



Win 2^{de} Skills

Teacher's book



JD Editions
L'Édition autrement

Win Skills

Teacher's book

2^{de}

- I. Proverbs, quotes, sayings
- II. Unit overview
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JD Éditions

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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 !

FORWORD

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 2^{de}** 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 2^{de}** 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 2^{de}**, 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 : PEOPLE

► **FAMOUS QUOTE**

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

- a- What are the three qualities in a person mentioned by Warren ?
- b- Which one is the most important according to him ?
- c- What does that quality mean according to you ?

Suggested answers :

- a- The three qualities are : *intelligence, energy and integrity*.
- b- The most important is : *integrity*.
- c- "Integrity" is the quality of being *honest, loyal, respectful* and having strong moral principles.

► **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 young people and temptations.
- This phenomenon is caused by peer pressure, bad company and influence.
- Its consequences are : juvenile delinquency, the destruction of the youth health and death.

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 :

- He is smoking.
- He is using tobacco.
- This can alter his health.

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 it taking place ?	It's taking place in Lycée Pierre Gadié.
What are the students doing ? What for ?	They're reading a text about juvenile delinquency. / To know about its causes and consequences.
What will the lesson be about ?	It will be about juvenile delinquency.
What main skill are we going to develop ?	It's Reading.

READING STRATEGIES

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

► **Reading the text :**

A- Skimming

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 partners'. 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

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. Set the grouping mode, then 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 : a- young people ; b- growing up ; c- including ; d- household ; e- adults ; f- fit in ; g- quickly ; h- hard ; i- key

C- Vocabulary extension

Ask the students to use the words from the box to complete the passage. Set the grouping mode, then 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- teenagers ; 2- alcohol ; 3- smoking ; 4- hard ; 5- health

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

Expected answers : a- F (L1-2) ; b- T (L6-7) ; c- F (L8-9) ; d- F (L12-13) ; e- T (L14-15) ; f- F (L16-18)

COMMUNICATION ACTIVITY

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

► Example of dialogue

Interviewer : Hello, man ! I'm the representative of the NGO "Save our teenagers." I would like to ask you a few questions about young people today if you don't mind.

Interviewee : Hi, sir! You're welcome.

Interviewer : Would you tell me some causes of juvenile delinquency today ?

Interviewee : Yes, of course. I think that many factors influence young people today. Factors such as rejection from the parents, broken families, frequent parent fights, lack of trust and self-confidence, psychological problems or trauma, unequal treatment between children, bad companionship, peer pressure, the desire to fit in a group, etc.

Interviewer : Exactly, you're right and it's pitiful. So, what can be the consequences of this situation ?

Interviewee : It can lead to the use of drugs, gang involvement, prostitution, theft, vandalism, and violence.

Interviewer : Great ! I see the point. Now, what can be done to settle the matter ?

Interviewee : I think that raising awareness about the issue is the first step. And parents have to be good models for their children and talk openly to them about the harms of this behaviour.

Interviewer : Thanks a lot for sharing your opinion about this important issue with me. Goodbye !

Interviewee : Not at all ! 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 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 :

- The pictures are about drugs and their consequences.
- The substances involved are cannabis and heroin.
- Some consequences of this phenomenon are juvenile delinquency, crimes, drug addiction, prison, madness, death, etc.

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 ?	It's taking place in Lycée Moderne Jeunes Filles of Séguéla.
What are the students doing ? What for ?	They're discussing drug addiction. / to understand its causes and consequences.
What will the lesson be about ?	It will be about drug addiction.
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.

Expected answers :

Sentence 1 : The verb in the present continuous. It expresses an action in progress.

Sentence 2 : The verbs in the present simple. They express facts.

Sentence 3 : The verb in the present simple. It expresses facts.

Sentence 4 : The verb in the present continuous. It expresses an action in progress.

Then, conclude by explaining that **the present simple** is used to talk about facts and habits while **the present continuous** is used to talk about actions in progress.

- II- Ask the students to look at the sentences in Activity I and match each tense to its corresponding structure.

Expected answers : 1- b ; 2- a

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

Expected answers :

a- **Present simple :** Sentence 2 / Sentence 3

b- **Present continuous :** Sentence 1 / Sentence 4

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 :

1- 1- is ; 2- learns ; 3- is ; 4- does not smoke ; 5- drinks ; 6- reveals

2- 1- is ; 2- are destroying ; 3- is having ; 4- is travelling ; 5- are seeking ; 6- take ; 7- go

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by asking a few questions about it. Explain the task to them to help them better understand it if necessary.

Then, time the activity and ask them to do it. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few groups to present their discussions. Ask the rest of the class to listen and react when a mistake appears.)

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 discussion

Student 1 : I think that drug addiction is a serious issue in our country today.

Student 2 : I go along with you. And I can add that its causes are to be found in peer pressure, bad companionship, and the inactivity of these young people who seem to have no hope in the future.

Student 3 : I share your viewpoint. And I think that parents are also responsible for this situation, because they must serve as good models to their children and talk openly about the dangers of the use of drugs.

Student 4 : Yes, you're right ! And the consequences are disastrous for the drug addict, for his family and the whole society. The drug addict loses control of his actions, he can go mad, or even die of an overdose. This will constitute a great loss for the family and the society as well.

Student 1 : Exactly ! Everything you are saying makes sense. Now, what solutions do you suggest to the phenomenon ?

Student 2 : I think that the drug addicts must be detoxified first, and then we must plan an insertion program for the former drug addicts.

Student 3 : For me, we must increase awareness campaigns.

Student 1 : Great ! Thanks all for your contribution !

PRONUNCIATION

Study the rules of the pronunciation of the "s" at the end of the verbs and nouns with your students. Practise the examples with them. Make sure they understand the rules.

- 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 appreciate 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 :

S → /S/	S → /Z/	S → /IZ/
walks ; puts ; smokes ; taps	lives ; stares ; grows ; behaves ; studies ; rides ; mourns ; stabs	punishes ; uses ; dances ; taxes ; organizes

LESSON 3 : LISTENING

► **LEAD-IN**

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

Possible answer : The person in the picture is individualistic because he is sitting alone, reading his book instead of being with other people.

After that, study the types of people with your students.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English Class
Where is it taking place ?	It's taking place in Lycée Moderne BAD Koun-Fao.
What are the students doing ? What for ?	They're listening to a podcast about lifestyles. / To know about their own personalities.
What will the lesson be about ?	It will be about lifestyles.
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 to the podcast. 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 answer : 3- a typology of lifestyles

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- F ; 2- T ; 3- F ; 4- T

C- Ask the students to listen to the podcast again and find out which people correspond to the given lifestyles. They do it individually first and then compare their answers with their peers’. Then the teacher conducts feedback.

Expected answer :

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Adventuristic	Young people
Hedonistic	Women
Individualistic	Young people
Promethean	Older people

LEARNING PASSAGE

Two studies designed to explore a lifestyle typology using personal projects methodology are reported. In the first study, three distinct lifestyle types were identified among a large community sample. They were tentatively labelled “pressured”, “relaxed”, and “wishful thinking” lifestyles. In the second study, these types were replicated for a university student group, with two types of a “relaxed” lifestyle being revealed.

Four lifestyle types were found among those in the university sample reporting high subjective well-being. They were tentatively labelled “hedonistic”, “adventuristic”, “individualistic”, and “Promethean”. A preliminary analysis of a variety of demographic and socioeconomic variables using the four types for the subsample reporting high well-being revealed age and sex differences. Young respondents tended to be assigned to the hedonistic and adventuristic types, while older respondents tended to be assigned to the Promethean type. Women tended to be assigned to the hedonistic type.

Adapted from <https://link.springer.com/article/>

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 talk. Ask the rest of the class to listen and react when a mistake appears.)

► Example of talk

Dear friend, I think that your kid is an individualistic person. An individualistic person is someone who does things in his own way rather than imitating others. As he always stands alone and does things in his own way, he does not undergo the influence of other people. People of this type are leaders rather than followers. They're confident, analytical and persistent. They are strong-minded people who turn ideas into reality. They are hungry to solve problems and forward.

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 read the paragraph and answer the questions.

Expected answers :

1. The paragraph is about Murielle Houré.
2. She is an athlete.
3. The adjectives "greatest", "patriotic" and "generous".

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 ?	It's taking place in Lycée Coffi Gadeau of Tiébissou.
What do the students do ? What for ?	They write the description of a person they like best. / To compete with other students in 2 ^{de} .
What will the lesson be about ?	It will be about Writing a description.
What main skill are we going to develop ?	It's Writing.

WRITING STRATEGIES

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

- **Model text**

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

Expected answers :

A-

Topic sentence : L1 : "Michael is a brave and generous man who loves to travel."

Supporting sentences : [From L1 : "He has travelled ... to L13 : his friends in that country."]

Concluding sentence : [From L13 : It was ... to L15 : my trip successful.]

Note at the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

B-

1. Moral description
2. Physical description
3. Physical description
4. Moral description

C- 1- e ; 2- h ; 3- f ; 4- i ; 5- a ; 6- g ; 7- d ; 8- b ; 9- c

D- Description of my teacher

Mr Kouassi is one of the teachers I like and respect most. He is my English teacher. He is tall and well-built and a very handsome man. His physical appearance makes most of the students fear him. He seems to be a severe person but in his inner, he is very affectionate. He always gives us advice about the attitudes of successful students. He is always well-dressed, fragrant and eloquent. I like his way of speaking. He is a good model for me. When I grow up, I will be like him.

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.

COMMUNICATION ACTIVITY

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

► Example of description

Deborah is a pretty beautiful girl who likes taking some personal initiative. She is one of the women I love and respect most. Despite her tender age, her beautiful face and her height which is perfect for her form, Deborah is a very hardworking and undertaking girl. He is always trying to find ways to make her own money and helps those around her. She is respectful and caring to everyone. Her good character and good manners make me feel proud to be acquainted with her. Get in contact with her and I'm sure you'll love her at first sight. For all the qualities in her, I can assure you she will be a perfect wife for 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.

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. THE GERUND OR THE INFINITIVE

A- Gerunds

Move from the examples to help the students discover that the gerund is a verb ending in – **ing**. It can be used as a noun, either as a subject, an object or a complement. Then, explain its uses to them focusing on the examples.

