she did exactly the contrary. Her determination to speak out and campaign for girls' rights grew stronger and stronger. In 2013, she gave a speech at the United Nations General Assembly, demanding compulsory free schools for all children, both boys and girls, and she became a role model for education activists around the world. She also published her autobiography, I am Malala, telling about her experience and ambitions, and she created the Malala Fund to bring financial support to girls' schools. Today, as about 66 million girls around the world are still denied access to education, Malala's fight can be seen as an encouragement not to take anything for granted. Malala strongly believes that children can make a difference and should stand up for their own rights. Her life so far is certainly a deeply convincing illustration of that belief.

**<u>Activity 1</u>. Read the text and find out its general idea. Choose the best option below A, B or C**

**The text is about:**

A- An African woman fighting for girls' rights
B- A Pakistani schoolgirl fighting for girls' rights
C- An Afghani girl fighting for girls' rights

**<u>Activity 2 (Vocabulary):</u>** *Match the words in column A to their synonyms or definitions in column B*

| WORDS FROM THE TEXT | SUGGESTED SYNONYMS OR DEFINITIONS | Answer |
|---|---|---|
| 1- Illiteracy | A- An order or a decision taken by a government or any authority | |
| 2- Commitment | B- Obligatory | |
| 3- Edict | C- To openly express one's opinion | |
| 4- To speak out | D- Inability to read and write | |
| 5- Compulsory | E- Strong conviction | |

**<u>Activity 3</u>: Choose the best option for each sentence**

1- Malala is an education activist from

A- Afghanistan B- Pakistan **C-** Azerbaijan

2- The edict published by the Taliban said that

**a.** Girls and boys must not go to school

**b.** Girls must stop their education at the age of 11

c. Girls must not go to school

3- When Malala was attacked by the Taliban

A- She died instantly B-She was badly injured **C-** Only two of her mates were injured

4- At the United Nations General Assembly, Malala asked that free schools for all children be A- Mandatory **B-** Optional C- Obligatory

5- I am Malala is

**a.** A newspaper B- An edit C- A book

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT2: FREEDOM AND CIVIL RIGHTS**
**Lesson3: THE INFORMAL LETTER/ EMAIL**
**Lesson type**: **Writing** *(session 1)*
**Duration:** 55 minutes
**Source/Reference**:

## I- PRE-WRITING

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

- **Brainstorming (***lead in activity***)** *(2 min)*
  - What can you do with an envelope?
  - Which sort of letter can we write? (formal, informal, email…)
- **Learning context** *(2 min)*

For the next English club of College , the chairman asked the students of T$^{le}$ A to have a writing competition about "people's rights". He asks them to write an email to their pen friends in order to get prepared for the competition, the students make a report to their classmates.

**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…

**Activity 1:** *Read the letter. Reorder the paragraphs A-E following the paragraph plan.*

- **Paragraph1**: Ask about your friend
- **Paragraph 2**: Give news about your family and friends
- **Paragraph 3-4**: Give news about yourself and say how you feel
- **Paragraph 5**: Give more positive news about yourself

**Activity 2**: Read the letter again and answer the questions.

1- What is the relationship between Akim and Ousmane? How do you know?
2- What disability does Akim have?
3- What makes him feel very unhappy?
4- What is his ambition? Why?

**Activity 3**: Match the informal words and phrases in black in the letter with these words and phrases

- annoy - contact – difficult- to expect extremely - friends - it's impossible -to make me sad - quite well - What are you doing? -wonderful
- **words and phrases in the text**: mates - gets me down.- terribly - What are you up to- awesome - ok - There's no question of - a bit of - get our backs up- around the next corner! - touch

# ANSWER SHEET

## Activity 1:

Paragraph 1: B
Paragraph 2: E
Paragraph 3: D
Paragraph 4: A
Paragraph 5: C

## Activity 2:

1- Akim and Ousmane are brothers. We know it because Akim writes about 'Nadia' and 'Kassim' who must be their younger sister and younger brother, and also because he writes 'Mum sends her love' at the end of his letter to Ousmane.
2- Akim is in a wheelchair.
3- Akim feels unhappy because there are many things he can't do with his friends and because he is completely dependent.
4- Akim would like to study law in Britain, where some universities have excellent facilities for disabled students.

## Activity 3:

- mates → friends
- gets me down → makes me sad
- terribly → extremely
- What are you up to? → what are you doing?
- awesome → wonderful
- ok → well
- tough → difficult
- a bit of → quite
- There's no question of → It's impossible to
- get our backs up → annoy
- around the next corner → to expect
- touch → contact

Hi Ousmane,

**A**/ I often get depressed because I can't do things with my friends. You know how much I love football. I sometimes go along to matches, but it only makes me feel left out. My **mates** are great. They do their best to include me in things. It's being dependent that **gets me down**. I can't do anything on my own, even things like having a shower or getting dressed. It's **terribly** frustrating and humiliating.

**B**/ **What are you up to**? I've heard that your town is an **awesome** city. Are you settling in **ok**? Is there a cool music scene? And your social life?

**C**/ But despite the difficulties, I haven't given up and I'm working hard for the Baccalaureate exam. I'd like to get a scholarship to study law in Britain. I've heard that facilities for disabled students are excellent in some universities there.

**D**/ As for me, well, things are **tough**, as you can imagine. I'm in my final year and it's **a bit of** a struggle. But I shouldn't complain because ail my classes are downstairs. The principal changed the rooms, so I can get to them. Transport is a problem. I can't go on Thursdays because Mum can't take me. **There's no question of** getting there alone in a wheelchair. You know what the roads are like.

**E/** Here things are much the same. Nadia is doing well at high school. Kassim is as lazy as ever. He spends all his time playing horrible music. He only does it to **get our backs up**!

That's all for now. Sorry to be so negative. Enjoy yourself. You never know what's **around the next corner!**

Mum sends her love

Keep in **touch**

Akim

## ACTIVITIES

**Activity 1:** *Read the letter. Reorder the paragraphs A-E following the paragraph plan.*

- **Paragraph1**: Ask about your friend:_____
- **Paragraph 2**: Give news about your family and friends:_____
- **Paragraph 3-4**: Give news about yourself and say how you feel:_____
- **Paragraph 5**: Give more positive news about yourself:_____

**Activity 2**: Read the letter again and answer the questions.

1- What is the relationship between Akim and Ousmane? How do you know?
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- annoy - contact – difficult- to expect extremely - friends - it's impossible -to make me sad - quite well - What are you doing? -wonderful
- **words and phrases in the text**: mates - gets me down.- terribly - What are you up to- awesome - ok - There's no question of - a bit of - get our backs up- around the next corner! - touch

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT2: FREEDOM AND CIVIL RIGHTS**
**Lesson3: THE TALK**
**Lesson type**: **Writing** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:

**I- POST-WRITING**

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

## *Communication activities*

***Activity 1:*** *rewrite in order Akim's letter and read it before your classmates*

***Activity 2:*** *Write a reply to Akim's letter. Imagine you are Ousmane and give him your news. Write your letter in 250 to 300 words. Use the paragraph plan in exercise 1. Then exchange letters with a partner*

**Recall**: In informal letters and emails, we write short sentences, and we use informal words and expressions, colloquial language, and idiom We also use contractions, informal punctuation (*exclamation marks, question marks, emoticon and abbreviations).*

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 2: FREEDOM AND CIVIL RIGHTS**
**Lesson 4:**
**Lesson type**: **Listening**
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## I- INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead in activity:**
**Learning context:**

*During their English class, the student of T$^{le}$ A of "College " are listening to a BBC Radio Service report about the importance of washing hands in order to know more about it.*

## WHILE-LISTENING

**Speaker 1**: I had to give up my job as a hotel maid to look after Emmanuel because he needs constant care. I feel sad that I can't give them the attention they need because Emmanuel takes up all my time and energy. Luckily, my sister lives nearby and she sometimes looks after him. The most difficult thing for me was accepting that he was different from other children. That was emotionally very hard. I used to feel guilty and angry at the same time. Now I've come to terms with his condition. I love Emmanuel as he is and I'll do everything I can to help him.

**Speaker 2**: Everything is challenging for someone who can't see. I have been lucky because my parents are both language teachers so they taught me at home. Today I have a job as an interpreter and I am financially independent, which is extremely important for my self-esteem. My social life is complicated because there are many activities that I can't participate in. This makes me suffer more than the practical difficulties of everyday life. Of course, there are a lot of these. I'd say that the most difficult thing is moving around in unfamiliar places, especially in crowded streets. For this reason, I tend to stick to my neighbourhood where people know me. There's always someone to offer assistance. And if I have to travel, I ask someone to accompany me.

## ANSWER SHEET

**Activity 1**:
A/ It must be difficult for Moussa to go out in the street by himself or to travel by himself.
B/ It's probably difficult for Aicha to be independent and to live without somebody helping her.
C/ Fatima must have difficulties communicating with other people.
D/ It must be difficult for Emmanuel to socialise with other children, and it must be difficult for Nadia to take care of Emmanuel and have a job at the same time.

**Activity 2:**
Speaker 1: Nadia (sentence D) Speaker 2: Moussa (sentence A)

**Activity 3**:
1/ Moussa 2/ Nadia 3/ Nadia 4/ Nadia 5/ Moussa 6/ Moussa

**Activity 1**: Think about the lives of these people. What difficulties do you think they have in their daily lives?

A- Moussa is 25 years old and he has been blind since birth.
B- 17 year-old Aicha has been wheelchair-bound since she had an accident six years again.
C- 68 year-old Fatima is deaf. She started losing her hearing a few years again.
D- Nadia's son Emmanuel is 6 years old and he is mentally deficient.

**Activity 2**: Listen to two people talking about how they cope with disabilities. Who are the speakers? Choose from the people mentioned in sentences A-D in exercise 1.

- Speaker 1:----------
- Speaker 2:----------

**Activity 3**: Listen again and match each statement with one of the speakers.

1- Travelling alone is a major challenge.
2- The most difficult thing was accepting the situation. .
3- I suffered from conflicting emotions
4- I wish I had more time for my other children.
5- I am lucky because I was able to study and I have a job
6- My social life is one of the most difficult things

**Discussion:** Discuss these questions.

1- Do you know anyone with a disability? How do they cape?
2- Which do you think is the worst form of disability? Why?
3- What facilities are there in your country for people with disabilities?

---

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1- Do you know anyone with a disability? How do they cape?
2- Which do you think is the worst form of disability? Why?
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# UNIT 3:

# DEVELOPMENT ISSUE

CE ANGLAIS

**Name of School**: / **Date**:……..……...
**Class**:….. **T**[le] …… ; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 3: DEVELOPMENT ISSUE**
**Lesson 1: Problems in emerging countries**
**Lesson type**: **Speaking**
***Session***:
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

| TEACHING POINTS | | |
|---|---|---|
| **VOCABULARY** | **Language Function** | **STRUCTURES** |
| Developing countries- currency- emerging countries- Developed countries - Third World countries- Heavily Indebted Countries | Determiners | There were **several** police cars<br>I have **little** hope. |

## IV- INTRODUCTORY PHASE (5 min)

**Warm up:** *(1min)*
**Lead-in activity:** *(2 min)*
**Learning context** *(3 min)*

*The students of Tle of College are at the English Club of their school where they are exchanging information orally about problems faced by emerging countries in the world.*

## V- INPUT PHASE (15 min)

### A/ VOCABULARY:

- **A developing country**: A country not too poor but also not too rich

Example: ***Cote d'Ivoire, Ghana, Cameroon…*** .

- **A currency**: money used in country as means of exchange

Example: *FCFA, Cedi, dollar, Euro,*

- **Heavily Indebted Countries:** poor country that benefits a fund from IMF to reduce its debt

Example: *In Cote d'Ivoire, HIC is called PPTE.*

- **Third World countries**: very poor countries in the world (≠ Developed countries)

Example:

### B/ LANGUAGE FUNCTION: Determiners

Note: We use determiners before nouns and noun phrases.

• Some determiners can be used only with **countable nouns**: many, ( a) few, several.

Example: There were **several** police cars.

• Some determiners can be used only with **uncountable nouns**: much, (a) little

Example: I have little hope.

• Some determiners can be used with both types of nouns: no , some , any, enough, a lot of. ..

Example: He has **no** money. Here are **some** magazine

**ACTIVATION / PRACTICE PHASE (10 min)** ***(Worksheet)+ (4 min fb)***

**Activity 1**: Complete the sentences below with the appropriate word from the box

| |
|---|
| Developing countries — Developed countries — Currency — Third World countries<br>Heavily Indebted Countries — emerging countries |

1- Dollar, Franc CFA, Naira, Euro Yen are some examples of _____ used in economic and financial transactions all over the world.
2- Countries like France, US, Canada, China, Japan are called _____
3- Countries such as Côte d'Ivoire, Ghana, Togo, Sudan are known as _____
4- Brazil and India are _____.
5- Poor countries are also called _____
6- Poor countries which benefited from the special programme of the International Monetary Fund (IMF) for the reduction of their debt are referred to as _____

**Activity 2:** Choose the correct words in the sentences.

1- We didn't have **no/ enough** time to visit all the interesting places.
2- I've got a **little / several** friends who can speak three different languages.
3- There aren't **many / some** tourists in that area.
4- You need **many / a lot of** money if you want to travel around the world.
5- Do you mind if I ask you **a few / enough** questions?
**6-** I tried to call Sunga, but there was **any / no** answer.

**Communication activity**

**Work in small groups. Conduct a survey in your class about the major problems in your town or country.**

- Use the ideas from your own ideas.
- Find out which problems people think are most or least serious.
- Draw a graph and write a summary of your results.

**Present your results to the class. Discuss what could be done to improve things.**

**Note –taking (7 min)**

**Name of School**: / **Date**:……..……...
**Class**:T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 3: DEVELOPMENT ISSUE**
**Lesson 2:**
**Lesson type**: **Reading** *(session 1)*
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead-in activity/ Brainstorming:**

**Learning context**: *The students of Tle of College are at the English Club of their school where they are reading a text about problems faced by developing countries in the world.*

## WHILE-READING (15 min)

| VOCABULARY | LANGUAGE FUNCTION | STRUCTURES |
|---|---|---|
| Antonyms (in, un, over, under) | Comparative and superlative form | |

## VOCABULARY

Efficient ≠ inefficient

Affordable ≠ unaffordable

Underweight ≠ overweight

Regular ≠ irregular

**Language function: Comparatives and superlatives**

The comparative form is
- For short adjectives: adj **-er than**
- For long adjectives. **more** + adjective + **than**

We can also make comparisons with (not) **as ... as**.
The superlative form is for .
- Short adjectives : the + adj+**-est**
- Long adjectives: the **most** + adjective

**Activity 1**: Use the appropriate prefix to form the antonyms: under, over, un, ir, in

----efficient ----affordable -----weight ------estimated ------privileged -----regular

**Activity 2:** Use the words in brackets in the comparative form to complete the sentences. Use than when necessary.

1- It's ----------to learn a foreign language in a country where it is spoken. (easy)
2- I really enjoyed our visit to the zoo. It was---------- I expected. (interesting)
3- I'm afraid the situation is ----------it seems. (much / complicated)
4- It was very hot yesterday. Today it's. ---------- (a bit/ cold)

**Activity 3:** Complete the sentences with the adjectives in brackets. Use a comparative or a superlative.

1- This is ----------hotel in town. (cheap)
2- Everest is ----------mountain in the world. It is ----------than any other mountain. (high)
3- What's ----------country in the world? (small)
4- What is ----------sport in your country? (popular)

---

**Activity 1**: Use the appropriate prefix to form the antonyms: under, over, un, ir, in

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**Name of School**: / **Date**:……..……...
**Class**: T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 3: DEVELOPMENT ISSUE**
**Lesson2:**
**Lesson type**: **Reading** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:

**Warm up**

**Review**

**Activity 1:** The text deals with:

A- The healthcare industry in rich countries
B- **Health issue in poor countries**
C- Pandemics threatening the world

**Activity 2: Vocabulary**

| SUGGESTED WORDS OR DEFINITIONS | SYNONYMS OR DEFINITIONS IN THE TEXT |
|---|---|
| 1- Poor mental or physical condition | ILL-HEALTH |
| 2- Poor countries | DEVELOPING COUNTRIES |
| 3- Rich countries | DEVELOPED COUNTRIES |
| 4- Grows | SPREADS |
| 5- Weak | LOW |

**Activity 3: Comprehension**

1- What is the cause of ill-health? **POVERTY**
2- Why are the populations of poor countries more vulnerable? **BECAUSE THEY SUFFER FROM POOR ACCESS TO BASIC SANITATION SERVICES**
3- Which diseases are referred to as 'lifestyle diseases'? **LUNG CANCER AND DIABETES**
4- How can government efficiently address the problems related to health? **BY FIGHTING POVERTY**

**<u>Activity 1</u>: Read the text and find out its general idea. Choose the best option below A, B or C**

The text deals with:

A- The healthcare industry in rich countries
B- Health issue in poor countries
C- Pandemics threatening the world

**Activity 2 (Vocabulary):** *Find from the text, the words which definitions or synonyms are given below*

| SUGGESTED WORDS OR DEFINITIONS | SYNONYMS OR DEFINITIONS IN THE TEXT |
|---|---|
| 1- Poor mental or physical condition | |
| 2- Poor countries | |
| 3- Rich countries | |
| 4- Grows | |
| 5- Weak | |

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

1- What is the cause of ill-health?
2- Why are the populations of poor countries more vulnerable?
3- Which diseases are referred to as 'lifestyle diseases'?
4- How can government efficiently address the problems related to health?

