



Win 1^{re} Skills

Teacher's book



JD Editions
L'Édition autrement

Win Skills

Teacher's book

1^{re}

- I. Proverbs, quotes, sayings
- II. Unit overview
- III. Reading
- IV. Reading strategies
- V. Lead-in
- VI. Learning context
- VII. Unit review
- VIII. Writing
- IX. Communication activity
- X. Speaking
- XI. Let's keep in mind
- XII. Listening
- XIII. Unit review
- XIV. Let's practise
- XV. Language corner
- XVI. Free oral communication
- XVII. My english tests

JD Éditions

21 B.P. 3636 Abidjan 21
Côte d'Ivoire

GUIDE D'UTILISATION DES CONTENUS NUMÉRIQUES DE JD ÉDITIONS.

A- Comment s'inscrire et se connecter sur la plateforme des corrigés et spécimens ?

- 1- Connectez-vous via votre smartphone ou ordinateur en rentrant dans un navigateur web l'adresse suivante : www.corriges-jdeditions.com
- 2- Quand vous êtes sur la page d'accueil, vous avez deux (02) options :
 - 2-1 Si vous êtes un nouvel abonné(e), inscrivez-vous en cliquant sur « Cliquer ici » pour créer votre compte et remplissez attentivement tous les champs.

NB : Après votre inscription, la validation se fait en 48H maximum.

- 2-2 Si vous êtes déjà abonné(e), entrez vos identifiants :
 - E-mail
 - Mot de passe renseigné lors de votre inscription.

B- Comment Consulter nos ouvrages ?

- 1- Quand vous êtes connecté (e), cliquez sur la matière concernée dans la rubrique des corrigés ou spécimens.
- 2- Cliquez ensuite sur la couverture de l'ouvrage concerné.
- 3- Et voilà, c'est fait ! Bonne lecture.

C- Comment télécharger un ouvrage ?

- 1- Quand vous êtes connecté (e), cliquez sur la matière.
- 2- Cliquez ensuite sur la couverture de l'ouvrage.
- 3- Après le chargement du document, dans la barre de menu située en bas,
- 4- Cliquez sur les trois points (...) à l'extrême droite.
 - a- Dans la fenêtre qui s'ouvre, cliquez sur « Download PDF File »
 - b- Une nouvelle fenêtre s'ouvre
 - c- Après le chargement du fichier, cliquez sur sauvegarder en fonction du support utilisé, soit sur votre smartphone ou ordinateur.
 - d- Choisissez l'espace de sauvegarde puis enregistrer ... et c'est tout !

NB : Attendez environ 30s à 2 min pour que le téléchargement du fichier PDF soit effectif.

Merci pour votre attention !

FOREWORD

Dear colleagues,

We have a new set of student's books called **Win Skills** for Ivorian schools. These books are for teenagers in the second cycle of secondary school. They follow a special way of teaching, called Competence-Based Language Teaching.

The **Win Skills 1^{re}** book has 10 units. They cover the four language skills : *speaking, writing, listening, and reading*. They also include sections such as *language corner, free oral communication, unit review, and project task*.

This book is for classroom teachers like you. It gives you ideas and insights on how to manage your class. The suggestions are helpful, but you can adapt them if necessary. The time for activities is not fixed because some things might be hard for students. We picked pictures that can help students learn better. Bring in realias to boost your students' understanding.

It's really important to get ready before teaching. Read and understand the goals and suggestions in the book. We made short notes at the start of the student's book to help you. If you need more help, you can go through those recommendations.

We added *classroom language, quotes, sayings, and proverbs* to the book. They can enhance students' interest in the lessons. Some quotes are from famous people like Michelle Obama and Albert Einstein. They can inspire the kids a lot.

Each lesson begins with a series of questions and image analysis (LEAD-IN) that enable learners to form their own opinions and better focus on the theme of the lesson.

In this teacher's book, we provide you with suggestions for feedback sessions, as far as communication activities are concerned. Students should try to bring out their own ideas based on the examples. They are free to express themselves in writing and don't need to use our suggestions all the time. Encourage them to explore their own paths of creativity.

One distinctive feature that sets **Win Skills 1^{re}** apart is the incorporation of some tests. These tests mirror important exams and can be assigned as homework to aid students in achieving better outcomes.

In **Win Skills** student's books, the four skills (Speaking, Writing, Listening and Reading) are equally treated according to the official syllabus. Therefore, it's our pleasure to inform you that Listening podcasts are available on the official Internet site of the publisher. You should download and use them in order to enhance your teaching. You may need the help of your PU chairman or the regional Adviser to collect the Internet site address of the publisher. Moreover, feel free to get in touch with some of the authors you may know for extra recommendations or suggestions.

One last thing, in **Win Skills 1^{re}**, both sections of "*Free Oral Communication*" and "*Project Task*" are a major opportunity immersing learners in authentic and natural communication.

We hope you have a great time using our books. Have fun teaching !

The authors

UNIT 1 : TRAVEL AND WORLD TOURISM

▶ **FAMOUS QUOTE**

Invite your students to read the quote from Albert Einstein silently and try to explain it to their peers.

Possible explanation : Albert Einstein may have been stating that through studying Nature, one can better comprehend why things happen in life.

▶ **PICTURE ANALYSIS**

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

Expected answers :

- Each picture shows an Ivorian tourist site.
- Picture A shows the Waterfalls in Man and Picture B shows the Basilica our Lady of Peace of Yamoussoukro.
- Picture C is related to ecotourism.

LESSON 1 : READING

▶ **LEAD-IN**

Allow a couple of minutes for students to read the lead-in task and discuss the difference between 'tourism' and 'ecotourism'.

Expected answer :

- **Tourism :** the business of providing services such as transport, places to stay, or entertainment for people who are on holiday.
- **Ecotourism :** the business of organizing holidays to places of natural beauty in a way that helps local people and does not damage the environment.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	On World Environment Day.
What are the students going to do? What for ?	They are going to read some magazine pages in order to learn more about ecotourism and its drawbacks to the environment.
What will the lesson be about ?	It will be about Natural resources.
What main skill are we going to develop ?	It's Reading.

READING STRATEGIES

A- Skimming

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

Possible answers :

- African natural beauties
- African ecotourism

B- Vocabulary (scanning)

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

Expected answers : 1- c / 2- e / 3- a / 4- b / 5- f / 6- d

C- Vocabulary extension

Ask the students to use the words from the box to build appropriate sentences. Make it a pair-work. Set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers :

- 1- drift
- 2- spearhead
- 3- dissimilar
- 4- steady
- 5- scenery
- 6- whilst

D- Detailed comprehension

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

Expected answers :

- 1- African continent succeeded in maintaining alive its tourism business during the eighties.
- 2- It refers to landscape, wildlife and scenery.
- 3- In setting apart more than 25% of its land to preserve wildlife.
- 4- It's known as the land of «thousand of hills».
- 5- It's doing well in the sections of infrastructures, financial development, political stability and health development.
- 6- Free answer.

COMMUNICATION ACTIVITY

Ask students to read the communication activity. Tell them that they are going to do the activity in groups of 4 students. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then set the timing, and ask them to prepare their production. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Choose a few groups to present their ideas. Ask the rest of the class to listen and react to give additional ideas. Provide feedback about possible mistakes.

■ Possible ideas :**Definition of ecotourism :**

Ecotourism is the business of organizing holidays to places of natural beauty in a way that helps local people and does not damage the environment.

The advantages of eco-tourism industry for a country :

- Sustainable rural development based on environmental protection ;
- The creation of jobs ;
- Education and awareness about endangered animals and climate change ;
- The improvement of life quality for locals ;
- Etc.

Solutions to cope with the drawbacks of ecotourism on the environment :

- Review and improve regulations about ecotourism ;
- Ensure the benefits of tourism to local communities ;
- Develop and promote experiences in the city or territory that benefit both tourists and residents ;
- Educate travellers and tell them how to be more responsible and respectful of the place ;
- Etc.

Note : Value any relevant idea coming from the students. Make sure the examples they give align with the ideas provided.

LESSON 2 : SPEAKING

► **LEAD-IN**

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

Expected answers :

Picture A shows an ecotourism tour in the Banco forest, whereas picture B shows the Liana bridge in Man.

All the sites are worth seeing because :

- they contain natural beauty ;
- you learn more about the fauna and the flora ;
- you breathe fresh and clean air ;
- you learn more about local people's culture and history ; etc.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What characters are mentioned in the text ?	Canadian friends.
What are they coming for ?	They are coming for a visit to the Tai forest.
What will the lesson be about ?	It will be about sustainable resources.
What main skill are we going to develop ?	It's Speaking.

A- LANGUAGE FUNCTION

- I- Give a few minutes to the students to read the sentences silently. Analyze the sentences with them. Then, explain how to express recent actions with the present perfect and unfinished actions using the present perfect continuous.
- II- Ask the students to match each tense to the appropriate structure. They do it individually first, then they compare their answers with their neighbours'. Move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

Expected answers :

1- **Present perfect** = S (subject) + have / has + past participle.

2- **Present perfect continuous** = S (subject) + have / has + been + V-ing

III- Give a few minutes to the students to do the task.

Expected answers :

a- Present perfect : 1 ; 3

b- Present perfect continuous : 2 ; 4

LET'S KEEP IN MIND

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

B- LET'S PRACTISE

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

Expected answers :

- I) 1- has written
2- has won
3- has ... been
4- have finished
5- have ... not paid
6- has realized
- II) 1- has been working
2- have been waiting
3- have been living
4- has been playing
5- has (she) been working / has (she) worked
6- have (you) been learning
7- have been looking for
- III) 1- has been reading
2- have called
3- have (you) picked
4- has run
5- has (Traoré) been waiting
6- has been studying

COMMUNICATION ACTIVITY

- Give a few minutes to students to read the instructions of the activity.
- Make sure they understand the whole task. Explain and define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this and give help if needed.

- When the time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production aloud to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybook.

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

Example of dialogue

Jonathan : Hi, my friend. I'm having a stay in Côte d'Ivoire. Would you like to help me visit some tourist sites ?

You : Yes, of course.

Jonathan : Can you give me some of the famous tourist sites worth seeing ?

You : I can name some places like : the Taï Forest ; the Waterfalls in Man ; the Liana bridge of Man ; the Basilica of our Lady of Peace of Yamoussoukro ; the Beaches of Monogaga (Grand Béréby) ; the National Parc of Banco ; the National Museum ; etc.

Jonathan : Wow, you've got an attractive country. I will be glad to visit one of those places before flying back home.

You : It will be my pleasure to serve as your guide. Unfortunately, too many tourists have brought pollution there : garbage ; including food, plastics, tins, aluminium cans, glass, and papers have overpolluted some sites. Besides, the wildlife is menaced by poachers and timber cutters.

Jonathan : What a pity ! But, what measures have the authorities taken to protect the sites ?

You : They have reviewed and improved some regulations. Thanks to the efforts of the agents of the Forest and Waters Departments and village associations fighting against desertification and wildlife extinctions, environmental protection is being reinforced.

Jonathan : Good. The protection of the environment is a global issue. We are all concerned about it, no matter the country and the continent we live in.

You : You are right, bro. Thank you.

Jonathan : You are welcome.

PRONUNCIATION

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

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

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

- /id/ : founded ; oriented ; recommended ; respected ; highlighted
- /d/ : learned ; involved ; ; outlined ; suffered ; used
- /t/ : stopped ; worked ; fixed

LESSON 3 : LISTENING

▶ LEAD-IN

Tell the students to read the instruction and look at the pictures for a while and guess what would be discussed. They may guess what cultural features are portrayed.

Expected answers :

Picture A : The Abissa festival of the Nzema people in the town of Grand-Bassam.

Picture B : Ghanaian works or Art.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is it taking place ?	It’s taking place in Lycée Moderne of Ferkéssédougou.
What are the students doing ? What for ?	They’re listening to a podcast / to know more about Ghanaian tourist attractiveness.
What will the lesson be about ?	It will be about Africa’s tourist features.
What main skill are we going to develop ?	It’s Listening.

■ LISTENING ACTIVITIES

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

Expected answers : *The audio is about the tourism industry in Ghana (b).*

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

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

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

Expected answers : look at / opening up / coming in / look for / staying with

■ **LISTENING PASSAGE**

The tourism industry in Ghana, I think most often has evolved around business, tourism and then also conferences and events. And I think a lot of companies, a lot of organizations, a lot of institutions are bringing events and conferences to Ghana, especially because when you look at West Africa, Ghana seems to be the most stable and peaceful country in West Africa. And so that is why a lot of conferences and events are coming. But business in general, I mean, Ghana is still opening up. You know, recently we change the government and so a new government is in place. And so it means that a lot more people are coming in to come and look for business opportunities and things like that. And so that is what Villa prides itself in. We mostly have business people staying with us at the hotel.

COMMUNICATION ACTIVITY

- Give a few minutes to students to read the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now, inform them that they will work in pairs (with their neighbours).
- Allow enough time for this and give help if needed.
- When the time is over, ask students to stop and get ready to present their productions.

- Then call on named students (at least two pairs) to come and present their production aloud to the class.
- With the whole class, build an email to be written on the board. The students should copy this in their copybook.

► **Email writing**

- Proposals to appease the worries of the pen friend :
 - the authorities have taken some measures for more security ;
 - many tourists come to our country and return safe ;
 - most important hotels have reinforced their security devices ;
 - most tourist guides are professional and aware of security issues...
- Some tourist attractions in the country :
the Tai forest ; the Waterfalls in Man ; the Liana bridge of Man ; the Basilica our Lady of Peace of Yamoussoukro ; the beaches of Monogaga (Grand Béréby) ; the National parc of Banco ; the National Museum...
- Invitation to come and visit a given site :
(free answer)

LESSON 4 : WRITING

► **LEAD-IN**

Ask students to discuss in small groups the issue in the Lead-in box.

Possible answers :

- I would be interested in visiting natural beauties to learn more about flora and fauna ;
- I would be interested in visiting famous buildings to learn more about the history of the country ;
- etc.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is it taking place ?	On the occasion of International Natural Disaster Day.
Who is organizing the event ?	The American Embassy.
What is the event about ?	A writing competition.
How are students getting prepared for the competition ?	They are reading a text from a magazine.
What main skill are we going to develop ?	It's Writing.

WRITING STRATEGIES

Go through the strategies for describing a tourist attraction carefully with your students. Go step by step to equip them with the necessary tools they need to write. Make sure they follow and understand.

- A- Ask the students to study the model text and analyse its structure. Ask them to guess what each part corresponds to.
- B- Allow a few minutes to students to do the matching individually first, then ask them to compare their answers with neighbours'.

Expected answers : 1- E / 2- C / 3- B / 4-A / 5-D

- C- Give a few minutes to students to do the matching in pairs. When the time is over, ask volunteers to present their answers. Peers listen to correct if necessary. Write the correct answers on the board.

Expected answers :

- 1- «It's giant» ; «It's loud» ; «The water vapour goes high» ; «It's stunning».
- 2- Yes, he did. He said : «I really enjoyed my time there, but It was expensive.»
- 3- The lexical items he used to show appreciation are : "magnificent" ; "stunning" ; "enjoyed"...

COMMUNICATION ACTIVITY

- Give a few minutes to students to read the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this and give help if needed.

- When the time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build an email to be written on the board. The students should copy this in their copybook.

Example of email

Dear Topman,

I hope you are doing well. I have received your last email in which you told me your desire to come and visit some tourist sites in my country. I'm writing to propose a tourist site worth seeing.

In fact, my country is covered with tourist attractive sites, but one place is my favourite one : the Basilica our Lady of Peace of Yamoussoukro. It's a giant building realised by late President Felix Houphouët-Boigny. He was particularly proud of it.

Yamoussoukro is worth visiting because it's our political Capital. It's 230 kilometers from Abidjan. We drive almost 3 hours to get there by a nice highway. The city is free from traffic jams and all sorts of pollution. You will enjoy visiting the Hôtel President, the Peace Foundation building and the presidential palace where the late president was buried. The Basilica itself is a highly religious place where many visitors come daily.

During my last visit there, I enjoyed taking some selfies from there. The holiness of the place amazed me too much and filled me with more spirituality.

I will be happy to welcome you a week stay. My parents have made a few arrangements to make you enjoy it.

See soon.

Yours

Melki Ourega

LANGUAGE CORNER

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

1- SYNONYMS

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

LET'S PRACTISE :

I- **Expected answers :** 1- c / 2- b / 3- c / 4- a / 5- c / 6- c / 7- c / 8- a / 9- a / 10- d

II- **Expected answers :**

- 1) a- The house is big.
b- The house is large.
- 2) a- The girl is happy.
b- The girl is glad.
- 3) a- Dad is angry.
b- Dad is mad.

2- **RELATIVE PRONOUNS**

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

LET'S PRACTISE :

Expected answers : 1- *whom* / 2- *that* / 3- *who* / 4- *which* / 5- *whom*

3- **PREPOSITIONS**

Go through the definition and examples to help the students discover what prepositions are.

LET'S PRACTISE :

Expected answers :

I- 1- *from* / 2- *with* / 3- *on* / 4- *with* / 5- *from* / 6- *with* / 7- *to*

II- 1- *at* / 2- *by* / 3- *for* / 4- *for* / 5- *like* / 6- *on ; in*

4- **LARGE NUMBERS AND DATES**

Move from the definitions and examples to help the students learn how to say large numbers and dates. Then give them some exercises among the ones prescribed.

LET'S PRACTISE :

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

Expected answers :

- I- a- 237, 263 / b- 19, 000, 050 / c- 3, 695, 061 / d-17, 075 / e- 420, 142 / f-2, 948, 022
- II- a- One hundred and twenty-nine / b- One hundred and fifty-five thousand, three hundred and fifteen / c- nine hundred and ninety-nine thousand, nine hundred and ninety-nine / d-Three hundred and thirteen / e- Twenty-five thousand, eight hundred and thirty-two / f- Four hundred and eighty-nine thousand, two hundred and fifty-seven / g- Twenty-three thousand, five hundred and fifty-nine / h- Thirty-nine thousand, two hundred and forty-eight / i- ninety-nine thousand, two hundred and thirteen / j- Three hundred and thirty-three, nine hundred and twenty-eight / k- One thousand, five hundred and seventy-two / l- nineteen
- III- a- nineteen seventy-nine / b- 1832 / c- Twenty eleven / d- 1999 / e- Twenty ohs seven

FREE ORAL COMMUNICATION

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

■ COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

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

B- TIME TO GATHER INFORMATION

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

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

▶ Phase 1

Picture and table analysis

Possible answers :

1- The different environmental fields negatively impacted by tourism are :

- degradation of vegetation ;
- adverse effects on wildlife ;
- water and air pollution ;
- rainforest degradation...