B- Infinitives

Move from the examples to help the students see that the infinitive is a verb preceded by “to” that is used as a subject, an object or a complement of a sentence. To end this part, show them how gerunds and infinitives are interchangeable.

Expected answer : The 2 characters are talking about their friends' past habits.

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- to wait ; 2- telling ; 3- throwing ; 4- to meet ; 5- to ask ; 6- studying / to study

2. PHRASAL VERBS

Move from the examples to help your students understand what a phrasal verb is. Next, ask them to read the definition in the book. Then, go through the types of phrasal verbs with them.

LET'S PRACTISE

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

Expected answers :

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

II- 1- broken down ; 2- putting on ; called around ; 4- check out ; 5- clean up ; 6- running out ; 7- give up

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

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. The children are praying differently. One is a Christian and the other one is a Muslim.
2. No, I don't think they chose freely to practise their present religions. Maybe they are following their parents' religions.
3. If the situation is reversed, maybe none of them will practise their present religion.

Quote's analysis

- It means that our society influences our living, our thinking and our way of being.
- I totally agree with Auguste Comte.
- For example, if you are born and brought up in a Muslim area, you are more likely to become a Muslim. But, if you are born in a Christian area, you are more likely to become a Christian.

▶ Phase 2

Have the students read the text and answer the questions.

Possible answers :

- The text is about the influence of society on our behaviour.
- Students give relevant ideas to support their answers.

▶ Phase 3

Listening transcript

Relation between individual and society

Having positive role models can influence us in a number of ways. They can inspire us to overcome difficulties in our lives, find our true potential, and follow our dreams. Having a role model who is relatable can make us feel less alone in the world.

Our most important role models are often found close to home. Parents, relatives, friends, teachers, or people in our local community may represent what we want from life in a good way. A role model doesn't have to be a perfect person ; just someone who has qualities that we want in our own lives.

<https://ndla.no/nb/subject:1>

Students listen and take notes on the following :

- **The importance of good role models :** They can inspire us to overcome difficulties in our lives, find our true potentials, and follow our dreams.
- **The most important role models for people :** Parents, relatives, friends, teachers, or people in our local community.
- **The qualities of a good role model :** He doesn't have to be a perfect person; just someone who has qualities that we want in 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 1

For each activity, set the grouping mode, 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- a ; 2- b

II- 1- have just arrived ; 2- rises ; 3- always do ; 4- is raining ; 5- is going ; 6- generally walk

III- 1- going ; 2- telling ; 3- to come ; 4- having ; 5- talking ; 6- to carry

IV- 1- My friend will be interested in the moral description of the person.

▶ Example of description

The perfect person for running your business must be truthful, hardworking, kind and respectful to everyone. He must be caring in order to be able to give a helping hand to his different clients depending on their needs. He must be well-read and eloquent.

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.

A : 1- b ; 2- d ; 3- a ; 4- e ; 5- c

B : I think that I'm a perfect grammar writer. I like paying attention to the details and I think that things are well when everything is in the right place to play its role.

PROJECT TASK

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

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

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

UNIT 2 : HEALTH AND LIFESTYLE

► FAMOUS QUOTE

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

- a- What does the writer mean by the quote ?
- b- How is health related to food ?

Suggested answers :

- c- MARK TWAIN means it is not what we like eating and drinking that ensures our good health.
- d- What we eat determines our health.

■ PICTURE ANALYSIS

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

Expected answers :

- 1- The heart is the human organ the most affected by cardiovascular diseases.
- 2- Some heart diseases risk factors are alcohol abuse, high cholesterol, smoking, high blood pressure, sedentary lifestyle, diabetes, etc.
- 3- Cardiovascular diseases cannot be healed but treatment can help manage the symptoms and reduce the chances of problems such as heart attacks.

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 :

- Age, food, obesity and gender
- Yes, CVDs can be reduced through lifestyle choices.

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 Health Day.
Where is it taking place ?	It's taking place at the World Health Organization (WHO) office in my country.
What are the students going to do ? What for ?	They are going to read a leaflet in order to learn more about Cardiovascular diseases (CVDs) and all issues related to them.
What will the lesson be about ?	It will be about Cardiovascular diseases (CVDs).
What main skill are we going to develop ?	It's Reading.

► **Reading the text**

A- Skimming

Asks 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 the correct answers on the board.

Expected answers :

- 1- Claire is living in the State of California.
 - 2- She practised Yoga to improve her health.
- 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 neighbour's or do it in pairs. Here again, after setting the grouping mode, set the timing and move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers :

- 1- b ; 2- b ; 3- c ; 4-b ; 5-a ; 6-c ; 7-c

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 and move around to supervise

and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers :

- 1- concerns
- 2- shuttling
- 3- unbearable
- 4- juggle work
- 5- treadmill
- 6- diagnosis

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- a ; 5- a ; 6- a ; 7- d ; 8- c ; 9- 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.

► **Some possible ideas**

- Say why you think it is necessary to manage one's stress when suffering from high blood pressure ;
 - Managing stress helps to stabilize blood pressure.
 - It avoids worsening the situation.
- Guess why Claire decided to teach something she needed herself ;
 - She wanted to help people to avoid what she was suffering from.
 - She wanted to always remember what the doctor had told her.

- Explain why you think teaching something you need yourself is the best way to succeed in practising it. (Give examples to justify your view)
 - By teaching something, you make sure that you will never forget it.
 - It is a good way to stay a model for the people you are teaching.
 - (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 picture for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers :

- Claire is walking her dog. (picture A)
- She is at the hospital having a medical check-up. (picture B)
- Because of her high blood pressure issue.

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.
What are the students doing ? What for ?	They're telling their own stories. / to share them with their mates.
What will the lesson be about ?	It will be about telling stories.
What main skill are we going to develop ?	It's Speaking.

A-LANGUAGE FUNCTION

- Give a few minutes to the students to read the sentences silently 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.
- Ask the students to classify the verbs in the table. 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 :

PAST SIMPLE : got, felt, came, found, walked, arrested.

PAST CONTINUOUS : was walking, was living, were running .

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

Expected answers :

1- S + was / were + V-ing

2- S + Verb + ed or S + irregular verb

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- was living / decided / 2- arrested / was using / 3- was having / rang

4- was walking / picked / 5- met / were working / 6- was walking / found

7- was rushing / missed

II) Value personal relevant productions with the correct use of the tenses : past simple or past continuous.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by going through the example. 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. 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 dialogue

A : I was chatting with my friend when suddenly we heard people shouting on the road.

B : What happened next ?

A : We rushed there to see and we noticed that some workers were on strike.

B : Oh, I see ! Now it is my turn ...

PRONUNCIATION

Study the rules of the pronunciation of the “ed” at the end of the verbs with your students. Practice the examples with them. Make sure they understand the rules.

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

Expected answers :

Example : hiked (-t)

Walked (-t) Started (-id) Enjoyed (-d) Relaxed (-t)

Continued (-d) Watched (-t) Climbed (-d) Tired (-d)

Loved (-d) Practised (-t) Pretended (-id) Realized (-d)

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 guess what would be discussed. Then ask them to read the short text and say if their predictions were right. Next, they answer the questions asked after the text.

Expected answers :

- The text was written in 2019 (1912+107).
- Today Louise might be ... (Calculate the current year minus 2019, then add the result to 107).
- The secret of her longevity might be the fact that she eats healthy food or ... (Students guess. Accept any relevant answer).

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 our class.
What are the students doing ? What for ?	They're listening to an audio / to know more about how to live longer.
What had motivated them	It is Louise's longevity/story.
What will the lesson be about ?	It will be about longevity.
What main skill are we going to develop ?	It's Listening.

LISTENING ACTIVITIES

I- Make your students read the instructions and the short text to be completed first and then make them listen to the audio twice or more in order to fill in the gaps. When the listening is over, tell them to give their answers and correct the wrong ones.

Expected answers : 1- walking / 2- awesome / 3- connection / 4-keep / 5- proud

II- 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- a ; 2- c ; 3- a ; 4- b / c ; 5- d

LISTENING PASSAGE

The birthday gathered a lunch feast for 100 friends, some of whom are decades younger than Louise. She has got no walking cane, she's not in a wheelchair and she does all her shopping and she is just awesome, one of her neighbours says warmly. "I think her connection with her neighbours in the community but also with her friends here at the Senior Center helped to keep her going'. Born in Harlem in 1912 and always proud of her Italian heritage. Louise moved to the Bronx as a young girl. Since her golden year, she's danced almost daily and can play Chess with the best of them. She still lives alone and reveals that's been a key to less stress. She proudly says: 'I am a hundred and seven years old woman. I never got married and I think that's the secret to my longevity. She doesn't take any medicine. 'I'm more than a hundred now but I just take the high blood pressure pill' She said. Her life hasn't been without challenges. She recently overcame pneumonia and at 103 survived an assault and robbery in her apartment. Louise likes eating, but for her good food is food with no soda, and no cake but just healthy food.

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 discussions. Ask the rest of the class to listen and react when a mistake appears.)

■ Paragraph writing

The students may agree or disagree with Louise's opinion. This may result in two possible orientations.

● **ARGUMENTS IN FAVOUR OF LOUISE'S OPINION**

- When living alone, there is no possibility to be disturbed and stressed by anyone permanently.
- You live the way you want. Nobody can control your actions.
- Your earnings are for you only. No worry about taking care of others.

● **ARGUMENTS AGAINST LOUISE'S OPINION**

- Even if you live alone, at work you are not alone. The workplace can be highly stressful.
- Man needs a partner to help relieve stress.
- Man has been created to live in a family. Living alone is a sign of selfishness.

● **OTHER TIPS TO LIVE LONGER**

- Smile all the time.
- Avoid staying angry for long.
- Practise sport.
- Eat healthy food.
- Stay with people that make you happy.

LESSON 4 : WRITING

▶ LEAD-IN

Ask the students to answer the questions.

Expected answers :

- 1- Yes / No (The students give the occasions on which they have written a letter).
- 2- Yes, there is. A letter to an authority is a formal letter whereas a letter to a relative or friend is an informal letter (It can also be called a friendly letter).

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.
What do the students do ? What for ?	They write an informal letter / To take part in a writing contest.
What will the lesson be about ?	It will be about writing an informal letter.
What main skill are we going to develop ?	It's Writing.

WRITING STRATEGIES

Go through the strategies for writing an informal letter 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.