## <u>Communication activity</u>

A competition is organised by the American Embassy. The theme is "DEVELOPMENT ISSUES". You are chosen to represent your English club at this competition. Prepare a talk on some aspects of development and problems of development today.

Write your words in not more than 15 lines and get ready to present it before your classmates to appreciate it before the conference.

# Health challenges in developing countries

*Infectious diseases are among the greatest challenges to health in developing countries today. Each year , mill ions of people die of diseases such as AIDS or malaria, but also from pneumonia, tuberculosis, measles and polio. And yet many of these diseases are preventable and some of them are curable.*

Ill-health is directly connected to poverty. Populations of developing countries suffer from poor access to basic sanitation services such as safe drinking water and sewage disposal, making them more vulnerable than people in wealthier countries. Moreover, many governments lack the financial resources to provide efficient healthcare or build basic infrastructure such as hospitals and clinics for their populations. This is especially true in rural areas where there are few doctors and often only rudimentary medical facilities. Another consequence of poverty is that a lot of people have little or no access to medication. Some drugs that are widely available in developed countries are simply unaffordable in less privileged parts of the globe. And the inequality is emphasised by the tendency of global pharmaceutical companies to invest more money in research for treatments and cures of so-called 'Western' diseases, which are economically much more profitable.

Malaria is one example of a preventable disease that spreads mostly in developing countries. This disease, caused by a parasite transmitted by the bite of infected mosquitoes, kills about 800,000 people every year. According to the World Health Organization (WHO), 90% of victims live in Africa, and children under five are the most affected. Malaria can be prevented by large scale use of insecticide-treated mosquito nets. Frequent controls in areas of high transmission can also reduce the deadly impact of the disease, by detecting it early and treating it with anti- malarial medicines. But while an efficient treatment does exist, few people can afford it in the poorest countries.

In the next decades, many developing countries will also be confronted with lifestyle diseases such as lung cancer and diabetes, which so far have been considered to primarily affect Western countries. Increased urbanisation, leading to more sedentary lifestyles and a change in diet, is indeed likely to cause a rise in obesity and overweight issues, factors of diabetes. Though the number of people suffering from diabetes in Africa is relatively low today, WHO predicts that this number will have doubled by 2030. The consequences of diabetes, such as damage caused to the heart, blood vessels or the eyes, are often ignored or underestimated, but can be prevented through a healthy diet, regular physical activity and suppression of tobacco use. That’s why WHO estimates that prevention should be a top- priority in developing countries.

Ill-health reflects a country's state of poverty and has a direct impact on the society's social and economic development. Only by fighting poverty will governments and populations manage to globally improve access to treatment and efficiently deal with health challenges.

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT 3: DEVELOPMENT ISSUE**
**Lesson3: THE ARTICLE**
**Lesson type**: **Writing** *(session 1)*
**Duration:** 55 minutes
**Source/Reference**:

**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 T$^{le}$ are asked to write an article about the destruction of the world. This will help them for their next competition.

II- **Layout of Magazine Article/ Writing Strategy**

A good magazine article should have a:

- **Title / heading** (short and attractive): the title also called heading should attract the size of the readers
- **Introduction**: it state briefly what happened, where, when and how it happened.
- **Body**: it gives more details about the fact; we should have two or three paragraphs. Each paragraph should have a topic sentence. They may answer questions like who, when, what, why or how.
- **Conclusion**: it gives a personal comment about what happened. It must be short.
- **The author**: the name of the person who wrote the article. It may be after the title or at the end.

## Answer sheet:

### Activity 1:

Paragraph 1: D
Paragraph 2: C
Paragraph 3: E
Paragraph 4: A
Paragraph 5: B

### Activity 2:

1/ b
2/ **Topic sentence in paragraph 2**: 'The 21st century will probably be a difficult time.' → There will be a lot of serious problems in the 21st century. / People will have to face serious problems during the 21st century.
**Topic sentence in paragraph 3**: 'Things will start to improve from 2100.' → From 2100, the situation will get better. / Starting from 2100, things / life will get easier.
3/ **Paragraph 2**: shortage of oil and gas – difficulties in transport and industry – overpopulation: 9 billion people in 2050 – wars for water and food
**Paragraph 3**: development of solar and wind power – less pollution – space travel – life on other planets
4/ Paragraph 2 presents only negative details

**WORKSHEET: UNIT 4: DEVELOPMENT ISSUE/ LESSON 3: THE ARTICLE**

**ACTIVITY 1***:* These different parts of an article are in disorder. Reorder them in order to make a meaningful article.

***A*** *... The fate of the Kayapo people is similar to that of man y other native populations whose culture is being sacrificed in the name of development. But the modern world needs the knowledge and wisdom of indigenous peoples. These people have adapted over thousands of years to their natural environment and they have a lot to teach us today.*

***B*** *... The Brazilian government needs to realise the importance of the Kayapo's heritage. It should abandon the dam project and develop Jess damaging and sustainable energy sources. The culture of the Kayapo people is unique. Once it is gone, it is gone forever.*

***C*** *... The Kayapo people have a strong sense of identity. They have their own tribal rituals, artistic expressions, and language. The Kayapo get medicine from over 650 plants found on their territory. They live in settlements in the forest where they hunt, fish, and practise "slash and burn" farming where land is cultivated for a few years, then they move on to a new area.*

***D*** *... The land along the Xingu River and its tributaries in eastern Brazil is the ancestral home of the Kayapo people. Their territory covers over 11 million hectares of tropical rainforest and grassland. But the livelihood of this indigenous population is under serious threat. The Brazilian government has authorised the construction of a dam that will flood their homeland and force them to abandon their way of life.*

***E*** *... Today, the Kayapo are fighting for their survival. The government is planning to flood about 1,600 square kilometres of Indian land and create the largest manmade Jake in the world. If the Belo Monte project went ahead, over 3,000 Kayopo Indians would be displaced from their homes. It would also threaten the lives of people living downstream.*

**ACTIVITY 2**: Study this newspaper from FRAT-MAT and complete the different 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 3:** Here is an article. Read it and answer the questions below

**In the Year 2200**

1- I am sure that the world will be very different in the year 2200 if humans survive. Technology will solve many of our problems, and it will help improve people's lives. Unfortunately, this won't happen for a long time.

2- The 21st century will probably be a difficult time. Oil and gas will run out and this will seriously affect transport and industry. By 2050, there will be about 9 billion people on Earth. This overpopulation will have serious consequences, such as wars for water and food.

3- Things will start to improve from 2100. Solar and wind power will be the main forms of energy, so there will be less pollution. Space travel will develop, and people will start living on other planets.

4- In general, I am optimistic about the future. I believe that in 2200, there will be fewer people on Earth. They will be better educated and have better lives.

*By Enanga*

**QUESTIONS**

1- Which sentence best summarises the writer's view of the future?
   a- Life will gradually be better.
   b- Life will get worse before it gets better.
2- Which are the topic sentences in paragraphs 2 and 3? Can you rephrase them?
3- What supporting details are mentioned in each of these paragraphs?
4- Which paragraph only presents negative details?

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT 3: DEVELOPMENT ISSUE**
**Lesson3: THE ARTICLE**
**Lesson type**: **Writing** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:

**II- PROST-WRITING**

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

## *Communication activities*
## COMMUNICATION ACTIVITY

UNESCO is organizing a writing competition among teens from everywhere in the world. As a candidate to this competition, you have to write an article to be sent to the organization official e-mail.
Here is the topic: what will the world be like after the pandemic of coronavirus? Are you optimistic or pessimistic about capacity of humanity to face other pandemics?

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 3: DEVELOPMENT ISSUE**
**Lesson 4:**
**Lesson type**: **Listening**
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## I- INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead in activity:**
**Learning context:**

*During their English class, the student of T$^{le}$ A of "College " are listening to a BBC Radio Service report about the importance of washing hands in order to know more about it.*

## WHILE-LISTENING

**Listening text**

Hundreds of Kayapo Indians have been pro testing in the capital of Brazil against the construction of what will be the world's third largest hydroelectric dam. If the Belo Monte dam is built, the Kayapo's land will be flooded. The tribe's leader, Raoni, delivered a petition signed by more than half a million people to the government in Brasilia, the country's capital.

The Brazilian Energy Minister says that the dam is crucial for development and will create jobs as well as providing electricity to 23 million homes. He added that the

populations affected by the Belo Monte dam would receive financial compensation and they would be resettled.

But opponents to the project say the 6km dam will threaten the survival of a number of indigenous groups and could make up to 50,000 people homeless because 500 sq. km would be flooded.

Raoni said that the dam would destroy his people's rivers, their jungle and their way of life. Another leader warned that if the government tried to drive the tribe from their land, they would fight for their rights.

**Answer sheet:**

1- The people in the picture are Brazilian indigenous
2- People who are protesting against the construction of a dam on their land.
3- In my country, some native populations have similar problems, as they...

**Activity 2**: Answer A

**Activity 3**: 1/ dam / hydroelectric dam 2/ third largest 3/ half a million 4/ 23 million

5/ financial 6/ 50,000 7/ 500 8/ fight

**Activity 1**: Look at the photo and read the caption.

1- Who are these people?
2- Why are they protesting?
3- Are there similar problems in your country?

**Activity 2**: Listen to a news report. Choose the best summary.

A- The rights of indigenous people are sacrificed in the name of development.
B- A new dam in the Amazon will create jobs and prosperity.
C- Brazil plans to build world's third largest dam.

**Activity 3**: Listen again and complete the sentences.

1- The Kayapo Indians are protesting against the construction of a----------
2- If it is built, it will be the ---------- in the world.
3- Over ----------people have signed a petition against the project.
4- The dam is expected to provide electricity for ----------homes.
5- The evicted Indians will receive---------- compensation.
6- As many as ----------people could be made homeless.
7- If the project is completed ---------- square hectares of land will be flooded.
**8-** The Indians say they will ----------for their rights.

**POST-LISTENING**

**Discussion:** Discuss these questions.

1- Do you know anyone with a disability? How do they cape?
2- Which do you think is the worst form of disability? Why?
3- What facilities are there in your country for people with disabilities?

# UNIT 4:

# WHAT THE FUTURE HOLDS?

CE ANGLAIS

**Name of School**: / **Date**:……..……...
**Class**:….. **T**[le] …… ; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 4: WHAT THE FUTURE HOLDS?**
**Lesson 1: Climate Change**
**Lesson type**: **Speaking**
***Session***:
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

| TEACHING POINTS | | |
|---|---|---|
| **VOCABULARY** | **Language Function** | **STRUCTURES** |
| Climate change- Poaching -Endangered species-Starvation - Food security-Drought | Future simple and be going to | Etienne is **going to** buy a 3D printer |

## INTRODUCTORY PHASE (5 min)

**Warm up:** *(1min)*
**Lead-in activity:** *(2 min)*
**Learning context** *(3 min)*
The students of Terminale of College visit the stands of "Le Salon de l'Agriculture" flyers are distributed to them about the event. They discuss the issue at the next meeting of their English Club.

## INPUT PHASE (15 min)

**A/ VOCABULARY**:

**Poaching:** the illegal killing of protected animals

**Endangered species:** a group of plants or animals living killed every time
e.g: species of Lions, species of acajou

**Starvation:** a severe lack of nutrition
E.g:

**Food security:** the fact to have enough food
**e.g**:
**Climate change**: change in the Earth's climatic system
**Drought**: dryness, lack of rain and water
Example: *Farmers are the most affected by the drought in January*

**B/ LANGUAGE FUNCTION**: **Future simple and be going to**

a- We use **wil1** to talk about **predictions** or **general facts about the future**.
b- We use **going to** for future **plans** and **intentions**.
**c-** We use **going to** for **predictions based on evidence**

Example: Etienne is **going to** buy a 3D printer. (It's his intention; his plan)
**Activity 1**: 1/war- 2/poaching -3/endangered species- 4/food security -5/ starvation -6/drought- 7/climate change
**Activity 2:** 1/'s going to -2/ will - 3/ will - 4/ 'm going to - 5/ will

**Activity 1**: Complete each sentence with one of the following words in the box below.

| |
|---|
| Climate change — Poaching — Endangered species — Starvation — Food security –Drought- War |

1- The first ever biggest ---------- in the world started in 1914 and ended in 1918.
2- ---------- is the illegal chasing and killing of animals in great number to commercialize. It is a forbidden practice.
3- Animals and plants that are overkilled or overused are menaced to disappear. They are ----------
4- If natural resources are overused, ---------- all over the world cannot be guaranteed.
5- In war zones, people die as much under bullets as from ----------
6- If it stops raining over a long period, there will be ----------.
7- The disorders in the average weather conditions (temperature, rainfall, air pressure, etc.) are the consequences of the ----------.

**Activity 2: Choose the correct words.**

1- It **will /'s going to** rain. Look at those black clouds.
2- Doctors **will / are going to** use 3D printers to make bones.
3- Do you think time travel **will / is going to** become a reality one day?
4- I **will / 'm going to** watch a documentary on carbon trapping tonight.
5- Doctors **will / are going to** find a cure for cancer one day.

**Communication activity**

A challenge has been recently launched on social media by a group of students at Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. The challenge consists in making a shirt video and tell which scientific or technological innovation you are really impressed by. Go on, take the plunge and make your video and post it on your favourite social media.

---

**Activity 1**: Complete each sentence with one of the following words in the box below.

| |
|---|
| Climate change — Poaching — Endangered species — Starvation — Food security –Drought- War |

1- The first ever biggest ---------- in the world started in 1914 and ended in 1918.
2- ---------- is the illegal chasing and killing of animals in great number to commercialize. It is a forbidden practice.
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**Name of School**: / **Date**:……..……...
**Class**:T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 4: WHAT THE FUTURE HOLDS?**
**Lesson 2:**
**Lesson type**: **Reading** *(session 1)*
**Duration:** 45 minutes
**Source/Reference**:

## INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead-in activity/ Brainstorming:**
**Learning context**: Some students of Tle of College took part in a conference organised by Amnesty International at "Place de l'Indépendance" of the town where they read a passage about baby naming ceremonies in Africa. Back to school they make the report to the other students of the class.

## Lesson content:

| VOCABULARY | LANGUAGE FUNCTION | STRUCTURES |
|---|---|---|
| Ability- test- anger- diseases-deadly- gender | Verb pattern | *They keep fighting. I want to come. She stopped to talk to me.* |

## VOCABULARY

**Ability**: capacity to do something
**Test:** an evaluation
**Anger**: strong desire for food, lack of food
**Disease**: an illness, a malady
**Deadly**: mortal, fatal
*Example: Covid-19 is a **deadly** virus*
**Gender**: masculinity and feminity

## Language function: verb pattern

- Some verbs are followed by *-ing* and some are followed by the infinitive (to+ V ):

*Example: They keep fighting. I want to come.*

- Some verbs can be followed by *-ing* or the infinitive with a difference in meaning: Stop talking!

Example: *She stopped to talk to me.*

**List of verbs followed by a gerund**

Enjoy, practise, hates, like, need, miss, love,

**List of verbs followed by either a gerund or infinitive**

Forget, remember, regret, stop, try

**List of verbs followed by an infinitive**

Agree, arrange, ask, care, choose, continue, decide, deserve, fail, forget, hate, hope, learn, like,

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

**Activity 2**: **Verbs followed by a gerund**: imagine – can't help – finish – consider – avoid – can't stand –feel like – practise – (don't) mind

**Verbs followed by an infinitive**: decide – need – hope – agree – pretend – arrange – manage – promise – expect – seem – refuse

**Activity 3**: 1/ to ban 2/ making 3/ to control 4/ to do 5/ hearing 6/ to pay 7/ to clone 8/ doing 9/ to create 10/ thinking 11/ to have

# WORKSHEET

**Activity 1**: Match the words in column A to their antonyms in column B

| | |
|---|---|
| 1- Ability | a- strong desire for food, lack of food |
| 2- Test | b- an illness, a malady |
| 3- Anger | c- an evaluation |
| 4- Disease | **d-** capacity to do something |
| 5- Deadly | e- masculinity and feminity |
| **6-** Gender | f- mortal, fatal |

Answer: 1------, 2----------, 3----------, 4----------, 5----------, 6----------

**Activity 2**: Put the verbs in bold in the situations into two groups.
Then add the verbs from the box to the groups. Check your answers in a dictionary.

agree - arrange -avoid -can't stand -can't help - consider -expect- feel like -finish -manage seem practise -pretend - promise - refuse -(don't) mind

| Verbs follow by gerund (V+ing) | Verbs followed by infinitive (to +Verb) |
|---|---|
| | |

**<u>ACTIVITY 3</u>**: Complete the text with the correct form of the verbs in brackets.

I don't understand why people want (1) ---------- (ban) genetic selection. I think its pointless (2) ---------- (make) laws against new techniques. It's impossible (3) ---------- (control) research everywhere in the world. Someone somewhere will try (4) --------- (do) it? I remember (5) ---------- (hear) about Dolly, the first cloned sheep. People were horrified. These days, if you can afford (6) ---------- (pay) $50,000 you can get your pet cloned. Personally, I wouldn't like (7) ---------- (clone) my dog, but that's no reason to stop (8) ----------(do) it. People say it would be dangerous (9) ---------- (create) human clones. I can't help (10) ---------- (think) that it would be fun (11) (have) a clone.