2- Tourism can have a link with natural disasters :

It's demonstrated that tourism has something to do with global climate change, which is the main cause of some natural disasters all over the world.

► Phase 2

Have the students read the text and answer the questions.

Possible answers :

- 1- The text is highlighting the fact that tourism often puts pressure on natural resources.
- 2- Tourism can lead to : soil erosion, increased pollution, natural habit loss, species extinction.

► Phase 3 :

Students listen and take notes

LISTENING PASSAGE

Everyone's talking about climate change. But what is our climate? And why is it changing ? Our climate is the earth's normal weather over a very long time. It usually takes hundreds, or thousands of years for the climate to change. But recently, our climate has been changing much faster. All these changes make life harder for our plants, animals, and for people around the world. And the biggest cause of climate change is humans. When we use fuel, like oil and gasoline, or remove forests to make room for cities or farms, we release greenhouse gases into our atmosphere. These greenhouse gases cause our climate to get warmer.

Possible answers :

The main responsible for climate change is Humans.

When we use fuel, like oil and gasoline, or remove forests to make room for cities or farms, we release greenhouse gases into our atmosphere: our planet get warmer.

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW

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

Expected answers :

I- 1- b / 2- c / 3- a / 4- d / 5- f / 6- h : 7- g / 8-i / 9-k / 10-j / 11-e

II- 1- has been raining
2- have visited / haven't visited
3- haven't met
4- have been playing
5- have known
6- have ... completed
7- has improved

III- 1- of / 2- in / 3- from / 4- on / 5- from / 6- from

IV- 1- who / 2- how much / 3- when / 4- who / 5- whose

PROJECT TASK

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

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

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

UNIT 2 : NATURAL RESOURCES

► FAMOUS QUOTE

Invite your students to read the quote from Theodore Roosevelt silently and try to explain it to their neighbours. Then, ask them a few questions.

- a- According to Theodore Roosevelt, what is the link between natural resources and the well-being of the nation ?
- b- How do the behaviours in the present impact future life ?

Suggested answers :

- a- According to him, the nation behaves well if it treats the natural resources well.
- a- If people preserve the resources, future generations will benefit, but if resources are depleted, a lot of harm will be done to people in the future.

■ PICTURE ANALYSIS

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

Expected answers :

- We can see a lake, a forest and a timber track moving.
- They are all related to nature. They are Natural Resources.
- I would prefer to live in the place shown in Picture A, because it is a beautiful place.
- Yes, sun, wind, coal, oil, natural gas, etc.

LESSON 1 : READING

► LEAD-IN

Ask the students to read the different questions and analyse them. They could discuss it in groups of 4 in 5min before giving the answers. This activity will lead them to the day's lesson.

Expected answers :

- I think we can list water, wind, food, sun, etc.
- They come from Nature.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What will be held in your country ?	The next COP 21.
What are you supposed to do ?	We are supposed to read a text.
What will the lesson be about ?	It will be about the preservation of natural resources.
What main skill are we going to develop ?	It's Reading.

► Reading the text

A- Skimming (*Read the text quickly*)

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

Expected answers : a- Paragraph 8 / b- Paragraph 1 / c- Paragraph 6 / d- Paragraphs 4 -5

B- Scanning (*Vocabulary*)

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

Expected answers : 1- a- the same way / 2- b- an area full of wood / 3- c- calculated / 4- a- bad use / 5- a- destroyed / 6- a- that controls the flow of liquid / 7- b- a bag that can be used over again

C- Vocabulary extension

Ask the students to use the words from the box to complete the passage. They can do it individually and then compare their answers with their

neighbours' or do it in pairs. Time the activity, then move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- weighed / 2- reusable bags / 3- wooded area / 4- depleted / 5- waste / 6- as

D- Detailed comprehension

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

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

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in groups of 4 students. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to prepare their discussion. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Choose a few groups to present their ideas. Ask the rest of the class to listen and react to give additional ideas. Provide feedback about the mistakes.

Any good production from the students should be reinforced and put on the board as a model.

LESSON 2 : SPEAKING

► **LEAD-IN**

Be sure the students understand what is asked. Some questions can lead you to know that.

Expected answers :

- They are talking about men.
- No, Estelle is talking about men in general.
- Kaddy is referring to the men of her community.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is it taking place ?	It's taking place in the English club of the school.
Which role are you going to play ?	Discuss the matter.
What main skill are we going to develop ?	It's Speaking.

A- LANGUAGE FUNCTION

- I- Give a few minutes to the students to read silently the sentences and analyse them.
- II- Ask your students to do the task individually.

Expected answers : 1- general / 2- specific / 3- abstract / 4- preceded / 5- definite

LET'S KEEP IN MIND

For the part of **LET'S KEEP IN MIND**, the teacher will explain clearly the different points. The teacher could provide some examples to help students if possible.

B- LET'S PRACTISE

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

Tell to the students to consider the explanations given in the **LET'S KEEP IN MIND** part on the previous page.

Expected answers :

I- 1- Ø / 2- Ø / 3- the / 4- the / 5- Ø ; the / 6- the

II- **Usually used with THE** = winter / USA / Moon / Second / Longest

Usually used without THE = Sunday / Great Britain / Queen Elisabeth II / French / Tennis / Hamburger / Titanic / Ghana

COMMUNICATION ACTIVITY

Here, since five subjective points are going to be debated, the teacher could organise the class into groups to be more efficient. He will let them express their opinions and try to help them by correcting their mistakes.

PRONUNCIATION

Study the rules of the pronunciation of \thə\ for the first case with your students. Practise the examples with them. Make sure they master the rules.

Study the rules of the pronunciation of the \thi\ for the second case with your students. Practise the examples with them. Make sure they master the rules.

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

The earth = \thi\ --- the size = \thə\ --- the world = \thə\ --- the inhabitants = \thi\ --- the immense = \thi\ --- the tropics = \thə\ --- the globe = \thə\ --- the forest = \thə\ --- the island = \thi\ --- the caribbean = \thə\ --- the same = \thə\ --- the soil = \thə\

B- Set the students in pairs and time the activity. Then, ask the students to do the activity. Make sure they understand the task by performing it with a strong student. When the time is over, ask them to stop and present the scores they got.

LESSON 3 : LISTENING

▶ LEAD-IN

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

Possible answers :

- 1- Fossil fuel is a hydrocarbon-containing material such as coal, oil, and natural gas, formed naturally in the Earth's crust from the remains of dead plants and animals.
- 2- They are minerals. Non-renewable resources.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you going to do ?	We are going to listen to a podcast.
What for ?	In order to discuss its theme.
With whom are you going to discuss ?	With our classmates
What will the lesson be about ?	It will be about Natural resources' role in people's lives.
What main skill are we going to develop?	It's Listening.

► **LISTENING ACTIVITIES**

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

A- Ask the students to listen to podcast N° 1 and fill in the gaps.

Expected answers :

B- Ask the students to do the task as they are listening to podcast N°2. They do it individually first, then allow them a few minutes to compare their answers with their neighbours'.

Expected answers : 1-d / 2-c / 3-b / 4-a / 5-d

LISTENING PASSAGE 1

Fossil fuels are fuels produced from the remains of ancient plants and animals. They include coal, petroleum (oil), and natural gas. People rely on fossil fuels to power vehicles like cars and airplanes, to produce electricity, and to cook and provide heat.

In addition, many of the products we use today are made from petroleum. These include plastics, synthetic rubber, fabrics like nylon, medicines, cosmetics, waxes, cleaning products, medical devices, and even bubble gum.

LISTENING PASSAGE 2

Fossil fuels formed over millions of years. Once we use them up, we cannot replace them. Fossil fuels are a nonrenewable resource.

We need to conserve fossil fuels so we don't run out. However, there are other good reasons to limit our fossil fuel use. These fuels pollute the air when they are burned.

Burning fossil fuels also releases carbon dioxide into the atmosphere, contributing to global warming. Global warming is changing ecosystems. The oceans are becoming warmer and more acidic, which threatens sea life. Sea levels are rising, posing risks to coastal communities. Many areas are experiencing more droughts, while others suffer from flooding.

Scientists are exploring alternatives to fossil fuels. They are trying to produce renewable biofuels to power cars and trucks. They are looking to produce electricity using the sun, wind, water, and geothermal energy—the Earth’s natural heat.

Everyone can help conserve fossil fuels by using them carefully. Turn off lights and other electronics when you are not using them. Purchase energy-efficient appliances and weatherproof your home. Walk, ride a bike, carpool, and use public transportation whenever possible.

COMMUNICATION ACTIVITY

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

Example

Gold exploitation, also known as gold mining, can have significant negative impacts on the environment and surrounding communities. While gold mining can bring economic benefits, such as job creation and tax revenue, the drawbacks of gold exploitation can far outweigh the benefits.

One of the biggest drawbacks of gold exploitation is the destruction of the environment. Gold mining often involves the use of heavy machinery and chemicals, which can lead to deforestation, soil erosion, and water pollution. In addition, gold mining can cause the release of harmful chemicals, which can have long-term effects on the health of local populations and wildlife. They can also contaminate nearby water sources, making them unsafe for consumption and agricultural use.

Another major drawback of gold exploitation is the displacement of local communities. Gold mining often takes place on land that is traditionally used by

indigenous communities for agriculture, hunting, and fishing. These communities may be forced to relocate, and their livelihoods may be destroyed.

Finally, gold exploitation can have political drawbacks. In some cases, gold mining may be controlled by corrupted or oppressive governments, which may use the revenue generated by gold mining to enrich themselves at the expense of local communities. This can lead to social unrest, violence, and even conflicts.

In conclusion, we can say that while gold mining can bring economic benefits, the drawbacks of gold exploitation are significant and should not be overlooked. As such, it is important for governments, mining companies, and local communities to work together to ensure that gold mining is conducted in a sustainable and responsible manner, with a focus on minimizing the negative impacts on the environment and local communities.

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

LESSON 4 : WRITING

► LEAD-IN

Give the students a few minutes to discuss the questions of the lead-in activity. State a grouping mode. Make sure they understand the task and time the activity. Move around to supervise and when the time is over, ask them to stop and conduct feedback.

Expected answers :

- It is illegal gold exploitation.
- Wounds, death, jail and the country's impoverishment
- Sensitization, arrests and imprisonment.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What is a motivating factor here ?	A competition will be organized to join SAVE THE PLANET.
Who is the initiator ?	The Environment Club.
What are you going to do ?	Produce an article
What main skill are we going to develop ?	It's Writing.

■ WRITING STRATEGIES

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

► **Model Article**

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

Expected answers :

A- Be sure your students analyse and understand what is asked.

B- 1 = Title / 2 = introduces / 3, 4 and 5 = details / 6 = concluding / 7= author

C- Production

Ask the students to read the model article and write their own. Set the timing for this task, go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

COMMUNICATION ACTIVITY

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

Example of production

SAVE OUR FORESTS

Côte d'Ivoire, a country located in West Africa, is known for its rich forests and biodiversity. However, this natural heritage is under threat due to the misuse of forests. The rapid deforestation of the country is a serious issue that needs to be addressed urgently. In this article, we will denounce this misuse of forests and suggest measures to stop this phenomenon.

The misuse of forests in Côte d'Ivoire is primarily caused by human activities such as logging, mining, and agriculture. These activities have led to the loss of biodiversity, soil degradation, and a decrease in water quality. Furthermore, the loss of forest cover has also impacted the livelihoods of local communities that depend on forests for their survival.

The government of Côte d'Ivoire needs to take urgent action to address the misuse of forests. One of the most effective measures would be to implement stronger laws and regulations to protect the forest cover. The government could also provide incentives for companies that engage in sustainable forest management practices.

Another measure that could be taken is the promotion of alternative livelihoods for local communities that depend on forests. This could include the promotion of ecotourism, agroforestry, and sustainable agriculture. By providing alternative livelihoods, the government can reduce the pressure on forests for subsistence.

Furthermore, increased public awareness about the importance of forests could also help reduce the misuse of forests in Côte d'Ivoire. This could be achieved through campaigns and education programs that highlight the importance of forests for biodiversity, climate regulation, and local livelihoods.

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

By Sir Jean Jacques N'cho,
Journalist at DAB TIAP Magazine

LANGUAGE CORNER

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

1- FORMING ANTONYMS

Give a few minutes to your students to read the table silently, and then study it with them. You could for example read it progressively with them and explain it step by step so that they could follow and clearly understand the point.

LET'S PRACTICE

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

Expected answers :

- I- 1- dependence (example) / 2- tolerance / 3-unbelievable / 4- unreliable / 5-unaware / 6- discredit
- II- Ask the students to do the activities. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

2- COLLOCATION WITH VERBS

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

LET'S PRACTISE

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

1- Expected answers :

To earn : a degree / money / a living

To feel : tired / embarrassed / jealous

To spend : time / money / energy

To feel like : sleeping / eating

To win : a business / a competition / a battle / a game

2- Expected answers : Words from my own

Accept any other words which are grammatically correct.

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

See the article in communication activity in lesson 4. The arguments developed there may help you to produce your talk here.

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- I can see a desert in Picture A.
- I can see a map in picture B. It shows the place where the project Great Green Wall will be implemented.
- No, it is the first time.

► Phase 2

- The general idea is the expansion of the desert.
- The Sahara expansion, the reduction of vegetation, the desertification, the deforestation and the droughts are the reasons for implementing the GGW.

► Phase 3

The difficulties in implementing the GGW : insufficient funds, lack of oversight and improperly allocated technical support.

Listening passage

The GGW has been championed by advocates as a prime example of land restoration initiatives. However, the project is worryingly behind schedule. In 2020, the Great Green Wall was only 4% complete ahead of its planned 2030 completion date. The delays and missed timelines are due to a number of reasons, but mainly insufficient funds, lack of oversight and improperly allocated technical support.

Adapted from <https://www.faci.org/the-great-green-wall-legacy/> <https://earth.org/the-great-green-wall-legacy/> nghistory.org/resource-library

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW 2

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

Expected answers :

I- 1- natural resources (example) / 2- renewable energy / 3- non-renewable energy / 4- raw materials / 5- flood / 6- drought

II- 1- Ø / 2- A ; a / 3- Ø / 4- the / 5- a / 6- a

III-

	NATURAL	ARTIFICIAL
RENEWABLE	trees / natural gas / water / sun / plants / animals	
NONRENEWABLE	metals / coal / oil / timber	papers / bricks / plastic bags

PROJECT TASK

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

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

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

UNIT 3 : DEADLY VIRUSES AND DISEASES

▶ **FAMOUS QUOTE**

Invite your students to read silently the quote from Daniel Gerhard Brown and try to explain it to their neighbours. Then, ask them a few questions about it.

- a- What does Daniel Brown compare a virus to ?
- b- What does he say about it ?

Suggested answers :

- a- It is fear.
- b- He says fear travels faster than a virus.

▶ **PICTURE ANALYSIS**

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

Expected answers :

- 1- In Pictures A and B, I can see mmicrobes an viruses.
- 2- They cause diseases.
- 3- I think they are doctors and nurses.
- 4- To protect themselves against the Covid-19 pandemic.
- 5- They are putting a dead body in a hearse.

LESSON 1 : READING

▶ **LEAD-IN**

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

Expected answers :

- It suggests washing hands regularly.
- By preventing to be in contact with infected saliva or other micro-particles.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the scene taking place ?	In Lycée Moderne of Bangolo.
Who is the person that the students of Lycée Moderne of Bangolo are receiving ?	The representative of the World Health Organization.
What do the students do ? And why ?	They read brochures to collect information for a discussion.
What main skill are we going to develop ?	It's Reading.

► **Reading the text**

A- Skimming (Read the text quickly)

Ask the students to read the two texts quickly and say what they have in common. They should do it individually first, then compare their answers with their neighbour's. As they do the activity, move around to supervise and provide help when necessary. Do not exceed 5 min for the task. When the time is over, make them to stop and conduct feedback. Write the correct answer on the board.

Expected answer : b- current diseases

B- Scanning (Vocabulary)

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

Expected answers :

Text A : 1- crossed over / 2-spread / 3- undetected / 4- launched / 5- incurable / 6-improved / 7-declined

Text B : 8- cropped up / 9- lockdown / 10-lingering / 11-uneven

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

Expected answers : 1- crossed over / 2- spread / 3- undetected / 4-launched / 5- incurable / 6- improve / 7- declining / 8- cropped up / 9- lockdown / 10-uneven

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

Expected answers :

Dates	Country / Organisations	Actions/ Events
1981	USA	121 people died of HIV
1987	WHO	Launched the global Programs on AIDS
1988	Worldwide	5-10 million were living with HIV
Since 2010	Worldwide	The rate of deaths from AIDS has declined by 47 %
January 2020	WHO	Existence of confirmed cases of COVID-19

E- CRITICAL THINKING ACTIVITY

Ask the students to read the activity. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand if necessary. Then, set the grouping mode and time the activity. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback.

Example of production

It is difficult to predict the future of COVID-19 with certainty, but it is possible that it will continue to circulate in populations, potentially becoming endemic like other respiratory viruses, such as the common cold.

While vaccines are effective in preventing severe diseases and death from COVID-19, they may not provide complete protection against infection or transmission, particularly as new variants of the virus emerge. Ongoing transmission of the virus in some parts of the world may also allow for the development of new variants that may be more resistant to existing vaccines.

However, it is important to note that efforts to control the spread of the virus through vaccination, public health measures, such as mask-wearing and social distancing, and improved treatments can help to reduce the impact of COVID-19 on individuals and communities. Additionally, ongoing research into the virus and its variants may lead to the development of new treatments or more effective vaccines in the future.

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

LESSON 2 : SPEAKING

► LEAD-IN

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

Expected answers :

- They are verbs
- Verbs + prepositions

Learning context

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

A- LANGUAGE FUNCTION

Give a few minutes to the students to read silently and analyse the table. Study it with them to help them better understand it

B- LET'S PRACTISE

Tell to the students to consider the meaning of the phrasal verbs in the table above and do the task.

Expected answers : 1- *picked out* / 2- *watch out* / 3- *run out* / 4- *make out* / 5- *get out*

LET'S KEEP IN MIND

For **LET'S KEEP IN MIND**, the teacher will explain clearly the different phrasal verbs. The teacher could provide some examples to help students if possible.

COMMUNICATION ACTIVITY

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

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

PRONUNCIATION

Study the rules of the pronunciation of /O/ in the middle of words. Practise the examples with them. Make sure they understand the rules.

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

LESSON 3 : LISTENING

► **LEAD-IN**

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

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

■ **LISTENING ACTIVITIES**

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

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

Expected answers : 3- *the key facts about Ebola diseases*

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

Expected answers : 1- b / 2- b / 3- b / 4- a / 5- a

C-

Transmission and spread of the disease	Actions to control the spread of the Ebola disease	Treatment and care
1- break out 2- make out	1- drop out 2- get out	1- find out 2- watch out

LISTENING PASSAGE

Ebola virus disease (EVD), formerly known as Ebola haemorrhagic fever, is a rare but severe, often fatal illness in humans.