► **Model text**

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

Expected answers :

- 1- The writer is Jeffrey. It is addressed to Ben
- 2- They are friends
- 3- No, he doesn't
- 4- No. In a business context, the formal style must be used.
- 5- Your girlfriend, your pen pal, your brother, etc.

B-

- 1- Writer's address
- 2- Date
- 3- Greeting
- 4- Body
- 5- Closing
- 6- Sign off
- 7- Signature

C- Ask the students to write a reply by answering the questions asked by Jeffrey. It may look like what follows :

PO Box 65 Abidjan

June 25 2022

Hello Jeff,

How are you, bro ? I received your last letter with a lot of excitement. I read it with interest. You asked me a couple of questions. I am writing to reply to your questions.

In recent weeks, I have been managing a lot to improve my lifestyle. I have joined the gym and I go there 3 times a day. In addition, I have stopped eating Garba with a lot of oil and salt. I just limit it to small quantities. Moreover, I have decided to sleep a lot at night. I always finish studying at 10 PM and go to bed until 6 in the morning. As such I can have 8 hours of sleeping time. I think it is what is recommended for our age. Last but not the least I am eating at least 3 fruit or vegetables every day. With that, I digest whatever I eat easily.

I hope you will try to imitate me. You can't imagine how well I feel these days. I will be waiting to read from you impatiently. Take care dear.

I miss you so much.

Your bro Ben.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them they will do it 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. Choose a few students

to present their productions. Ask the rest of the class to listen and react for additional ideas. Finally, provide feedback about the mistakes.

Sample production

PO Box 540 Abidjan

June 25 2022

Hello Ben,

Dear,

I hope the family is doing well there in California. I know I cannot expect the same good shape for you seeing the news your mum gave me about your new addiction. I am writing to discuss the issue with you.

In fact, Auntie Sophie told me about your new addiction to drugs. Let me tell you my brother that you are putting your life at risk. Drug taking can create a lot of bad consequences : You can have a mental disorder, and this can affect your studies and life in general.

To stop being interested in drugs, I think you need to return to the basketball class you used to attend. If you don't want to see your former coach, you can start learning swimming as this has always been your dream. All this will help you have and experience other pleasure that is good and even beneficial to your health. I am now experiencing the same benefits of sport in my life and you can't imagine how well I feel these days. I will be waiting to read from you impatiently.

I hope in Auntie's next letter she will tell me that you have changed.

Take care dear.

I miss you so much.

Your bro Cam.

Check your production

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

LANGUAGE CORNER

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

I- ANTONYMS AND ADVERBS

Move from the definition and example in the book to help the students understand what an antonym is.

Expected answers : 1- *bad (e.g.)* ; 2- *ugly* ; 3- *inefficient* ; 4- *small* ; 5- *clean* ; 6- *short* ; 7- *fat*

II- ADVERBS

Move from the definition and examples to help the students understand what an adverb is. Highlight the fact that adverbs can be formed using “**ly**”.

LET’S PRACTISE

- I- Ask the students to do the activity. Set the grouping mode. 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- *to build* / 2- *late* / 3- *to find* / 4- *below* / 5- *smooth*

- II- Ask the students to do the activity. Set the grouping mode. 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- *a- loudly (example) ; b- impatiently ; c- seriously ; d- incredibly ; e- slightly*

2- **USED TO / TO BE USED TO/ TO GET USED TO**

Move from the explanations and examples in the book to help your students understand the difference between used to / to be used to/ to get used to.

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- is used to
- 2- are getting used to/ are used to
- 3- get used to
- 4- used to
- 5- is used to

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

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- The lungs are the human organ represented here.
- 2- The black one/ the one on the right seems abnormal.
- 3- Smoking, drug addiction etc.

■ Phase 2

Have the students read the text and answer the questions.

Possible answers :

- Yes / no
- Students give relevant ideas to support their answers.

ARGUMENTS FOR YES	ARGUMENTS FOR NO
<ul style="list-style-type: none">- Tobacco destroys lives- Tobacco companies make people become addicts	<ul style="list-style-type: none">- Tobacco companies pay taxes.- People are not obliged to smoke.

■ Phase 3 :

Students listen and take notes.

LISTENING TRANSCRIPT

Tobacco use (mostly smoking) causes premature ageing and wrinkling of the skin on the hands and face. Just look at a smoker and compare it to a non-smoker of the same age. Fingers get yellowed, teeth get discoloured and besides stinking, the clothes and furniture they use usually have burn marks on them. Smoking gives you horrible breath making you kissable only to other smokers, and who wants to kiss someone that is chewing tobacco?

Adapted from <https://www.historyandheadlines.com/10-reasons-tobacco-banned-banned>

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, 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-e ; 2-d ; 3-a ; 4-b ; 5-c

II- 1- a / c / d

2-b / c / d

3-d / c / b

4-a / d

III- 1- cooks

2- did not go / is

3- are you doing / am washing

4- is not writing / think/ is playing

5- Did she eat... ?

6- usually drink / I'm having tea

7- saw / was

IV- 1- used to / 2- are used to / 3- usually / 4- am used to / 5- I'm getting used to / 6- used to / 7- usually

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 : TECHNOLOGY

► **FAMOUS QUOTE**

Invite your students to read silently the quote from Albert Einstein and try to answer the questions.

- a- What prediction has Albert Einstein made ?
- b- What do you think about the evolution of technology today ?
- c- Has Einstein's thought come true ? Have humans become idiots ? Justify.

Suggested answers :

- a- Einstein was sure that technology would improve people's life. But, he was fearing that the evolution of technology would hinder human interactions making them behave like senseless people.
- b- Technology has improved people's living conditions, work conditions, etc. It is part of their lives. It can be seen everywhere, at all levels of human life.
- c- Depending on students' appreciation.

■ 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- They are all about Technology. Using the computer to communicate, work or study.
- 2- It can be very useful in people's life.
- 3- The overuse or misuse of technology can be time-consuming ; there might be some health risks, or the risk of being hacked.

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 :

- 1- They are watching a Tennis competition on TV.
- 2- They can get information. TV can be a source of entertainment or relaxation.

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 do the students of LM Bangolo do ?	They read a text.
What is the text about ?	It is about TV and Radio.
What do they read the text for ?	To participate in a debate and discuss the advantages and disadvantages of TV/ Radio.
What skill are we going to develop ?	It's Reading.

► Reading the text

A- Skimming

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

Expected answer : A - d

B- Scanning (Vocabulary)

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

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

C- Vocabulary extension

Ask the students to use the words from the box to complete the passage. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Set the grouping mode, 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- *broadcasting* ; 2- *addicted* ; 3- *provide* ; 4- *fields* ; 5- *movies*

D- Detailed comprehension

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

ARGUMENTS FOR YES	ARGUMENTS FOR NO
<ul style="list-style-type: none">- Providing entertainment for adults and kids- Source of learning new things- Educational program- All family members can sit together- Learning new styles	<ul style="list-style-type: none">- Covering a huge population- Spreading information- Huge selection of channels

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity individually. Each one will prepare what they say during the debate. 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 students to present their work. Ask the rest of the class to listen and react when a mistake appears or when they have a question.)

■ **Sample production**

Dear friends, let me give my position on the usefulness of Television and Radio. For me, TV and Radio are still important in people's lives. I can give many reasons for my position.

First of all, let's talk about TV. It is very useful for people as it provides entertainment and relaxation for everybody, adults and children alike. It also is a source of learning new things and educational programs.

Secondly, let's tackle the case of Radio. It covers a very large scope of population. It provides a huge selection of channels, catering news to everybody.

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 photographs for a few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers :

- 1- I can see some electronic gadgets or technology devices (a computer, smartphones, etc).
- 2- Yes or No, depending on the students.
- 3- We can use them to surf the Net, connect to other people everywhere in the world, to type / edit and print texts. We can also use them to send, share texts, videos, pictures, analyze data, play games, etc. You can add some more details.

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 of Lycée Moderne Toulépleu doing ?	They are exchanging with their mates.
On what occasion ?	During a debate on computers at the club meeting.
What for ? / For what purpose ?	In order to share computer experiences.
What skill are we going to develop ?	It's Listening.

A-LANGUAGE FUNCTION

Give a few minutes to the students to read silently the dialogue and analyze it. For each sentence, ask them to point out the tense of the verb(s) in bold and say what that tense expresses. Then study the sentences with them laying the stress on the tenses and their functions.

Expected answers :

- 1- It is the present perfect.
- 2- "Already", "yet", "just", "still", "since".
- 3- "Already" and "just" are between "have" and the verb.
"Yet" and "since" are at the end of the sentence.
"Still" is at the beginning of the sentence.

Then, conclude by explaining that the **present perfect** is used to talk about recent actions or lasting actions.

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 the time is over, ask them to stop and conduct feedback.

I- Ask the students to look at the sentences in Activity 1 and reorder them

Expected answers :

- b- I have just shut down my computer.
 - c- I haven't used my computer since Monday.
 - d- The teacher has not put on his computer yet.
 - e- My father has already gone to the market to buy me a computer.
- II- Ask the students to look at the sentences in Activity 2 and do it.

Expected answers :

- 1) - We have learned about the importance of computers for an hour.
- We have learned about the importance of computers since four o'clock.
- 2) - She hasn't played games with the computer for two hours.
- She hasn't played games with the computer since last week.
- 3) - European students have used computers at school for a long time.
- European students have used computers at school since 2000.

COMMUNICATION ACTIVITY

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

Example of speech

Dear friends, it's a pleasure for me to speak on behalf of my group about the importance of computers in the life of students. As you know, computers are very useful at school. We can use a computer to surf the Internet in order to get information for our studies. For example, after a course, we can make research in order to deepen our knowledge about the topic introduced by the teacher. We can also use computers to keep in touch with our families and friends through the Internet. Besides, we can use computers for relaxation by playing games. But, there may be some dangers in the misuse of computers.

The first harmful aspect is that it takes a lot of our time to stay online. Another danger is that we can come across hackers who can cause harm to our family or bad companies : some of our mates can drag us to watch pornographic pictures or videos. These dangers can be avoided if we make careful use of computers.

There are just some tips to avoid dangers while using the Internet through our computers. To do so, we must only use our computers in an open space where our parents can watch over us. We can also surf the Internet only when it is necessary, that is when we have some work to do.