**Name of School**: / **Date**:……..……...
**Class**: T[le] A/ D; **Number of Students**:……..; **Girls**:……..…; **Boys**:……
**Contact Days:**
**UNIT 4: WHAT THE FUTURE HOLDS?**
**Lesson2:**
**Lesson type**: **Reading** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:

**Activity 1: Read the text and find out its general idea. Choose the best option below A, B or C**

The text is about a scientific innovation which permits parents to choose:

A- their babies' names before their birth
B- **what their babies will look like**
C- when their babies' birthdate

**Activity 2 (Vocabulary):** *Find from the text, the words which definitions or synonyms are given below*

| | | |
|---|---|---|
| 1- Would-be<br>A- Present<br>B- Past<br>C- **Future** | 2- Features<br>A- Fixtures<br>B- **Characteristics**<br>C- Characters | 3- Gender<br>A- **Sex**<br>B- Body<br>C- Beauty |
| 4- Banned<br>A- **Forbidden**<br>B- Promoted<br>C- Paid | 5- So-called<br>A- Recalled<br>B- **Alleged**<br>C- Reminded | 6- A matter of<br>A- A mutter of<br>B- **A question of**<br>C- An idea of |

**Activity 4:** Read the text and say if the statements below are true or false

| | |
|---|---|
| 1- Louise Brown is the founder of the designer baby clinic. | FALSE |
| 2- Nowadays parents can define the sex of their babies. | TRUE |
| 3- The gender-selection service is free in the US. | FALSE |
| 4- Gender-selection is illegal in some countries of Europe. | TRUE |
| 5- It is now possible to choose your baby's height, IQ and personality. | **FALSE** |

## Communication activity

Your partner is from Uganda. During a conversation about your future together, he/ she said that he/ she would like you to resort to gender-selection to be offered the opportunity to choose the sex of your future baby after your marriage. Send him/ her your answer and say what you think of gender-selection.

## WORSHEET FOR STUDENTS/ UNIT 4/ LESSON2: READING

**Activity 1: Read the text and find out its general idea. Choose the best option below A, B or C**

The text is about a scientific innovation which permits parents to choose:

A- their babies' names before their birth
B- what their babies will look like
C- when their babies' birthdate

**Activity 2 (Vocabulary):** *Find from the text, the words which definitions or synonyms are given below*

| | | |
|---|---|---|
| 1- Would-be<br>A- Present<br>B- Past<br>C- Future | 2- Features<br>A- Fixtures<br>B- Characteristics<br>C- Characters | 3- Gender<br>A- Sex<br>**B-** Body<br>**C-** Beauty |
| 4- Banned<br>A- Forbidden<br>B- Promoted<br>C- Paid | 5- So-called<br>A- Recalled<br>B- Alleged<br>C- Reminded | 6- A matter of<br>A- A mutter of<br>B- A question of<br>C- An idea of |

**Activity 4:** Read the text and say if the statements below are true or false

| | |
|---|---|
| 1- Louise Brown is the founder of the designer baby clinic. | |
| 2- Nowadays parents can define the sex of their babies. | |
| 3- The gender-selection service is free in the US. | |
| 4- Gender-selection is illegal in some countries of Europe. | |
| 5- It is now possible to choose your baby's height, IQ and personality. | |

## Communication activity

Your partner is from Uganda. During a conversation about your future together, he/ she said that he/ she would like you to resort to gender-selection to be offered the opportunity to choose the sex of your future baby after your marriage. Send him/ her your answer and say what you think of gender-selection.

TEXT: **Baby building**

*Want a pole-skinned, blue-eyed daughter; or a son with dark hair and brown eyes; or how about twins? This is the ultimate shopping experience: designing your baby.*

A Los Angeles fertility clinic shocked the medical world by offering would-be parents the opportunity of choosing features like hair and eye colour of their future babies. The announcement caused public outrage and the clinic stopped offering the service, but for how long? Now parents know that the technology is available, it may be too late to go back.

Genetic technology has progressed in leaps and bounds since the birth in Britain in 1978 of Louise Brown, the first ever 'test-tube' baby. Geneticists have now identified the genes that are responsible for about sixty lethal diseases and they are able to screen embryos for inherited diseases. Doctors can identify genetic anomalies on an embryo's chromosomes and select only the healthy ones. This technique has allowed thousands of parents who carry genetic disorders to have healthy children.

Until recently, parents couldn't choose the gender of their babies. They can now. Many US clinics already offer the service to perfectly healthy couples who just want to choose the sex of their child, and who can afford to pay up to $20,000. Banned in Britain and most European countries, gender-selection is legal in the US where more and more couples desire a so-called 'balanced frankly,' with an equal number of sons and daughters.

Thanks to genetic selection, designer babies are no longer the stuff of science-fiction. Geneticists
haven't identified the genes responsible for all our physical and mental attributes yet, but things are moving fast. Within a decade or two it may be possible to screen kids for a whole range of things, such as height, build, or even their IQ, musical talents and personality. So far, it is only possible to select genes that are already in the future parents' DNA. If neither parent has the genes for, say, green eyes, it' s impossible for their child to have green eyes. But how long will that last? Scientists can already manipulate the genes of animals. They can clone dogs and cats. It is only a matter of time before someone tries to do the same with humans.

Dr Steinberg of the Los Angeles clinic believes that if the science is available, there's no reason not to use it. But not everyone agrees. The idea of babies becoming items that you buy off the shelf is horrifying. Do we have a right to interfere with a future child's personality and appearance? Genetic selection could lead to new forms of discrimination. Will kids born with socially undesirable traits feel like 'second-class' citizens? How will sex-selection affect the gender balance in societies that value boys more than girls? Whatever our views on designer babies, the technology is here and there's no going back. Laws against baby building could slow things clown, but sooner or later someone will do it.

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT 4: WHAT THE FUTURE HOLDS?**
**Lesson3: A for and against essay**
**Lesson type**: **Writing** *(session 1)*
**Duration:** 55 minutes
**Source/Reference**:

**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 T$^{le}$ are asked to write an essay about the advantages of living in a city.

**Layout of for and against essay/ Writing Strategy**: Paragraph linkers

- **Presenting one side of an argument**:

Firstly, let's look at ... On the one hand. .. I' d like to start by ... One argument in favour of. In addition...

- **Presenting the other side of the argument**:

On the other hand ... Another argument/ problem ... However ... Furthermore...

- **Concluding:** To sum up ... In conclusion ... On balance ... In my view / opinion ... Despite...

***Answer sheet:***

**Activity 1:**

***Paragraph 1***: *'Many young people...' to 'a small village.'*
***Paragraph 2***: *'Firstly...' to 'cultural centres.'*
***Paragraph 3:*** *'Another major advantage...' to 'in rural areas.'*
***Paragraph 4***: *'On the other hand...' to 'no relatives there.'*
***Paragraph 5:*** *'In conclusion...' to the end.*

The following words and phrases helped to find the paragraph divisions: 'Firstly', 'Another major advantage', 'On the other hand' and 'In conclusion'.

**Activity 2:**

***Advantages of city life:*** opportunities for going out – access to education – work opportunities – quality healthcare
***Disadvantages of city life:*** amount of traffic – unhealthy air pollution – loneliness

**Activity 1:** Read the essay and find the paragraph divisions. There are five paragraphs. Which words / phrases helped you to decide?

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**Activity 2***:* Read the essay again. Copy and complete the table.

| *Advantages of the city life* | *disadvantages of the city life* |
|---|---|
| - *People from different backgrounds* | - *High crime rate* |

**ACTIVITY 3***:* Discuss the advantages and disadvantages of living in a big city.

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**Activity 1:** Read the essay and find the paragraph divisions. There are five paragraphs. Which words / phrases helped you to decide?

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| *Advantages of the city life* | *disadvantages of the city life* |
|---|---|
| - *People from different backgrounds* | - *High crime rate* |

**ACTIVITY 3***:* Discuss the advantages and disadvantages of living in a big city.

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**Text modal:**

*Life in a bi g city is better for young people than the traditional rural lifestyle. Discuss.*

*Many young people are choosing to leave their rural homes and move to big cities. They are attracted by the fast pace of city life which contrasts sharply with life in the country. However, there are both advantages and disadvantages of living in a big city as opposed to a small village. Firstly, let's look at some advantages of city life.*

*Most big cities are multicultural so you can meet people from different backgrounds. This broadens horizons and opens you mind to new and different ideas. In addition, cities offer plenty of opportunities for going out as there are sports centres, theatres, clubs and cultural centres. Another major advantage is access to education as the best high schools and universities are in the city. And of course, there are more work opportunities because of the large number of businesses. Another argument is that the main hospitals are in the city so you have access to quality healthcare, which is often poor in rural areas.*

*On the other hand, there are disadvantages of living in the city. Firstly, crime is prevalent and you have to be careful not to become a victim of pickpockets or drug dealers. Another problem is the huge amount of traffic, which is noisy, dangerous and causes unhealthy air pollution. The city can also be a very lonely place if you do not know anyone and you have no relatives there. In conclusion, despite a number of disadvantages, it is clear that city life offers many benefits for young people.*

*In my view, for people who are ambitious and want to get on in life, or aspire to a modern lifestyle, the city is the better place to live.*

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**Text modal:**

*Life in a bi g city is better for young people than the traditional rural lifestyle. Discuss.*

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*Most big cities are multicultural so you can meet people from different backgrounds. This broadens horizons and opens you mind to new and different ideas. In addition, cities offer plenty of opportunities for going out as there are sports centres, theatres, clubs and cultural centres. Another major advantage is access to education as the best high schools and universities are in the city. And of course, there are more work opportunities because of the large number of businesses. Another argument is that the main hospitals are in the city so you have access to quality healthcare, which is often poor in rural areas.*

*On the other hand, there are disadvantages of living in the city. Firstly, crime is prevalent and you have to be careful not to become a victim of pickpockets or drug dealers. Another problem is the huge amount of traffic, which is noisy, dangerous and causes unhealthy air pollution. The city can also be a very lonely place if you do not know anyone and you have no relatives there. In conclusion, despite a number of disadvantages, it is clear that city life offers many benefits for young people.*

*In my view, for people who are ambitious and want to get on in life, or aspire to a modern lifestyle, the city is the better place to live.*

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT 4: WHAT THE FUTURE HOLDS?**
**Lesson3: for and against essay**
**Lesson type**: **Writing** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:

**PROST-WRITING**

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

## *Communication activities:* writing task

High-rise buildings are a better form of housing in big cities thon individual houses. Discuss.

1- Brainstorm arguments for and against high-rise buildings.
2- Make notes in a table.

**Paragraph 1**: Introduction
**Paragraph 2**: Points in favor
**Paragraph 3**: Additional points in favor
**Paragraph 4**: Points against
**Paragraph 5**: Conclusion: sum up and give your opinion

Write your essay in 250 to 300 words following the paragraph plan. Use paragraph linkers.

### Example of writing

More and more people today are choosing to live in big cities rather than rural areas. In some cities, the only form of housing available is high-rise buildings, while in others people can also live in individual houses. As urbanisation increases, the number of high-rise buildings is also increasing very rapidly. We will see that there are both advantages and disadvantages of living in that kind of building.

First, let's have a look at some advantages of high rise buildings. These buildings can offer housing to a very important number of people while taking up less space. Consequently, the density of population can be increased in the city. This is an essential point as urban growth constantly reduces the amount of space available in big cities.

Another major argument is that the system of services and infrastructure can be more rational and efficient in neighbourhoods with many high-rise buildings. Services such as sewage treatment, refuse collection or electricity can be more easily put in common.

However, there are also disadvantages of living in high-rise buildings. They tend to be overcrowded and noisy. People who are used to living in rural areas might suffer from the extreme proximity with the neighbours and the lack of privacy. Also, people can't have their own garden, which is possible with individual houses.

To conclude, in spite of several disadvantages, it appears that in big cities, high-rise buildings are a better form of housing than individual houses. In my opinion, high-rise buildings are more adapted to city life. They make it easier for the authorities to answer the needs of the populations and face the challenges brought by the rapid increase of urban growth.

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 4: WHAT THE FUTURE HOLDS?**
**Lesson 4:**
**Lesson type**: **Listening**
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

**INTRODUCTORY PHASE (5 min)**

**Warm up:**
**Lead in activity:**
**Learning context:**

The students of T$^{le}$ of Collège are listening a radio tape about "the future". After listening, they share experience to their classmates.

**WHILE-LISTENING (15 min)**

**LISTENING FOR COMPREHENSION TEXT**

1- Padma is from **India** .For Padma, the most serious problem will be **overpopulation** in her country there are 1.26 billion people today and the number will be **1.40** in 2020. This will cause unemployment and **poverty**

2- John is from **Bamako/ Mali**. For John, the most serious problem will be **lack of water**. This is already a problem in his country and it will get worse with **climate change** If there isn't enough water, crops won't grow. This might cause **famine**.

3- Lucas is from **Sao Paulo/ Brazil**. For Lucas, the most serious problem might be the **energy crisis** when fossil fuels run out. But he is confident that **alternative energy** sources will replace it and this will stop **climate change**.

**Answer sheet**

**Activity 1**: Pessimistic 2- pessimistic 3- optimistic
**Activity 2:**

1- India overpopulation 1.40 poverty
2- Bamako/ Mali lack of water climate change famine
3- Sao Paulo/ Brazil energy crisis alternative energy climate change

**Class debate:** Read the texts again. Which speaker do you agree / disagree with? Tell the class.

## WORKSHEET/ UNIT 4: WHAT THE FUTURE HOLDS?/ LESSON4: LISTENING

**Activity 1**: Listen to your teacher about three people from different countries talking about the future. Who is optimistic (o) and who is pessimistic (p) about the future?

1-Padma: ---------- 2- John: ---------- 3- Lucas: ----------

**Activity 2**: listen again to your teacher and complete the texts for each speaker.

1- Padma is from---------- .For Padma, the most serious problem will be ----------in her country there are 1.26 billion people today and the number will be ----------in 2020. This will cause unemployment and ----------

2- John is from ----------. For John, the most serious problem will be ----------. This is already a problem in his country and it will get worse with---------- If there isn't enough water, crops won't grow. This might cause ----------

3- Lucas is from----------. For Lucas, the most serious problem might be the---------- when fossil fuels run out. But he is confident that ---------- sources will replace it and this will stop----------

**Class debate:** Read the texts again. Which speaker do you agree / disagree with? Tell the class.

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## WORKSHEET/ UNIT 4: WHAT THE FUTURE HOLDS?/ / LESSON4: LISTENING

**Activity 1**: Listen to your teacher about three people from different countries talking about the future. Who is optimistic (o) and who is pessimistic (p) about the future?

1-Padma: ---------- 2- John: ---------- 3- Lucas: ----------

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1- Padma is from---------- .For Padma, the most serious problem will be ----------in her country there are 1.26 billion people today and the number will be ----------in 2020. This will cause unemployment and ----------

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3- Lucas is from----------. For Lucas, the most serious problem might be the---------- when fossil fuels run out. But he is confident that ---------- sources will replace it and this will stop----------

**Class debate:** Read the texts again. Which speaker do you agree / disagree with? Tell the class.

# UNIT 5:

# MANAGING RESOURCES

CE ANGLAIS

**Name of School**: / **Date**:……..……...
**Class**:….. **T**[le] …… ; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 5: MANAGING RESOURCES**
**Lesson 1:**
**Lesson type**: **Speaking**
***Session***:
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

| TEACHING POINTS | | |
|---|---|---|
| **VOCABULARY** | **Language Function** | **STRUCTURES** |
| Prefixes: mono, bio, multi | The conditional | If I **had** money, I **would develop** my country.<br>I he **had come** on time, he **would have reached** the train. |

**INTRODUCTORY PHASE (5 min)**

**Warm up:** *(1min)*
**Lead-in activity:** *(2 min)*
**Learning context** *(3 min)*
*The students of Terminale A of College are exchanging information on the economy of African countries in order to raise their awareness on opportunities and challenges in economy and business and discuss the issue.*

**INPUT PHASE (15 min)**

**A/ VOCABULARY**: prefixes mono, bio, multi

- **Mono**: one, single

Example: *monopoly, monotonous, monoculture*

- **Multi**: the condition of being various, numerous, not single, not one

Example: *multimedia, multicultural, multipartism,*

- **Bio**: natural, the living organism

Example: *biology, biochemist, biomass*

**B/ LANGUAGE FUNCTION**: **expressing conditional**

a- We use **the first conditional**: (**if+ present simple, will / won't + verb**) for things that are possible or likely to happen.