The virus is transmitted to people from wild animals and spreads in the human population through human-to-human transmission.

The average EVD case fatality rate is around 50%. Case fatality rates have varied from 25% to 90% in past outbreaks.

Community engagement is key to successfully controlling outbreaks.

Good outbreak control relies on applying a package of interventions, namely case management, infection prevention and control practices, surveillance and contact tracing, a good laboratory service, safe and dignified burials and social mobilisation.

Vaccines to protect against Ebola have been developed and have been used to help control the spread of Ebola outbreaks in Guinea and in the Democratic Republic of the Congo (DRC).

Early supportive care with rehydration, symptomatic treatment improves survival. Two monoclonal antibodies (Inmazeb and Ebanga) were approved for the treatment of Zaire ebolavirus (Ebolavirus) infection in adults and children by the US Food and Drug Administration in late 2020.

Pregnant and breastfeeding women with Ebola should be offered early supportive care. Likewise, vaccine prevention and experimental treatment should be offered under the same conditions as for the non-pregnant population.

<https://www.who.int/news-room/fact-sheets/detail/ebola-virus-disease?gclid=Cj0KCQjwhY>

■ Critical thinking activity

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

Example of production

The Ebola virus disease (EVD) is primarily spread through contact with bodily fluids of an infected person or animal, including blood, urine, saliva, and faeces. To reduce the spread of Ebola virus disease, it is important to take the following precautions :

- 1- Wash your hands frequently with soap and water or use an alcohol-based hand sanitizer.
- 2- Avoid direct contact with the bodily fluids of an infected person or animal, especially if they are sick or have died from the disease.
- 3- Do not touch the bodies of people who have died from Ebola.
- 4- Use protective gear, such as gloves, masks, and goggles, if you are caring for someone with EVD or working in an Ebola treatment center.
- 5- Cook meat thoroughly and handle it with care to avoid contact with blood or other bodily fluids.

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

LESSON 4 : WRITING

► **LEAD-IN**

Give the students a few minutes to discuss the first point of the lead-in activity.

Expected answers :

- Yes, it is very important, because we need to keep in touch with our friends.
- Mobile phones, letters, social networks, email.

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are the students doing ?	They are writing.
What are they writing ?	They are writing emails to their friends.
What main skill are we going to develop ?	It's Writing.

■ WRITING STRATEGIES

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

A- Model Email

Study the model Email with the students.

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

Expected answers : 1- salutation / 2- introduction / 3- body / 4- closing / 5- name of the sender

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

Expected answers :

They are very close. They might be friends or relatives. Through the terms :

- 1- Dear Harold / How are you doing ? / Hope you are fine and OK / Hope to hear from you soon / are some expressions which justify our viewpoint.
- 2- She is sending the email to talk about the prevention of pandemic diseases in the world.
- 3- basic hand hygiene / respiratory hygiene / use of personal protective equipment like face masks / safe injections / safe burial / restriction of movements.

COMMUNICATION ACTIVITY

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

Example of production

Subject : Important Message Regarding Covid-19.

Dear friend Prunelle,

I hope this email finds you well.

I am writing to you today to discuss the ongoing situation regarding the Covid-19 pandemic. As we are all aware, the virus continues to spread rapidly and poses a significant threat to our health and well-being. It is important that we all take the necessary measures to avoid the spread of the virus and protect ourselves and others around us.

The dangers of Covid-19 are real and have been widely documented. It is highly contagious and can be transmitted through respiratory droplets when an infected person coughs, sneezes, or talks. It is important to note that some people with Covid-19 may not show any symptoms but can still spread the virus to others. This makes it even more critical that we all do our part in preventing the spread of this disease.

To avoid the spread of Covid-19, we must follow the guidelines set by the health authorities. These include wearing a mask in public places, washing our hands frequently, maintaining social distancing, avoiding large gatherings, and staying home if we feel unwell. These measures may seem small, but they can have a significant impact on preventing the spread of the virus.

I urge you my friend to take this situation seriously and take the necessary precautions to protect yourself and those around you. We all have a role to play in fighting this pandemic, and together, we can make a difference.

If you have any questions or concerns, please do not hesitate to reach out to me. Let us all do our part in keeping ourselves and our communities safe.

Best regards,

Your friend Hannielle

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

LANGUAGE CORNER

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

REPORTED SPEECH

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

LET'S PRACTISE

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

Expected answers :

- 1- The expert said that the pandemic was spreading to all the countries.
- 2- He said they worked hard on that issue.
- 3- The UN Secretary-General ordered the heads of state to take the necessary measures to stop the pandemic.
- 4- The reporter inquired the reason why so many people were dying.
- 5- He said he liked that song.
- 6- She asked me where my sister was.
- 7- She said that she didn't speak Italian.
- 8- They told me to say hello to Jim.
- 9- He said that the film had begun at seven o'clock.

ERRATUM : Une erreur de numérotation s'est glissée dans le "LET'S PRACTISE" de la page 65 du manuel. Veuillez la signaler aux élèves en leur demandant de la corriger au bic rouge (remplacer "10" par "9"). Merci pour votre bonne compréhension.

FREE ORAL COMMUNICATION

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

■ COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

See the email in communication activity in lesson 4. The arguments developed there may help you to produce your presentation here.

B- TIME TO GATHER INFORMATION

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

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

▶ Phase 1

Picture analysis

Possible answers :

- They are undergoing a flood. They are walking in dirty water.
- They may face diseases like cholera, guinea worm, etc.

▶ Phase 2

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

▶ Phase 3

LISTENING PASSAGE

Students listen to the audio and take notes.

Dr Pirutinsky's tips for parents to cope with technology addiction include :

In conversations, acknowledge the benefits your children get from technology but help them understand the risks involved. Teach them how to maintain their privacy online and avoid sharing personal information. Be a model for this in your own online behaviour. Be available to your children in case they encounter harassment or inappropriate content.

Pay attention. Monitor how much time your child spends online, what they do and how frequently they log on. Monitor your own usage as well and try to cut down if you notice overuse or a constant urge to check social media feeds, texts and emails.

Work with your child to set guidelines for technology use.

Establish limits for when and where technology should be used. Consider making mealtimes screen-free times and bedrooms tech-free zones. Set an example by placing your own device in another room before dinner and plugging your device into a charger in the kitchen before going to bed.

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT 3 REVIEW

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

Expected answers :

- I- 1- a asymptomatic / 2- c (coronavirus) / 3- a (COVID-19) / 4- c (infect) / 5- a (a pandemic)
- II- a- Pfizer-BioNTech COVID-19 / b- people aged 16 and older / c- A vaccine is a substance that can prevent you from getting a given disease / d- you have to wear a mask.
- III- Analyze the model email and even the one in lesson 4, communication activity, it may help your students to deal with this exercise.
- IV- 1- He said that he liked that song.
2- She asked me where my sister was.
3- She said that she didn't speak Italian.
4- They asked me to say hello to Jim.
5- He said that the film had begun at seven o'clock.
6- She told the boys not to play on the grass.
7- She asked him where he had spent his money.
8- He said he never made mistakes.
9- He wanted to know if she knew Robert.
10- The stuntman advised the audience not to try that at home.
- V- 1- a (carry on) / 2- a (call for) / 3- d (is over) / 4- c (broke in) / 5- a (broke down) / 6- b (come on)

PROJECT TASK

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

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

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

UNIT 4 : CRIME AND VIOLENCE

► **FAMOUS QUOTE**

Invite your students to read silently the quote from Mahatma Gandhi and try to explain it to their neighbours. Then, ask them a few questions.

- a- What is the issue raised by Mahatma Gandhi ?
- b- Is he in favour of violence ?
- c- Why did Gandhi reject violence ?

Suggested answers : Mahatma Gandhi says that he is against violence because, when applied for a good reason, the benefit is momentary while the damage it causes is forever.

- a- Violence
- b- No, he is against violence
- c- He rejected violence because its benefits pass quickly, compared to the harm it does.

► PICTURE ANALYSIS

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

Expected answers :

- The pictures are about crime and violence.
- The possible causes : feelings of frustration, neglect, abuse, poverty, unemployment, economic crisis, armed conflicts, trivialization of violence by television, social networks, lack of communication, intolerance, lack of forgiveness, ...
- Consequences of violence : injuries, deaths, financial losses, property damages, traumatism, psychological and emotional troubles.
- To fight against violence, we need a strong political will to protect all victims, ensure that the rights of people to live in safety are respected, provide effective justice, train professionals to take care of victims, strengthen security plans, raise awareness, ...

LESSON 1 : READING

► **LEAD-IN**

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

Expected answers :

- Young people, youngsters.
- In Picture A, a young girl is bullying her friend by pulling her hair. In picture B, the young girl is shouting at her friend. And in picture C, a young boy is being discriminated.
- No, it isn't.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	On the National Day against violence.
Where is it taking place ?	At a session of my school English Club.
What are the students doing ? What for ?	They're reading a text about violence and crime committed by youngsters. To sensitize their friends about the issue.
What will the lesson be about ?	It will be about violence and crime committed by youngsters.
What main skill are we going to develop ?	Reading.

► **Reading the text**

A- Skimming

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

Expected answer : *c- street children in Congo and Côte d'Ivoire.*

B- Scanning (Vocabulary)

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

Expected answers : 1- *emphasis* ; 2- *petty* ; 3- *room* ; 4- *theft* ; 5- *bearing* ; 6- *stigma* ; 7- *idle* ; 8- *anxiety* ; 9- *peer*

C- Detailed comprehension

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

Expected answers : 1- *c* ; 2- *c* ; 3- *c* ; 4- *c* ; 5- *c* ; 6- *c*

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in groups of four (4) students. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to prepare their discussion. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Choose a few groups to present their ideas. Ask the rest of the class to listen and react to give additional ideas. Provide feedback about the mistakes.

Example of production

Hi everyone,

I am here today to address an issue that is threatening our society : juvenile delinquency.

It is a serious issue that harms individuals and creates social problems. Juvenile delinquency refers to the behaviour of minors who engage in illegal activities or commit crimes.

One of the major causes of juvenile delinquency is the absence of parental involvement.

Parents who are absent or fail to provide adequate attention and guidance to their children can create a gap in their lives, leading them towards bad influences. Another factor is peer pressure, which often leads children to make poor decisions or engage in criminal activities to please their friends.

Juvenile unacceptable behaviour can have serious and lasting consequences. Children involved in such behaviours often develop psychological and emotional issues such as depression, anxiety, and post-traumatic stress disorder. They may also face legal consequences, which can send them to prison and endanger their future in terms of education or employment. The victims of juvenile delinquency can suffer physical, mental, and emotional harm as a result of the offender's actions.

However, there is good news ; there are solutions available to prevent delinquent behaviour among youth. First, parents must take a more active role in their child's life, providing them with love, support, and guidance towards positive behaviour. Educating children about the dangers and consequences of delinquent behaviour is also essential.

In conclusion, we must all work together to address the causes and consequences of juvenile delinquency. By providing children with the resources and support they need, we can give them a chance to grow up into responsible and productive members of society. Let us take strong measures towards achieving this goal.

Thank you.

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

LESSON 2 : SPEAKING

► **LEAD-IN**

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

Expected answers :

- Picture A shows sexual harassment.
- Pictures B and D point out domestic violence.
- Picture C portrays the law of silence.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English Club session.
Where is it taking place ?	At a session of your school English Club.
What are the students doing ? What for ?	They're discussing different types of crimes. / To be well-informed.
What will the lesson be about ?	Types of crimes.
What main skill are we going to develop ?	Speaking.

A- LANGUAGE FUNCTION

- I- Give a few minutes to the students to read silently the sentences and understand them. For each sentence, ask them to point out the idiom and understand its meaning. Then study the sentences with them laying the stress on idioms.
- II- Ask the students to study active and passive statements. Focus on when to use the active or the passive.

B- LET'S PRACTISE

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

Expected answers : 1- *make off* ; 2- *cover* ; 3- *fess up* ; 4- *have a run-in* ; 5- *red-handed* ; 6- *white-collar*

COMMUNICATION ACTIVITY

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

Follow this rubric to prepare your discussion

- Name the type of crime :
 - Armed robbery
 - Sexual abuse
 - Sexual harassment
 - Child abuse
 - Domestic violence
 - Rape
- Say how the criminal was arrested :
 - He / She was caught red-handed.
 - He / She was reported by a witness.
 - He / She was seen on a security camera.
 - He / She was arrested by the police.
- Mention if he / she was sent to prison or acquitted :
 - He / She was sent to prison
 - He / She was acquitted
- Solutions to put an end to this crime :

Accept any relevant solution.

Example of production

Hi everyone,

Today, I want to talk about a juvenile criminal case that has recently shocked Yopougon, where I live. Earlier in the month, a modest shopkeeper, known as "boutiquier", had been the victim of an armed robbery. With a gun in hand and wearing a mask, the young criminal entered the store and angrily demanded money from the shopkeeper. However, thanks to the quick thinking of the shopkeeper, who was able to secretly press the panic button, the police arrived on time, arrested the young delinquent, and took him to the police station.

After an investigation, it was found that the accused was indeed guilty of committing the crime. He was then brought before the court in Yopougon, where he was sentenced to 2 years of imprisonment for his behaviour. To put an end to such crimes, it is important that we take strong measures. One solution could be to raise youngsters' awareness through programs that educate them about the consequences of bad behaviour. We also need to encourage our communities to be vigilant and report any suspicious behaviour to the authorities. Finally, we need to equip the police with modern technology, better communication tools, and training to tackle such incidents quickly and efficiently.

Thank you for your attention.

PRONUNCIATION

Study the rules of the pronunciation of the sounds "ʌ" and "ɑ" with your students. Practice the examples with them. Make sure they master the rules. Go through the rules and examples with them.

In this activity, the student should do the tasks with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to appreciate their mates' pronunciations of the words.

Expected answers :

/ ʌ /	/ ɑ /
None ; won ; cup ; subway ; brother ; divulges ; subsidies ; month.	Forgot, moderate ; gossip ; document ; loss ; colleagues ; common ; project.

LESSON 3 : LISTENING

► LEAD-IN

Tell the students to look at the picture for a while and answer the questions that follow. They should discuss their answers with their neighbours and justify their answers.

Possible answer :

- Sexual harassment is any unwanted comment, gesture, or action that is sexual in nature.
- Women are predominantly the victims
- Confide in someone you trust, confront the harasser

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	On the celebration of Zero Violence Day
Where is it taking place ?	At a session of your school English Club
What are the students doing ? What for ?	<ul style="list-style-type: none">▪ They're listening to an audio about sexual harassment▪ to learn more about it.
What will the lesson be about ?	It will be about sexual harassment.
What main skill are we going to develop ?	Listening.

► LISTENING ACTIVITIES

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

A- Ask the students to listen to the audio and select the best option that states the general idea of the audio passage. They should do it individually.

Expected answers : c- *sexual harassment*

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

Expected answers : 1- feel ; 2- loosing ; 3- three ; 4- keep ; 5- steal ; 6- file

C- Ask the students to listen to the audio again and say if the statements below are true or false. They do it individually first and then compare their answers with their peers. Then the teacher conducts feedback.

Expected answers : 1- T ; 2- F ; 3- T ; 4- F ; 5- T ; 6- F

LISTENING PASSAGE

If you suspect you are being sexually harassed at work, you may not know what to do about it. You are being made to feel uncomfortable, but you are afraid to speak up for fear of losing your job. Sexual harassment in the workplace should not be taken lightly. If you find yourself in this sticky situation, here are three things you should do.

First, gather evidence and document the illegal behaviour. Keep records of what happened and save emails or other documents, but do not steal, copy, or take documents that are confidential or employer-owned that you don't have a right to.

Second, report to a supervisor. Typically, you are required to notify your employer before legal action.

COMMUNICATION ACTIVITY

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

Follow this rubric to prepare your speech

■ Define sexual harassment :

Sexual harassment is any uncomfortable and unwanted situation felt by a woman that is sexual in nature.

■ Mention two causes :

Gender inequality, gender norms, other forms of discrimination and disadvantage (Power disparities in society also stem from a range of other factors, including race, disability, age, visa status, economic vulnerability, geographic location and career stage).

■ Suggest two measures to stop it :

In order to prevent sexual harassment, we must reduce gender inequality and other forms of discrimination and disadvantage, and eliminate contextual factors known to increase the risk of it occurring.

Example of talk

Hi everyone,

I am here today to tell you about a very important issue that affects people of all genders, ages, and backgrounds : Sexual harassment. Sexual harassment is defined as any unwanted sexual behaviour or advances that make a person feel uncomfortable, intimidated, or violated. It can take many forms, such as physical touching, verbal comments, or even online messages or images. There are several reasons why sexual harassment happens. One reason is a lack of awareness and education about what it is and how it affects others. Another reason is power dynamics, where someone may use their position of authority to force or intimidate someone into unwanted sexual behaviour.

If we want to stop sexual harassment, we must take necessary steps to prevent it from happening in the first place. Firstly, we need to educate ourselves and others about what sexual harassment is and why it is harmful. This means creating safe spaces for individuals to speak up about their experiences and providing resources for those who have been affected by it. Secondly, we need to punish those who engage in sexually harassing behaviour. This includes implementing policies and procedures that make it clear that sexual harassment is unacceptable and will not be tolerated.

Definitively, sexual harassment is a serious issue that affects many people. Increasing our awareness and taking action to prevent it will guarantee safer and more respectful environments for everyone.

Thank you.

LISTENING PASSAGE

If you suspect you are being sexually harassed at work, you may not know what to do about it. You are being made to feel uncomfortable, but you are afraid to speak up for fear of losing your job. Sexual harassment in the workplace should not be taken lightly. If you find yourself in this sticky situation, here are three things you should do.

First, gather evidence and document the illegal behaviour. Keep records of what happened and save emails or other documents, but do not steal, copy, or take documents that are confidential or employer-owned that you don't have a right to.

Second, report to a supervisor. Typically, you are required to notify your employer before legal action.

Third, contact an employment lawyer for you to file your claim. Depending on your claim, the statute of limitations can be as short as three months.

What do men gain from sexual harassment? There are at least three motivations, namely sex, power, and gender identity protection, which have been hypothesized to drive harassing behaviours.

Adapted from: <https://klinglerlaw.com/faq/what-should-i-do-if-i-believe-im-being-sexually-harassed-at-work/>

LESSON 4 : WRITING

► LEAD-IN

Show a newspaper article to the students and ask them a few questions about it.

- What kind of writing is a report ?
- Is a report a formal or an informal writing ?
- Is there a difference between a report and an article ?