Thanks for your attention.

PRONUNCIATION

Practise the stresses with the students.

2- a**LOU**d ; a**BO**ve ; a **W**olf ; a**LI**ke ; a**BRO**ad ; a **W**all ; a**FRAI**d ; a**SLEE**p a **MON**th ; a**DA**pt ; a **TEN**t, a **S**ign ; a**CRO**ss ; a **HEA**p ; a **RO**le ; a**VOI**d ; a **GA**te ; a **HEAR**t

LESSON 3 : LISTENING

► LEAD-IN

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

Possible answers :

1. Smartphones
2. Yes, they are.
3. We use them to make calls, send SMS/MMS, share videos, surf the Internet, use social media and play games.

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 organized the debate ?	It was organized by the coordinator of the English clubs of the city of Sinfra.
What are the students doing ?	They are listening to a recording about the misuse of smartphones.
Why are they listening to the audio ? What for ?	They're listening to the recording in order to participate in a debate. / To share experiences about the misuse of smartphones.
What skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

For each activity, allow the students to read the instruction first. Then, as they listen to the podcast, they do the activity. For each task, make them listen to the podcast once or twice.

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

Expected answer : *a- The advantages and disadvantages of mobile phones.*

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 : *a- T ; b- F ; c- T ; d- F ; e- T*

B- Ask the students to listen to the podcast again and fill in the passage with the missing word or expression. They do it individually first and then compare their answers with their peers'. Then, conduct the feedback. Praise the students who give correct answers.

Expected answers : *1- mobile phones ; 2- people ; 3- landline public phones ; 4- mobile phones ; 5- bad ; 6- convenient ; 7- nuisance ; 8- phone ; 9- chatting ; 10- conversations.*

► AUDIO PASSAGE

How important to you is your mobile phone ? Do you really need it ? In the 1980s there were no mobile phones. People still managed to phone their

family and friends and do business. Of course, there were more landline public telephones then. There was a telephone box pretty much on every street corner. I wonder whether mobile phones are a good or bad thing. For sure, they are very convenient, but they can also be a nuisance. There's nothing worse than talking to someone and then they ignore you for ten minutes while they answer their phone. I have even seen people on a date and one person chatting on the phone for 30 minutes. How would life change for you if you didn't have a mobile? Would you miss listening to other people's conversations on the train?

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 (instructions check questions). Explain the task to help them better understand it if necessary. Then, time the activity and ask them to start working. 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 talk. Ask the rest of the class to listen and react to their mates' presentations.)

Example of talk

My friends, I had a discussion with my uncle about the use of mobile phones / smartphones. For him, smartphones are useless. He said that they are a nuisance because they are time-consuming and when someone is answering a call, they would literally ignore the people they were talking to. He might be right but I think that smartphones have many advantages. First, you can use them to chat with your friends and parents who are not in the same place as you. Then, you can send them text messages or share videos. You can also use them for educational purposes like making research on the internet and using social media like WhatsApp and Facebook.

As you can see smartphones are very useful to everyone because they can be used to stay connected to your relatives.

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 look at the photograph and answer the questions.

Expected answers :

- 1- It refers to the Internet connection or social media.
- 2- I use WhatsApp, Facebook, Messenger, etc.
- 3- Yes, It is.

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 asked to do ?	To write a paragraph about the Internet.
On which occasion ?	During a competition organized by the American Embassy in Lycée Moderne Tingréla.
Why must the students write the paragraph ?	To show the advantages and disadvantages of the Internet.
What skill are we going to develop ?	It's Listening.

► **WRITING STRATEGIES**

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

■ **Model text**

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

Expected answers :

- 1- John
- 2- To tell about the importance of Internet

- 3- It can let a person communicate with people virtually from any part of the world through the World Wide Web, social media or e-mail, without having to leave his room.
- It allows people within an organization to easily communicate and share information.
 - Information is probably the biggest advantage that the Internet offers.

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 (instructions check questions). Explain the task to help them better understand it if necessary. Then, time the activity and ask them to start working. 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 to their mates' presentations.)

Sample production

From : Johanne

To : Harold

Cc :

Bcc :

Subject : The dangers of the Internet

Hi Harold, It's a long time since I read from you ! I hope you are fine. I'm writing to talk about the dangers related to the use of the Internet by a student.

Firstly and as you know, the Internet can be defined as a vast network that connects computers all over the world. It is a network that can be used by users to access shared resources on targeted devices for which they have permission.

What do people use the Internet for ?

Through the Internet, people can share information and communicate from anywhere with an Internet connection. It also allows students to do research for their studies. But, the use of the Internet is not safe from dangers.

Among the dangers that students can meet, we can mention the cause of distraction, that is, Internet addiction can divert students' attention from studies.

Another danger is when they are addicted to the Internet ; students may abuse substances and suffer from impulsive control, anxiety and other disorders. A third one is students' cyberbullying. We can also mention a fourth one which is spending more time online.

As you are a student I hope that this email will help you make safe use of the Internet. I'm looking forward to hearing from you.

All the best,
Johanne

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- PREPOSITIONS : *FOR, FROM, IN, OF, ON, TO, AT, WITH*

Move from the examples to help the students discover that each verb is used with a preposition. Then, explain how prepositions can be used with verbs.

LET'S PRACTISE

Ask students to read the instruction. Make sure they understand what they have to do. Set the grouping mode and time the activity. When the time is over, make them stop and conduct feedback.

Expected answers : 2- *from* ; 3- *in* ; 4- *of* ; 5- *on* ; 6- *to* ; 7-*with*

2- TALKING ABOUT PAST EVENTS

Move from the examples to help the students see how they can use the past simple to describe past actions.

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 : 2- *was* ; 3- *liked* ; 4- *used* ; 5- *invented* ;

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

Note that it sounds like a communication situation. Tell your students to read the assignment and ask them a few questions about it (like 1- What type of production are you going to prepare ? 2- How many points are you going to focus on ? 3-Which are they ?) 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. Gadgets	2. Uses
Mobile phones / Smartphones	<ul style="list-style-type: none">▪ To communicate with friends and parents (making calls, sending sms, sharing videos).▪ To surf the Internet.
Headphones, headsets	Listening to music
Keyboard	Typing texts

► Phase 2

Reading : Problem raised : misuse or overuse of technology devices.

Possible consequences : psychological and physical issues like eyestrain, difficulty focusing on important tasks, depression, etc.

LISTENING TRANSCRIPT

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.

<https://www.touro.edu/news--events/stories/how-to-avoid-technology-addiction.php>

- The benefits children get from technology : texting ; messaging ; surfing the Internet, using social media.
- The risks related to the bad use of the Internet: Harassment, inappropriate content, and addiction.

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 3

For each activity, 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.

Expected answers :

I- 1-T ; 2-F/T both answers are good, 3- T ; 4- F ; 5- T ; 6- F

- II- 2- How long have you known Bob ?
 3- How long have Messou and Tania been married ?
 4- How long has Madou been unemployed ?
 5- How long have these books been here ?

III- Reading

Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ maintaining relationships ▪ sending messages ▪ accessibility for couples 	<ul style="list-style-type: none"> ▪ misinterpreting messages between partners ▪ online gaming disrupt intimacy ▪ feeling of exclusion resulting in neglect and jealousy

IV- See other productions

- V- 1- decided ; 2- was ; 3- had ; 4- did they do ; 5- bought ; 6- did we send ;
 7- played ; 8- did you manage ; 9- grabbed ; 10- did I go

PROJECT TASK

Ask your students to read the topic and try to understand it. Ask them a few questions to check their understanding of what they have to do.

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

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

UNIT 4 : LOOKING FORWARD

► FAMOUS QUOTE

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

- a- According to Barack Obama, how many problems will define the contours of this century ?
- b- Name the issue(s).
- c- How will this issue define the contours of this century ?

Suggested answers :

- a- One problem
- b- Climate change
- c- More significantly than any other

► 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 :

- The pictures are about energy sources.
- Renewable energy sources and non-renewable energy sources.
- Renewable energy sources can regenerate themselves, while non-renewable ones cannot. To put it simply, non-renewable sources are limited and cannot be used indefinitely.

LESSON 1 : READING

► 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 sun and its impact on life through the solar system, plants, and human beings.
- No, life on Earth would not be possible without the sun. It affects life on Earth in different ways ; through photosynthesis. It supports seasons, climate, ocean currents, weather, and plant life.

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 it taking place ?	It's taking place in Lycée Moderne Angré.
What are the students doing ? What for?	They're reading a text about sources of energy. / To discuss the issue.
What will the lesson be about ?	It will be about sources of energy.
What main skill are we going to develop ?	It's Reading.

► **Reading the text**

A- Skimming

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

Expected answer : A- c

B- Scanning (Vocabulary)

Ask the students to read the text again and match each word or expression from the text in column A with its meaning or synonym in column B. 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. Move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 2-e ; 3-f ; 4-i ; 5-a ; 6-d ; 7-b ; 8-g ; 9-h

C- Detailed comprehension

Ask the students to read the text again and select the correct answer for each question. They can do it in pairs or in groups of 3 or 4 students. 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-c ; 2-b ; 3- c ; 4- 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.

Follow this rubric to prepare your discussion

- **Say where all of our energy comes from :**
All of our energy comes from the sun.
- **Say why you hold such a perspective :**
Because the sun sends out huge amounts of energy through its rays. This energy is stored in different materials generating different sources of energy.
- **Name the two main sources of energy :**
There are two main sources of energy : Renewable energy sources and non-renewable energy sources.
- **Explain the difference between the two energy sources :**
 - Renewable energy sources can easily renew themselves; they come from the sun, wind, and water ;
 - Non-renewable energy sources are finite and cannot be used indefinitely, they come from coal, oil, and natural gas.
- **Suggest the best energy source for our planet and justify your answer :**
Renewable energy sources are the best ones for our planet for the following reasons :
 - they produce no greenhouse gas emissions ;
 - they reduce pollution ;
 - they reduce global warming and climate change ;
 - they improve public health ;
 - they generate jobs and economic benefits ;
 - they are reliable and cost less.

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

Sample production

Hello Everyone !