Example: If the government **sells** the land to foreign companies, they **will plant** monocultures for export.

b- We use **the second conditional**: (**if+ past simple, would /wouldn't + verb**) for things that are imaginary or unlikely to happen.

Example: If we **had** enough money, we **would buy** the land and farm it ourselves.

c- We use **the third conditional**: **(if+ past perfect, would / wouldn't have+ past participle**) for imaginary things that didn't happen in the past.

Example: If we **had been evicted** from our land, we **would have been forced** to move to the city

**Notice:** We can use can, may, might, could and should instead of will and would in conditional sentences.

**For example**: **If** they **use** fertilisers, they **can increase** crop yields.

We sometimes used 'mixed conditionals' to link a past event with something in the present or future. We usually mix 2nd and 3rd conditionals.

**For example**: If I **had studied** agronomy, **I'd apply** for that job on a plantation. If **I had passed** my test, I **would buy** a car.

## ACTIVATION / PRACTICE PHASE (10 min) *(Worksheet)+ (4 min fb)*

**Activity 1**: Complete the words with the prefixes: **bio-, mono- or multi-**

1- New York is a----**multicultural** ----------huge city (culture)
2- He is studying----------**biochemistry**----------at university (chemist)
3- The -------**biomass**--------is all the organic matter such as plants and trees (mass)
4- TV, radio and the Internet are modern forms of ---------**multimedia**-------(media)
5- They produce sugar cane which is transformed into-------**biofuel**----------(fuel)

**Activity 2:** Complete the sentences with the correct verb forms.

1- If you ---**boil**---- (boil) water, you kill most of the germs.
2- He ---**will sell**-----(sell) his land if they offer him a good price.
3- How would you make a living if you (have) ---------**had**---- a farm?
4- If I were you, I ----**would grow**------- (grow) some crops for food.
5- If he -----**had not used**----------(not use) pesticides, insects would have eaten all his crop.
6- If you don't use fertilisers, you ---**won't get**---------(not get) a good crop yield.

### Communication activity

A group of Nigerian businessmen is carrying out prospective study in order to set up their business in your village. In front of them, the Youth Association of the village of which you are the leader, present to them the benefits and advantages you expect your community to have in return.

1- Give the good aspects of setting a business in a village
2- Provide some drawbacks about it

### Note –taking (7 min)

## UNIT 5: MANAGING RESOURCES/ ACTIVATION / PRACTICE PHASE/ Tle

**Activity 1**: Complete the words with the prefixes: **bio-, mono- or multi-**

1- New York is a----------huge city (culture)
2- He is studying----------at university (chemist)
3- The ----------is all the organic matter such as plants and trees (mass)
4- TV, radio and the Internet are modern forms of ----------(media)
5- They produce sugar cane which is transformed into----------(fuel)

**Activity 2:** Complete the sentences with the correct verb forms.

1- If you ---------- (boil) water, you kill most of the germs.
2- He ----------(sell) his land if they offer him a good price.
3- How would you make a living if you (have) ---------- a farm?
4- If I were you, I ---------- (grow) some crops for food.
5- If he ----------(not use) pesticides, insects would have eaten all his crop.
**6-** If you don't use fertilisers, you ----------(not get) a good crop yield.

**Communication activity**

A group of Nigerian businessmen is carrying out prospective study in order to set up their business in your village. In front of them, the Youth Association of the village of which you are the leader, present to them the benefits and advantages you expect your community to have in return.

1- Give the good aspects of setting a business in a village
2- Provide some drawbacks about it

---


## UNIT 5: MANAGING RESOURCES/ ACTIVATION / PRACTICE PHASE/ Tle

**Activity 1**: Complete the words with the prefixes: **bio-, mono- or multi-**

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1- Give the good aspects of setting a business in a village
2- Provide some drawbacks about it

**Name of School**: / **Date**:……..……...
**Class**:T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 5: MANAGING RESOURCES**
**Lesson 2:**
**Lesson type**: **Reading** *(session 1)*
**Duration:** 45 minutes
**Teaching Materials:** *picture, worksheet, board*

## INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead-in activity/ Brainstorming:**

Look at the picture and the graph.

1- What is land grabbing?
2- What does the graph show?
3- Which continent is the main target of land grabbers?

**Learning context**:
*The students of Terminale A of College read an article on the economy of African countries written by a specialist of the African Development Bank in order to raise their awareness on opportunities and challenges in economy and business and discuss the issue.*

## WHILE-READING (15 min)

**Activity 1.** The text addresses the issue of:

**A- Land grabbing and its impact on local populations**

**Activity 2.**

| Words or expressions from The text | Suggested synonyms or Definitions | Answer |
|---|---|---|
| 1- land | A- Resources | 1-d |
| 2- food scarcity | B- Questions, topics | 2-c |
| 3- grabbing | C- Famine | 3-e |
| 4- means | D- Ground, soil | 4-a |
| 5- issues | E- Seizing suddenly and violently | 5-b |

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

**1-** The economic crisis of 2008
**2-** Evicting and forcing farmers and families off their own land
**3-** If the food crops were used to feed local populations
**4-** In October 2014, the Africa Conference on Land Grabs was organised in South Africa

## WORKSHEET: UNIT 5: MANAGING RESOURCES/ READING

**Activity 1. Read the text and find out its general idea. Choose the best option below A, B or C**

The text addresses the issue of:

- **A-** Land grabbing and its impact on local populations
- **B-** Conflicts created by land grabbing
- **C-** Agriculture on grabbed lands

**Activity 2.** Match the words from the text in Column A to their synonyms or definitions in Column B

| WORDS OR EXPRESSIONS FROM THE TEXT | SUGGESTED SYNONYMS OR DEFINITIONS |
|---|---|
| 1- land | A- Resources |
| 2- food scarcity | B- Questions, topics |
| 3- grabbing | C- Famine |
| 4- means | D- Ground, soil |
| 5- issues | E- Seizing suddenly and violently |

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

1- What is the cause of land grabbing?
2- What does grabbing mean?
3- How could land grabbing help reduce famine and poverty?
4- When and where did the first Africa Conference on Land Grabs take place?

# UNIT 5: MANAGING RESOURCES

## TEXT: Who benefits the most from land grabbing?

*(Text from Far Ahead Tle, p56)*

*Over the past few years, multinational companies, as well as some foreign governments, have been investing in land in over 60 countries, mostly in Africa and South America. Companies acquire land because there is money to be made, while governments see it as a way to ensure food security for their populations.*

The economic crisis of 2008 certainly accelerated the process. If the crisis had not been so severe, the land rush might not have appeared so urgent for countries. The recession reinforced the fear of food scarcity and an increase in food prices; as a result, many investors saw land grabbing as the ideal way to make huge profits. In

Africa, for example, more than 30 million hectares have been 'grabbed' during the past 5 years - about 4 million in Sudan alone. The land is used to grow large monocultures of palm oil or food crops such as corn and rice, while sugar cane is grown for biofuel, in particular in Mozambique and Tanzania. These crops are exported to meet the needs of Asian, Middle Eastern and Western markets.

How does land grabbing affect local populations? Many investors claim that land grabbing brings new opportunities and economic development to rural communities, and therefore can help reduce food insecurity and poverty. Some investors may be well- intentioned, but so far land grabs have mainly had a disastrous impact on local populations.

Grabbing means evicting farmers and families, forcing them off their own land. In most cases, the farmers are left with no means of subsistence, no jobs, no food. Even when food is being produced on the land that used to belong to them, they do not benefit from it. Land grabbing could only help reduce hunger and poverty if part of the food crops were used to feed local populations, but this is not the case today. What can local populations do? How should they react? Defending their land is all the more difficult since the dispossession is generally carried out without prior notice, without consulting the communities or asking for their consent. Farmers' organisations, human rights groups and social movements are mobilising worldwide, looking for ways to obtain more transparency and to support family farming. In October 2014, for example, the first Africa Conference on Land Grabs was organised in South Africa to address these issues. If local populations come together and make themselves heard, they might be able to limit the negative impact of land grabbing and recover food sovereignty. But there is still a long way to go before investors and local communities can become partners and cease to be opponents. Promoting agricultural development and addressing the world's food security problems require investing in farmers, not in farmland.

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 5: MANAGING RESOURCES**
**Lesson2:**
**Lesson type**: **Reading** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## I- INTRODUCTORY PHASE (5 min)

**Warm up:**
**Review:**

## II- POST-READING (min)

**COMMUNICATION ACTIVITY**

Tshabalala is a South African businessman who wants to buy a land in your village to set up his business. But he really fears land-related conflicts which are commonplace in Côte d'Ivoire. Then he would like to know more about these conflicts in order to be well-prepared to face possible problems. In a WhatsApp message,

1- Explain the problem by pointing out the causes
2- Say the consequences.

**Note –taking (10 min)**

**Class**: T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT5: MANAGING RESOURCES**
**Lesson3: THE TALK**
**Lesson type**: **Writing** *(session 1)*
**Duration:** 55 minutes
**Source/Reference**:

**PRE-WRITING**

**Warm up:** *(1 min)*
**Lead in activity**
**Learning context:**
*For the conference that will take place in your school, the chairman of the English club of "College " asked the students of Tle to make a talk about our to develop the country economically. You and your classmates do it and share experiences.*

**Writing strategy:**

The structure of a talk is similar to an essay:

- ***An introduction;***
- ***A body;***
- ***A conclusion.***

In the introduction, give an overview of what you will talk about. Then write your talk in paragraphs.
Here are some expressions for introducing different parts:

***• I'm going to talk about...***
***The first point/ area.***
***I would like to discuss.***
***I shall begin by looking at....***
***• Now, I'd like to turn to / focus on...***
***• My last point is...***
***To sum up / summarise...***
***To conclude / in conclusion...***

**Answer sheet**

**Activity 1:**

**1-** The topic of the talk is handwashing.
**2-** a/ paragraph 2
b/ paragraph 4
c/ paragraph 5
d/ paragraph 3

## MODEL TEXT: A TALK

Good morning. Today, I'm going to talk to you about handwashing. I shall start by explaining why it is extremely important to wash your hands. Then I'll present some simple guidelines about when you should wash them. And finally, I'll describe how to wash your hands properly.

I shall begin by looking at the causes of diarrhoeal diseases. These are common causes of illness and death, particularly among children. However, most of these cases could be prevented if people washed their hands properly.

The reason is because human faeces are the main source of diarrhoeal germs which cause diseases like typhoid, cholera, and other gastro-enteric or respiratory infections. Our faeces are full of germs. Imagine. One gram of human faeces can contain one million bacteria and 10 million viruses!

Now, I'd like to focus on when you should wash your hands. Obviously, it is absolutely essential to wash them after you have been to the toilet. If you don't do so, you are likely to contaminate everything you touch. For example, if you put your finger in your mouth, you contaminate yourself. If you touch food, you can contaminate someone else who eats the food. As a general rule, you should always wash your hands before preparing food, whether you have been to the toilet or not.

My last point is how to wash your hands properly. The aim of washing your hands is to kill the germs. To do this you must use soap and water. You must make sure that you wash every part of each hand, including the backs.

To conclude, by washing your hands regularly and thoroughly, you can save lives. It is the simplest, cheapest and most effective form of preventive medicine. I hope I have convinced you to adopt this habit. Thank you.

**<u>Activity 1</u>: Read the following talk above and answer the following questions below.**

1- What is the topic? ----------

2- Which paragraphs:

a- Explain the importance of handwashing? ----------

b- Describe how to wash your hands properly? ----------

c- Sum up? ----------

d- Explain when to wash your hands? ----------

**<u>Activity 2</u>: COMMUNICATION**

Prepare a talk on the following topic: the importance of drinking clean purified water
Follow the model text and to it. Use expressions there to write your talk in 250 to 300 words.
The best talk will be published and rewarded by the director of your school.

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 5: MANAGING RESOURCES**
**Lesson 4:**
**Lesson type**: **Listening**
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead in activity:**
**Learning context:**

*During their English class, the student of T$^{le}$ A of "College " are listening to a BBC Radio Service report about the importance of washing hands in order to know more about it.*

## INPUTS PHASE

**A/ VOCABULARY: adjectives**

- ***Short adjectives:*** *far, good, slow, bad, long, old, rich, fat, dirty, few, clean…*
- ***Long adjectives:*** *expensive, beautiful, creative, wonderful, frequent, marvellous…*

**B/ LANGUAGE FUNCTION: Using double comparative to show change**

***Examples*:**

a- Deaths in the mine are **more and more** frequent.
b- Miners have to go **further and further** underground.
c- After 500 years of mining, there is **less and less** silver to be found.
d- There are **fewer and fewer** jobs now that the mine has closed.
e- The exercises are getting **harder and harder**.

## Answer sheet of the activities

**Activity 1: Complete the sentences with double comparative forms with the words in brackets.**

1/ fewer and fewer – less and less
2/ lower and lower
3/ later and later
4/ less and less – longer and longer

**Activity 2: Listen to a talk on how to prevent diarrhoea-related diseases. Then, complete the summary.**

Handwashing with **soap** is the best way to keep yourself **healthy** and also prevent the transmission of **diseases** to others. The source of diarrhoeal **infections** and many respiratory infections is **human** faeces. That is why it is essential to **wash** your hands properly after using the **toilet**. Research shows that handwashing can save more lives than **vaccines** or medicines.

**Activity 3: COMMUNICATION ACTIVITY**

Listen to the talk again. What method is the talk promoting? What are the other methods to prevent diseases that you know?

## UNIT 5: MANAGING RESOURCES/ LESSON 4: LISTENING/ WORKSHEET

**Activity 1: Complete the sentences with double comparative forms. Use the words in brackets.**

a- People live---------- here because there is ----------employment. (few; less)
b- The birth rate is getting----------. (low)
c- The teacher will be angry. You arrive ----------at school. (late)
d- I have---------- time with my family because I work ----------hours. (less; long)

**Activity 2: Listen to a talk on how to prevent diarrhoea-related diseases. Then, complete the summary.**

Handwashing with (1)---------- is the best way to keep yourself (2)---------- and also prevent the transmission of (3)---------- to others. The source of diarrhoeal (4) ----------and many respiratory infections is (5) ----------faces. That is why it is essential to (6)---------- your hands properly after using the (7)---------- Research shows that handwashing can save more lives than (8)----------or medicines.

**Activity 3: COMMUNICATION ACTIVITY**

Listen to the talk again. What method is the talk promoting? What are the other methods to prevent diseases that you know?

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## UNIT 5: MANAGING RESOURCES/ LESSON 4: LISTENING/ WORKSHEET

**Activity 1: Complete the sentences with double comparative forms. Use the words in brackets.**

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**Activity 3: COMMUNICATION ACTIVITY**

Listen to the talk again. What method is the talk promoting? What are the other methods to prevent diseases that you know?

# UNIT 6:

# CONTEMPORARY AFRICA

CE ANGLAIS

**Name of School**: / **Date**:……..……...
**Class**:….. **T$^{le}$** …… ; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 6: CONTEMPORARY AFRICA**
**Lesson 1:**
**Lesson type**: **Speaking**
***Session***:
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

| TEACHING POINTS | | |
|---|---|---|
| **VOCABULARY** | **Language Function** | **STRUCTURES** |
| A start up, an award, to launch, a boom, a workforce | Expressing negative structure | His films are **seldom** seen in the US or Europe.<br>I **hardly** know the director. I've only met him once. |

**INTRODUCTORY PHASE (5 min)**

**Warm up:** *(1min)*
**Lead-in activity:** *(2 min)*
**Learning context** *(3 min)*
As youngsters and members of your school English Club, you are exploiting some articles about post-independence in order to discuss the issue.

**INPUT PHASE (15 min)**

**A/ VOCABULARY**: words linked to economy

- **A start up**: a description of a project

Example:

- **An award**: a prize, a recompense

Example: *Leo Messi received the **award** of best player of the year*.

- **To launch**: to start

Example: *The minister **launched** the construction of the 4$^{th}$ bridge in Abidjan.*

- **A boom**: a rapid expansion, a rapid development

*Example: there was a **boom** in our economy.*

- **A workforce**: all the workers employed by a specific organisation or state.

Example: all the workers of HMF constitute the **workforce** of College HMF.

**B/ LANGUAGE FUNCTION**: **expressing negative structure**

- Use of: **never, seldom, rarely, hardly ever, scarcely, neither…nor** can replace not and call for the negative form.

Example:

1- His films are **seldom** seen in the US or Europe.
2- I **hardly** know the director. I've only met him once.
3- Directors **hardly ever** use written scripts.