Expected answers :

- It's a specific type of writing that presents factual information in a structured and organized manner.
- It is a formal writing
- Yes, there are differences between a report and an article. Reports are generally more focused on presenting factual information. Articles can be informative, persuasive, or entertaining.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English Club session
Where is it taking place ?	At school
What do the students do ? What for ?	They write a report on the action of man on the planet. To save the earth.
What will the lesson be about ?	Writing a report.
What main skill are we going to develop ?	Writing.

► WRITING STRATEGIES

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

A- The model report

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

Expected answers :

B- 1- The report asserts that violence against children and youth is a reality in Côte d'Ivoire.

2- Violence in Côte d'Ivoire affects 58% of girls and 66.55% of boys.

3- The study was conducted by the National Institute of Statistics (NIS).

4- The survey states that the factors that impact the issue of violence are : poverty ; wars ; civil strife, etc.

5- Number 3.

6- Yes, because it states that violence against children and youth is a reality in Côte d'Ivoire.

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

D- Checklist of a report

1- yes ; 2- yes ; 3- yes ; 4- yes ; 5- yes ; 6- yes ; 7- yes ; 8- yes

COMMUNICATION ACTIVITY

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

Follow this rubric to prepare your report.

- propose an attractive title / heading ;
- Introduction (Paragraph 1)

- assert a fact on sexual harassment.
 - state the figures.
 - mention the source of the study.
 - announce the results / findings.
- In paragraph 2, mention 2 causes of sexual harassment.
 - In paragraph 3, point out 2 consequences of sexual harassment.
 - In paragraph 4, restate the main idea and make a recommendation.

Example of report

SEXUAL HARASSMENT IN CÔTE D'IVOIRE

Sexual harassment is a universal problem that affects individuals of different genders, ages, and social statuses. In Cote d'Ivoire, a study reveals that 90% of girls and 10% of boys are victims of sexual harassment in various public and private institutions. The study was conducted in May 2023 by the National Institute of Statistics (NIS). The survey pinpoints that many factors favour sexual harassment in Cote d'Ivoire. First, almost all women victims of sexual harassment are in a subordinate position, which makes them vulnerable. Most cases of sexual harassment take place in the workplace, and women are expected to tolerate such behaviour from men. Second, there is a lack of policy implementation to prevent sexual harassment in public and private institutions. This situation creates an environment for such acts.

Victims of sexual harassment suffer different consequences. According to the survey, these negative effects range from psychological trauma to an impact on their careers. Victims of sexual harassment often suffer from depression, anxiety, and post-traumatic stress disorder (PTSD). In terms of career, it negatively impacts the victim's career as it impairs their ability to work effectively. As a solution, the government should establish and enforce laws to prohibit sexual harassment in all public and private institutions. They should raise people's awareness and encourage women to report such acts.

LANGUAGE CORNER

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

1- SUFFIXES

Move from the examples to help the students discover what a suffix is and the meaning it conveys.

LET'S PRACTISE

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

Expected answers : 1- *undisciplined* ; 2- *harmful* ; 3- *illegal* ; 4- *irrational*

2- Determiners

Move from the examples to help the students discover the meaning of each determiner and when to use it.

LET'S PRACTISE

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

I- Expected answers : 1- little / 2- a few / 3- few / 4- little

II- Expected answers : 1- many / 2- much / 3- a lot of / 4- much

III- Expected answers : 1- any / 2- some / 3- any / 4- some

FREE ORAL COMMUNICATION

This section gives your learners a real opportunity to communicate freely.

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

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

Expected answers :

- The "law of silence" refers to a social phenomenon where people decide to remain silent and not to denounce certain issues, such as sexual harassment, child abuse, or injustice.
- The causes of this situation are as follows : fear and worry about the consequences they might face if they break the information / certain topics are surrounded by social stigma / lack of trust in the authorities responsible

for addressing issues

- opinion about the “law of silence” can vary among people.
- In cases of violence and abuse, the right attitude is to break the “law of silence” and take appropriate actions.

B- TIME TO GATHER INFORMATION

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

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

▶ Phase 1

Picture analysis

Possible answers :

- Children are victims of physical violence and sexual abuse.
- They are afraid of denouncing adults or perpetrators of such acts.
- I have this perspective for the following reasons. Adults who abuse children are more powerful and influential than their victims. For this reason, kids worry about the consequences they might face if they break the silence.

▶ Phase 2

Have the students read the text and answer the questions.

Possible answers :

- **Problem raised :** child abuse.
- **Perpetrators of this violence :** family members.
- **Common solution :** “Law of silence” through amicable arrangements.

Students give relevant ideas to support their answers.

▶ Phase 3

Students listen and take notes

Possible answers :

- Consequence(s) of the issue raised in the reading passage : impunity of the perpetrator and preventing victims from accessing the justice system

- Difficulties encountered by victims : discouragement and costs of medical certificates

LISTENING PASSAGE

Obstacles to access to justice for child victims

These practices **favour the impunity of perpetrators** and **prevent victims from accessing the justice system**. Moreover, when a victim decides to file a complaint, the victim is faced with a number of obstacles, which risk to discourage the victim to obtain justice. For example, victims often **face difficulty lodging a complaint**, to **compile a case file** and to **gather proof of the violence** and abuse suffered. Furthermore, despite the commitments made by the Ivorian authorities, **the victims have to bear the costs of the preparation of medical certificates**.

Adapted from

<https://bice.org/en/ivory-coast-violence-and-sexual-abuse-toward-children-is-always-at-the-centre-of-the-united-nations-concerns/>

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW

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

Expected answers :

I- 1- c ; 2- d ; 3- a ; 4- b ; 5- g ; 6- h ; 7- e ; 8- f

II- 1- forgery ; 2- larceny ; 3- acquaintance rape ; 4- embezzlement ; 5- rape

III- 1- Innocent people have been sent to prison by mistake.

2- Homicide and assault are included in crimes against the person.

- 3- The defendant is protected by the law from overly harsh penalties.
- 4- Bullying is sometimes seen as “gateway behaviour”.
- 5- “Rape shield” law has been passed by most countries.

PROJECT TASK

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

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

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

Select the best ones and stick them on the board.

UNIT 5 : HUMAN RIGHTS

► **FAMOUS QUOTE ANALYSIS**

The teacher invites his students to read silently the quote from NELSON R. MANDELA and try to explain it to their neighbours.

Then, ask them a few questions.

- a- List three basic Human rights.
- b- According to Mandela, why Human Rights shouldn't be denied ?
- c- In what countries are human rights generally not respected ?

Suggested answers : Nelson R. Mandela's words gave a clearer definition to dehumanization ; to impose on them a wretched life of hunger and deprivation is to dehumanize them. His mission as an anti-apartheid revolutionary was to establish equality and freedom for all women, men and children. He stood for the fundamental rights of all human beings, regardless of gender, nationality or race. This is also the very idea for which Nelson Mandela was jailed for 27 years.

- a- Everyone has the right to life, liberty and security of persons, freedom of opinion and expression, the right to work and education.
- b- For him, all human beings are born equal and deserve fair treatment before the law.
- c- Dictatorship Nations and countries with a shortage of democracy.

► **Picture analysis**

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

Expected answers :

- 1- The pictures are about mass-protest to claim rights ; rights to education ; equal rights for all men and women, boys and girls, blacks and whites ; freedom of speech.
- 2- The statement in picture C can be justified by the lack of freedom of speech. Every human being is entitled to express his/her opinions freely and governments should protect/guarantee freedom of expression to all.

LESSON 1 : READING

► **LEAD-IN :**

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

Expected answers :

- The name of each character :
A- JOHNSON HELEN SIRLEAF ;
B- TAWAKKOL KARMAN ;
C- MARTIN LUTHER KING JUNIOR ;
D- DESMOND TUTU.
- The country where each of them is from : A- LIBERIA ; B- YEMEN ; C- The USA ;
D - SOUTH AFRICA
- The two women are still alive, but the two men passed away.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	At the English club meeting.
Where is the scene taking place ?	In our school.
What're the students doing ? What for ?	They're reading leaflets they received from an Australian NGO. / To promote basic principles of Human rights among themselves.
What will the lesson be about ?	It will be about Human Rights or the promotion of Human Rights.
What main skill are we going to develop ?	It's Reading.

► **Reading the text**

A- Skimming :

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

SUGGESTED TITLE : Female African celebrities.

B- Scanning (Vocabulary)

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

Expected answers : 1 - *f (example)* ; 2- *j* ; 3- *g* ; 4- *d* ; 5- *i* ; 6- *a* ; 7- *e* ; 8- *h* ; 9- *b*

C- Vocabulary extension

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

Expected answers : 1- *intended (example)* ; 2- *struggle* ; 3 - *understanding* ; 4- *violations* ; 5- *crossroads* ; 6- *give credit* ; 7- *neglect*

D- Detailed comprehension

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

Expected answers :

- 1- There were : Tawakkol Karman ; Ellen Johnson Sirleaf and Leymah Gbowee.
- 2- The decision aimed at drawing attention to the suppression of women's rights worldly and spurring their fight for greater equality.

- 3- They are fighting for education, employment and access to healthcare.
- 4- It will give Yemini Human Rights fighters more strength in their struggle.
- 5- They had always been on the front line of the fight for peace despite crass neglect.

COMMUNICATION ACTIVITY

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

Example of a formal speech

■ Civilities

- Honourable members of the NGO,
- Dear guests,
- Ladies and gentlemen,

■ Introduction

E.g : I am.....(name), chairman of the Ivorian Non-Governmental Organization “Women’s rights matter”

- Question/topic to deal with
- Conclusion : Thank the audience

■ BODY OF THE SPEECH

1- Examples of some Human rights :

- The right to life and liberty
- Freedom of opinion and expression
- The right to work and education
- The right to social protection, to an adequate standard of living and to the highest attainable standards of physical and mental well-being.

- 2- Human Rights are basic rights that belong to all of us simply because we are human. They embody key values in our society such as fairness, dignity, equality and respect. They are an important means of protection for us all, especially those who may face abuse, neglect and isolation. Most

importantly, these rights give us power, enable us to speak up and challenge poor treatment from a public authority.

- 3- The power of human rights lies in the very fact that they treat everyone as equal in terms of possessing human dignity. Humanity will be preserved from any abuses and violations; be they physical or moral and spiritual. Without human rights, there can be no sustained peace, no stability, and no protection from harm. No equality, no democracy, no space to speak up. No online safety, no end to the digital divide, and no hope of an internet that puts people over profit. No way to protect the well-being and safety of children, young people, the elderly, disabled persons, refugees, or minorities, no sustainable development, and possibly no human future at all. Human rights are the key to our collective human future.

- CONCLUSION : Thank the audience

Note that this detailed presentation is a mere example. The teacher could suggest a full production after revising some productions from students

LESSON 2 : SPEAKING

► LEAD IN

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

Expected answers :

- 1- Violation of children's Rights or abuses against children's Rights.
- 2- a : Right to security or protection in times of conflicts ;
b : Right to be protected from Child labour ;
c : Right to education, leisure, culture and the arts ;
d : Right to be protected from physical violence.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English club meeting.
Where is the scene taking place ?	It's taking place in our school.
What're the students doing ? What for ?	They're exchanging on a given topic / They want to promote children's rights
To promote children's rights.	It will be about Human Rights or the promotion of Human Rights.
What will the lesson be about ?	It will be about the celebration of Human Rights Day.
What main skill are we going to develop ?	It's Speaking.

A- LANGUAGE FUNCTION

Give a few minutes to the students to read silently the sentences and analyse them. For each sentence, ask them to point out the type of conditional sentence it expresses. Then study the sentences with them laying the stress on their forms and the tenses used.

Expected answers :

Sentence 1 : 0 conditional : If + present tense (If clause) => Present simple (main clause).

Sentence 2 : Conditional 1 : If + present tense (If clause) => Future simple (main clause).

Sentence 3 : Conditional 2 : If + past tense (If clause) => Present conditional (main clause)

Sentence 4 : Conditional 3 : If + past perfect (If clause) => Conditional perfect (main clause).

Then, invite the students to read the **“Let's keep in mind”** to summarize the use of conditional sentences.

B- LET'S PRACTISE

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

Expected answers :

- I- 1- gave (example) ; 2- wouldn't have been ; 3- will tell ; 4- bought ; 5- bring ;
6- wouldn't have ; 7- heat
- II-
- 2- If Mary knew how to play handball, we would invite her.
- 3- If it wasn't hot today, I wouldn't refuse Mike to go to the cinema.
- 4- If the repairman had repaired my laptop yesterday, I could have used it now.
- 5- If she could speak Russian fluently, the meeting would take place.
- 6- If I had a car, I would go to the beach.

COMMUNICATION ACTIVITY

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

Example of presentation : It's an informal talk.

1- Greetings

E.g. : *Good morning / Hi / Hello friends / Dear members of the English-speaking club.

* Ladies and gentlemen,

2- Introduction

E.g. : *My name is / I'm.....

3- Topic to be discussed.

E.g. : *I'm happy to talk about basic children's Rights with you today.

* I want to talk to you about children's Rights.

4- Development

- Example of basic children's Rights :
 - The right to life

- The right to health
- Freedom of thought
- The right to special protection from harm

- Why children's Rights should be respected by adults :

They're less likely to do harmful things, they make good choices, and they tend to act in ways that are in their own best interest, so children must be respected, and their emotions must be respected for better cognitive development. We should nourish their inquisitive mind, we should set forth, applaud that curiosity. Because your child will become what you are; so, be what you want them to be and time spent with your child is never wasted.

- Drawbacks resulting from children's rights violation :

The protection of children from harmful practices is of critical relevance for the realization of children's rights. Across regions, millions of children have been subject to various forms of practices that have devastating consequences on the child's life, development, health, education and protection. For example, violence against children from adults should come to an end, whether accepted as "tradition" or disguised as "discipline". There can be no compromise in challenging violence against children.

- Suggested solutions to preserve children's rights :

The U.N (United Nations) must make countries ratify or adopt unanimously protocols, and conventions forbidding child prostitution, child pornography, the sale of children and the involvement of children in conflict. As recognised by the League of Nations in 1924, "Mankind owes to the child the best that it has to give".

PRONUNCIATION

Set a grouping mode and time the activity. Then, ask the students to do the activity. When the time is over, ask them to stop and conduct feedback (choose a few students to pronounce them aloud to the class. Invite the class to appreciate their mates' pronunciations of the words.)

Expected answers : 1- A (example) ; 2- B ; 3- D ; 4- B ; 5- C ; 6- C

LESSON 3 : LISTENING

► LEAD IN

Tell the students to look at the pictures for a while and guess the types of women's rights which are violated in pictures A and B.

Expected answers :

- Women's rights that are violated :
Picture A : The right to be protected from physical harm ;
Picture B : The right to be protected from domestic violence.
- Picture C portrays equal Human Rights for all human beings whether they are men or women.
- In picture D, we can see various Human Rights.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
Where is the scene taking place ?	It's taking place in my school.
What're the students doing ? What for ?	They are listening to an audio about the protection of women's rights. / To raise the population's awareness about the issue.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

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

- A- Ask the students to do the task as they listen to the audio. They should do it individually.

Expected answers : C : *The uprising of women for their rights.*

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

Expected Answers : 1- f (example) ; 2- h ; 3- g ; 4- a ; 5- c ; 6- b ; 7- d ; 8- e.

C- Ask the students to listen to the podcast again and answer the questions. They do it individually first and then compare their answers with their peers’. Then, the teacher conducts feedback.

Expected answers :

- a- There are six basic Human Rights : The right to live free from violence and discrimination / the right to enjoy the highest attainable standard of physical and mental health / the right to be educated / the right to own property / the right to vote / the right to earn an equal wage.
- b- They are still victims of sex and gender inequalities / discriminations.
- c- No, they aren’t. They are still fighting inequalities.
- d- They organize movements to make laws change or take to the streets to demand the full respect of their rights.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. You may ask a few questions to make sure they understand how to carry out the task. Time the activity and ask them to do it. Move around the classroom to supervise and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback. Choose a few students to read out their talk. Ask the rest of the class to listen and react when a mistake appears.

In the talk, make sure the answers to the three questions appear.

LESSON 4 : WRITING A FORMAL LETTER

▶ LEAD IN

Ask the students to look at the picture and say what it refers to.

Expected answer :

The picture is related to a formal letter; it is sent to Mr N’Zoré MESSOU, a Director of banking.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During the end-of-year activities of the English club.
Where is the scene taking place ?	Lycée Moderne of Molonou.
What do the students do ? What for ?	They send a letter to the British Council in Côte d'Ivoire. / To ask for a support .
What will the lesson be about ?	Writing a formal letter.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

Go through the writing strategies carefully with your students. Study the different connectors with them.

Make sure they follow and understand.

A- Ask the students to read the model text and do the task. State the grouping mode and time the activity. Go around the class to supervise and give help when necessary. When the time is over, ask them to stop and conduct feedback.

Expected answers : 1- g (example) ; 2- j ; 3- d ; 4- c ; 5- e ; 6- h ; 7a- l ; 7b- k ; 8- b ; 9- a ; 10- f

B- Ask the students to do the task. State the grouping mode and time the activity. Go around the class to supervise and give help when necessary. When the time is over, ask them to stop and conduct feedback.

Expected answers : b ; c ; e ; g

C- Ask the students to read the model text and do the task. State the grouping mode and time the activity. Go around the class to supervise and give help when necessary. When the time is over, ask them to stop and conduct feedback.

Expected answers : a ; d ; f ; h

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. You may ask a few questions to make sure they understand how to carry out the task. Time the activity and ask them to do it. Move around the classroom to supervise and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback. Choose a few students to read out their talk. Ask the rest of the class to listen and react when a mistake appears.

Example of production

TO THE BRITISH COUNCIL
IN CÔTE D'IVOIRE

LYCEE MODERNE MOLONOU,
POB 99, TIEBISSOU, CÔTE D'IVOIRE.

April, 20th 2023

Dear Sir / madam,

With a view to better organize the endly activities of our English club, we wish you could help us by accepting the sponsoring.

In fact, by these celebrations, we aim not only at promoting the English language but also entertain ourselves after a hardworking school year.

We agree that your busy schedule and various solicitations could cause discomfort in satisfying our strong will. Yet, we rely on your unshakable attachment to the youth and especially to everything related to English.

My friends and I stay positive and expect the fulfillment of our wishes.

Yours faithfully.

CRIS ANOH, CHAIRMAN
OF THE ENGLISH CLUB

LANGUAGE CORNER

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

1- “Which” and “What” in questions

Study the uses of “which” and “what” with nouns and in questions. Then, “which” and “what” used as pronouns in questions too.