I am here today to tell you about energy sources. Energy, in physics, is the capacity for doing work. All of the energy we use on Earth comes from the sun. I have this opinion because the sun emits enormous amounts of energy. This energy is stored in different substances, creating various energy sources. There are two main sources of energy : renewable energy sources and non-renewable ones. Renewable energy sources come from the sun, water, and wind and can easily replenish or renew themselves. Non-renewable energy sources come from substances like coal, oil, natural gas, and petroleum, and they are limited and cannot renew themselves. For me, renewable energy sources are the best ones because they are the future of mankind. They reduce pollution and do not produce greenhouse gas emissions. They also reduce global warming and climate change. Definitely, the future of mankind lies in the use of renewable energy sources.

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 :

- The pictures are about renewable resources and non-renewable resources.
- The differences between renewable and non-renewable resources are as listed in the table :
 - **Renewable resources** are easily recyclable, environment-friendly, unlimited...
 - **Non-renewable resources** take millions of years to form when exhausted, are not environment friendly, are limited...

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 ?	It's taking place in Lycée Municipal 1 Attécoubé.
What are the students doing ? What for ?	They're making predictions about sources of energy. / To warn people about their misuse.
What will the lesson be about ?	It will be about sources of energy.
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 modal verbs and express their degrees of certainty. Then study the sentences with them laying the stress on the modal verbs and their functions.

Expected answers : *Will / won't ; may ; might*

II- Ask the students to study the sentences and predict the condition for something to happen using the first conditional. Then focus on the verb tenses in the conditional clause and the clause of consequence :

Expected answers : *Present simple – future*

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- will ; 2- may ; 3- will ; 4- might ; 5- might ; 6- will ; 7- may

II- 1- grows ; 2- increases ; 3- will rise ; 4- don't prevent ; 5- won't run out ; 6- are

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 predictions. Ask the rest of the class to listen and react when a mistake appears.)

Follow this rubric to prepare your discussion

- **Name two challenges that will shape the future of the planet :**
 - Population growth and the scarcity of natural resources ;
 - Non-renewable energy sources and global warming (climate change).
- **Discuss their impacts on the future of the planet :**
 - By 2030, if the population continues to grow so rapidly, the planet will face a scarcity of natural resources ;
 - Using eco-friendly sources of energy will certainly reduce global warming and climate change.
- **Suggest solutions to deal with them :**
 - To prevent the depletion of natural resources, we should sensitize people to the need to control population size and reduce humans' ecological footprint ;
 - The threat of global warming and climate change will surely decrease if we think about alternative, renewable sources of energy.

Sample production

Hi all,

In my talk today, I would like to make predictions on sources of energy and two challenges that will certainly shape the future of the planet. First of all, the population is growing so rapidly that if nothing is done, there will be a scarcity of natural resources. Second, if we don't decrease the consumption of fossil fuels, climate change and global warming will be the greatest threats we face.

In fact, population growth reduces the quality and quantity of natural resources and sources of energy through overexploitation, intensive farming, and land fragmentation. As the human population grows, our consumption of natural resources increases. More humans consume more freshwater, more electricity, more fuel, and more land. Besides the threat of population growth, there is an urgent need to resort to renewable sources of energy because they do less harm than non-renewable ones. Focusing on renewable sources of energy such as the sun, wind, and water might help avoid climate change and global warming.

As solutions to these challenges, we should first sensitize people to the need to control population size and reduce humans' ecological footprint. Second, the threats of global warming and climate change will certainly decrease if we think about alternative, renewable sources of energy.

Thank you for your attention, and let's stand together to face the challenges of the future.

■ **PRONUNCIATION**

Study the rules of the pronunciation of the "th" sound with your students. Practise the examples with them. Make sure they understand the rules. Go through steps 1 and 2 with them.

In practice 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 appreciate their mates' pronunciations of the words.

Expected answers :

Thanks / another / pathetic /thought / ruthless / father

θ ð θ θ θ ð

In practice 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 :

/ ð /	/ θ /
bother, southern, that, another, those, this, these,	thinks, thousands, path, athlete, author, theories, birthday, Thursday, thick, thin

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 answers :

- The pictures are about climate change.
- We can infer that climate change is the result of humans' actions on the environment.
- We can save the planet by reducing humans' ecological footprint on the environment.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English Class.
Where is it taking place ?	It's taking place in Lycée Moderne Sassandra.
What are the students doing ? What for ?	They're listening to an audio about global warming and climate change. / To know about their causes.
What will the lesson be about ?	It will be about global warming and climate change.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

For each task, make your students read the instructions first before they listen to the audio and do the task. For each task, make them listen once or twice to the audio. During feedback, lay the stress on the part where the answers could be found.

A- Ask the students to listen to the audio and choose the best word from the list to complete the statement about the general idea. They should do it individually.

Expected answers : *threats*

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

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

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- *true* ; 2- *false* ; 3- *false* ; 4- *true* ; 5- *true* ; 6- *true*

AUDIO PASSAGE

Global warming and climate change

Global climate change is identified as one of the greatest threats to the planet. Governments and scientists alike have agreed that the problem is real and serious. The 1990s were the hottest decade of the entire millennium and the last 5 years were among the seven hottest on record. Spring arrives approximately 15 days earlier than it did 30 years ago. Climate, if it changes at all, evolves so slowly that the difference cannot be seen in a human lifetime.

The Earth's environment is finite and can be destroyed if we do not start population control. Measures need to be taken now to correct the current situation which includes the increase of deforestation and desertification. Also, population control helps alleviate environmental problems. The alternative, letting the population grow indefinitely could only hurt the environment. Overpopulation is a negative solution for everyone ; plants, animals, land, water, and humans.

Adapted from [http : // weschool.rtmonline.in](http://weschool.rtmonline.in)

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 discussions. Ask the rest of the class to listen and react when a mistake appears.)

Follow this rubric to prepare your speech

- **Name the greatest menace to our planet :**
The greatest menace to our planet is climate change.
- **Mention some causes of this danger :**
The causes of climate change range from population growth to deforestation, pollution, desertification, overexploitation of natural resources, etc.
- **Suggest solutions to prevent climate change :**
Urgent actions need to be taken to control population size and reduce humans' ecological footprint (deforestation, pollution, desertification, overexploitation of natural resources, etc).

► Example of talk

Hello everyone,

I am standing here today to tell you about the greatest threat to our planet. There is no doubt that the most challenging menace to the balance of our planet is climate change. If we don't mitigate the risk of climate change, we will suffer serious consequences. Climate change is mainly due to humans' actions on the environment. When the population grows rapidly, there is an increase in deforestation, pollution, desertification, and overexploitation of natural resources. To be honest, if we want to prevent climate change, we must start by addressing the issue of population growth and limiting humans' actions on the environment. Ladies and gentlemen, there is no alternative, let's stand as one and put an end to climate change.

LESSON 4 : WRITING

► LEAD-IN

Ask students to discuss the questions in groups of 4 students.

Possible answers :

- 1- An article is a piece of writing written for a large audience.
- 2- It can be either formal or informal depending on the targeted audience.
- 3- Yes, there is. An article involves the writer's personal opinions whereas the report mainly involves factual information and evidence.

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 ?	It's taking place in the students' schools.
What do the students do ? What for ?	They write an article on the actions of man on the planet. / To save the earth.
What will the lesson be about ?	It will be about Writing an article.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

Sample article

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 the time is over, ask them to stop and conduct feedback.

Expected answers :

A-

1 = e- gives the title / heading

2 = c- mentions the topic

3 = a- states and develops arguments

4 = b- summarizes and makes recommendations

5 = d- writer's signature (name)

B-

1- The article is about the damage made to the Earth.

2- The argument developed in paragraph 2 is that the construction of factories causes damage to the Earth.

3- The argument developed in paragraph 3 states that the development needs of mankind destroy the ecosystem (forest).

- The words the author uses in paragraph 2 to support his arguments are **"in fact, these factories..."**

- The words the author uses in paragraph 3 to support his arguments are **"as a matter of fact, this ecosystem is ..."**

4- He recommends that we exploit the resources of the planet with respect.

5- It was written by Arielle Sarah.

C- 1- Yes ; 2- Yes ; 3- Yes ; 4- Yes ; 5- Yes ; 6- 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 article

- **Propose an attractive title / heading :**
Non-renewable energies – the end
- **In paragraph 1, mention the topic and state your perspective :**
The environmental impact of non-renewable sources of energy is a real menace to our planet.
- **In paragraph 2, point out the first argument and supporting sentences :**
- **In paragraph 3, point out the second argument and supporting sentences :**
The causes of climate change range from population growth to deforestation, pollution, desertification, overexploitation of natural resources, etc.
- **In paragraph 4, restate the main idea and call for action.**
- **Sign your article.**

Sample article

NON-RENEWABLE SOURCES OF ENERGY – THE UNTOLD DANGERS

Today, more than ever, non-renewable energy sources, or fossil fuels, are highly praised in our daily lives. Having them in our soils and areas is a blessing for governments. Do we know how harmful they are to the environment? According to studies, the global temperature rise is just one of the environmental impacts of non-renewable energies on the planet.

Non-renewable energies cannot regenerate themselves. They are often referred to as fossil fuels, which take millions of years to form. Well-known examples of this type of energy are coal, natural gases, oil, and petroleum. These energy sources are burned every single day to make our world move forward.

Unfortunately, these sources of energy are very harmful to the environment. According to experts, the more we use fossil fuels, the more CO₂ and other greenhouse gases accumulate and emit heat. This increasing heat is what causes climate change. In clear terms, although fossil fuels are useful as sources of energy to move the world, they have huge environmental impacts on the planet.

Unlike fossil fuels, which are harmful and non-renewable, there are renewable energy sources that can regenerate themselves and be eco-friendly. I'm talking about wind energy, solar energy, and hydraulic energy. The good news is that this type of energy is not harmful, is not expensive, and will never run out. We've got it ; let's rush for renewable energy sources and save the planet.

Arielle Sarah

LANGUAGE CORNER

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

SUFFIXES -able, -ist, -er, -or

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- *non-renewable* ; 2- *herbalist* ; 3- *monitor* ; 4- *recyclable* ; 5- *dentist* ; 6- *teacher* ; 7- *predictable*.

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.

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- Humans suffer and perish because of population growth.
- 2- I partly agree with this perspective.
- 3- I have this perspective for the following reasons. Rapid population growth can lead to poverty and crises because of the increase in people's needs and the demand for natural resources. Developed countries with low employability need an increase in population to take up the challenge of economic development.