4- Sarah was so tired she could **scarcely** keep her eyes open.
5- They **rarely** take over a month to shoot a film.
6- **Neither** the cameraman **nor** the star actor turned up this morning.
7- Both were good actors, but **neither of** them could sing.

∗ Use of : **not only…….but**
- We use this structure to emphasise one thing/two things.
- To add emphasis, we can use '**inversion**' and put **not only** at the beginning/end of a clause.
- When there is the/ there is no auxiliary verb or main verb be, we use do, does, did.

Example:
1- He is **not only** a celebrity in Africa, **but** he is also well-known in Europe.
2- **Not only** has she directed films, **but** she has also won many awards.
3- **Not only** does he act in films, **but** he also directs them.

**Answer sheet of the activities (10 min)**

**Activity 1**: Rewrite the sentences with the words in brackets.
1- She **seldom** appear on TV these days. (seldom)
2- **Neither** my brother **nor** my sister can dance.
3- She **scarcely** see her grandchildren. (scarcely)
4- It was very noisy and we could **scarcely** hear each other. (scarcely)
5- We **hardly ever** watch films. (hardly ever)
6- I **hardly** know the new student very well. She's just started our school. (hardly)
7- We **rarely** go on holiday. (rarely)

**Activity 2: Join these sentences with not only ... but also...**

Example: That man is a good actor. He also sings well.
- *That man is not only a good actor, but he also sings well.*
- *Not only is that man a good actor, but he also sings well.*

1- The film is **not only** boring **but** it is **also** very long.
2- He wrote **not only** the scenario, but he **also** produced the film.
3- She works **not only** very hard, **but** she **also** earns a lot of money.
4- They have **not only** taken ages to shoot the film, but they have **also** spent a fortune.

**Communication activity**

Mubarak is a young Ghanaian start-upper. He has recently posted a video on social media in which he denounces the lack of support of youth entrepreneurship in Ghana.
In a comment under his post, describe the situation of youth entrepreneurship in your country.

**Note –taking (7 min)**

## UNIT 6: CONTEMPORARY AFRICA / PRACTICE PHASE/ Tle

**Activity 1**: Rewrite the sentences with the words in brackets.

1- She doesn't often appear on TV these days. (seldom)
2- My brother can't dance, and my sister can't dance either. (neither----nor)
3- She doesn't often see her grandchildren. (scarcely)
4- It was very noisy and we could only just hear each other. (scarcely)
5- We don't often watch films. (hardly ever)
6- I don't know the new student very well. She's just started our school. (hardly)
7- We don't often go on holiday. (rarely)

**Activity 2: Join these sentences with not only ... but also...**

Example: That man is a good actor. He also sings well.

- *That man is not only a good actor, but he also sings well.*
- *Not only is that man a good actor, but he also sings well.*

1- The film is very boring. It is also very long.
2- He wrote the scenario. He also produced the film.
3- She works very hard. She also earns a lot of money.
4- They have taken ages to shoot the film.
**5-** They have also spent a fortune.

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## UNIT 6: CONTEMPORARY AFRICA / PRACTICE PHASE/ Tle

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**Communication activity**

Mubarak is a young Ghanaian start-upper. He has recently posted a video on social media in which he denounces the lack of support of youth entrepreneurship in Ghana.

In a comment under his post, describe the situation of youth entrepreneurship in your country.

**Name of School**: / **Date**:……..……...
**Class**:T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 6: CONTEMPORARY AFRICA**
**Lesson 2:**
**Lesson type**: **Reading** *(session 1)*
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead-in activity/ Brainstorming:**

1- What is a start-up?
2- What is a logo, and what is its purpose?
3- What famous logos can you think of?

**Learning context**:

*The students of Terminale A of College read an article on the economy of African countries written by a specialist of the African Development Bank in order to raise their awareness on opportunities and challenges in economy and business and discuss the issue.*

## WHILE-READING (15 min)

**Activity 1**: What award have all three entrepreneurs won? What goods or services do they produce or provide?
**Activity 2**: circle the best expression (a, b or c) that suits the text
These passages are about:

**A-** African young leaders
**B-** African young politicians
**C-** **African young entrepreneurs**

**Activity 3**: Read the article again carefully and choose the correct answers.

1B – 2A– 3C – 4C – 5A – 6D

**1- There are ---------- more in Africa than on any other continent.**
A- small businesses **B-young entrepreneurs**
C-women-run businesses D- entrepreneurs
**2- The Cameroonian Alain Nteff was awarded $25,000 for**
A- **Creating a mobile phone app**. B- His work with pregnant women. .
C-Saving lives. D- Organising vaccination programmes.
**3- Nteff's innovative idea is already used by**
A- 5 million women. B- 20 percent of the population.
C-**15 rural communities**. D- All pregnant women.
**4- South African entrepreneur Thato Kgatlhanye runs a factory which produces**
A-solar panels for schools. B-solar lighting for rural communities.
C-**schoolbags with solar lights**. D -recycled battery chargers.
**5- Andrew Mupuya started his business for in order to**
A- **Pay for his studies** B- help the environment.
C- Support his family. D help the Ugandan government.
6- Mupuya founded a company that
A- Manufactures plastic bags. B - Recycles plastic.
C-fights environmental damage. D- **Produces paper bags.**

## UNIT 6: CONTEMPORARY AFRICA/ LESSON TYPE: READING

### TEXT: *African Start-ups*

*Africa's youth is buzzing with business ideas and innovative spirit. With 70 per cent of the population under the age of 30, the continent has the highest rate of youth entrepreneurship in the world. Africa also leads the world in the number of women starting businesses, with almost equal levels of male and female entrepreneurs. The Anzisha Prize is a pan-African award which celebrates entrepreneurs aged 15-22 who've corn e up with innovative solutions f or community problems, or who have set up successful businesses. Meet three recent award winners and f md out how they made their business dreams come true.*

### *giftedMom*

Grand prize winner, Alain Nteff, was awarded $25,000 for his mobile app called 'GiftedMom', The 22-year-old Cameroonian developed the app giftedMom to help tackle the high death rate of new born infants and pregnant women. His android app helps mothers and health workers calculate due dates and his e-platform also sends automated alerts that help women track antenatal care and children's vaccination programmes. His app has already increased the antenatal attendance of pregnant women in 15 rural communities by 20 percent. He aims to impact 5 million pregnant women and mothers across the continent over the next 3 years.

### REPURPOSE:

Thato Kgatlhanye, aged 21 from South Africa, wanted to change the experience of going to school for children living in rural areas, so she founded 'Repurpose Schoolbags'. a company which manufactures environmentally-friendly schoolbags. The bags are made from recycled plastic bags and they have built-in solar technology that charges during the day and turns it into a light for schoolchildren to study after dark. Thato already runs a factory with eight full-time employees, as well as numerous plastic bag collectors. In the future, she aims to extend and diversify her products.

### Yelipapers:

Successful Ugandan businessman, Andrew Mupuya, is a past winner of the Anzisha Prize. He was a 15-year-old schoolboy when he launched his company to support himself through school. The Ugandan government inadvertently helped him by announcing a plan to ban plastic bags to curb environmental damage. Andrew saw an opportunity to produce paper bags. He conducted a feasibility study around local shops and supermarkets and discovered that there was a potential market. He started out by producing bags on a small scale. Since then the business has grown, and today, at 21, he owns YELI Investments. The company employs 15 people and turns out up to 20,000 paper bags per week for over 72 clients. He has a vision of a cleaner Africa with less waste and more recycling. His aim is to have a recycling plant big enough to supply paper bags all over Africa.

*(Far Ahead SB Tle p.72)*

## UNIT 6: CONTEMPORARY / LESSON 2: READING / WORKSHEET FOR STUDENTS

**Activity 1**: What award have all three entrepreneurs won? What goods or services do they produce or provide?

**Activity 2**: circle the best expression (a, b or c) that suits the text
These passages are about:

A- African young leaders
B- African young politicians
C- African young entrepreneurs

**Activity 3**: Read the article again carefully and choose the correct answers.

**1- There are ---------- more in Africa than on any other continent.**
A- small businesses B-young entrepreneurs
C-women-run businesses D- entrepreneurs

**2- The Cameroonian Alain Nteff was awarded $25,000 for**
A- Creating a mobile phone app. B- His work with pregnant women. .
C-Saving lives. D- Organising vaccination programmes.

**3- Nteff's innovative idea is already used by**
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A- Manufactures plastic bags. B - Recycles plastic.
C-fights environmental damage. D- Produces paper bags.

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 6: CONTEMPORARY AFRICA**
**Lesson2:**
**Lesson type**: **Reading** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

**INTRODUCTORY PHASE (5 min)**

**Warm up:**
**Review:**

**POST-READING (35 min)**

**COMMUNICATION ACTIVITY**

Read the text again and discuss these questions.

1- Which project in the text do you like best? Why?
2- Do you know any young entrepreneurs? What do they do?
3- Would you like to run your own business? Why? Why not?

**Note –taking (10 min)**

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT 6: CONTEMPORARY AFRICA**
**Lesson3: AN OPINION ESSAY**
**Lesson type**: **Writing** *(session 1)*
**Duration:** 55 minutes
**Source/Reference**:

**PRE-WRITING**

**Warm up:** *(1 min)*
**Lead in activity**
**Learning context:**
*During the English class, the students of Tle A of College are asked to write an essay to give their opinion about street hawkers. Then exchange their writing to share experience about this fact.*

**Writing strategy:**

The opinion essay should have three main parts: **an introduction, a development and a conclusion**
**Paragraph 1**: Introduction: explain the issue and give your opinion.
**Paragraph 2**: First arguments in support of your opinion.
**Paragraph 3**: More arguments in support of your opinion.
**Paragraph 4**: Arguments against your opinion.
**Paragraph 5**: Conclusion: sum up and restate your opinion.
**Note: For this session, we'll focus on only the introduction and the conclusion**

**Introductions and conclusion**

- In the introduction, present the topic and include some background information, then briefly state your opinion.
- In the conclusion, sum up the main points mentioned in the body of the essay, then restate and explain your opinion.

**Activity 1:**

**Activity 2:**
**1/ Introduction:** Motorbike taxis are common in every town. They are used by many people to move around the city. Yet, my view is that these taxis often cause more problems than solutions.
**Conclusion:** It is clear that there are some advantages of motorbike taxis. Nevertheless, they are an important cause of pollution and lead to many accidents. I personally think that the number of such taxis should be reduced.
**2/ Introduction:** Many young people have difficulties starting businesses today. They often don't have enough money to get started, and once they have finally created their business, they don't manage to pay all their taxes. My view is that young entrepreneurs should not be asked to pay taxes during the first two or three years**.**
**Conclusion:** To conclude, I believe that young people starting businesses should be encouraged, and that allowing them not to pay taxes for two or three years could be one way of developing youth entrepreneurship. In my opinion, this measure could benefit the whole economy.

## MODEL TEXT: AN OPINION ESSAY

**TOPIC**: Street hawkers are a nuisance and they should be banned from towns. Do you agree? Why? / Why not?

**Street hawkers are familiar figures in every town**. They sell anything from fruit and vegetables to sunglasses and gadgets. However, some people complain that they are a nuisance to society and should be moved off the streets. My view is that these traders are a convenience and that they contribute positively to the economy. Firstly, hawkers generally sell things that people need, and they are very convenient for people with little time. They are popular with workers who buy snacks during their lunch break. What's more, they are cheaper than other retail outlets, making them attractive to students ' and poorer people.

**One common criticism of hawkers is that they are dishonest**. While there may be a few dishonest traders around, the majority are honest people trying to make a living. They cannot afford to rent a market stall or purchase large quantities of goods, so they buy small amounts and sell them in the street.

**On the other hand, it is true that they can be a source of congestion and pollution**. They crowd the streets making it difficult to walk along them. They often sell their wares at junctions, causing traffic delays. They also leave rubbish which council employees have to clean up. In addition, hawkers constitute unfair competition to regular shops and market stalls because they pay neither rent nor taxes.

**It is clear that street hawking causes some problems. Nevertheless, it is an important source of income for a large number of people and it would be unfair to ban street vendors completely.** I think local authorities should introduce vending permits and allow hawkers to work in specific areas. **In my opinion, regulation is the answer, not a complete ban.**

**Activity 1**: read the sample of opinion essay about street hawkers above and answer the questions below

1- For each paragraph above, select the topic sentences
2- Say what each of them is used for

**Activity 2: Write introductions and conclusions for these essay topics.**

1- Motorbike taxis cause more problems than solutions. Do you agree? Why?
2- Young people starting businesses should not be asked to pay taxes. Do you agree? Why?
3- All street food is unhygienic and it should be banned in order to protect public health. Do you agree? Why? / Why not?

**Activity 3**: Read the writing task. Decide what your opinion about street food is.
Write your essay in 250 to 300 words following the paragraph plan. Think of a topic sentence for each paragraph. Write your introduction and conclusion carefully

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 6: CONTEMPORARY AFRICA**
**Lesson 4:**
**Lesson type**: **Listening**
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

**INTRODUCTORY PHASE (5 min)**

**Warm up:**
**Lead in activity:**
**Learning context:**

*During the English class, the students of Tle A of College are asked to listen to a tape about the street hawkers. They listen and then complain about this fact.*

**Vocabulary:**
**A price:** the value devoted to something
**Online:** from internet
**Retail:** the sale of goods directly to the consumer
**A credit card:** a card used to pay something
**An account:** a registry of pecuniary transactions
**To bargain:** to trade, to commercialise
**To haggle:** to argue for a better deal, especially over prices

**Answer sheet of activities**

**Activity 1**:

1/ prices 2/ online 3/ retail 4/ credit card 5/ account 6/ bargains 7/ haggle

**Activity 2**: **Listen to three people talking about street hawkers. Match the statements with the speakers.** (Far Ahead Tle page 75, exercise 5).

**Speaker 1**: statements B and C
**Speaker 2:** statements E and F
**Speaker 3:** statements A and D

**Activity 3**: **Listen again and choose the correct answers.**

1C – 2A – 3B – 4B – 5C – 6B

## LISTENING TEXT:

**~ Speaker 1**

I don't think hawkers should be forced off the streets because hawking is their livelihood and they contribute to the economy by distributing goods and increasing the flow of money. People need jobs and a source of income and street trading provides both. What's more it isn't true that they are all thieves and pickpockets. A majority of street vendors are women. They sell fruit and vegetables to make a small income so they can feed their families. There's nothing wrong with that.

**~ Speaker 2**

In some places, you can't walk along the streets because they're everywhere. They often display their wares, including food, on the ground. They contribute to the amount of litter and debris in the street. This is very unhealthy. I appreciate that these people are only trying to make a living and they do help poor people who can't afford to shop in supermarkets. But I think they should be given designated places to sell their wares. The streets would be cleaner without them.

**~ Speaker 3**

The presence of hawkers in the streets is really annoying. I can't stand street hawkers. They crowd the streets and make them dirty. Some of them are aggressive and rude. A lot of the things they sell are stolen goods. What's more, a lot of hawkers are children who should be at school. They are a real nuisance! As far as I am concerned, they should be banned completely because they don't pay taxes and many of them are thieves.

**Activity 4: COMMUNICATION**

After listening to the passages, give your opinion about street hawking in 5 lines.

## UNIT 6: CONTEMPORARY AFRICA / LESSON 4: LISTENING/ WORKSHEET

**Activity 1**: Complete the questions with the words in the box. Number 1 is an example.

**Example**: ***1- prices***

| |
|---|
| ***Account; bargains ; credit card; haggle; online; prices; retail*** |

1) Do you compare ***prices*** before you buy something?
2) Have you ever bought anything……?
3) What are the main…….outlets in your town?
4) Have you ever paid for anything with a…….?
5) Have you got a bank…….?
6) Do you shop around for……or buy clothes on impulse?
7) Do you…….about prices to get a better price?

**Activity 2**: **Listen to three people talking about street hawkers. Match the statements with the speakers.** (Far Ahead Tle page 75, exercise 5).

a) Many street hawkers are thieves or pickpockets.
b) Street hawkers aren't criminals. There are poor people trying to earn money to feed themselves and their families.
c) Hawkers can't leave the streets because that's how they earn a living.
d) Hawkers should be banned because they don't pay taxes.
e) They make the streets dirty.
f) Street traders help poor people because their goods are cheaper than elsewhere.

**Speaker 1:…… Speaker 2:…… Speaker3:……**

**Activity 3**: **Listen again and choose the correct answers.**

- ***Speaker 1***

1) Street hawking is good for the economy because it ……..

A/ creates jobs B/ pushes down prices C/ contributes to the flow of money

2) This speaker thinks that street hawkers should be ……

A/ allowed to continue their activities B/ banned C/ made to pay taxes

- ***Speaker 2***

3) The main problem with street hawking is that it……

A/ isn't regulated B/ is a health hazard C/ competes with supermarkets

4) Street hawking should be allowed……..

A/ near supermarkets B/ in designated areas C/ only in poor areas

- ***Speaker 3***

5) Street hawkers are a serious problem because they ……..