LET'S PRACTISE :

For each task, set a grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers :

1- 1- which (example) ; 2- what ; 3- which ; 4- which ; 5- what ; 6- which ; 7- which ; 8- which ; 9- what ; 10- which ; 11- which ; 12- which.

2- CRIME AND CRIMINALS

Give a few minutes to your students to read the table and try to understand it. Then, study it with them.

LET'S PRACTISE :

set a grouping mode and time the activity. Move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

Expected answers : 1- *b* ; 2- *c* ; 3- *c*

FREE ORAL COMMUNICATION

The section gives a real opportunity for your learners to communicate freely.

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

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

B- TIME TO GATHER INFORMATION

Guide the students through the different phases to collect much information as possible. The collected data will help if necessary. When the time is up,

ask them to stop and conduct feedback.

► PHASE 1

PICTURE ANALYSIS :

Possible answers :

- 1- Yes, because doing the right thing is the most admirable trait one can have. You don't have to bother about whether other people notice it or not, that's not why you're doing it. You are doing it because it's the right thing to do ; because it positively benefits not only you but it's good for the world too. Aung is right to the extent that "the strongest prison is the one where you are afraid to leave even though the door is open! There is no more heavy imprisonment than being afraid to be free! ", Mehmet Murat Ildan.
- 2- Yes, there are. First, they're women human rights defenders. Secondly, they use non-violent actions in their struggle.

► PHASE 2

Expected answers :

- a- The courageous life of Aung San Suu Kyi
- b- She's an example of determination and self-sacrifice

► PHASE 3

Expected answers :

- a- Her refusal to give up her seat on a public bus.
- b- I would have reacted as she did because only the fight pays.
- c- She believed that "if you don't stand for something you will fall for anything". At its core, this adage is about the importance of decision-making that's guided by a set of values. In other words, if you are such a person who does not stand for anything then you're condemned to be easily led as part of the crowd and more easily tricked by those who may not have your best interests at heart to do things and follow actions that very possibly are to your own detriment or harm people that you care about.

LISTENING PASSAGE

Magdalena

The UNESCO-Malala Centers in Guatemala work with local partners to provide sustainable teaching programmes in rural areas where economic problems and distance from school limit girls' access to education. They offer educational programmes in the language of the participants that will contribute to their personal and socioeconomic development. In 2018, Magdalena became the first educational coordinator for the local UNESCO-Malala Center, created as part of the new project supported by the UNESCO-Malala Fund for Girls' Right to Education(...). It is essential to listen to what girls and women want and need. It is why in the first stage of the project two participatory workshops were held in April 2018 in the UNESCO-Malala Centers in the municipalities of San Andrés Xecul and Santa María Chiquimula, for which many participants had to register with their fingerprints because they could not read or write. One woman said: «I want to learn practical skills that can help me generate my own income». For another woman, learning to read meant not getting lost in the street. A young girl hoped to become a teacher; a woman wanted to help her children with their homework(...). This fund was established in 2012 following the brutal assassination attempt against Malala Yousafzai, a young Pakistani activist for girls' right to education. It acknowledges the transformative power of education to create values and practices that respect and promote human rights, social inclusion, gender equality and peace.

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW

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

Expected answers :

- I- 1- c (example) ; 2- g ; 3 - f ; 4- h ; 5- a ; 6- j ; 7- l ; 8- d ; 9- e ; 10- b
- II- 1- type 2 (example) ; 2- 0 conditional ; 3- type 1 ; 4- type 2 ; 5- type 3 ; 6- type 1 ; 7- type 3.
- III- 1 – have ; 2 – wouldn't have been ; 3 – work ; 4 – wanted ; 5- wouldn't have resigned.

IV- Possible answers :

- a- challenging work
- c- a good salary ;
- b- recognition for your achievements ;
- d- responsibility at work ;
- e- respect from colleagues ;
- f- success.

Note : You may accept any other reasonable ranking

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do. Go through the different steps with them to help them succeed in the task.

Organise the class into groups. Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When the time is over, ask them to stop and conduct feedback.

UNIT 6 : TECHNOLOGY AND OUR LIVES

► **FAMOUS QUOTE**

Invite your students to read silently the quote from Steven Paul Jobs and try to explain it to their neighbours. Then, ask them the following question :

What is the role of Technology in people's lives according to Steven Paul Jobs ?

Suggested answer :

According to Steven Paul Jobs Technology only amplifies true leadership in people's lives.

► PICTURE ANALYSIS

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

Possible answers :

- 1- We can see a man with many appliances in his hands at the same time.
- 2- I think this picture is about Technology.
- 3- Technology is an omnipresent tool in our lives.

LESSON 1 : READING

► LEAD-IN

Ask the students to read the different questions and answer them. They can discuss their answers in pairs or in groups. This activity will lead them to the day's lesson.

Expected answers :

- (This answer is subjective) It's computers / mobile phones ;
- Studies and communication ;
- Depravation and Hacking.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What do the students receive ? What for ?	They received some brochures. / To get better informed.
What will the lesson be about ?	It will be about Technology.
What main skill are we going to develop ?	It's Reading.

► **Reading the text**

A- Skimming

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

Possible answers :

- 1- The omnipresence of Technology in our lives.
- 2- The text is about the positive and negative impacts of technology on people's lives.

B- Scanning (Vocabulary)

Ask the students to read the text again and match the words or expressions in Column A with their meanings or synonyms in Column B. Set a grouping mode, and time the activity. Then move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- f (example) / 2- e / 3- b / 4- a / 5- c / 6- g / 7- d

C- Vocabulary extension

Tell your students to consider the meaning of the words from the correction of the table above. Let them produce their own sentences and help them if necessary.

D- Detailed comprehension

- 1- Technology grew up rapidly in the past few decades.
- 2- It affects the life of people and changes the way of their learning, thinking, and communicating.

- 3- Both technology and society are co-related, co-dependent, and co-influenced each other.
- 4- Technology improves Communication, Education-learning process and Agriculture.
- 5- Technology increases unemployment and cybercrimes.
- 6- Technology makes people lazy, emotionally weak and creates sleeping problems. It reduces physical activity, and people are spending less time with their family and friends.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand if necessary. State the grouping mode and set the timing, and ask them to prepare their speech. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose some of them to make their speech in front of the class. Ask the rest of the class to listen and react when a mistake appears.)

Example of discussion

Noura : How can you define technology ?

Anzoumana : Technology could be defined as all the technical, electronic and computer means conceived to accelerate and facilitate the execution of daily tasks.

Noura : Do you think Technology is succeeding in this mission ?

Anzoumana : Yes, I think it is perfectly succeeding in this mission. First of all, at the level of communication, we could not have dreamed of anything better. The cell phone allows us to communicate everywhere in the world. Moreover, thanks to the Internet, the educational and learning field is fulfilled because it facilitates research. Even in other areas of work, there is software that allows training and facilitates the exercise of various jobs.

Noura : Wow, that's great ! But when you say it like that, it's as if technology had no disadvantages ; is that the case ?

Anzoumana : No, that is not the case. Like any human work, technology unfortunately has its drawbacks. For example, technology has increased the rate of depravation of morals. There is a proliferation of pornographic videos and obscene scenes on social networks. There is also a new type of crime that has developed because of technology, that is cyber criminality.

Noura : What can be done to protect teenagers from the drawbacks of technology ?

Anzoumana : I think that technology with all its software and social networks is a new phenomenon. We must therefore include in the school curriculum a course on the use of technology by teenagers. In addition, parents must ensure the proper use of ICT and social networks. They can go further by putting codes on devices and software to control everything. This could keep teenagers away from the dangers of technology.

Thank you very much brother, this discussion will allow me to do my presentation on that topic at school tomorrow.

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

LESSON 2 : SPEAKING

► **LEAD-IN**

Be sure the students understand what is asked. Some questions can lead you to know that.

Expected answer : *The speech is about social networks.*

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who are the organizers of the conference ?	The members of the English club of the school.
What is the theme of the conference ?	Social Networks.
What is the goal of the conference ?	It's to raise awareness about social network impacts.
What main skill are we going to develop ?	It's speaking.

A- LANGUAGE FUNCTION

Analyse the sentences with your students to allow them to discover the connectors.

Expected answers :

- 1- They are linking words or expressions. They are logical connectors.
- 2- Accept any good answer and any good explanation from the students.

LET'S KEEP IN MIND

For the table, the teacher will explain clearly the different connectors. The teacher may provide some examples to help students if possible.

B- LET'S PRACTISE

Make sure the students understand what they have to do. State the grouping mode and set the timing, and ask them to do the task. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback.

Expected answers : 1- *unless* / 2- *as long as* / 3- *in case* / 4- *in case* / 5- *unless* / 6- *in case*

COMMUNICATION ACTIVITY

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

As this format is the same as the previous one (discussion), we could take the communication activity of the previous lesson as a model.

PRONUNCIATION

Study the rules of the pronunciation of the "S" in different words with your students. Practise the examples with them. Make sure they understand the rules.

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

LESSON 3 : LISTENING

▶ LEAD-IN

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

Possible answers :

- We can see a hand with a chain holding a smartphone.
- I think this picture means that we are too stuck to our smartphones nowadays as if we were chained to the phone. It's a kind of addiction.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you going to do ?	I am going to take part in a conference and take notes.
What for ?	To explain the omnipresence of phones in our lives.
To whom are you going to explain ?	To my friends.
What will the lesson be about ?	People's addiction to phones
What main skill are we going to develop ?	It's Listening.

▶ LISTENING ACTIVITIES

Make your students read the instructions for each activity before they listen. For each task, make them listen to the podcast once or twice. Then, conduct feedback. During feedback, lay the stress on the parts where the answers could be found.

A- Ask the students to listen to podcast 1 and choose the best general idea.

Expected answers : *b- the addiction to phones (A- b)*

B- Ask the students to do the task as they are listening to podcast 1 again. They do it individually first, then allow them a few minutes to compare their answers with their neighbours'.

Expected answers :

- 1- A smartphone, tablet, or computer can be a hugely productive tool.
 - 2- Social media or playing game.
 - 3- Nomophobia.
 - 4- The games, apps, and online worlds.
- C- Ask the students to listen to the podcast N°2 and do the activity. They do it individually first and then compare their answers with their peers'. Then the teacher conducts feedback.

Expected answers :

- 1- Ok
- 2- Wrong : It is faster than transportation.
- 3- Wrong : The most beautiful invention for me is the computer.
- 4- Wrong : Some people say that the telephone is more useful than the computer.
- 5- Wrong : The computer is still the most necessary of all technological inventions.
- 6- Ok
- 7- Wrong : I personally find computers nicer than phones.

LISTENING PASSAGE 1

Thanks to technology, today's life is easier than in ancient time's life. While a smartphone, tablet, or computer can be a hugely productive tool, compulsive use of these devices can interfere with work, school, and relationships. When you spend more time on social media or playing games than you do interact with real people, or you can't stop yourself from repeatedly checking texts, emails, or apps; even when it has negative consequences in your life ; it may be time to reassess your technology use.

Smartphone addiction, sometimes colloquially known as "Nomophobia" (fear of being without a mobile phone), is often fueled by an Internet overuse problem or Internet addiction disorder. After all, it's rarely the phone or tablet itself that creates the compulsion, but rather the games, apps, and online worlds it connects us to.

<https://www.helpguide.org/articles/addictions/smartphone-addiction.htm#>

LISTENING PASSAGE 2

- 1- Technology is more important than transportation.
- 2- It is more fast than transportation.
- 3- The more beautiful invention for me is the computer.
- 4- Some people say that telephone is most useful than computer.
- 5- Computer is still the most necessarier of all technological inventions.
- 6- It is more efficient than the telephone in every way.
- 7- I personally find computer more nicer than phone.

COMMUNICATION ACTIVITY

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

Example of email

To : robpierre@gmail.com

Object : Making calls is better than sending messages

The cell phone allows two modes of remote communication. Calls and messages. A message is anything written or spoken and sent in a reduced format that does not allow an instant exchange with the correspondent. As for the call, it is defined as a direct communication with the correspondent, by means of an instantaneous vocal exchange. Note that these two means of communication have both advantages and disadvantages.

For example, messages have the quality of not disturbing the correspondent in a meeting or in the middle of a work session. One of the particularities of messages is their traceability and conservation.

As for calls, they have the advantage of putting the two correspondents in direct contact. This makes it possible to know if the correspondent is reachable or not. Calls also reassure that you are talking to the person you want to talk to.

However, in order to make a choice, one should consider the negative aspects of calls.

Calls are more effective than messages when you want to know if the person is reachable. Also, calls are more comfortable than messages. Messages are more tiring than calls because they require prior intellectual work in writing. Messages are delayed, which means that they are not suitable for emergencies. Finally, calls are more confidential than messages. For all these reasons, I prefer calls to messages.

I hope you will understand.

Good Bye and let's keep in touch, my friend.

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

LESSON 4 : WRITING

► LEAD-IN

Give the students a few minutes to discuss the questions. Then, conduct feedback.

Possible answers :

- It is a writing format.
- I know three types of essays : Narrative essay / Argumentative essay / For and Against essay.
- It refers to an essay in which you give your opinion about a topic with arguments to support your viewpoint.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who are the people who are going to write ?	The students.
What are they going to write about ?	Technology and its effects on our lives.
What are they going to write ?	An opinion essay.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

- A- Give a few minutes to the students to read the model text first. Then, study it with them.
- B- Ask the students to answer the questions.

Expected answers :

- 1- Four parts.
- 2- 1st part : Introduction / 2nd part : Arguments in favour / 3rd part : opposed arguments / 4th part : Conclusion.
- 3- The goal is to express your opinion and try to convince others (with arguments) that your viewpoint is the best.
- C- Make sure the students understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary. State a grouping mode, and time the activity, then ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to present their work. Ask the rest of the class to listen and react when a mistake appears.)

COMMUNICATION ACTIVITY

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

■ Example of production

Since this format is the same as the model text, we could ask the student to follow the example.

LANGUAGE CORNER

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

1- DOUBLE COMPARATIVE

Study the sentences with the students. Then, move to the explanations. You can choose a few students to read the explanations while you explain them step by step so that they could follow and clearly understand the point.

LET'S PRACTISE

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

Expected answers :

- 1- The more people come to the party, the more food we need. (example)
- 2- The more difficult the test is, the more students should study.
- 3- The longer the play lasts, the more bored the audience becomes.
- 4- The more high-tech the car is, the more expensive the model will cost.
- 5- The fuller the church is, the better the pastor is.
- 6- The funnier the comic is, the better sales the CD will have.
- 7- The more money you spend, the less money you save.

2- LIKE

Go through the explanations with the students.

LET'S PRACTISE

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

Expected answers :

- 1- What is Adjamé like ?
- 2- How is Mary ?
- 3- What is your new car like ?
- 4- What does your new boss look like ?
- 5- What's your hotel like ?
- 6- What's your wife like ?

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

You can refer to the communication activity of Lesson 1 Reading as a model. It may help you.

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- I can see a computer, a tablet and a smartphone
- Computer = computer science / Tablet = communication / Phone = communication
- My favourite is the computer (Here it is a subjective answer).
- It is so important because it allows me to organize my life and do any type of work.

► Phase 2

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

► Phase 3

- 1- Technology has a universal impact on human society.
- 2- All inventions have the goal to meet the needs of society.
- 3- Social, economic, daily life, and behaviours.

LISTENING PASSAGE

No single piece of technology, even failed technology, has had zero impact on human society. Since “necessity is the mother of invention,” all invented technology was created to meet the needs of society and is thus innately tied to the culture and its populace’s behaviours. Once developed, whatever problem is solved by the technology then alters the behaviours and operations of the society, which may result in new problems, different economic structures, or new ways of life, which may then give way to even more technological innovations.

Adapted from <https://www.brainspire.com/blog/technology-and-society-how-technology-changed-our-lives>.

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW 6

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

Expected answers :

- I- 1- mouse / 2- memory stick / 3- microphone / 4- headphones / 5- screen / 6- desktop / 7- webcam / 8- keyboard / 9- tablet touch screen / 10- laptop / 11- Wi-Fi / 12- printer
- II- 1- more intelligent / 2- the worst / 3- the wettest / 4- better / 5- the most powerful / 6- funnier
- III- 1- in case / 2- unless / 3- as long as / 4- unless / 5- in case

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do. Go through the different steps with them to help them succeed in the task. Organize the class into groups. Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When the time is over, ask them to stop and conduct feedback.

UNIT 7 : POLITICAL CHANGE

► FAMOUS QUOTE

Invite your students to read silently the quote from George Washington and try to explain it to their neighbours. Then, ask them a few questions.

- a- What is the basis of the American political system according to George Washington ?
- b- What does the phrase “to alter the Constitutions” mean to you ?

Suggested answers :

- a- According to G.W the basis of the American political system is the right of the people to make and to alter their constitutions of government.
- b- It means “to change slightly”, “to modify the Constitutions of government”.

► PICTURE ANALYSIS

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

Expected answers :

- 1- The picture is about elections.
- 2- No, this way is not applied everywhere.
- 3- Democracy, Dictatorship, Monarchy, Oligarchy, etc. The one applied in my country is Democracy.

LESSON 1 : READING

► LEAD-IN

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

Expected answers :

- I can see a person sharing some prospectuses.
- I think it is a way of informing people, It may be time for an electoral campaign.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What will the lesson be about ?	It will be about political changes.
What main skill are we going to develop ?	It's Reading.
Why have the students decided to read the text ?	To understand how political changes occur in other African countries.

► **Reading the text**

A- Skimming

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

Expected answer : A : 2-*The change of politics in Africa*

B- Scanning (Vocabulary)

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

ERRATUM : Une erreur technique s'est glissée dans la consigne de l'activité (B) de la page 131 du manuel. Veuillez la signaler aux élèves en leur demandant de la corriger au bic rouge (remplacer "listedbelow" par "listed below"). Merci pour votre bonne compréhension.

Expected answers : a-*ushered in (Example)* / b- *Lusophone* / c- *widespread* / d- *struggle* / e- *landscape* / f- *arena* / g- *underpin* / h- *occurring* / i- *outcomes*

C- Vocabulary extension

Ask the students to use the words from the box to complete the passage. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Time the activity, then move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- *landscape (example)* / 2-*widespread* / 3-*shaping* / 4-*underpin* / 5-*outcomes* / 6- *struggle* / 7-*usher in*.

D- Detailed comprehension

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

ERRATUM : Une erreur d'omission a été constatée dans la réponse de l'exemple de l'activité (D) de la page 132 du manuel. Veuillez la signaler aux élèves en leur demandant de la corriger au bic rouge (remplacer "1- T" par "1- T (line 1)"). Merci pour votre bonne compréhension.