► Phase 2

Have the students read the text and answer the questions.

Possible answers :

- The problem raised : population growth.
- Possible consequences : the demand for food and natural resources increases.
- Author's feeling about the issue : Though natural resources are limited, if we know how to handle them sustainably, they will fit the needs of humans.

Students give relevant ideas to support their answers.

► Phase 3

Students listen and take notes.

Possible answers :

- Suggested solution(s) : conservation of natural resources.
- **Explanation :** conservation means : reducing the use of natural resources, reusing some, and recycling others. It is the proper management of natural resources to prevent their exhaustion.
- Consequently, if solutions are not applied : if natural resources are not well managed, there will be a serious crisis.

LISTENING TRANSCRIPT

Conservation of natural resources

As the human population is growing continuously, the consumption of natural resources is also increasing. If these resources are not **properly managed and used**, there will be a **serious scarcity**. So, we need to conserve the natural resources. Clearly, we need to take care of natural resources as follows: **reduce** their use, **reuse** some, and **recycle** others. Conservation is the proper management of a natural resource to prevent its exploitation, destruction or degradation...

Adapted from <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.slideshare.net%2FVaishnaviHakkaladaddi%2Fconservation-of-natural-resources>

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 4

For each activity, 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.

Expected answers :

RENEWABLE SOURCES OF ENERGY	NON-RENEWABLE SOURCES OF ENERGY
solar energy ; wind ; biomass ; hydropower	oil ; nuclear ; coal ; natural gas ; geothermal

II- 1- sun ; 2- heat ; 3- plants ; 4- water ; 5- animals

III- 1- will be ; 2- will end out ; 3- don't adopt ; 4- will be ; 5- stop

IV- 1- Scientists might find a new energy source.

2- Solar energy may completely replace oil.

3- The quantity of greenhouse gases will certainly double.

4- Robots will certainly do all the housework.

5- People may spend their holidays on the moon.

- V- Ask the students to read the activity. Tell them they will do it 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. Choose a few students to present their productions. Ask the rest of the class to listen and react to give additional ideas. Provide feedback about the mistakes.

Sample article

CLIMATE CHANGE – THE NEW THREAT

One of the greatest threats to mankind today is nothing else but climate change. Climate change occurs when temperatures and weather patterns in a region are no longer what they used to be. In clear terms, it is when there is a change in the cycle of seasons (rain, heat, drought, etc.).

This variation in temperatures and seasons is mainly due to humans' actions on the environment. In fact, with a growing population, humans' needs increase to improve their living conditions. This situation leads them to cut down trees, generate electricity and heat by burning fossil fuels, manufacture goods, etc. All these activities emit large quantities of gas emissions that are very harmful to the balance of nature.

When an area faces climate change, people notice more frequent and intense droughts, storms, heat waves, rising sea levels, melting glaciers, and warming oceans. These effects directly impact all living creatures, humans, and their habitats.

Definitively, to put an end to this phenomenon of climate change, we must stand as one and put pressure on both governments and businesses to keep fossil fuels in the ground, opt for renewable energy, and regenerate nature to absorb more carbon.

Arielle Sarah

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.

PROJECT TASK

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

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

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

UNIT 5 : GENDER AND EDUCATION

► FAMOUS QUOTE

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

- a- What does the writer mean by the quote ?
- b- How can girls' education make a country stronger and more prosperous ?

Suggested answers :

- a- Michelle Obama means that when girls are educated, they participate in the development of their country.
- b- Girls' education can make a country stronger and more prosperous because it makes girls emancipated and makes them concerned about the development of the country.

► PICTURE ANALYSIS

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

Expected answers :

- I can see some girls in picture A and a woman (delivering a speech) in picture B.
- The girls are at school, in a classroom.
- She is Michelle Obama.
- She may be talking about the importance of educating girls.
- Yes, it is very important for girls to go to school.

LESSON 1 : READING

► 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 promote girls' education.
- I'm for girls' education.

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 the occasion of Women's Day.
Where is it taking place ?	It's taking place in Lycée Mamie Adjoua of Yamoussoukro.
What are the students going to do ? What for ?	They are going to read an article in order to learn more about the importance of girls' education.
What will the lesson be about ?	It will be about the importance of girls' education.
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 answer the two questions. They should do it individually first, then compare their answers with their partners'. 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 answer : The text is about the importance and problems of girls' education !

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 partners' 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- b / 2- d / 3- a / 4- b / 5- b / 6- d

C- Vocabulary extension

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

Expected answers :

- 1- out of school
- 2- central
- 3- disparities
- 4- widening
- 5- fulfill
- 6- strengthened

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-F (lines 1-2) ; 2-F (line 3) ; 3-T (line 5) ; 4-F (lines 8-9) ; 5- T (lines 11-12) ; 6- T (lines 15-16) ; 7- F (lines 19-20)

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 talk. 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.

► Some possible ideas

- **Propose a definition for girls' education**
- **Advantages of sending girls to school**
 - have a qualification ;
 - be emancipated.
- **Drawbacks of girls' illiteracy**
 - They can't work in public services ;
 - They are condemned to do petty jobs.

(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 few minutes, and then answer the question. This activity will lead them to the day's lesson.

Expected answer :

They refer to girls' education. Justification : Pictures A and B show girls who don't attend school. Pictures C and D show girls who are at school.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
What does the teacher ask the students to do ?	They are asked to join groups and debate on the necessity for children's rights to be respected by elders.
What will the lesson be about ?	It will be about respect for children's rights.
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 and analyze them, then complete the paragraph with the words given.

Expected answers : 1- quantity ; 2- quantifiers ; 3- affirmative ; 4- any ; 5- negative

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 the time is over, ask them to stop and conduct feedback.

Expected answers :

I- 1- any ; 2- some ; 3- some / any ; 4- some ; 5- some ; 6- any ; 7- any ; 8- some

- II- 1- some → any
- 2- some → any / any → some
- 3- any → some / some → any
- 4- any → some
- 5- some → any
- 6- any → some / some → any

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by going through the example. 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. 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.

Some possible ideas

Say if children's rights are respected in your country or not.

Attitudes to denounce: the refusal of some parents to send children to school, the use of children to do hard work in plantations and as servants

Facilitate children's access to school, and raise parents' awareness about the importance to respect children's rights.

► PRONUNCIATION

Study the rules of the pronunciation of the /i/ and /i :/ with your students. Practise the examples with them. Make sure they understand and notice the difference between /i/ and /i :/.

Make the students pronounce the words containing /i/ and /i :/. 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 guess what would be discussed. Next, they answer the questions asked.

Expected answers :

- Yes, I do. Picture A is Mrs Mariatou Koné and Picture B is Jennifer Yhaye.
- They are educated women, and important personalities.

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 it taking place ?	It's taking place during the English class.
What are the students doing ? What for ?	They're listening to a podcast / to raise their parents' awareness about the importance of girls' schooling.
What will the lesson be about ?	It will be about the importance of girls' schooling.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

For each task, make your students read the instructions first before they listen to the extract. Allow the students to listen to the extract once or twice for each activity. When the listening is over, tell them to give their answers and correct the wrong ones.

A- Ask the students to find out the general idea as they listen to the extract.

Expected answer : A- c

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- e ; 2- c ; 3- a ; 4- f ; 5- d ; 6- b

C- Expected answers :

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

T

LISTENING TRANSCRIPT

We are all entitled to human rights. These include the right to live free from violence and discrimination ; to enjoy the highest attainable standard of physical and mental health ; to be educated ; to own property ; to vote, and to earn an equal wage. But across the globe many women and girls still face discrimination on the basis of sex and gender. Gender inequality underpins many problems which disproportionately affect women and girls, such as domestic and sexual violence, lower pay, lack of access to education, and inadequate healthcare. For many years, women's rights movements have fought hard to address this inequality, campaigning to change laws or taking to the streets to demand their rights are respected. Through research, *advocacy and campaigning*, Amnesty International pressures the people in power to respect women's rights.

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 discussions. Ask the rest of the class to listen and react when a mistake appears.)

Some possible answers

- The students can mention the difficulties faced by girls and women at school, at home and at work.
- They can suggest : positive discrimination ; equality of treatment and equal pay ; sensitize people on the importance of girls' education.

LESSON 4 : WRITING

► **LEAD-IN**

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

Expected answers :

- They are about women's daily activities.
- In picture A, she is cooking ; in picture B she is cleaning / sweeping the house

/ doing the laundry / tidying

- Washing clothes ; washing the children ; going to the market...

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 Women's Day.
What do the students do ? What for ?	They are writing about women's daily activities. / To take part in a writing contest.
What will the lesson be about ?	It will be about writing about daily routine.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

Go through the strategies for describing daily activities 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 read the paragraph and answer the questions that follow it. Set the timing for each task, 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 :

- The paragraph is about Oria's daily activities.
 - She sweeps and cleans the house ; cooks the breakfast and sets the table ; she revises her lessons before taking her bath.
 - First ; then ; after that ; next ; finally.
 - The present simple.
- B- Students use linking words such as **first, second, then, next, after that, finally**, etc.

They must also use the adverbs of frequency and the present simple tense.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them they will do it 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. Choose a few students to present their productions. Ask the rest of the class to listen and react to give additional ideas. Provide feedback about the mistakes.

Possible answers :

- They can mention their mothers' daily activities such as waking children up ; cooking breakfast ; sweeping the floor...
- They can mention weekday activities such as : tidying the living room ; doing the washing up ; cooking ; going to the market...

LANGUAGE CORNER

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

1- ADVERBS OF MANNER

Move from the examples in the table to help the students understand how to form and use regular and irregular adverbs.

LET'S PRACTISE

Expected answers : 1- *careful / carefully* ; 2- *slowly / slow* ; 3- *cautious / cautiously* ; 4- *quiet / quietly* ; 5- *well / good* ; 6- *brilliant / brilliantly*

2- SUFFIX -al -ial - ual

Move from the examples in the table to help the students understand how suffixes can be added to verbs or nouns to form nouns or adjectives.

LET'S PRACTISE

Expected answers :

- 1- occasion → occasional
- 2- intellect → intellectual
- 3- refuse → refusal
- 4- refer → referral
- 5- commerce → commercial

3- QUANTIFIERS

Study the table with your students to allow them to see how quantifiers go along with nouns (countable / uncountable).