A/ are all thieves B/ are generally children C/ don't pay taxes

6) This speaker thinks that street hawkers should be……..

A/ allowed to continue their activity B/ banned C/ made to pay taxes

# UNIT 7: INTERNATIONAL ISSUE

CE ANGLAIS

**Name of School**: / **Date**:……..……...
**Class**:….. **T**$^{le}$ …… ; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 7: INTERNATIONAL ISSUE**
**Lesson 1:**
**Lesson type**: **Speaking**
***Session***:
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

| TEACHING POINTS | | |
|---|---|---|
| **VOCABULARY** | **Language Function** | **STRUCTURES** |
| International Organisations and their definitions. | Reporting statements and questions | The authorities told the press that the operation of Interpol had been a success. |

**INTRODUCTORY PHASE (5 min)**

**Warm up:** *(1min)*
**Lead-in activity:** *(2 min) what is the role of UNO? What are the other international organisations?*

**Learning context** *(3 min)*
*During the English club meeting, the students of T$^{le}$A of "College " are discussing the Coronavirus pandemic which is affecting many countries in the world, and the role of international organisations such as World Health Organisation (WHO) in facing this issue.*

**INPUT PHASE (15 min)**

**A/ VOCABULARY**: International Organisations and their definitions.

- **WHO** (World Health Organisation) (*OMS*)
- **UNHCR** (United Nation High Commission for Refugees)
- **IMF** (International Monetary Fund) (*FMI*)
- **OPEC** (Organisation of Petroleum Exporting Countries)
- **WTO** (World Trade Organisation) (*OMC*)
- **IOC** (International Olympic Committee)
- **WFP** (World Food Programme) (*PAM*)
- **Interpo**l (International Criminal Police Organisation)
- **UN** (United Nations) (*ONU*)
- **UNICEF** (United Nations International Children's Emergency Fund)

**B/ LANGUAGE FUNCTION**: **Reporting statements and questions**
***Examples***:
1) ***Direct speech***: 'The operation of Interpol was a success.' The authorities told the press.
2) ***Reported speech:*** The authorities told the press that the operation of Interpol had been a success.

3) ***Direct speech***: 'What are the objectives of World Health Organisation?' The students asked the teacher.
4) ***Reported speech***: The students asked the teacher what the objectives of World Health Organisation were.

**ACTIVATION / PRACTICE PHASE (10 min)** ***(Worksheet)+ (4 min fb)***

**Activity 1**: Answer the questions below by choosing the best options. Then check your answers in the Answer key. *(Adapted from FAR AHEAD Tle. Exercise3 page 79)*

1-A 2-C 3-C 4-B 5- A 6-B

**Activity 2:** Rewrite the sentences below using reported speech.

1- The Interpol official said that they didn't reduce crime unless countries cooperated
2- The doctor asked the officials why the United Nations had built infrastructures in that city
3- My friend said that the police had caught wildlife traffickers.
4- Scientists want to know how many countries have been affected by Coronavirus

**Communication activity**

**You've just attended an international conference in Accra about the Coronavirus pandemic. At the end of the conference you are interviewed by a journalist from BBC Radio Service who asks you the following questions:**

1) What is the Coronavirus pandemic level like in your country?
2) What important measures has your government taken to reduce or eradicate the pandemic?
3) Which International Organisations are helping the government to implement their decisions?

**Your interview is going to be broadcast at the 19.30 BBC Africa News.**

**Note –taking (7 min)**

**Activity 1**: Answer the questions below by choosing the best options. Then check your answers in the Answer key. *(Adapted from FAR AHEAD Tle. Exercise3 page 79)*

1) Which international organization was founded in 1945 with the stated objective of 'saving succeeding generations from the scourge of war'?

**a) United Nations** **b) International Monetary Fund** **c) World Health Organisation**

2) What does the World Food Programme do?

**a. it produces food** **b) it supports farmers** **c) it promotes food security**

3) Which organisation controls the world market for crude oil?

a. **World Trade Organisation** **b) International Monetary Fund** **c) Organisation of Petroleum Exporting Countries**

4) Which organization enforces law across borders and helps prevent crime?

**a. International Olympic Committee** **b) International Criminal Police Organisation(Interpol)**

**c) United Nations High Commission for Refugees.**

**5)** Which organisation's main objective is to ensure the stability of international financial systems?

**a) IMF** **b) OPEC** **c) WTO**

**6)** Which organisation's aims are to protect and provide assistance to refugees?

**a) FIFA** **b) UNHCR** **c) UNICEF**

**Activity 2:** Rewrite the sentences below using reported speech.

1) 'We don't reduce crime unless countries cooperate.' Said the Interpol official.
2) 'Why have the United Nations built infrastructures in this city?' the doctor asked the officials.
3) 'The police have caught wildlife traffickers.' My friend said.
4) 'How many countries have been affected by Coronavirus?' Scientists want to know.

---

**Activity 1**: Answer the questions below by choosing the best options. Then check your answers in the Answer key. *(Adapted from FAR AHEAD Tle. Exercise3 page 79)*

1- Which international organization was founded in 1945 with the stated objective of 'saving succeeding generations from the scourge of war'?

**a) United Nations** **b) International Monetary Fund** **c) World Health Organisation**

2- What does the World Food Programme do?

**a. it produces food** **b) it supports farmers** **c) it promotes food security**

3- Which organisation controls the world market for crude oil?

a. **World Trade Organisation** **b) International Monetary Fund** **c) Organisation of Petroleum Exporting Countries**

4- Which organization enforces law across borders and helps prevent crime?

**a. International Olympic Committee** **b) International Criminal Police Organisation(Interpol)**

**5- United Nations High Commission for Refugees.**

**6-** Which organisation's main objective is to ensure the stability of international financial systems?

**a) IMF** **b) OPEC** **c) WTO**

**7-** Which organisation's aims are to protect and provide assistance to refugees?

**a) FIFA** **b) UNHCR** **c) UNICEF**

**Activity 2:** Rewrite the sentences below using reported speech.

1- 'We don't reduce crime unless countries cooperate.' Said the Interpol official.
2- 'Why have the United Nations built infrastructures in this city?' the doctor asked the officials.
3- 'The police have caught wildlife traffickers.' My friend said.
4- 'How many countries have been affected by Coronavirus?' Scientists want to know.

**Name of School**: / **Date**:……..……...
**Class**:T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 7: INTERNATIONAL ISSUE**
**Lesson 2:**
**Lesson type**: **Reading** *(session 1)*
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead-in activity/ Brainstorming:**
Look at the picture. What does it show? Read the quotations. What do they mean? Do you agree with them?

***'The duty of youth is to challenge corruption.'*** Kurt Cobain
***"To oppose corruption in government is the highest obligation of patriotism.'*** G.E. Griffin

**Learning context**:
*During the English class the students of Tle A of "College " are reading a text about bribery and corruption to prepare a presentation about some international issues.*

## WHILE-READING (15 min)

**Activity 1.**
**The most affected social group is:** d-**All the social levels are concerned**
**Activity 2.**
1) weakening (L5) :---- **undermining** ----------
2) limited; rare (L11) :--- **scarce** ----------
3) stay (paragraph 3) : --- **remain** ----------
4) deal with (paragraph 4) **:------- tackle** ----------
5) revenge; punishment (L23) :---- **retaliation** ----------
6) dismissing from a job (L24) :------ **firing** ----------
7) condemn (paragraph 5) :--------**sentence**----------
8) responsible for the crime (L32) :------**guilty**----------
**Activity 3:**

**Words with prefixes dis, il, un**: disclosures, dishonest, discover, illegal, illiteracy, unfortunately, undoubtedly, unfair
**Words with suffixes ship, ive, ly**: leadership, friendship, attractive, lowly, unfortunately, commonly, usually, particularly, publicly, undoubtedly, slowly
**Activity 4.**

1/ False → Corruption affects all levels of society. (Paragraph 1)
2/ true (paragraph 1)
3/ False → High-profile projects are more likely to attract corrupt practices. (Paragraph 2)
4/ true (paragraph 3)
5/ False → Whistleblowing is one of the most direct methods to fight corruption. (Paragraph 4)
6/ true (paragraph 4)

## WORKSHEET FOR STUDENTS

**Activity 1. Read the text. What social group is most affected by corruption? Tick the correct answer a, b, c or d below**

- **The most affected social group is:**

a- The soldiers
b- The teachers
c- The politicians
d- All the social levels are concerned

**Activity 2. Find synonyms of these words in the text. The provided lines or paragraphs will help you.**

1) weakening (L5) :----------
2) limited; rare (L11) :----------
3) stay (paragraph 3) : ----------
4) deal with (paragraph 4) :----------
5) revenge; punishment (L23) :----------
6) dismissing from a job (L24) :----------
7) condemn (paragraph 5) :----------
8) responsible for the crime (L32) :----------

**Activity 3: Find words in the text with each prefix: dis-, il-, un and suffix: -ship, -ive, -ly.**

a- Words with prefixes dis, il, un: ----------
b- Words with suffixes ship, ive, ly: ----------

**Activity 4. Read the text below, then decide whether the following statements are *true* or *false*.** Write **T** for True and **F** for False, and quote the lines to explain your answers. **Write your answers like in the example.**

***Example: 1-F (Lines 1 to 3)***

1) Politicians are more likely to be corrupted than anyone else. :----------
2) Corruption exists everywhere in the world. :----------
3) Big infrastructure projects are more likely to attract corruption practices. :----------
4) Bribery used to be considered normal business practice. :----------
5) Whistleblowing is useless to fight corruption. :----------
6) Most people are too scared to expose corruption practices. :----------

# Bribery and corruption

**Paragraph 1** Corruption has existed throughout history and it affects all levels of society. Wherever an advantage is to be gained - from lowly paid police officers and local officials, to government ministers and political leaders - it is a very common practice. Corruption erodes the trust of people in the political system of their country, its institutions and its leadership. It affects all levels of society in a multitude of ways, undermining political and economic development, democracy, the environment, health, justice, to name just a few. In addition, contrary to popular belief, corruption is prevalent in rich countries as well as in developing countries.

**Paragraph 2** Corruption is both a major cause and a result of poverty around the world. No matter the country, corruption always affects the poorest citizens the hardest. Some politicians prefer to invest scarce public resources in projects that will line their pockets rather than benefit the whole community. They prioritise high-profile projects such as dams, power plants, pipelines and refineries over less spectacular but more urgent and useful infrastructure projects like schools, hospitals and roads.

**Paragraph 3** It is common to hear that many developing countries remain poor because of corruption. Yet some rich countries are involved in corrupt practices, too. They often operate through intermediaries to avoid 'getting their hands dirty'. Their companies bribe rulers and officials of developing countries to obtain export contracts, particularly in the arms trade and public works. Until recently, this was accepted as normal business practice in order to be competitive.

**Paragraph 4** What can be done to tackle bribery and corruption? One of the most direct methods of exposing corruption is whistleblowing. Unfortunately, most people dare not speak out. Whistle blowers commonly face retaliation in the form of harassment, firing, threats and even physical violence, and their disclosures are usually ignored. In some countries whistle blowers have been imprisoned for exposing scams. Whistle blowers need to feel supported by the whole community and not stigmatised. It is essential to educate young people about the importance of whistleblowing, so that they feel safe and confident to report illegal behaviour. They will be the officials, the managers and the leaders of the future.

**Paragraph 5** The media should also play its part in the fight against bribery and corruption by publicly reporting those who are guilty of corrupt behaviour at all levels of society. It is the duty of every citizen to report dishonest actions, and the judiciary's responsibility to sentence the offenders if they are found guilty.

**Paragraph 6** The fight against corruption begins at home and in the classroom. Children should be taught the importance of honesty at a very early age. Corruption will never be completely eradicated from society. However, with campaigns involving the media, schools and both private and public sectors, the practice of bribery and corruption can undoubtedly be reduced.

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 7: INTERNATIONAL ISSUE**
**Lesson2:**
**Lesson type**: **Reading** *(session 2)*
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

**INTRODUCTORY PHASE (5 min)**

**Warm up:**
**Review:**

**POST-READING (35 min)**

**COMMUNICATION ACTIVITY**

**You are asked to prepare a presentation for the next English Club meeting of your school. The issue you have to write about for your talk is 'Rampant corruption in your country and how this affects International Relationships'. Use the following to help you:**

a. Is your country highly corrupted or not?
b. Which areas of economic life are touched by this corruption?
c. What does the government do to reduce the level of corruption?
d. How do International Institutions help to eradicate this evil?

**Note –taking (10 min)**

**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT7: INTERNATIONAL ISSUE**
**Lesson3: THE ARGUMENTATIVE ESSAY**
**Lesson type**: **Writing** *(session 1)*
**Duration:** 55 minutes
**Source/Reference**:

**PRE-WRITING**

**Warm up:** *(1 min)*
**Learning context:**
*During an English test, the students of T$^{le}$ A of "College " are asked to produce an argumentative essay on the extinction of some languages. The best production will be published in the school English Club Magazine.*

**Writing strategy:**
***Paragraph 1:*** *Introduction:* ***stating your position***
***Paragraph 2: reason 1*** *for supporting your view*
***Paragraph 3: reason 2*** *for supporting your view*
***Paragraph 4: a few points supporting the opposite opinion*** *and* ***reason 3*** *for supporting your view*
***Paragraph 5:*** *Conclusion:* ***restating your position***

**Answer sheet**

**Activity1:**

1/ Paragraphs 2 and 3 support the writer's opinion.
2/ Paragraph 4 presents the opposite opinion.
3/ The following paragraph linkers are used: 'Firstly', 'Secondly', 'However' and 'In conclusion'.
4/ Reasons, examples and consequences are introduced by the following words and phrases: 'for instance', 'Consequently', 'like', 'as a result', 'because', 'Therefore'.

**Activity 2: Possible answer (281 words)**

Today, for many children in rural areas, their mother tongue is a minority language. But so school authorities believe that these children should be prevented from speaking their mother tongue while they are at school, and asked to speak only the official language. I personally don't believe it would be a good thing to forbid the use of mother tongues at school.

First, banning minority languages at school would make it more difficult for students coming from rural areas to feel at ease in their new environment. They would probably feel lost, especially if they are not used to speaking the official language. Besides, refusing their mother tongue would be like denying a part of their identity, which can make their integration in the school harder.

Another argument is that the use of minority languages at school, if it is not exclusive, can have a positive impact. For instance, it can teach children tolerance and respect. Moreover, bilingualism or multilingualism is certainly an asset in today's globalised world; that's why it could be interesting for children to speak both their mother tongue and the official language at school.

On the other hand, some people argue that minority languages at school can have a negative impact on the students' cohesion and unity. It is true that students who speak the same mother tongue tend to remain together and to communicate less with the other students.

To conclude, despite some small disadvantages, it is my view that children should not be prevented from speaking their mother tongue at school. It is the school's duty to promote diversity and recognise minority languages, while at the same time encouraging children to learn the official language.

## EXAMPLE OF OPINION ESSAY

**P1:** It is true that some minority languages are likely to die out in the future because very few people speak them. Although it is sad to lose languages, I believe that public money should be spent on more important services.

**P2:** Firstly, in some countries, there are a large number of regional languages, making it very difficult to decide which ones to preserve. In Cameroon, for instance, there are about 250 indigenous languages. Consequently, the cost of preserving them all would be prohibitive and at the expense of other important services. Furthermore, some languages like Bikya in Cameroon, or Njerep in Nigeria are nearly extinct. No young people speak these languages; as a result, it would be an impossible task to revive them.

**P3:** Secondly, it would be much cheaper and more efficient to have just one or two major languages in a country. Governments could cut costs related to communicating with minority populations. In addition, a common language would promote national unity and facilitate communication. When people from different backgrounds share the same language, it is easier for them to communicate and understand one another.

**P4:** However, some people argue that minority languages are important because they reflect the cultural identity of a population. If a language vanishes, a whole way of life disappears. Moreover, languages are an important part of a country's history and heritage. Therefore, it is a government's responsibility to preserve them for future generations.

**P5:** In conclusion, while the loss of minority languages is unfortunate for cultural diversity, it would be far too expensive for society to preserve them. In my view, it would be more productive to spend public money on vital services and let minority communities take care of their languages.

**Activity 1: Read the essay on page 88 (FAR AHEAD T$^{le}$) then answer the questions below.**

1) Which paragraphs support the writer's opinion? : ----------
2) Which paragraph presents the opposite opinion? :----------
3) What paragraph linkers are used? :----------
4) Which words / phrases in paragraphs 2-4 introduce reasons, examples and consequences? ---------
---
---

**Activity 2: COMMUNICATION**

Do you agree or disagree with the following statement? **"Children should not be prevented from speaking their mother tongue at school, it should be included in a smooth learning process, instead."** Use reasons and examples to explain your point of view. (25 lines maximum)

You could start your introduction the following way:
For many children in school in rural areas, sudden shift from their mother tongue to French is a major issue. ----------
---
---
---

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 7: INTERNATIONAL ISSUE**
**Lesson 4:**
**Lesson type**: **Listening**
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## INTRODUCTORY PHASE (5 min)

**Warm up:**

**Learning context:**

*During their English class, the student of T$^{le}$ A of "College " are listening to a BBC Radio Service report on world languages in order to know more about the dominant ones.*

## INPUTS PHASE

**A/ VOCABULARY: Some international languages**

- ***English: The*** language spoken in England which is now spoken in many countries.
- ***German: The*** language spoken Germany
- ***French:*** the language spoken France spoken in other countries.
- ***Mandarin (Chinese language):*** the official language of China
- ***Spanish:*** the language spoken in Spain and most countries in central and south America
- ***Arabic:*** the language of Arabs.