Expected answers : 1- *T (Line 1)* / 2- *T (Lines 4-5)* / 3- *T (Lines 12-13)* / 4-*F (Lines 16-17)* / 5- *T (Lines 20 - 21)* / 6- *F (Line 23)*

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand if necessary. Then, set the grouping mode, and time the task before you ask them to prepare their speech. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose some of them to make their speech in front of the class. Ask the rest of the class to listen and react when a mistake appears.)

Example of speech

Hello, dear party members,

Good morning dear voters,

On this special day, I have been chosen to be the spokesperson for the party.

Today, we are going to talk about the political changes already made in Africa, the ones we could suggest, and the contribution of good national politics to the economic development of the country.

First of all, the main change made in the electoral process in Côte d'Ivoire, our country, we can talk about the "And" / "Or" case. Speaking of "And", this situation obliged all the candidates in the presidential elections to be Ivorian by father and mother. The change has allowed us to move to "Or", that is to say, from now on, a person who has only one Ivorian among his two parents, can be a candidate for the presidential elections.

As new changes, we can propose for example the reduction of the duration of a presidential mandate from 5 to 4 years as in the United States, this will allow opponents to be more patient since the wait will not be as long as in the past.

In addition, we can propose a new law of life sentences for all the instigators of Coups d'Etat. This new law will demotivate all those who would be tempted to do so.

Finally, we believe that good national politics allow development in the sense that it could attract investors. Moreover, good national politics favour peace, social cohesion and therefore the economic prosperity of the country.

I hope dear voters that this speech will allow everyone to understand a good number of things.

I thank you all.

Made in Abidjan on 18th April 2023.

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

LESSON 2 : SPEAKING

► **LEAD-IN**

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

Possible answers :

- The conference was about political systems.
- Picture A refers to Democracy / Picture B refers to Monarchy / Picture C refers to Dictatorship.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During a conference.
What is the conference about ?	Types of governments.
Which role are the students going to play ?	They're participants, they are going to provide an oral summary after the conference.
What main skill are we going to develop ?	It's speaking.

A- LANGUAGE FUNCTION

Give a few minutes to the students to try and answer the questions. Then study the table with them.

Expected answers :

- **A blessing in disguise** can mean a good thing but not seen like that at the beginning.
- Such a phrase is called an idiom.

For the table, the teacher will explain clearly the different idioms. The teacher can provide some examples to help students if possible.

B- LET'S PRACTISE

Tell to the students to consider the meaning of the idioms in the table on the previous page and do the task.

Expected answers : 1- *that's the last straw (example)* / 2- *beat around the bush* / 3- *so far so good* / 4- *No pain, no gain* / 5- *Hang in there* / 6- *the benefit of the doubt* / 7- *get out of hand* / 8- *break a leg*

COMMUNICATION ACTIVITY

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

As this format is the same as the previous one (Speech), we could take the communication activity of the previous lesson as a model.

PRONUNCIATION

Study the rules of the pronunciation of the “R” at the beginning of the verbs and nouns with your students. Practise the examples with them. Make sure they understand the rules.

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

LESSON 3 : LISTENING

► LEAD-IN

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

Possible answers :

- I can see a military patrol. I think they are trying to prevent some demonstrations.
- I think it happens after the elections.
- I think some candidates have not accepted the results of the elections. It turned into street riots.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you going to do ?	I am going to listen to a BBC radio broadcasting programme.
What for ?	To make a report about violence after elections.
To whom are you going to make the report ?	To my Nigerian pen-friend.
What will the lesson be about ?	It will be about violence after the elections.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

Make your students read the instructions for each activity before they listen. For each task, make them listen to the podcast once or twice. Then, conduct feedback. During feedback, lay the stress on the parts where the answers could be found.

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

LISTENING PASSAGE

In Africa, the reasons for post-election violence are almost the same. Kenya's presidential election on August 8, 2017, was marred by serious human rights violations, including unlawful killings and beatings by police during protests and house-to-house operations in western Kenya, Human Rights Watch said today. At least 12 people were killed and over 100 were badly injured.

Kenyan authorities should urgently investigate the crimes, and ensure that officers found to have used excessive force are held to account.

"The brutal crackdown on protesters and residents in the western counties, part of a pattern of violence and repression in opposition strongholds, undermined the national elections," said Otsieno Namwaya, Africa researcher at Human Rights Watch. "People have a right to protest peacefully, and Kenyan authorities should urgently put a stop to police abuse and hold those responsible to account."

Adapted from: <https://reliefweb.int/report/world/violence-african-elections>

COMMUNICATION ACTIVITY

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

Example

Hello, dear members of the group,

I have a message for you.

After listening to an audio on post-electoral violence in Africa, one of the members of our common group thought it would be good for me to share some information with you.

Indeed, the causes of post-election violence in Africa are more or less known to all.

Candidates declared losers do not generally accept the results. Or the electoral process is so riddled with irregularities that every one disputes the results. Sometimes the sitting president does not want to give up power even though he or she has lost.

This causes violence throughout the country. The consequences are tensions all over the country, arrests, injuries and deaths in the country during the post-election violence.

This must stop in our African countries. This requires a political education of African citizens.

Africans must be trained and educated on the higher interest of the nation. They must be categorical and refuse all proposals related to violence, war and coups.

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

LESSON 4 : WRITING

► LEAD-IN

Give the students a few minutes to discuss questions with neighbours, then conduct feedback.

Expected answers :

- It refers to a writing format based on two contradictory positions
- a- Pros and cons essay

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who are the people who are going to write ?	The students of our school.
On which topic are they going to write?	On post-electoral violence .
What are they going to write ?	A For and Against Essay.
Where will this essay be posted ?	In the English Club Magazine.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

- A- Give a few minutes to your students to read the model text, then study it with them.
- B- Ask the students to do the task. Go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers :

- 1- Four parts.
- 2- 1st part : Introduction / 2nd part : For part (Arguments in favour) / 3rd part : Against part (Arguments in contradiction) / 4th part : Conclusion.
- 3- The goal is to show that any topic may have two sides, the positive aspect and the negative one. Nothing can achieve unanimity.
- C- Ask the students to do the task. Go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

The liberalization of school uniforms has some positive aspects. First of all, it will allow all students to get out of the frustrations related to school uniforms. Especially in primary schools and in remote areas and villages where buying a school uniform is a luxury. Some parents do not have the financial means to fulfill this mission. The liberalization would be a relief for them.

Contrarily to the above aspect, we note that the liberalization of school uniforms would constitute a danger for the students themselves but also for the school environment in general. Clearly, school dress allows students to be identified and distinguished from those who are not. Thus, the liberalization of this one would cause the infiltration in the school environment of thugs and delinquents. This would cause damage in the school world.

Finally, the liberalization of school uniforms has both advantages and disadvantages. The advantages are mainly financial, while the disadvantages are security-related.

The government will have to carefully analyze the situation in order to choose the lesser evil.

COMMUNICATION ACTIVITY

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

■ Sample of production

As this format is the same as the one in C (For and Against Essay), we could take it as a model.

LANGUAGE CORNER

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

1- FORMING ADJECTIVES WITH THE SUFFIXES AL and IC

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

LET'S PRACTISE

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

Expected answers : 1- professional / 2- patriotic / 3- national / 4- rhythmic / 5- echoic / 6- accidental / 7- educational / 8-artistic.

2- USING COORDINATING CONJUNCTIONS

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

LET'S PRACTISE

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

Expected answers : 1- but / 2- for / 3- yet / 4- and / 5- or / 6- so / 7- nor

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

See the sample in lesson 3 Unit 7, Communication Activity.

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

The two pictures show different types of demonstrations. They are all related to politics in Africa. The protesters are clearly protesting against the political power sitting, maybe against the political system set at that time.

► Phase 2

- 1- Political change is the modification of the political system. Political change is all the changes, all the modifications related to the political system.
- 2- Political change occurs when a country's government or leader changes. Sometimes political change occurs every few decades.

► Phase 3

- 1- Internal and External political change
- 2- Internal change is more representative of the will of the people.
- 3- External political change is the result of more powerful countries attempting to assert influence in a region.

Listening passage

There are two types of political change, internal and external. Most often, internal change is more representative of the will of the people and generally external political change is the result of more powerful countries attempting to assert influence in a region. However, both changes can have positive effects on the people living in the country and on the stability of the government.

Adapted from <https://study.com/academy/lesson/political-change-definition-lesson-quiz.html>

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW 7

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

Expected answers :

- I- 1- E / 2-D / 3-F / 4-G / 5-C / 6-B / 7- A
- II- a- The head of the State suggested a bill to the national assembly for increasing the length of a presidential mandate.
b- When in a country politics are well conducted, there is no Coup d'État.
- III- 1- an arm and a leg / 2- a blessing in disguise / 3- actions speak louder than words / 4-over the moon / 5- drop in the ocean.

IV- Here, the teacher will give the floor to the students. He /She will analyse and accept any good answer from the students. He could correct some answers and tell them to take the consensual ones.

Possible answers :

- a- It is a formal piece of writing in which a topic is considered from opposing points of view.
 - b- To summarize is to express the most important facts or ideas about something in a short and clear form.
 - c- It is to give reasons or evidence for supporting an idea or opinion.
 - d- It is to give reasons why something is wrong.
- V- 1- opinions / 2-reasons / 3-disagree / 4-formal / 5-plan

Essay writing : Here the teacher could explain clearly the topic and be sure that the students understand the exercise. He could move around to supervise and provide help if necessary. He could even give it as homework.

VI- 1- for / 2- or / 3- and / 4- yet / 5- nor / 6- but / 7- so.

PROJECT TASK

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

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

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

UNIT 8 : AFRICAN CULTURAL HERITAGE

► **FAMOUS QUOTE**

Invite your students to read silently the quote from Léopold Sédar Senghor and try to explain it to their neighbours. Then, ask them a few questions.

- a- Is the equilibrium in Léopold Sédar Senghor a good one ?
- b- What were the two sides of the split in his life ?

Suggested answers :

- a- No, it wasn't, it was an unstable one.
- b- The two sides were the exigencies Black-African culture and those of modern life.

■ **PICTURE ANALYSIS**

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

Expected answers :

- 1- These pictures are related to culture, precisely to African culture.
- 2- They teach us the diversity of the meaning of the word culture. In culture, we have arts, dances, clothes, and religions.

LESSON 1 : READING

► **LEAD-IN**

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

Possible answers :

- I think about all the things related to the culture that Africans possess from their ancestors.
- Belief in ancestors' divinities and masks.
- The Masks dances in some tribes and the particular building of huts in the North of Côte d'Ivoire.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an African Arts and Culture Day.
Where is it taking place ?	In my school.
What are the students doing ?	They are reading a text.
What will the lesson be about ?	It will be about African culture.
What main skill are we going to develop ?	It's Reading.

► **Reading the text**

A- Skimming (*Read the text quickly*)

Ask the students to read the text quickly and answer the questions. They should do it individually first, then compare their answers with their neighbours'. As they do the activity, move around to supervise and provide help when necessary. Set the timing. When it is over, make them stop and conduct feedback. Write the correct answer on the board.

Possible answers :

A : 1- The general idea of the text is about African Culture.

2- Africa : a rich cultural heritage.

B- Scanning (*Vocabulary*)

Ask the students to read the text again and use the suggested words to label the pictures below. They can do it individually and then compare their answers with their neighbours or do it in pairs. Here again, after setting the grouping mode, and time the activity. Then, move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- *jewellery (example)* / 2- *painting* / 3- *woodcarving* / 4- *brass* / 5- *sculpture* / 6- *leather artwork*

C- Scanning (Vocabulary)

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

Expected answers : P1- Arts and crafts / P2- Jewellery and masks / P3- Religion and storytelling / P4- Clothes.

D- Detailed comprehension

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

Expected answers :

- 1- African arts and crafts involve sculpture, paintings, pottery, ceremonial and religious headgear and dress.
- 2- He said that in African art the soul force behind the creation of the object is more important than the object itself.
- 3- Masks are used in various ceremonies. They are used for depicting ancestors and spirits, mythological characters and deities.
- 4- Folktales play an important role in preserving an entire cultural group's identity.
- 5- We do it just for an elegant effect.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand if necessary. Then, state the grouping mode, set the timing, and ask them to prepare their dialogue. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose some of them to perform their dialogue in front of the class. Ask the rest of the class to listen and react after the presentation concerning the mistakes.)

Example of dialogue

Gbala : Hello Mr Tohaly. I heard that you are against the conservation of our traditional culture.

Tohaly : Hello Mr Gbala. Yes, I'm against that. I don't see the utility of these barbaric things in an increasingly modern world.

Gbala : First of all you must know the definition of African culture. African culture is all the artistic, traditional, religious and identity heritage of our African ancestors. To answer your question, I can say that the utility of these things is the preservation of our identity. Our traditional culture is our identity.

Tohaly : Which identity are you talking about ? I already have my National Identity Card. I don't need these things to know my identity anymore.

Gbala : No, you are wrong ! Each people has its own culture, there is an element that characterizes them. Even the Westerners that you want to follow in their modernity do not abandon their traditional culture. For example, they have cultural events like Halloween. So those things are important for young people, they must know their origin.

Tohaly : Oh, now I understand ! You mean that we have to keep some cultural elements in order not to disappear. We must promote our heritage such as arts, dances, and masks that are specific to us.

Gbala : Exactly ! You have understood everything, my brother. Some promoting events, some traditional attractions like the "Popo Carnival", the "Generation Festival" in "Ebrié and Adjoukrou" communities must be our tools to preserve African culture.

Tohaly : Thank you. You've helped me understand. From now on, I commit myself to fighting for the preservation of our cultural heritage.

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

LESSON 2 : SPEAKING

► LEAD-IN

Be sure the students understand what is asked. Some questions can help you know that.

Suggested answer :

The message of the old African traditionalist is about Oral Tradition in African Culture

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the action taking place ?	It's taking place in our school.
What are the students doing ?	They're exchanging about African culture.
What main skill are we going to develop ?	It's speaking.

A- LANGUAGE FUNCTION

Give a few minutes to the students to read silently the speech on page 152 and analyse the phrase in bold : *make up*

Expected answers :

- It is formed with a noun + a preposition.
- A phrasal verb.
- Look for / Wait for / Make up ...

LET'S KEEP IN MIND

For the part of LET'S KEEP IN MIND, the teacher will explain clearly the different phrasal verbs.

B- LET'S PRACTISE

Tell to the students to consider the meaning of the phrasal verbs in the **LET'S KEEP IN MIND** part on the previous page and do the activity. State the grouping mode, and time the activity. Then, move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

Expected answers : 1- for / 2- out / 3- up / 4- up

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand if necessary. Then, state the grouping mode, set the timing, and ask them to prepare their dialogue. Go around the classroom and provide help

when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose some of them to perform their dialogue in front of the class. Ask the rest of the class to listen and react after the presentation concerning the mistakes.)

As this format is the same as the previous one (Dialogue), we could take the communication activity of the previous lesson as a model to help the students write their own.

PRONUNCIATION

Study the rules of the pronunciation of the /a/ for the first case with your students. Practise the examples with them. Make sure they understand the rules.

Study the rules of the pronunciation of the /ei/ for the second case with your students. Practise the examples with them. Make sure they understand the rules.

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

LESSON 3 : LISTENING

▶ LEAD-IN

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

Possible answers :

- 1- We can see in these pictures two groups of people wearing two different clothes styles.
- 2- I think it is the group wearing Bubu (Group A).
- 3- Yes, we can. Because each dress belongs to a particular region. These people might be from the North of Côte d'Ivoire.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
What are you going to do ?	We are going to listen to a podcast
What for ?	For discussing its theme.
With whom are you going to discuss ?	With our Nigerian pen-friends.
What will the lesson be about ?	It will be about the significance of clothes in African Culture.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

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

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

Expected answers : 3- *the importance of African clothing*

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

Expected answers :

- 1- We recognise the monk by his dress.
- 2- We know that by the outfit this person wears.
- 3- The clothing style of each people is considered as its trademark.
- 4- The cultural diversity is made by the fact that each region has its own clothing style and this creates diversity during traditional ceremonies.

LISTENING PASSAGE

The place of clothing in African culture is very important. Although it is said that the dress does not make the monk, it is necessary to note that one recognizes the monk by his dress. This being said, according to the outfit worn by a person, in Africa, we can know where he comes from. In most cases, each people has their own dress, considered as their trademark. In Côte d'Ivoire for example, the regions are identifiable through their clothing. This is what makes the cultural diversity of Côte d'Ivoire. All the people are formidably dressed during traditional ceremonies.

COMMUNICATION ACTIVITY

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

■ Example

In this paragraph, I would like to talk about African traditional costumes. The African traditional costumes are diverse and are very important in African culture. Their importance is first of all at the level of cultural identity. Clearly, people can be quickly recognized by the clothes they wear. Thus, we can easily distinguish a people A from a people B and promote cultural mixing or prevent cultural errors. To go further, there are clothes that belong to a given hierarchical class. For example, there are outfits of kings, outfits of notables, outfits of village. There are even outfits adapted to each ceremony in Africa, there are costumes for joy and there are others for moments of sadness. As for the Ivorian outfits, there is the Kamandje, the Kaftan, the Tapa, the Kita, the Kogora and the Bogolan to name a few. If I have an outfit to advise you, it would be the Bubu, because it is wide, it is allowed in all regions and it goes in all types of ceremonies.

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

LESSON 4 : WRITING

► LEAD-IN

Give the students a few minutes to discuss the points of the lead-in activity.

Expected answers :

- It starts with an introduction which seems to be a context.
- We have the introduction, the development (the beginning of the story, the middle events and the end of the story) and the conclusion.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who is telling you the story ?	My Grandfather Williams Glahi.
What are you going to do ?	I am going to write.
What are you going to write ?	A narrative essay.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

- A- Model Essay :** Ask the students to read and study the model Essay. Set the timing and the grouping mode for each task. Go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.
- B-** Ask the students to analyze the model text and do the task. Set the timing and the grouping mode for each task. Go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers :

- 1- Five parts.
- 2- 1st part :** Introduction / **2nd part :** Beginning of the story (Body) / **3rd part :** Middle events (Body) / **4th part :** End of the story (Body) / **5th part :** Conclusion.
- 3- The goal is to develop the skill of telling stories. It is to be more organised and creative in telling stories.

COMMUNICATION ACTIVITY

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

Example of production

As traditional events vary from place to place, so do their characteristics. Like the “Fatchwè” ceremony in Ghana, there is a traditional ceremony in Côte d’Ivoire that particularly attracts my attention, it is the rice festival in “Béthé” land.

It is a festival of rejoicing that marks the end of the rice harvest, the main foodstuff in the Béthé world. The preparation of the festival is done over a long period of time and requires a lot of creativity from the organizers. Once the harvest period has arrived, each family harvests its rice and divides it into three unequal parts. The first part is reserved for the family’s consumption, the second part is reserved for marketing, and the third part is reserved for the next sowing.