LET'S PRACTISE

Expected answers : 1- *a little* ; 2- *many* ; 3- *much* ; 4- *a little* ; 5- *a lot of*

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 on page 27 to equip them with the tools they need to succeed in the task they are going to be assigned.

A- ASSIGNMENT

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

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- 1- They are at school.
- 2- Yes, it is. Because the school will provide girls with the knowledge and qualifications to be emancipated and expect a good professional career.
- 3- Illiteracy / Girls are limited for the job market.

► Phase 2

Have the students read the text and answer the questions.

Possible answers :

- The difficulty is the access to school that is generally far from their village.
- They face violence and sexual abuse.
- Solution : Governments are trying to build schools closer to each community or village.

► Phase 3

Students listen and take notes

Expected answers :

- The importance of single-sex schools : Single-sex schools are more efficient than girls from mixed-sex schools.
- The advantages of single schools for girls : Girls feel confident and work better when they are among themselves.

LISTENING TRANSCRIPT

Single-sex schools for girls : a solution to promote girls' education ?

Figures have proved that girls educated in single-sex schools are more efficient than girls from mixed-sex schools. In Côte d'Ivoire for example, girls' schools like Lycée Sainte-Marie in Cocody and Lycée Mamie Adjoua in Yamoussoukro produce excellent results during the different exams. This shows that girls feel confident and work better when they are among themselves ; that is in single-sex schools.

C- TIME TO PLAN YOUR PRESENTATION

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

D- TIME TO TALK

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

UNIT REVIEW 5

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-

long /i/	short /i/.
Peace, please, feet, feed, knee, beach, bee, steal, sheep, heat, each, fifteen, meet	renew, solidarity, fit, knit, relationship, bit, depend, kit, hit, it, listen, still, system, synonym, activity, fifty,

II- 1- some ; 2-any /a lot of ; 3- much ; 4- some ; 5- many ; 6- any

III- 1- a little ; 2- a little ; 3- a little ; 4-a few ; 5- a little ; 6- a few

IV- 1- beautifully ; 2- carefully ; 3- badly ; 4- quietly ; 5- loud ; 6- happily

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 6 : CITIZENSHIP

▶ **FAMOUS QUOTE**

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

- a- What does the writer mean by the quote ?
- b- What does it mean to be a good citizen ?

Suggested answers :

- a- Gordon Bitner Hinckley means that the actions of a good citizen help his country in its development.
- b- A good citizen is a citizen who engages himself or herself to help the community.

▶ **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 :

- They are doing community work.
- Blood donation ; sweeping the roads ; visiting people in hospitals...
- Yes. Cleaning the toilets, planting trees in the schoolyard, cleaning the school environment, etc.

LESSON 1 : READING

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 :

- "Citizenship" means acting voluntarily for the good of the community / doing some activities and jobs freely for the good of the community.
- Qualities : respect the institutions and public services ; engage freely to help the community in which you live...

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 Lagos.
Where is it taking place ?	It's taking place in Lagos.
What are the students going to do ? What for ?	They are going to read a brochure dealing with citizenship.
What will the lesson be about ?	It will be about citizenship.
What main skill are we going to develop ?	It's Reading.

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 partners'. 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 : *The text is about (c) the qualities of a good citizen.*

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 partners' 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- imbibe ; 2- abides ; 3- sake ; 4- motherland ; 5- welfare ; 6- standard of living ; 7- bribery ; 8- broadminded*

C- Vocabulary extension

Ask the students to use the words from the box to complete the passage. State 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- broadminded ; 2- sake ; 3- imbibe ; 4- abide ; 5- bribery ; 6- standard of living*

D- Detailed comprehension

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

Expected answers :

- 1- Yes, he has some duties and responsibilities.
- 2- He must not hurt the sentiments of others and must protect the weak from the strong.
- 3- The top or principal responsibility is to be loyal to the nation and society under all circumstances.
- 4- He must be ready to sacrifice his life for the sake of his motherland. He must love his nation and be a nationalist.
- 5- Yes, he should. We know it through the sentence : "He should respect the heroes, the prophets and the saints."
- 6- The supreme duty is the defence of the country.
- 7- Because he is the one who is always broad-minded.

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.

Some possible ideas :

Students give the definition of volunteering. They explain the importance of doing voluntary work. They mention some examples of voluntary work they do in everyday life and at school.

(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 few minutes, and then answer the questions. This activity will lead them to the day's lesson.

Possible answers :

- The actions refer to good citizenship.
- I sang the National Anthem at school last Monday.
- I felt happy, because I was showing my love and my loyalty to my country.

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 conference held at their school.
What do the students decide to do ?	They decide to learn more about their rights as citizens.
What will the lesson be about ?	It will be about the rights of citizens
What main skill are we going to develop ?	It's Speaking.

A-LANGUAGE FUNCTION

Give a few minutes to the students to read the sentences silently and analyze them with them. Explain to them how relative pronouns are used. Reinforce your explanation with the information from **“Let’s Keep in Mind”**.

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 the time is over, ask them to stop and conduct feedback.

Expected answers :

- I- 1- where ; 2- who ; 3- who ; 4- why ; 5- whose ; 6- that ; 7- where* ; 8- who
- II-
- 1- That is the man whom I spoke to.
- 2- They elected a new mayor whose aim is to help the poor.
- 3- That is the city where I grew up.
- 4- I met a woman whose husband is a famous producer.
- 5- That bag that / which contains a lot of presents is heavy.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Help them organize the different groups. Make sure they understand the task by going through the example. 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. 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.

Expected answers :

- 1- A good citizen is a person who actively participates in civil responsibilities and obeys the law.
- 2- Well, I mean all the actions that an individual can do to impact positively on his or her community.
- 3- For sure ! We have for example blood donation, school and public services rehabilitation, and caring for orphans.
- 4- I can say that volunteering actions are meant to help each other ; it is a real expression of solidarity.

► PRONUNCIATION

Study the rules of the pronunciation of the “es” with your students. Practise the examples with them.

Make the students pronounce the words containing “es”. 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 guess what would be discussed. Next, they answer the questions.

Expected answers :

- Yes, it does.
- Promote solidarity, reforestation, helping each other, 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
When is the scene taking place ?	It's taking place at the conference organized in the students' schools.
What are the students doing ? What for ?	They're listening to a recorded English program with their teacher / in order to discuss citizenship and Human Rights at a conference.
What will the lesson be about ?	It will be about citizenship and Human Rights.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

For each task, make your students read the instructions first before they listen to the extract and do the task. For each task, make them listen once or twice to the extract. During feedback, lay the stress on the part where the answers could be found.

A- Ask the students to do the task as they listen to the extract.

Expected answers : A- a

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

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

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

Expected answers : 1- (example) ; 2- facing ; 3- oppressive ; 4- disparities ;

5- respected ; 6- take part ; 7- rights.

PODCAST N°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.

PODCAST N°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. 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 discussions. Ask the rest of the class to listen and react when a mistake appears.)

Some possible answers

- The students must define the notion of good citizenship ;
- They must mention the actions a good citizen must do ;
- They must explain actions that promote good citizenship.

■ Sample talk

Dear friends,

There are various ways to ensure that one is a good citizen, especially in modern societies. During a time in which individuals are still facing racism and sexism, alongside other various oppressive forces, good citizens will combat disparities between people to ensure that everyone is autonomous and respected. Good citizens will also respect and take part in their

community and advocate for others by helping others, defending their rights, and believing that all people are equal.

Thanks.

LESSON 4 : WRITING

► **LEAD-IN**

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

Expected answers :

- Bad actions : throwing rubbish on the road, writing on the walls, destroying public services buildings.
- Consequences : it can create trouble, it can affect the community's well-being, provoke diseases.
- Solutions : inform them about the negative impacts of their bad actions on society.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the scene taking place ?	In the students' schools.
What do the students do? What for ?	They write a formal letter / To invite the Representative of "Save the Children" to come and sensitize their friends.
What will the lesson be about ?	It will be about writing a formal letter.
What main skill are we going to develop ?	It's Writing.

► **WRITING STRATEGIES**

Go through the strategies for writing a formal letter 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- Model letter : Ask the students to study the model letter.

B- Ask the students to read the model text and answer the questions that follow it. Set the grouping mode, 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- writer's address (example)

- 2- date
- 3- receiver's address
- 4- opening formula
- 5- point of the letter
- 6- details about the point
- 7- consequences
- 8- solutions
- 9- closing formula
- 10- signature

C-

1- Writer : Arielle Sarah

- 2- The Representative of "Save the Children".
- 3- It is a formal one.
- 4- To talk about the behaviours of citizens.
- 5- Yes, "Dear Sir".
- 6- "Sincerely".

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them they will do it 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. Choose a few students to present their productions. Ask the rest of the class to listen and react for additional information. Finally, conduct feedback.

► IDEAS FOR THE PRODUCTION :

- Students follow the layout of the model text.
- In their letter, they :
 - explain the reasons for some parents' refusal to send their daughters to school (these parents think that the place of the girls is near their mother to learn how to be a good wife)

- poverty, sexual harassment
- mention the consequences (growing of girls and women illiteracy, limited access to the job market)
- suggest solutions (raising parents' awareness about the advantages of girls' education, building of boarding and single-sex schools)

LANGUAGE CORNER

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

1- PHRASAL VERBS WITH "UP"

Move from the examples in the table to help the students discover what a phrasal verb is.

LET'S PRACTISE

I- Expected answers :

1- **b- had to wait (example)**

2- c - increase the volume

3- a- introduced

4- c – appears

5- a- separated

II- **Expected answers :** 1- *cheer* ; 2- *stood* ; 3- *speak*- 4- *grew* ; 5- *gone* ; 6- *catch* ; 7- *speed* ; 8- *break* ; 9- *giving* ; 10- *clean*

2- "EACH OTHER" AND "ONE ANOTHER" VERSUS REFLEXIVE PRONOUNS

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- **Herself (example)**

2- themselves

3- each other

4- each other

5- themselves

6- one another

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

Go through the communication strategies on page 27 with your students to equip them with the tools they need to succeed in the task they are going to be assigned.

A- ASSIGNMENT

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

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- 1- Yes / No, depending on the students.
- 2- Yes, because these activities are important for the well-being of the community.
- 3- I can convince them by showing the necessity and importance of these actions for the community.