**B/ LANGUAGE FUNCTION: Reporting requests and orders.**

***Examples*:**

1) ***Direct speech***: 'speak louder.' the teacher told me.
2) ***Reported speech***: The teacher told me to speak louder.
3) ***Direct speech***: 'please help me to learn Mandarin.' The girl begged us.
***Reported speech:*** The girl begged us to help her to learn Mandarin.

## LISTENING TEXT

There are still about 6,500 languages spoken in the world today. The continent which boasts the most languages is Africa with over 2,000 different languages spoken by ethnic groups. Half of all languages worldwide have fewer than 10,000 speakers and many of these speakers are elderly people. These languages are considered endangered because when their speakers die, the languages are likely to become extinct. It is estimated that as many as 3,000 languages may disappear by the end of the 21st century. But some languages are flourishing. For example, Mandarin is spoken by around 850 million people in China alone. This is because China has the world's largest population and Mandarin is the official language. If we count all the Mandarin second language speakers, there are over 1.35 bill ion people who speak the language. Next comes English which has around 400 million mother tongue speakers and an estimated total of around 1.5 bill ion if we include second and foreign language speakers. In third position is Spanish with about 485 million native speakers worldwide.

## APPLICATION PHASE

**<u>Activity 1</u>: Fill in the gaps choosing from one of the languages in the box. Number 1 is an example.**
**Example: *1- English***

| |
|---|
| Catalan – Arabic – English – Afrikaan – Mandarin – German – French – Spanish – Dutch |

1) ----------..is spoken in Nigeria.
2) The official language of Austria is ----------
3) Is ---------- the only language in China?
4) In Egypt ---------- is the most spoken language.
5) French, ----------, and German are spoken in Belgium
6) The four national languages of Switzerland are German, ---------- Italian and Romansh.
7) ---------- is one of the languages spoken in South Africa.
8) The official language in Spain is ----------, but they also speak ---------- and many other languages.

**<u>Activity 2</u>: Turn the sentences below into reported speech.**

1) 'Please stay in Germany.' the children asked their parents.

---

2) 'Learn your Spanish lessons quickly.' He ordered the children.

---

**<u>Activity 3</u>: Listen carefully to the report on world languages, then choose the best options for each questions.**

1- Approximately how many languages are now spoken in the world?
**a) Between 6,000 and 7,000 b) between 3,000 and 4,000 c) around 1,000 d) around 300**

2- Which continent has more languages than any other?
**a) The Americas b) Africa c) Asia d) Europe**

**3-** What proportion of the world's languages has fewer than 10,000 speakers?
**a) 10% b) 30% c) 50% d) 70%**

**4-** How many languages are endangered and in danger of vanishing during the 21st century?
**a) 150 b) 1,500 c) 2,500 d) 3,000**

5- Which language is spoken by most people in the world as a mother tongue?
**a) Mandarin b) English c) Spanish d) Arabic**

6- How many people speak English as a first, second or foreign language in the world today?
**a) 10 million b) 150 million c) 1 billion d) 1.5 billion**

**<u>Activity 4</u>: COMMUNICATION ACTIVITY**

Listen again to the report and summarise the main ideas developed by the speaker.

# UNIT 8: ACROSS CULTURE

## CE ANGLAIS

**Name of School**: / **Date**:……..……...
**Class**:….. **T**[le] …… ; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**UNIT 8: ACROSS CULTURE**
**Lesson 1:**
**Lesson type**: **Speaking**
***Session***:
**Duration:** 55 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

| TEACHING POINTS | | |
|---|---|---|
| **VOCABULARY** | **Language Function** | **STRUCTURES** |
| **Blush** - Fold - Frown –Yawn -Hug -Nod -Blow -Wave - Clap -Shake | Using question forms | How long have you been living in London, Toni?<br>Are you happy here? |

**INTRODUCTORY PHASE (5 min)**

**Warm up:** *(1min)*
**Lead-in activity:** *(2 min)*
**Learning context** *(3 min)*
During your English class you discussed different gestures and signs people make in other parts of the world in order to match them with cultural behaviours in your country.

**INPUT PHASE (15 min)**

**A/ VOCABULARY**: words linked to economy

- **A blush**: feeling or appearance of optimism, a red glow on the face caused by shame
- **To fold**: to fall over, to bend

Example: *The chair **folded** under his enormous weight*.

- **Frown**: a facial expression indicating displeasure , sadness or confusion
- **Hug**: a close embrace to show an affection, joy, compassion
- **Nod**: (Notice of Disagreement)

*Example: he shakes his head to show his **nod**.*
**Yawn:** to open the mouth widely and take a long, rather deep breath.

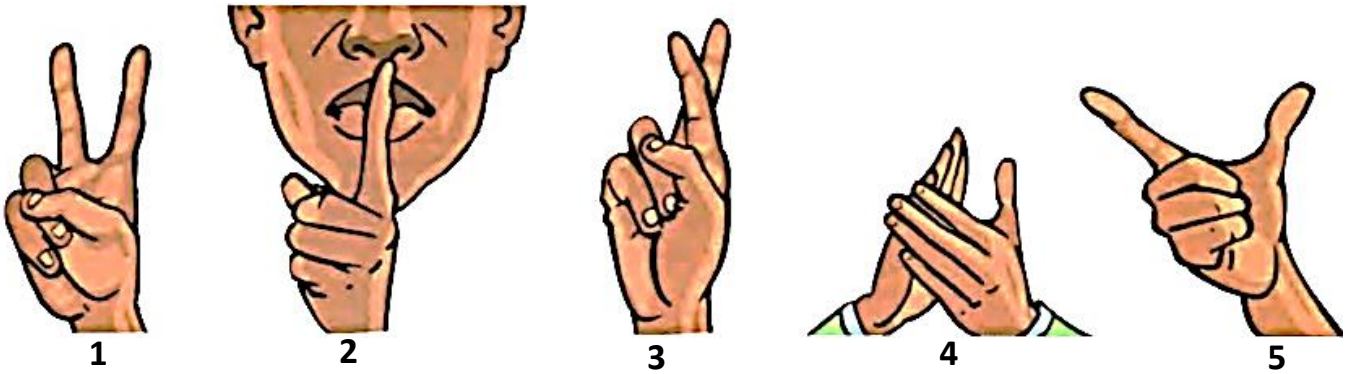
**B/ LANGUAGE FUNCTION**: **using question forms**

8- In questions, the auxiliary verb (do or have) goes before / after the subject.
9- We use/ don't use do with modals (can, wil1, etc.) or the verb be.
10- We can use affirmative/ negative questions to confirm something.
Examples:
1- How long have you been living in London, Toni? ( *Just over a year)*
2- Did you find many things different here in England? (*Yes, I did*)
3- Are you happy here? (Yes, I am)

**Activity 1:** A/ gesture n° 3 B/ gesture n° 5 C/ gesture n° 1 D/ gesture n° 2 E/ gesture n° 4
**Activity 2:** 1-A 2- B 3-C 4-C 5- B
**Activity 3:** 1/ Have you ever heard someone speaking Italian? (Extra word: 'been')
2/ Where were you born? (Extra word: 'be')
3/ Do you want to study at university? (Extra word: 'are')
4/ didn't you meet your friends last night? (Extra word: 'are')
5/ How long have you studied English? (Extra word: 'be')

## ACTIVATION / PRACTICE PHASE (10 min)

**Activity 1: Look at the gestures below. Match them with their meanings.**




**A** -Good luck! **B** - Two, please. **C**- Victory! **D**- Be quiet! **E**- A Great performance!

**Activity 2:** Answer the questions. Then check your answers. **(Page 91 in 'Far Ahead Terminale).**

1- How do Americans greet each other the first time they meet? They

A-shake hands B- just say hello C -nod their heads

2- How does a Middle Eastern person feel if someone points at him / her?

A- Flattered B- insulted C -threatened

3- What is the usual form of greeting in Japan?

A- to bow B- to wave one's arm C- to hug the other person

4- Which hand should you NOT use to take or pass things (food for example) in some countries?

A -the right hand B -both hands C- the left hand

5- How far apart would two Americans normally stand when they are chatting?

A two metres B over a metre C 50 centimetres

**Activity 3: Reorder the words and write questions. For each questions, there is one word you do NOT need. Then, check by yourself by asking and answering the questions.**

**Example:** live/as/did/where/have/you/a child/?.....**where did you live as a child?**

1. Ever/speaking/you/someone/heard/been/have/Italian/?
2. You/where/born/be/were/?
3. University/are/want/ you/ at /do/ study/ to/?
4. Are/meet/ last/ you/ night/ didn't /your friends/?
5. Studied/ long/English /you/how/have/ be/?

**Activity 4: Write questions for the information underlined. Use question words**.

**Example**: We travelled **by bus** to Yaoundé →**How did you travel to Yaoundé**?

1. We travelled ***by bus*** to Yaoundé _____
2. ***Etienne*** locked the door. _____
3. This mobile cost ***a lot***. _____
4. We had ***chicken*** for dinner. _____
5. Nataki lives ***next door*** to us. _____
6. We arrived home ***last Saturday***. _____
7. ***My brother*** broke the window. _____

**Communication activity**: A VOA (Voice Of America) journalist is interviewing you about gestures and signs in your tradition. Your interview will be broadcast right after the 20.00 hours news.

The questions the journalist asks you are the following:

- What gestures or signs are most commonly used in your tradition, and what do they mean?
- Which gestures one must avoid making in front of important or older people? Why?

**Name of School**: / **Date**:……..……...
**Class**:T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 8: ACROSS CULTURE**
**Lesson 2:**
**Lesson type**: **Reading** *(session 1)*
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead-in activity/ Brainstorming:**

1- What is a start-up?
2- What is a logo, and what is its purpose?
**3-** What famous logos can you think of?

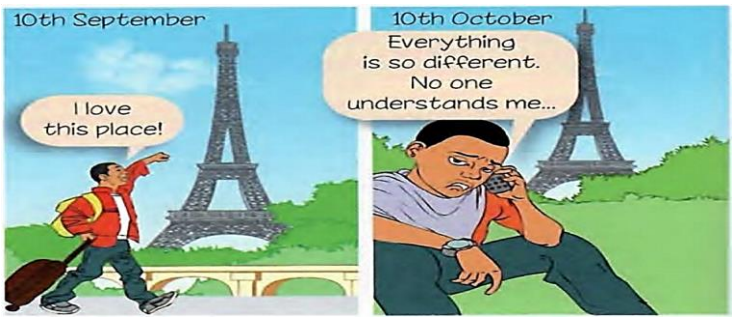
### Learning context:

*On the International Cultural Day, you read a passage about cross-cultural communication in order to get prepared to receive a group of young tourists from an American high school.*

## WHILE-READING (15 min)

### 1 Before you read

Look at the pictures.
What can you say about them?
What is culture shock?
Who is affected by culture shock? Why?




### Vocabulary

**Delighted**: greatly pleased
**Jealous**: envious, suspecting rivalry
**Upset**: angry, distressed or unhappy
**Embarrassed**: ashamed, having a feeling of shameful
**Surprised**: astonished, caused to feel surprise
**Confused**: disoriented, having lost one's direction

### Answer sheet:

**Activity 1:** 1/ upset 2/ proud / delighted 3/ embarrassed 4/ delighted 5/ jealous / upset 6/ relieved

**Activity 2:** 1/ Italy 2/ England 3/ Italy 4/ England 5/ England 6/ Italy 7/ England

**Activity 3**: They don't mention D, 'Eye contact'.

**<u>ACTIVITY 1:</u> Complete the sentences with adjectives from the box. One adjective is a distracter. Answer like in the example. Example: 1-upset**

| delighted - upset – surprised – confused – jealous – embarrassed - insulted |
|---|

1- I was very ……..when my beloved aunt died.
2- Mary's parents were…..when she was appointed school principal.
3- He felt …….when the teacher asked him to give a talk to the class.
4- Flora was……..with her birthday present. It was exactly what she wanted.
5- Yakouba was……when his friend went out with a girl he liked.
6- We were all……when the exams were over.

**<u>ACTIVITY 2</u>: Read the conversation again and match the statements with England or Italy**
Answer like in the example. **Example: 1-Italy**

1- It's usual to stand quite close when you are talking to someone. ***…Italy…***
2- A majority of people avoid touching each other in social situations. ……
3- It's acceptable to arrive late for a social event or a meeting. ……
4- It's impolite to arrive late for anything. ……
5- In general, people don't move their arms about a lot when they're talking. ……
6- It's usual to greet another person warmly. ……
7- Most people shake hands only when they meet for the time. ……

**<u>ACTIVITY 3</u>: Read the conversation below and say which of the following cultural misunderstandings is not mentioned.**

| | | |
|---|---|---|
| A- Touching | B-Greetings | C- Punctuality |
| D- Eye contact | E- Gestures | F – Personal space |

---

**<u>ACTIVITY 1:</u> Complete the sentences with adjectives from the box. One adjective is a distracter. Answer like in the example. Example: 1-upset**

| delighted - upset – surprised – confused – jealous – embarrassed - insulted |
|---|

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2- Mary's parents were…..when she was appointed school principal.
3- He felt …….when the teacher asked him to give a talk to the class.
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| | | |
|---|---|---|
| A- Touching | B-Greetings | C- Punctuality |
| D- Eye contact | E- Gestures | F – Personal space |

## Interview

**Interviewer:** How long have you been living in London, Toni?
**Toni:** I've been here for just over a year now.
**Interviewer:** So would you say there are many cultural differences between Italy and England, Toni? Did you find many things different here in England when you first arrived?
**Toni:** Oh yes. When I first came to London, I had trouble getting used to quite a few things. At first, people, even friends, used to back away from me when we were chatting and this made me feel very uncomfortable. It took me a while to realise that I was getting too close and they were feeling uncomfortable too.
**Interviewer:** We English need a lot of space, don't we! What about physical contact? How different are attitudes to that?
**Toni:** I've had some funny experiences with that. I remember a time when I put my arm around Isabelle's shoulders and she just froze. I was only being friendly but she was very upset and told me to remove my arm. I was terribly embarrassed and apologised.
**Isabelle:** Yes, and you were very relieved when I started laughing, weren't you? You see I thought he was being too intimate. I was very uncomfortable. Then I realised that he was just being Italian! It was very funny. He has to be careful with other people though. Another thing that was strange at first was the way he waves his arms around. And he never stops talking. I have to grab his arms if I want to say something!
**Toni:** We don't have the same attitude to time, either. Isabelle's parents asked me to lunch one day and I got there half an hour late. It's usual to do that in Italy.
**Isabelle:** Yes, and my mum wasn't very pleased. You know what the English are like about being on time. I had to explain to her that it was a misunderstanding.
**Toni:** She was very kind about that. I explained that if someone arrived on time for a social occasion in Italy, the hosts would probably not be ready. It's just not the thing to do. One thing I don't like though, is the way people here just nod and say 'hi' when they meet. They only shake hands at their first encounter. I think it's very odd not to greet someone warmly.
**Isabelle: I** agree with Toni. **I** think it's much friendlier to kiss or shake hands when you meet. Actually, a few people do it in England these days, but the majority don't. It's not really acceptable.
**Interviewer:** What about hand gestures like V sign? Are there many differences?
**Toni:** They're pretty much the same, so I haven't made any serious mistakes in that area.
**Interviewer:** When will you return to Italy?
**Toni:** I've decided to settle in England. You see, I'm getting married next July.
**Interviewer:** That's fantastic! Congratulations! Who are you marrying?
**Toni:** Isabelle!

**Name of School**: / **Date**:……..……...
**Class**:T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 8: ACROSS CULTURE**
**Lesson 2:**
**Lesson type**: **Reading** *(session 2)*
**Duration:** 45 minutes
**Teaching Materials:** *picture, worksheet, board*

**Warm up**
**Review**

## ANSWER SHEET

**ACTIVITY 1***:* **Speaker***:* A_ a university lecturer **Audience**: F_ foreign students from different

**ACTIVITY 2***: 1/be aware* 2/ *likely* 3/ *homesick* 4/ *lonely* *5/ coping* 6/ *warm* *7/ feel down* 8/ *self -catering* 9/ *lectures* 10/ *leaflet*

**ACTIVITY 3:**

1- Anyone who spends more than a few weeks in a new environment can be affected by culture shock.
2- Culture shock is caused by the cultural differences experienced in a new place, and it is made worse by homesickness.
3- The first signs of culture shock are when you start feeling depressed or lonely.
4- It is advisable to seek help, for example at the Foreign Students' Bureau of the university.
5- Food can be a problem because it may taste very different from what you are used to at home.
6- Other foreign students can understand you better and share your feelings.
7- Local students can help you learn about their culture and all the unspoken rules.
8- The bureau's counsellors can support foreign students by listening to them and answering their questions, and they can also give them leaflets about how to deal with culture shock.