The general preparation consists of getting new clothes, preparing sketches and traditional dances. Once the ceremony begins, there is a parade of different families with a quantity of rice in their hands to represent the fruit of their efforts, that is to say, the abundant harvest that they have made.

Different rice meals are presented and distributed for direct consumption to the delight of all participants in the festival. After that comes the part of the artistic performances such as the sketch, songs and especially the dance “Gbégbé”, cultural identity of the people Béthé. One can hear the crowd shouting and jubilating to the sound of the drums while accompanying the dancers with the dance performances. Béthé. One can hear the crowd shouting and jubilating to the sound of the drums while accompanying the dancers with the dance performances.

The ceremony ends with a fashion show to designate the best-dressed man and woman of the party. This is the perfect opportunity to discover the Béthé people in all their splendour. The family that has made the largest harvest in the village is also designated. This initiative is taken to encourage all the families to give the best of themselves at work, for self-sufficiency in rice in the village.

To end our story, let us remember that each region has its own traditional ceremony and this is what makes its identity. There are warriors’ festivals and festivals of rejoicing as in the case of the story we have just told. We believe that we have contributed to the knowledge of the young generations for the conservation of our cultural heritage through this story of the rice festival in the Béthé land. That’s why I invite you next year to my country to see the same festival so that you will understand everything.

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

LANGUAGE CORNER

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

1- USING CONJUNCTIONS ALTHOUGH, EVEN THOUGH, IN SPITE OF, DESPITE

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

LET'S PRACTISE

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

Expected answers : 1- *even though* / 2- *despite* / 3- *in spite of* / 4- *even though* / 5- *in spite of* / 6- *despite* /

2- USING GERUND

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

LET'S PRACTISE

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

Expected answers : 1- *listening* / 2- *painting* / 3- *playing* / 4- *setting* / 5- *emigrating* / 6- *dancing* / 7- *reading*

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

See the dialogue in the *communication activity of lesson 2*. The arguments developed there may help students produce their speech here.

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- I think these people are from Côte d'Ivoire. I know that by their clothing way and this mask is a Gouro mask.
- They are at a traditional event in which a mask is dancing.
- Yes, what they are doing is part of their culture.
- By promoting their culture, organising regular cultural and traditional events and through oral tradition.

► Phase 3

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

1- Indigeneous / 2- From all over the world / 3- culture mixed from African, Arabs, Europeans and South Asian / 4- Much of traditional African customs have remained throughout.

Listening passage

The vast majority of people living in Africa are indigenous; however, people from all over the world have migrated to Africa for hundreds of years. Arabs began crossing into North Africa from the Middle East in the 7th century, A.D., bringing with them the religion of Islam. Europeans began settling in the southern portion of the continent in the mid-17th century, as did South Asians, who settled in the areas of Uganda, Kenya, Tanzania and South Africa. Over the centuries, African culture has meshed with cultures from around the world, although much of the traditional African customs have remained throughout.

Adapted from <https://www.victoriafalls-guide.net/african-culture.html>

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW 8

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

Expected answers :

I- 1- of / 2- out / 3- off / 4- up / 5- up

II- 1- though / 2- neither - nor / 3- if / 4- unless / 5- before / 6- either - or / 7- while / 8- not only - but / 9- when / 10- still / 11- although / 12- since / 13- until / 14- as -as / 15- why / 16- but / 17- because / 18- where / 19- both - and / 20- otherwise.

PROJECT TASK

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

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

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

UNIT 9 : OUR CONSUMER SOCIETY

► FAMOUS QUOTE

Invite your students to read silently the quote from Jeff Bezos and try to answer the following questions.

- a- What is consumerism ?
- b- Why do people generally buy new things ?
- c- What do you understand by Jeff's quote ?

Suggested answers :

- a- A theory that favours buying goods for consumption.
- b- People generally buy things because they need them immediately or in the near future.
- c- The quote means that buying things can be negative if the articles or goods we buy do not bring us true happiness.

► PICTURE ANALYSIS

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

Expected answers :

- Picture A is about recycling.
- The pictures show the variety of goods people may buy and the role of parents in satisfying their children's desires.
- I think supermarkets focus their marketing policies on trying to sell more and more products to their customers.

LESSON 1 : READING

► LEAD-IN

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

Possible answers :

- GUCCI, HERMES, ADIDAS, ROLEX, ZARA, Cartier...
- Yes, I have / No, I haven't.
- Yes, it is / No, it isn't.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
Where is it taking place ?	In the classroom.
What are the students doing ? What for ?	They're reading a text about fashion. / To discover the dangers related to the issue.
What will the lesson be about ?	It will be about fashion.
What main skill are we going to develop ?	It's Reading.

► Reading the text

A- Skimming

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

Expected answer : *The text is about the potential for the development of fast fashion in Africa, and the possible negative impact of the industry.*

B- Scanning (Vocabulary)

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

Expected answers : 1- retailers ; 2- garment ; 3- supply chain ; 4- sails ; 5- trends ; 6- wages

C- Vocabulary extension

Ask the students to use the words in bold from the text from the box to complete the passage. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the timing and move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

Expected answers : 1- *garments* ; 2- *trend* ; 3- *supply chain* ; 4- *wage* ; 5- *retailers* ; 6- *sail*

D- Detailed comprehension

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

Expected answers :

- 1- Fast fashion is attractive to customers because the items produced by this industry are at a low price.
- 2- The garment industry is the second largest employer in Africa.
- 3- The advantages that Ethiopia are : low wages, proper infrastructure, access to ports, young and enthusiastic people and labour market management that favours investors.
- 4- The companies established at Palms Shopping Malls are Levi's, Mango, Nike and Swatch.
- 5- The fashion industry has a negative impact on the environment : it is responsible for 10% of global carbon emissions worldwide.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in pairs. One will say why he/she prefers wearing fashion brands while the other doesn't think they are important. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, set the timing, and ask them to prepare their dialogue. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few pairs to role-play their dialogue. Ask the rest of the class to listen and react to the errors and mistakes afterwards.)

Example of dialogue

Georges : You know what ? I like fashion brands, and I wear them all the time. They make me feel special.

Kader : I see... Do you know the impact of the big fashion brands on the environment ?

Georges : They make stylish clothes, and nowadays their items are not too expensive. That's what I know.

Kader : ok. It's true they make stylish clothes. Do you know that this industry is responsible for 10% of global carbon emissions worldwide? That is to say that with the big fashion factories and the amount of energy used to produce clothes on a large scale, the industry contributes a lot to climate change.

Georges : I didn't use to see things from this angle.

Kader : Besides, the garment industry generally produces clothing items in poor countries where employees sometimes work in inhumane conditions. Examples of these countries are Thailand, Bangladesh. In China for instance the situation of the Uighurs, a minority religious group used as manpower in big fashion companies, is constantly provoking denunciation from international Humans' Rights NGOs.

Georges : I get your point, but we all like fashion. Don't we ?

Kader : We all do! But if as customers we become sensible about issues like the environment and human rights violations, we can decide to boycott products made by fashion brands who do not respect them. Unfortunately, the vast majority of the big fashion brands do not care about sustainable development.

Georges : You mean we should wear garments which are eco-friendly even if they are not fashion brands ?

Kader : Exactly ! The most important thing is to wear decent clothes whose production is not detrimental to the environment, not to enrich companies who don't care about future generations.

Georges : That's totally correct ! If our customers change, the big fashion brands will follow the movement and commit to sustainable development.

Kader : Absolutely !

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

LESSON 2 : SPEAKING

ERRATUM : Une erreur d'orthographe s'est glissée dans le "sous titre" de la leçon, à la page 169 du manuel. Veuillez la signaler aux élèves en leur demandant de la corriger au bic rouge (remplacer "trands" par "trends"). Merci pour votre bonne compréhension.

► **LEAD-IN**

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

Expected answers :

- The pictures show different types of clothes worn by people.
- They are about traditional and modern clothes.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English Club meeting.
Where is it taking place ?	It's taking place in our school ...
What are the students doing ?	They're talking about fashion in our country.
What will the lesson be about ?	It will be about fashion.
What main skill are we going to develop ?	It's Speaking.

A- LANGUAGE FUNCTION

- I- Give a few minutes to the students to read silently the sentences and analyze them. For each sentence, ask them to point out the tense of the verb(s) and say what that tense expresses. Then study the sentences with them laying the stress on the tenses and their functions.
- II- Ask the students to look at the sentences in Activity I and match each tense to its corresponding structure.

Expected answers : 1- a & b ; 2-c

B- LET'S PRACTISE

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

Expected answers :

- I- The passive sentences are 2 and 3.
- II- 1- a (going to -future) ; 2- d (will future) ; 3- d (simple past) ; 4- c (present progressive)

COMMUNICATION ACTIVITY

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

Example of paragraph

Fashion can be presented as the prevailing trend over a certain period of time. In clothing style, for example, fashion items include shirts, T-shirts, jeans, shorts and accessories like caps, hats, belts, jewellery, etc...

For me, it's not necessary to follow fashion and there are many reasons for this. Indeed, I believe the number one reason for wearing clothes is to cover our nudity. If we get ordinary clothes to help us reach that simple goal, then it's fine; and these "simple" clothes are generally cheaper than fashionable clothing items. Buying fashionable garments can be very expensive, and it's no surprise that it is the choice of the richest.

In short, we definitely don't have to follow fashion to have decent clothes to put on.

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

PRONUNCIATION

Study the rules of the pronunciation of words containing silent sounds. Practise the examples in the tables with them. Make sure they clearly identify the sound which is not pronounced despite its appearance in the spelling.

- 1- Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to assess their mates' pronunciations of the words.
- 2- Set a grouping mode and time the activity. Then, ask the students to do the activity. When the time is over, ask them to stop and conduct feedback.

Expected answers :

Silent /l/	Silent /t/	Silent /w/	Silent /n/
couldn't ; balm ; would ; salmon ; calf	hustle ; fasten ; castle ; bristle	wrangle ; answer ; wrist ; sword ; wreck	limn ; condemn ; hymn ; contemn

LESSON 3 : LISTENING

► **LEAD-IN**

Tell the students to look at the pictures for a while and guess what the people are doing. They should discuss their answers with their neighbours and justify their answers.

Possible answers :

- 1- People are using digital means of payment.
- 2- Yes / no.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During a visit to Ghana.
Where is it taking place ?	In a clothing store.
What are the girls doing ? What for ?	They're listening to the manager of the store. / to make their choices.
What will the lesson be about ?	It will be about shopping.
What main skill are we going to develop ?	It's Listening.

► **LISTENING ACTIVITIES**

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

A- Listening for general idea.

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

Expected answer : a- Digital payment methods and customers' choices of articles in African e-commerce.

B- Comprehension

Ask the students to do the task as they are listening to the podcast again. They do it individually first, then allow them a few minutes to compare their answers with their neighbours. For feedback, play the passage again for the students to know why their answers are correct or not.

Expected answers : 1- F ; 2- F ; 3- T ; 4- F ; 5- T ; 6- F

C- Listening for specific information. (*Proceed as in the previous activity*)

Expected answers : 1- unique ; 2- revolution ; 3- credit ; 4- preference ; 5- average.

LISTENING PASSAGE

The African landscape of digital payments is quite unique. Data on digital payment platforms in Africa shows that mobile money payments with M-Pesa were much more common than those made with African credit cards. Mostly unknown in advanced economies, mobile money represents a revolution in other markets, making financial services easily accessible throughout the country, including remote rural areas. Mobile money allows customers to receive, store, and spend money using a mobile phone even without internet access.

Another common payment method used for e-commerce is cash-on-delivery. In economies with low credit card penetration and less trust in digital payments made in advance, cash-on-delivery remains a common payment method. Other characteristics which define online shopping in specific markets are consumer preferences on what to buy online. A survey conducted by Statista in several African countries investigated the items consumers in Egypt, Kenya, Morocco, South Africa, and Nigeria, prefer to buy online. In all these countries, digital buyers stated to purchase clothing, shoes, and consumer electronics online. Despite the rapid growth of the e-commerce sector on the continent, online shopping in Africa still lags behind the global average, even in Africa's driving markets. According to recent data, some 41 percent of internet users in Egypt make online purchases. In South Africa, the share of digital buyers is around 47 percent, while the worldwide average is 58 percent.

Adapted from <https://www.statista.com/topics/7288/e-commerce-in-africa/#dossierKeyfigures>.

COMMUNICATION ACTIVITY

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

■ Example of talk

Good morning, friends !

Nowadays, people can purchase items in two different ways: buying in physical shops or online. Even if the latter form of shopping experience is gaining momentum in our era of information and communication technologies, my view is that buying in physical shops is more beneficial.

In fact, shopping in physical stores develops social relationships because people have face-to-face discussions, and bargain prices in some cases. Such interpersonal relationship is crucial in securing the loyalty of clients. Furthermore, the customer has the opportunity to see, touch, and feel the actual thing he/she wants to buy.

As we can notice from the advantages listed above which may be missing in online shopping, we can clearly say that in-store shopping offers a better shopping experience, especially for the customer.

Thank you.

LESSON 4 : WRITING

► LEAD-IN

Give the students a couple of minutes to look at the picture and answer the questions.

Suggested answers :

- 1- Yes, the picture makes me feel like buying it.
- 2- We have the illustration, a body, a logo...

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During a copy writing competition.
Who organizes the competition ?	An international company.
What do the students do ? What for ?	They take part in the copywriting competition / To win a scholarship.
What will the lesson be about ?	It will be about Writing a print advertisement.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

LET'S PRACTISE

Set the grouping mode, and time the task. Then, go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers : 1- heading ; 2- image ; 3- subheading ; 4- logo ; 5- body ; 6- call to action.

COMMUNICATION ACTIVITY

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

Example of print advertisement

MADE TO LAST LONGER
THE PEN YOU HAVE BEEN WAITING FOR...



The one you will need all year round cause it uses a little ink with good quality results and ... it's durable !

Buy 2 and get two more. Use the gift code BRPNS.

- Check your production

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

LANGUAGE CORNER

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

1- Passive sentences – “be” vs “get”

Move from the examples to help the students uncover the difference in use between the two forms of passive. Then, explain its uses to them focusing on the examples.

LET’S PRACTISE

For each activity, state a grouping mode and time the activity. Then, move around to supervise and provide help when necessary. Make them stop when the time is over and then conduct feedback.

I- Expected answers : 1- was ; 2- is ; 3- is / was ; 4- get ; 5- been ; 6- got ; 7- got.

II- Expected answers :

- 1- The new vocabulary was copied into her notebook.
- 2- Sung Ho was talked into buying a new car by the salesperson.
- 3- The bubbling pot of pho was seasoned with star anise by the chef.
- 4- The onions were chopped and the ginger was grated by the sous chef (example).
- 5- All the cherries on her tree were eaten by the crow.
- 6- This year, several tourists in Phuket have been bitten by monkeys.

2- MODALS & SEMI-MODALS

Move from the examples to help your students understand how to use modals and semi-modals. Next, go through the explanations in the book with them. Then, use the table to show examples of each category.

LET'S PRACTISE

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

Expected answers : 1- *are not allowed* ; 2- *should* ; 3- *be able* ; 4- *can* ; 5- *could* ; 6- *may not* ; 7- *ought*

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

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

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- They are about Black Friday deals.
- It refers to a period of sales where customers can buy items at cheaper prices

► Phase 2

Expected answers :

- The country with the most searches on Black Friday in 2021 is the USA.
- The second was Germany.
- The sales made during Black Friday are seasonal.

► Phase 3

LISTENING PASSAGE

Shoppers around the world are planning to buy online and in physical shops. In some countries, shoppers have a rather small budget in mind, like Indians (\$69), Filipinos (\$68), Nigerians (\$61), Kazakhstanis (\$58) or Pakistanis (\$35). In contrast, consumers who declare to spend record-breaking amounts come from the USA (\$485), Canada (\$430), the United Kingdom (\$397), Ireland (\$339) and the United Arab Emirates (\$291). According to the data from 2021, when shopping online during Black Friday, purchasing with smartphones was a global trend, noted among others in the United Kingdom, Germany, Turkey, or Indonesia.

Adapted from: <https://black-friday.global/>

Expected answers :

- They plan to buy online and in typical shops.
- The average budget a Nigerian plans to spend on Black Friday is \$61.
- An American plans to spend \$485.
- Shoppers generally use smartphones to buy online.

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW 9

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

Expected answers :

- I- 1- existing ; 2- satisfied ; 3- delivery ; 4- reliable ; 5- requirements ; 6- valuable ; 7- complaints ; 8- payment.
- II- 1- The shopping list has been forgotten in the car by me.
2- Premium articles are sold by this store.
3- Bananas have been given to the monkeys by the tourists.
4- The best employees of the month will be rewarded by the manager.
5- The next fashion show will be attended by them.
6- The cake had already been eaten by us when she joined us.
- III- 1- is spoken ; 2- were being entertained ; 3- has been amplified ; 4- is interested ; 5- are not allowed ; 6- will be sold ; 7- is being flooded.
- IV- 1- can ; 2- have to ; 3- may ; 4- must ; 5- must ; 6- might.

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to make sure that they know what they have to do. Go through the different steps with them to help them succeed in the task. Organize the class into groups. Time the activity and ask them to do it. Move around to supervise and provide help when necessary. When time is over, ask them to stop and conduct feedback (Students come and display their work). Select the best ones and stick them on the board.

UNIT 10 : FRIENDS, DATING AND ENTERTAINMENT

► FAMOUS QUOTE

Invite your students to read silently the quote from Herodotus and try to answer the following questions.

- a- Do you have friends ?
- b- What does this quote mean ?
- c- Do you agree with Herodotus ?

Suggested answers :

- a- Yes, I do. / No, I don't.
- b- This quote means that friends are more important than all material things a person can possess.
- c- Yes, because even when you are rich you need a person with whom you can share time with or confide in.

► PICTURE ANALYSIS

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

Expected answers :

- 1- Picture A is about friendship, while picture B is about dating.
- 2- The man is probably in love with her, and he wants to ask her out.

LESSON 1 : READING

► LEAD-IN

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

Expected answers :

- **The bonds :** friendship or brotherhood. They may be friends, brothers, sisters
- They look happy and joyful.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	On July 30, the International Friendship Day.
Where is it taking place ?	At the English club.
What are the students doing ? What for ?	They're reading a text about friendship. / To discuss its benefits in a person's life.
What will the lesson be about ?	It will be about friendship.
What main skill are we going to develop ?	It's Reading.

A- Skimming

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

Expected answer :

The text is about : the importance of happy friends in our quest for happiness.

B- Scanning (Vocabulary)

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

ERRATUM : Une erreur de frappe s'est glissée dans l'item (3) de l'activité, à la page 185 du manuel. Veuillez la signaler aux élèves en leur demandant de la corriger au bic rouge (remplacer "diminishes" par "diminish"). Merci pour votre bonne compréhension.

Expected answers : 1- *triggers* ; 2- *flip side* ; 3- *wear off* ; 4- *findings* ; 5- *gloomy*

C- Vocabulary extension

Ask the students to use their answers from exercise B to complete the passage. They can do it individually and then compare their answers with

their neighbour's or do it in pairs. Set the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- *triggered* ; 2- *gloomy* ; 3- *wore off* ; 4- *findings* ; 5- *the flip side*

D- Detailed comprehension

Ask the students to read the text again and answer the questions. Then they can compare their answers with their neighbours' or in groups of 3 or 4 students. Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers :

- 1- A chain reaction triggered by a person's happiness can last up to one year.
- 2- It's happiness.
- 3- Christakis believes happiness can't happen in any place because the spread of happiness is constrained by geography.
- 4- According to the findings, money does not procure more happiness than human presence. "the friend of a friend can have a greater influence than hundreds of bills in your pocket" (justification).

COMMUNICATION ACTIVITY

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

■ **Example of exposé**

Hello everyone.

I'm going to talk to you about the topic "Does money procure more happiness than human presence?" I will start by showing the truth in such a position, and then its limits before giving my position on the issue.

On the one hand, money may procure more happiness because it allows a person to buy whatever he/she wants, and satisfy his / her material needs

including those of his / her parents. As a matter of fact, being able to afford whatever we need procures a great feeling of happiness.

On the other hand, human presence can have a more decisive impact on a person's happiness. This is the example of people who though they are very rich, but for some reasons like sickness, disability or imprisonment don't enjoy the presence of close parents or friends. The result of such a situation is that they live in misery despite all the wealth they have.

All in all, we can retain that both money and human presence are important in people's happiness ; and the lack of either condition will negatively impact our quest for happiness.

Thank you for your attention.

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

LESSON 2 : SPEAKING

► **LEAD-IN**

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

Suggest answers :

The pictures are about entertainment / pastimes / hobbies/distractions / recreation activities...

- I prefer A (run in bags), B (riding a bicycle), C (music), D (playing football).
- I practise football, handball, basketball, gymnastics, karate, listening to music, watching TV, reading...

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During my Ghanaian friend's stay in my city / town.
Where is it taking place ?	It's taking place in my town/city.

What are you doing ? Why ?	We're talking about forms of entertainment each one prefers. / To know each other better.
What will the lesson be about ?	It will be about entertainment.
What main skill are we going to develop ?	It's Speaking.

A- LANGUAGE FUNCTION

I- Using the past simple

Give a few minutes to the students to read silently the sentence and analyze it. Ask them to point out the tense of the verb(s) and say what that tense expresses. Then study the sentence with them laying the stress on the tense and its functions.

Expected answers :

- 1- The action described in S1 is past.
- 2- Through the time reference : 1971.

II- Using the present perfect

Give a few minutes to the students to read silently the sentence and analyze it. Ask them to point out the tense of the verb(s) and say what that tense expresses. Then study the sentence with them laying the stress on the tense and its function.

Expected answers :

- 1- The action described in S2 is past.
- 2- No, there is no clue indicating when the action took place.

B- LET'S PRACTISE

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

I- Expected answers : 1- wished ; 2- have called ; 3- have you visited ; 4- read ; 5- learned.

II- Expected answers : 1- have changed ; 2- said ; 3- argued ; 4- considered ; 5- has turned ; 6- has made ; 7- had.

COMMUNICATION ACTIVITY

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

Example of dialogue

Tapé : Tell me Kapeu ; what kind of entertainment you prefer ?

Kapeu : Well ... I like playing video games, listening to music, and playing basketball. What about you ?

Tapé : I like swimming, dancing, and reading.

Kapeu : Oh really ? Have you ever played basketball ?

Tapé : Yes, I have. But I didn't quite enjoy the game when I played it for the first time. Besides, I'm not tall so you can imagine... have you ever got the chance to swim in a swimming pool ?

Kapeu : No, man. I did swim in the past, but that was in my village ... I mean in the river.

Tapé : Sounds great to swim in a river. Isn't it ? I'd love to try that.

Kapeu : Sure, you will certainly love that if you have the opportunity to visit your village.

Tapé : Thanks Kapeu.

Kapeu : Thank you, Tapé.

PRONUNCIATION

Study the rules of the pronunciation of words containing silent sounds. Practice the examples in the tables with them. Make sure they clearly identify the sound which is not pronounced despite its appearance in the spelling.

- 1- Provide the model for the students to know how to pronounce. Then make them repeat chorally and individually. Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to assess their mates' pronunciations of the words.

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

Expected answers : Words with pronounced /r/ : *red ; rope ; right ; boring ; agree ; craving ; room ; friend*

Words in which /r/ is not pronounced.

Expected answers : *card ; four ; neighbour ; born ; door.*

LESSON 3 : LISTENING

► LEAD-IN

Tell the students to look at the pictures for a while and guess what the people are doing. They should discuss their answers with their neighbours and justify their answers.

Possible answers :

- Picture A (group of people holding hands in the air), picture B (two people linking pinky fingers), picture C (people holding each other by the shoulder on Friendship Day), picture D (people probably watching a public performance on National Best Friend Day)
- Yes, I have. / No, I haven't.
- I think it is good to celebrate friendship.

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	On International Friendship Day.
Where is it taking place ?	The American Corner.
What are the students doing ? What for ?	They're watching a video recording about friendship. / to promote love and peace.
What will the lesson be about ?	It will be about friendship.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

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

■ Listening for general idea

The students listen to the passage and note down what it is about. They should do it individually, and then compare answers among neighbours.

Expected answer : *the passage is about the history of the International Friendship Day.*

■ Listening for detailed information

Ask the students to do the task as they listen again to the passage. They do it individually first, then allow them a few minutes to compare their answers with their neighbours'. For feedback, play the passage more than once for the students to know why their answers are correct or not.

Expected answers : 1- *b (the first Sunday of August) ; 2- c (July 30) ; 3- a (the role true friends play in our lives) ; 4- a (ties a friendship band on his / her friend's wrists).*

LISTENING PASSAGE

Friendship is one of the most valuable things in life and to mark the importance of this beautiful relationship, Friendship Day is observed every year. One might meet and enjoy with their friends every other day, but it is only fair to have a day dedicated to celebrating this unmatched bond. As such, every year the first Sunday in the month of August is celebrated as Friendship Day. This year, it falls on August 7. While the United Nations has declared July 30 as International Friendship Day, India continues to celebrate it on the first Sunday of August. This day was first proposed in 1958 in Paraguay. However, it is known to have originated in 1930 from Hallmark cards, by Joyce Hall. It is a day to celebrate the role close friends play in our lives, and how they shape us as people. People usually celebrate Friendship Day by tying a friendship band on each other's wrists. It is treated as a promise to be each other's best friends forever. On this day, friends enjoy each other's company and go out to have a good time. They even send greetings to each other and exchange gifts and flowers.

Adapted from <https://indianexpress.com/article/lifestyle/life-style/friendship-day-2022-date-when-isfriendship-day-in-2022-8060461/>

COMMUNICATION ACTIVITY

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

► Example of a voice message

Hey Appiah. I hope this finds you well in your country. You know, brother, you're a true friend to me.

I remember the day I called you and told you how my grades were becoming bad in English... I remember that when my so-called friends I have here were laughing at me for my bad results, you were the only one to give words of encouragement. You even offered to explain to me lessons I didn't understand online. You promised and you did it, and my results have improved. That means a lot to me.

Remember that anytime you'll need me I'll be there for you, brother. Thank you for being my best friend, bro.

Bye.

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

LESSON 4 : WRITING

► LEAD-IN

Give the students a minute to look at the pictures.

Suggested answers :

- 1- Yes, I have. / No, I haven't.
- 2- Different cases : faulty item, delayed delivery, wrong product or article (un) delivered...
- 3- Item was changed, coupon offered for next purchase, apologies offered, a free gift offered, free return of defective item...

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	After my Nigerian friend's bad shopping experience.
What did your friend do ?	He wrote me an email.
What do you have to do ? What for ?	write him back / To console him.
What will the lesson be about ?	It will be about writing an informal letter or email.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

A- Model text

Ask the students to study the model and try to identify the points mentioned in the writing strategies.

B- Matching activity

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

Expected answers : 1- c (*disaster, failure*) ; 2- e (*containing nothing*) ; 3- d (*strongly desiring*) ; 4- a (*treated like an idiot*) ; 5- b (*vendor*).

C- Questions on the model text

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

- 1- The writer is his friend.
- 2- He starts the letter with the informal salutation "Hey Alex".
- 3- It's the 2nd paragraph.
- 4- The writer addresses him as "man", which is informal.
- 5- Yes, the writer uses contractions.

- P1 : I'm writing / 'cause (because).
- P2 : I'd (had) been... / couldn't (could not) easily... / I can't (cannot) tell...
- P3 : I'm (I am) going... / he'll (will) hear... / I'll (will) never... / you'll (will) learn...

COMMUNICATION ACTIVITY

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

Example of production

Hello Sydney

I received your recent letter, and I'm very sorry for what happened to you. I had a similar experience a week ago you know... .

I went to a restaurant to have some "Garba", a popular dish made of cassava semolina and fried tuna. I ordered my garba and chose my piece of fish, which was accompanied by chopped pepper, tomato and onion. I was really eager to enjoy my meal, but, as I tasted the fish, I noticed it was rotten... I parted the fish and smelled it... and understood there was something wrong with that fish.

I showed it to the seller. He recognized that I was right and kindly offered to change the piece of fish I'd chosen ; which he did. So after the problem was settled, I happily returned to my table and enjoyed my meal.

Hopefully, there was a happy ending in my situation, but you didn't get that chance. With the amount of money you put into the purchase of the mobile phone, I think you should've been more prudent with the false good bargain presented to you. Let's beware of too good bargains, brother !

Kind regards

Alex

■ Check your production

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

LANGUAGE CORNER

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

1- EXCLAMATIVE SENTENCES

Move from the examples to help the students uncover the difference in use between the two ways of expressing exclamation.

LET'S PRACTISE

For each activity, set a grouping mode and time the activity. Then, ask the students to do the activity. When the time is over, ask them to stop and conduct feedback.

I- Expected answers :

- 1- What a smart girl !
- 2- How incredibly tall they are !
- 3- What a talented daughter you have !
- 4- How we ate a lot !
- 5- How beautifully he played his partition.
- 6- What a great performance !
- 7- How I love it !
- 8- What beautiful beaches the country has !

II- Expected answers : 1- How ; 2- How ; 3- What a ; 4- What a ; 5- What a ; 6- What ; 7- How ; 8- you have.

2- EXPRESSING THE FUTURE

Move from the examples to help your students understand how to express the future with "will" and "be going to". Next, ask them to read the definition in the book. Then, go through examples of either category.

Expected answers :

- 1- S3
- 2- S2
- 3- S1

LET'S PRACTISE

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

Expected answers : 1- *are going to* ; 2- *will be* ; 3- *will not / won't* ; 4- *are going to play* ; 5- *am going* ; 6- *are going to fly*.

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

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

A- ASSIGNMENT

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

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- 1- In-person, via mobile phone, emails, social networks, SMS, ...
- 2- Men and women of all ages (children, teenagers, adults, elderly people).
- 3- Any of the answers to 1.

► Phase 2

Expected answers :

- 1- Friendships are important because friends appear as a support network that can positively or negatively influence teenagers.
- 2- Parents can take time to understand how their child is experiencing the world of teenagers.

► Phase 3

LISTENING PASSAGE

Friendships help teenagers develop emotionally and morally and boost social skills. Not only do teenagers learn how to communicate with others, but healthy friendships can be instrumental in helping them learn to control their emotions and express their feelings constructively. However, some teenagers struggle socially and have trouble making and keeping friends.

Adapted from: <https://www.verywellfamily.com/making-and-keeping-friends-2633627>

Expected answers :

- 1- Friendships help teenagers develop emotionally and morally and boost social skills.
- 2- No, some struggle to make and keep friends.

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW 10

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

Expected answers :

I-

Sports	games	Performing arts	Literature
football ; swimming ; rugby ; cycling	ludo ; scrabble ; monopoly ; chess	comedy ; circus ; opera ; concert	poetry ; history books ; novel

II- 1- have never played ; 2- announced ; 3- became ; 4- have not / haven't eaten ;
5- did not / didn't ; 6- gave ; 7- have just gone out.

III-

- 1- am going to meet
- 2- will help
- 3- are going to
- 4- will probably
- 5- will be
- 6- are not going to let
- 7- I will do / I'll do

- IV- 1- B : I have / I've lost
2- A : are you going to do
B : will go
3- B : I will / I'll
4- A : you visited
B : I have visited

PROJECT TASK

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

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

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

TEST 1 (ANSWER KEY)

PART ONE : READING FOR COMPREHENSION

A- VOCABULARY

- 1- employment (example)
- 2- foreign
- 3- labour
- 4- insurance
- 5- crucial
- 6- cross-border
- 7- remote
- 8- digitalization
- 9- commitments
- 10- increase
- 11- inward

B- COMPREHENSION CHECK

- 1- The text is about the importance of the tourism sector in the world, and the commitments taken by countries to regulate the sector.
- 2- WTO stands for World Trade Organisation.
- 3- GDP stands for Gross Domestic Product.
- 4- Tourism contributes to employment, GDP, and the generation of foreign exchange in nearly all WTO members.
- 5- Tourism-related services typically generate a lot of job opportunities.
- 6- Tourism and travel-related services include: services provided by hotels and restaurants, travel agencies and tour operator services, and other related services.
- 7- It's both customers and employees.
- 8- The level of commitments by sub-sector varies widely for tourism and travel-related services.
- 9- It's half (about 65) of the WTO members with commitments on tourism that have been involved in tourist guide services.
- 10- The services negotiations started in 2000.

PART TWO : LANGUAGE IN USE

PART TWO : LANGUAGE IN USE	
TASK A	TASK A
1- have helped (example)	1- Ø (example)
2- have been contributing	2- Ø
3- have known	3- a
4- has been leading	4- Ø
5- have have helping	5- Ø
6- have been taking	6- Ø
7- have seen	7- Ø
8- have built	8- the
9- have been taking	9- the
10- have been destroying	10- Ø
11- have convinced	11- a

PART THREE : WRITING

Criteria for self-evaluation

Task 1 (paragraph writing) <i>Criteria for self-evaluation</i>	
Is the final product structured as a good paragraph (topic sentence, supporting sentences, conclusion) ?	Yes / no
Does it mention the danger of the abusive use of natural resources ?	Yes / no
Does it mention the drawbacks on human life ?	Yes / no
Does it include some solutions ?	Yes / no

Task 1 (paragraph writing) <i>Criteria for self-evaluation</i>	
Is the final product structured in paragraphs (introduction, body, conclusion) ?	Yes / no
Does it include a list of important tourist sites in your country ?	Yes / no
Does it include a call to come and visit your country ?	Yes / no
Does it include economic benefits of tourism for your country ?	Yes / no

TEST 2 (ANSWER KEY)

PART ONE : READING FOR COMPREHENSION

A- VOCABULARY

- 1- ostensibly
- 2- snatch
- 3- jaws
- 4- imperialist
- 5- defiant
- 6- unfounded
- 7- strong
- 8- murder
- 9- ultimate

B- COMPREHENSION CHECK

- 1- The text is about Russian expansionism.
- 2- He signed a document that accepted some Ukrainian regions as members of the Russian Federation.
- 3- He made his speech as the Ukrainian Army was liberating territory to which Russia was laying claim.
- 4- He commended to the Army to draft hundreds of thousands of new soldiers.
- 5- He considered Russian World as being composed of Ukraine and untold other lands.
- 6- The daughter of the philosopher Aleksander Dugin was.
- 7- The Ukrainian Government is.
- 8- He says Westerners are giving up traditional values.
- 9- They consider Russian ideology as a threat.
- 10- He said that their ultimate objective is to subjugate people around the world and force them to give up traditional values.

PART TWO : LANGUAGE IN USE

TASK A

« 1- He thought he would be the strongest in tomorrow’s world. 2-He said the USA could have solved the problem if they wanted to discuss it. 3- He said that a Ukrainian soldier had had a traumatism. 4- He claimed that his objective was to free the world from wrong considerations. 5- He argued that nuclear war could never be positive for our (their) world. 6- He thought that it could be possible for them to have a frank discussion. 7- He added that American soldiers might be strong, but they would not be the best. 8- He declared that they could have started that war the year before, but they had thought of their children. 9- He claimed that their hope had been to live in a world in which each country knew its place. 10- Fianally, he begged everyone to stop their thinking way.»

TASK B

- 1- a lot of
- 2- many
- 3- many
- 4- a lot of
- 5- much
- 6- much
- 7- much
- 8- much
- 9- much
- 10- many
- 11- much

PART THREE : WRITING

Here, the teacher will conduct the correction, according to the common and known features of the chosen exercise. He should take into account the given instructions.

TEST 3 (ANSWER KEY)

PART ONE : READING FOR COMPREHENSION

A- VOCABULARY CHECK

- 1- daily (Example)
- 2- tied
- 3- lack
- 4- burdensome
- 5- famished

B- COMPREHENSION CHECK

- 1- Yes, Sports are quite significant for human because they are part of human's life
- 2- since his childhood (L1-2)
- 3- By shaking arms and legs (L3-4)
- 4- Exercises are food for the body. (L13)
- 5- Polo and Horseback riding (L7)
- 6- It makes work burdensome (L10-11)
- 7- It helps us to stay in good health. It also keeps us energized, vigilant, focused,
- 8- lively and courageous. (L13-14)
- 9- Games foster a sense of teamwork, good sportsmanship and calmness. (L14-15)
- 10- In India Games and sports are considered just as a kind of amusement. (L18)

PART TWO : LANGUAGE IN USE

TASK A

- 1- comes apart
- 2- have come to an agreement
- 3- come to an end
- 4- come on time
- 5- will come into play
- 6- come close to
- 7- come to a decision

TASK B

- 1- L1- There are many kinds (Example)
- 2- L2- do
- 3- L2- for enjoying
- 4- L2- some sports
- 5- L3- very few
- 6- L3- in order
- 7- L4- successfully

PART THREE : WRITING

Here, the teacher will conduct the correction, according to the common and known features of the chosen exercise. He should take into account the given instructions.

Manuel de base



A didactic tool that is recommended for the richness of its content.
Each unit offers the following structure:

- Unit overview
- Reading
- Speaking
- Listening
- Writing
- Language corner
- Free oral communication
- Unit review
- Project task

Our student's books



ISBN: 978-2-493344-09-5



782493 344095



Scannez
pour
Version numérique