**ACTIVITY 1**: Who is the speaker and what audience is he addressing? Choose from:

**Speaker:**

A_ a university lecturer B _a student counsellor C _an examiner

**Audience:**

D_ native students E_ foreign students from the same country F_ foreign students from different countries

**ACTIVITY 2:** Find in the text a word or phrase for each of the following meanings.
The indicated lines or paragraphs will help you. Write your answer like in the example.
*Example: 1-be aware*

1- know; understand (paragraph 1):----------
2- probable; almost certain (L3) : ----------
3- miss home (L5) : ----------
4- without anybody to talk to (L7) :----------
5- solving the problem (L11) : ----------
6- wet (paragraph 2) : ----------
7- depressed; filled with melancholy (paragraph 2) : ----------
8- live by your own (paragraph 3) : ----------
9- courses; classes (Line 29) : ----------
10- booklet; brochure (paragraph 7) : ----------

**ACTIVITY 3:** Read the passage again and answer the questions.

1- Who is affected by culture shock? ----------
2- What causes culture shock? ----------
3- What are the first signs of culture shock? ----------
4- What is it advisable to do when you are in a foreign country? ----------
5- Why can food be a problem? ----------
6- Why is it sensible to make friends with other foreign students? ----------
7- How can local students help you? ----------
8- What support does the bureau offer foreign students? ----------
-

**ACTIVITY 4: COMMUNICATION**

You've been chosen by your School English Club to serve as a tourist guide to a group of young tourists from an American high school. In order to play your role with efficiency you write on a notebook things they can say and do, and things they should avoid to say and do in your cultural environment.

| Things they can say | Things they can't say | Things they can do | Things they can't do |
|---|---|---|---|
| | | | |

# UNIT 8: ACROSS CULTURE

## Culture shock

It's very important to be aware that studying in a new country can be quite a stressful experience even if you have planned your trip carefully. You will find many things that are different from back home. Consequently, it is very likely that you will experience culture shock after a few weeks here in Britain. This is caused by the shock of being in a new environment and is worse if you feel homesick and miss your family and friends. It's essential to realise that this experience is quite normal. This can affect anyone, no matter where you come from or where you go. So if you start feeling depressed or lonely, I encourage you to seek help. You can come at any time to talk things over with counsellors here at the Foreign Students' Bureau of the university. They are well aware of the problems facing foreign students and will be able to give you support and advice. Now I'll quickly run through a few things that you may have trouble with and ways of coping.

First of all, if you are used to a warm climate, you may find the grey, damp British weather depressing, especially in winter when the days are short. 'there's nothing we can do about the climate, but we can make you aware that this may make you feel down.

Another problem area for overseas students is food. It may taste very different from what you are used to. If you have self -catering accommodation, I suggest you try cooking food you are familiar with now and again. However, I advise you not to eat a lot of fast food, as an unhealthy diet and lifestyle will only make you feel worse. Make sure you eat plenty of fresh fruit and vegetables and get lots of exercise. Constantly speaking and listening in a foreign language is tiring, and you may miss your own language. You may be able to get satellite TV in your language. I recommend that you read online newspapers or take part in chat groups in your language.

If you feel homesick, make sure you keep in touch with home. Phone or Skype home regularly. Use email and social networks to exchange news and photos. But don't travel home too often as this can make settling in more difficult. Make friends with fellow foreign students as they will understand your feelings and be able to sympathise.

Every culture has unspoken rules which affect the way people treat one another. You may find these confusing and difficult to understand. For example, punctuality is important in Britain, so you should always be on time for lectures. That's why it is important to make friends with as many local students as you can. They will help you learn about British culture.

Remember, if you feel unhappy, there's always someone you can talk to here at the bureau. We also have a leaflet for foreign students summarising the things I've been talking about. You can take one as you leave.

**Class**: T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……

**UNIT 8: ACROSS CULTURE**
**Lesson3: The résumé (Curriculum Vitae)**
**Lesson type**: **Listening** *(session 1)*
**Duration:** 55 minutes
**Source/Reference**:

**Warm up:** *(1 min)*
**Lead in activity**
**Learning context:**
*After the baccalaureate, your pen-friend would like to ask for a job in one of the big factories of the country. You are asked to help him to listen to Kodjo's CV following the stages below.*

**Before you listen**

1- What is the objective of a CV?
2- When would you need to send a CV?
3- What information would you include in your CV?

Eva-Simone KODJO
BP 101 Yaoundé
Mobile: (237) 640-61-69-49
Email: evasimkod@ic.com
Age: (1) **18 years old**

**Personal profile**

I am a conscientious and outgoing school leaver with excellent human relation skills. My main qualities are compassion, commitment and courage.

**Education**

| | |
|---|---|
| 2013 - Present | **The Sainte-Marie Girls' High School, Yaoundé** |
| Baccalauréat: | **BAC D** |
| **Special achievements**: | School (2) **prefect** and captain of the under -18 (3) **Volleyball team**, Which enabled me to develop responsibility and team-working skills. |
| **Voluntary experience** | **The Vridi Centre for disabled children** |
| 2015 - Present | Volunteer teaching assistant for deaf children Aged (4).**8 to 11** (Part-time in the evenings during term time) |
| 2014 | Helped coordinate activities for disabled children at (5) **weekends** |
| **Work experience** | |
| 2015 - Present | (6). **Babysitter** For two families on a regular basis |
| 2014 (July and August) | Full-time (7) **nanny** for four children |
| **Other qualifications** | |
| First Aid Certificate: | Followed a course in basic first aid techniques |
| Sign Language: | Sign language training for the deaf |
| Languages: | Fluent in English and (8) **French** |
| Interests: | Sports, jewellery, cooking and sewing |

## APPLICATION/ UNIT 8/ LESSON 3: LISTENING

**Before you listen**

1- What is the objective of a CV?
2- When would you need to send a CV?
3- What information would you include in your CV?

**Task1: Read Eva Simone's cv. what are her qualities?**

**Task 2:** Read Eva-Simone Kodjo's CV and answer the questions below.

1- What are her qualities?
2- What type of job do you think would suit her? Why?

**Task 3: Look at the qualities in the box. Choose three of them to describe yourself giving examples.**
**Example:** I am versatile. What do I mean? Well, I'm good at doing lots of things. For example, I play basketball as well as handball and football. I am also … because …. Finally, I am ….too. For example,

| |
|---|
| Analytical, attentive, confident, conscientious, dedicated, efficient, energetic, enterprising, flexible, independent, patient, people-oriented, persevering, reliable, responsible. |

**Task 4:** Listen to a job interview with Miss Kodjo. What job does she want? Listen again, then complete her CV.

**Interviewer**: Hello. Please, sit down. Now, you are
**Eva-Simone** Kodjo, aren't you?
**Eva-Simone**: Yes, that's right.
**Interviewer**: How old are you, Eva-Simone?
**Eva-Simone**: I am 18 years old.
**Interviewer**: You are interested in working as an assistant carer for disabled children next summer. Is that correct?
**Eva-Simone**: Yes, I'd really like to work in your centre because it has such an excellent reputation.
**Interviewer**: Why do you like working with disabled children?
**Eva-Simone**: I worked as a volunteer teaching assistant in a centre for the disabled last year, and I really enjoyed it. I felt I was doing something worthwhile.
**Interviewer**: I see. Can you tell me a bit about the centre and what your work involved?
**Eva-Simone**: Well, I worked primarily with deaf children between 8 and 11 years old. This suited me well because I am quite proficient in sign language. I learned it because I have a deaf brother. I also helped co-ordinate activities for disabled children at weekends. I organised jewellery making workshop for them.
**Interviewer**: Right! I see that you were a school prefect? Did you enjoy that?
**Eva-Simone**: Yes, I did. I was also the captain of the volleyball team at school. I like teamwork and I enjoy taking responsibility.
**Interviewer:** Can you tell me about any other work experience you have had?
**Eva-Simone**: Since I was 16, I have been a babysitter for two families in my neighbourhood. And last summer I was a live-in nanny for four children. It was an English speaking family and I had to teach French to the children.
**Interviewer**: How did you like working as a nanny?
**Eva-Simone**: I really enjoyed it. I love looking after children.
**Interviewer**: What do you plan to do when you leave school?
**Eva-Simone**: I would like to become a social worker.
**Interviewer**: Right Miss Kodjo, that's all for now. 1'11 get in touch with you very soon.
**Eva-Simone**: Thank you very much. Goodbye.

# MODEL TEXT FOR RESUME/ CV (Curriculum Vitae)

Eva-Simone KODJO
BP 101 Yaoundé
Mobile: (237) 640-61-69-49
Email: evasimkod@ic.com
Age: (1).....

**Personal profile**

I am a conscientious and outgoing school leaver with excellent human relation skills. My main qualities are compassion, commitment and courage.

**Education**

| | |
|---|---|
| 2013 - Present | **The Sainte-Marie Girls' High School, Yaoundé** |
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| 2014 | Helped coordinate activities for disabled children at (5)..... |

**Work experience**

| | |
|---|---|
| 2015 - Present | (6)..... For two families on a regular basis |
| 2014 (July and August) | Full-time (7)..... For four children |

**Other qualifications**

| | |
|---|---|
| First Aid Certificate: | Followed a course in basic first aid techniques |
| Sign Language: | Sign language training for the deaf |
| Languages: | Fluent in English and (8)..... |
| Interests: | Sports, jewellery, cooking and sewing |

**Name of School**: / **Date**:……..……...
**Class**: T[le] A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 8: ACROSS CULTURE**
**Lesson 4:**
**Lesson type**: **Writing** (Session 1)
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

## II- INTRODUCTORY PHASE (5 min)

**Warm up:**
**Lead in activity:**

**Learning context:**

*After the baccalaureate, your pen-friend would like to ask for a job in one of the big factories of the country. You are asked to help him to write a covering letter following the stages below.*

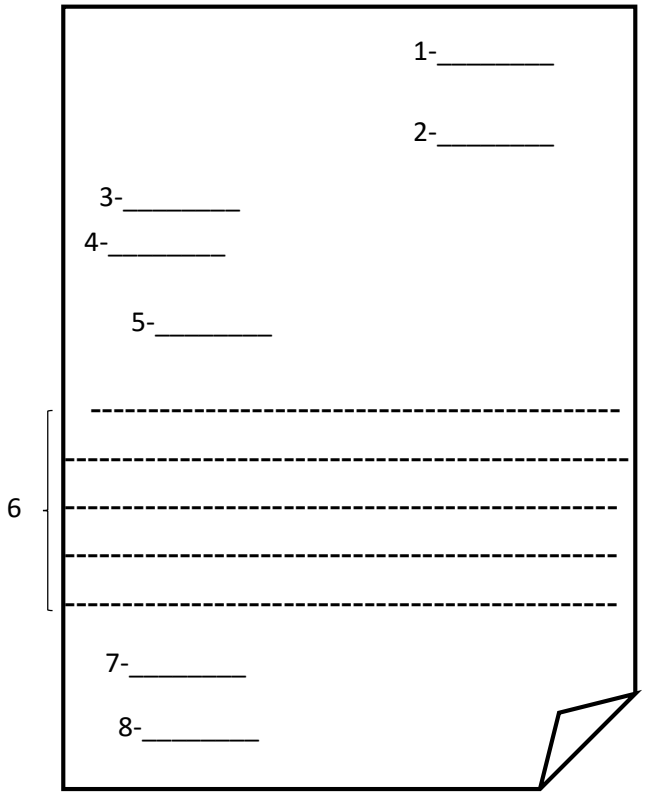
### Language function: Verb pattern

When the verbs **suggest, recommend** and **insist** are followed by a that clause, in formal style, we can also use the subjunctive.
Example: I suggest that he **apply** for a college course. I recommend that she **study** languages.
These verbs can also be followed by **-ing**
Example: He **insisted on** show**ing** me around. The counsellor **suggested** join**ing** a sports club.

### Writing strategy

Covering letters should be written in formal style. It's also called letter of application. We write it to look for a job. Do not use contractions.

### Layout of the covering letter




1- writer's name, address, contact and email
2- date
3- receiver's position and address
4- reference (object of the letter)
5- salutation (*Dear -----)*
6- body of the letter
7- closing remark (*Yours faithfully*)
8- writer's signature and name

# MODEL TEXT OF COVERING LETTER

Samuel Ndongo
013 BP 333 Divo 013
Côte d'Ivoire
Mobile: (225) 59-89-68-56
Email: andongo@ic.fr

The Director of Human Resources
OLHAMO
BP 001
Abidjan, Côte d'Ivoire

13, April 2016

**Ref:** Work Placement Application: retail

Dear Sir or Madam,

... As you can see from my CV, I have had a lot of experience in the retail sector during the holidays and at weekends, and these positions have given me a greater
Understanding of the work environment. They have also enabled me to develop a variety of skills in communicating, taking initiative, and the ability to work with many different types of people.

.. .I am currently completing my final year at high school in Divo and I expect to obtain excellent grades in my Baccalauréat exam. I intend to do international business studies at university in preparation for a career in International Trade.

... Thank you for considering my request. I would be very happy to supply additional
details that you may need, and I am available for a video interview at any time. I look forward to hearing from you in the near future.

.. .I am a conscientious person who works bard and pays attention to details. I am
flexible and quick to pick up new skills and ready to learn from others. I am outgoing
and friendly and I have a lot of energy and enthusiasm. I am eager to put my experience to practical use in a high profile retail store with an international reputation.

... I am writing to enquire about the opportunities as a sales assistant in your London
store that may be available during the summer vacation period. I enclose my curriculum vitae providing details of my experience to date.

Yours faithfully,

Samuel Ndongo

**Activity 1: Match the sentences (1-6) with the sentence patterns a and b.**

1- I encourage you to seek help.
2- I suggest (that) you try cooking food you are familiar with now and again.
3- I advise you not to eat a lot of fast food.
4- I recommend (that) you read online newspapers.
5- She reminded me (that) it was time to leave.
6- He wanted his son to study in the US.

a- verb + object + to + infinitive
b- verb + object + (that) + clause

**Activity 2**: Match the beginnings and endings of these sentences.

1- I didn't think
2- My mum insists
3- John reminded me
4- I persuaded my parents
5- My teacher warned
6- My dad wanted

a- that I live on the campus
b- me that I might not get into Harvard.
c- To let me apply to a UK university.
d- That I would feel lonely, but I did.
e- Me to study medicine.
f- that we had to attend a talk in the evening.

**Activity 3: read the questions below and give short answer to each of them.**

1- What is the purpose of a work placement (internship)?
2- When is a good time to do a placement? Why?

**Activity 4**: Read the cover letter. What type of work placement does the writer want to do?

- 

**Activity5**: Reorder the paragraphs of the letter so that they correspond to this formal letter plan.

**Paragraph 1**: Explain why you are writing and mention that you are attaching your CV.
**Paragraph 2:** Explain what your current situation is.
**Paragraph3**: Refer to specific details in your CV about your experience to date.
**Paragraph 4**: Mention your qualities and skills, and why you are interested in this company.
**Paragraph 5**: Say you can supply more information and are available for an online interview.

**Name of School**: / **Date**:……..……...
**Class**: T$^{le}$ A/ D; **Number of Students**:……..; **Girls**:……..….; **Boys**:……
**Contact Days:**
**UNIT 8: ACROSS CULTURE**
**Lesson 4:**
**Lesson type**: **Writing** (Session 2)
**Duration:** 45 minutes
**Source/Reference**:
**Teaching Materials:** *picture, worksheet, board*

**Answer sheet of the first session:**

**Activity 1:**

- **pattern a:** 1, 3 and 6
- **pattern b:** 2, 4 and 5

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

**Activity 3:**

1- The purpose of a work placement is to gain some work experience even if you don't necessarily have completed your studies yet.
2- A good time to do a placement is during the summer holidays, because you are not at school.

**Activity 4:** The writer wants to do a work placement in a retail store in London.

**Activity 5:**

**Paragraph 1:** 'I am writing to enquire about...'
**Paragraph 2:** 'I am currently completing...'
**Paragraph 3:** 'As you can see from my CV...'
**Paragraph 4:** 'I am a conscientious person...'
**Paragraph 5:** 'Thank you for considering...'

## Communication activity

Write a covering letter for work experience in a company during the summer holidays. Make notes about these points. You can invent some of the answers.

a- the type of work placement you would like to do
b- for what company /organisation
c- the qualifications /skills you have
d- any relevant experience you have had

Write your caver letter in 200 to 250 words. Use the paragraph plan in exercise 5 to guide you.