► Phase 2

Have the students read the text and answer the questions.

Possible answers :

- The text is about voluntary actions at school.
- They can clean the school yards, take care of green spaces and avoid wasting water.
- The author proposes to include voluntary actions in the school curriculum and be a requirement for grading.

► Phase 3

Students listen and take notes.

- Some good volunteering actions: blood donation, visiting sick people and cleaning the city's streets.
- The outcome of the celebration of volunteering day: raise awareness on the importance of volunteering actions

Listening transcript

Volunteering day is organised on some occasions of the year in different cities. This celebration permits the citizens to learn some good volunteering actions such as blood donation, visiting sick people and cleaning the city's streets that they could practice regularly. The result of such a celebration is to raise awareness of the importance of volunteering actions.

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, 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 answer :

I-

1- Who (example)

2- where

3- whose

4- that

5- whose

6- whose

7- that

II-

1- welfare

2- abide

- 3- imbibe
- 4- bribery
- 5- sake
- 6- broadminded

III- Hi bro, I am good. Thanks. I found the information at the hospital ; I went to pay a visit to some patients there. I collected food and money from some volunteers and shared them with the people in need. I mean that we took food in some packages and some money that we distributed to their parents. I think it is a good thing ! It helps our communities and permits us to promote solidarity and good citizenship. Why not ? It could for example be included in our school curriculum.

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). The teacher may decide to conduct the project as an assignment.

UNIT 7 : SPORTS

► **FAMOUS QUOTE**

Invite your students to consider the photograph and the quote for a few seconds. Then, ask them these questions.

- a- What's the name of the woman in the photo ?
- b- What's her nationality ?
- c- What is she ?
- d- Explain what she is saying.

Suggested answers :

- 1- Her name is Natasha Monique HASTINGS.
- 2- She is an American lady.
- 3- She is a 400-meter track and field sprinter.
- 4- She believes that a person's aptitude or skills are revealed only in action. In other words, you won't succeed in anything unless you try.

► PICTURE ANALYSIS

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

Expected answers :

- 1- They are outside, in the schoolyard under some coconut trees.
- 2- Yes, they are. They are all about sports.
- 3- Yes, it is. Sports and games are the best means to keep in good shape, be healthy and stay fit and happier.

LESSON 1 : READING

► LEAD-IN

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

Expected answers :

- They are practising sports.
- They are practising basketball in picture A, football in picture B, volleyball in picture C and athletics in picture D.
- Some advantages of practising sports are better health condition, a better social rank, celebrity, wealth, longevity, and socialization.

Learning context

Ask the students to read the learning context silently. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
Where is it taking place ?	It's taking place in Lycée Moderne 1 of Bondoukou.
What are the students doing ? What for ?	They're reading a text about sports. / To discuss its importance in the development of individuals.
What will the lesson be about ?	It will be about the importance of sport.
What main skill are we going to develop ?	We're going to develop Reading.

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 are doing 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- 3

B- Scanning (Vocabulary)

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

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

C- Comprehension questions

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

Expected answers :

1- Yes, it is. It teaches them how to enhance social relationships.

- 2- The four skills are : *leadership, patience, discipline and learning from failure.*
- 3- They are : Cricket, Tennis and football. They help children maintain good health, increase their self-esteem and mental alertness.
- 4- The main benefit of sports is that they develop the body.
- 5- Sports are important, because they provide the mental, physical, and psychological development of a student.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in groups. They are going to write a talk about the benefits of sports. 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 task, and ask them to prepare their talk. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students who will read the work of their groups. Ask the rest of the class to listen and react when a mistake appears.)

Example of talk

Ladies and Gentlemen,

Good morning ! I'm here today to talk about the importance of practising sports and games. Firstly, I'll mention some types of sports and games that you can play at school, and then I'll give some advantages of practising these sports and games for the development of students.

I'll start by saying that in my school, I practise team sports like Football, Volleyball and Basketball, and I also play games like Scrabble, Awalé and Draughts / Checkers. These sports and games have a lot of advantages.

They help build our social relationships with other students and contribute to strengthening our emotions. Team sports and games help us acquire virtues such as patience, discipline and acceptance of failure and hardship, and build up our personality as leaders.

Today, I can say that thanks to sports, I'm an accomplished young person with a lot of skills. I then feel ready to take up any responsibility as a leader and deal with tough situations.

I'll like to take advantage of this opportunity to appeal to my fellow students and the authorities to practise sports and games on the one hand, and contribute to their promotion by building appropriate facilities in schools to allow students to practise them, on the other hand.

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 (A, B, C, D) for a few seconds, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers :

- Picture A is soccer cleats. Picture B is a ball (ball of Football), Picture C is soccer jerseys and Picture D is a stadium.
- They are related to Football or soccer.

Learning context
 Ask the students to read silently the learning context for one minute and then, 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 ?	It's taking place in Lycée Moderne Man.
What are the students doing ? What for ?	They're discussing sports. / To know the equipment and places where to play them.
What will the lesson be about ?	It will be about sports.
What main skill are we going to develop ?	It's Speaking.

A-LANGUAGE FUNCTION

- 1- Give a few minutes to the students to read silently the sentences and analyse them. For each sentence, ask them to point out the words in bold and say what they are. Then study the sentences with them laying the stress on the use of **If plus the present simple in the subordinate clause, and the use of the future simple tense in the main clause**, for the first sentence. Do the same for the second sentence insisting on the tenses of verbs in both the main and subordinate clauses. Then, tell them that sentence is called condition type 1, and sentence 2, condition type 2.
- 2- Ask the students to make each subordinate clause numbered 1 and 2 correspond to the correct main clause (a, b) according to the rules you explained in 1.

Expected answers :

- 1- b
- 2- a
- 3- Ask students to do the task.

Expected answers :

- Condition type 1 corresponds to rule 1.
- Condition type 2 corresponds to rule 2.

B- LET'S PRACTISE

Give a few minutes to your students to do the task. Set a grouping mode. Move around to supervise and provide help when necessary. When the time is over, make them stop and conduct feedback.

1- Expected answers :

- 1- pass / will score
- 2- will keep / practise
- 3- trains / will become
- 4- have / will play
- 5- will / hurry

2. Expected answers :

- 1- Type 2
- 2- Type 0
- 3- Type 1
- 4- Type 2
- 5- Type 2

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 work. Ask the rest of the class to listen and react when a mistake appears.)

Example of speech

Ladies and Gentlemen,

Hello dear friends ! I'd like to talk about the importance of team sports in the development of our personalities. As you know team sports like football, volleyball, basketball and rugby, just to quote a few, help enhance our social relationships and prepare us to be good leaders and accomplished citizens.

As a matter of fact, team sports contribute to building up confidence because they teach us to rely on one another in a team to reach a common goal. What is more, they give us the responsibility to lead groups. Then, working in a team creates skills like teamwork and leadership which are important when it comes to studies and management.

It is clear that practising team sports help us be good leaders and good citizens as well. So, I'd like you to be involved in your school team sports for your own good and for the good of our society.

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.

► **PRONUNCIATION**

- Study the rules of the pronunciation of the "th" sound with your students. Practise the examples with them. Make sure they understand the rules.
- Ask the students to do the task with their neighbours first. Set the timing. Then, choose a few students to pronounce them aloud to the class. Invite the class to assess their mates' pronunciations of the words.

LESSON 3 : LISTENING

► **LEAD-IN**

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

Possible answers :

- They are playing football.
- They feel happy / joyful. Because they are enjoying themselves. / They are having fun.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During a conference.
Who organizes it ?	The British Council.
What are the students doing ? What for ?	They're listening to some audio. / To get informed about the benefits of sports and the equipment needed to practise them.
What will the lesson be about ?	It will be about the benefits of sports and the equipment needed to practise them.
What main skill are we going to develop ?	It's Listening.

► **LISTENING ACTIVITIES**

For each task, make your students read the instructions first before they listen to the podcast and do the task. For each task, make them listen once or twice to the podcast. During feedback, lay the stress on the part where the answers could be found.

A- Ask the students to listen to the podcasts and choose the correct answer. They should do it individually.

Expected answers : A- b

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

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

C- Ask the students to listen to the podcasts again and complete the table with the appropriate equipment. They do it individually first and then compare their answers with their peers. Then the teacher conducts feedback.

Expected answers :

SPORTS	EQUIPMENT
Swimming	Pool, flippers, snorkel, noodle
cricket	Bat, ball, oval field
chess	chessboard

football	field
What main skill are we going to develop ?	It's Listening.

LISTENING PASSAGES

Audio 1 : My name is Karash and I'm from India. I can say that my favourite sport is Cricket. Cricket has been an established team sport for hundreds of years and is one of the most popular sports in the world. It originated in England and is now very popular in countries such as India, Pakistan, Sri Lanka, Australia, the West Indies and South Africa.

Competitive cricket is essentially a bat and ball sport. It is played by two teams on an oval and involves batting, fielding and bowling. There are 11 players a side and a game can last anywhere from several hours to several days.

Audio 2 : I'm Julia. I'm from the USA. If you were to ask me what my favourite sport is, my answer would be swimming. I started learning how to swim when I was five years old and I have been swimming ever since.

There are many reasons why I love swimming but I'll just share a few with you, and maybe I can even encourage you to go for a swim.

The first reason that I love swimming is that it can be extremely relaxing. I love the feeling of floating on the water and feeling almost weightless. I find that whenever I leave the pool I feel totally relaxed.

On the other hand, it can also be a fast-paced competitive sport which raises your heartbeat. It's amazing pushing yourself to the challenge of beating someone else to the finish line and it's great fun racing across the pool as fast as you can !

Another reason that I love swimming is that it has more variety than other sports. Swimming offers many different strokes, so it doesn't feel like you're stuck doing the same thing over and over again. Adding swimming equipment like flippers, a snorkel or a noodle (a flexible cylindrical piece of foam) changes the experience yet again and can help you develop your swimming technique.

Audio 3 : My name is Declan. I come from Ireland and I love chess. Chess builds critical thinking and prediction skills. If you can predict and prepare for your opponent's moves on the chessboard, you can apply those skills to socialization and daily life.

I personally like chess because of the satisfaction I get when a plan comes together or I can take advantage of a complicated position ; it's just really satisfying !

Audio 4 : My name's Rodney from Birmingham and I can say that I love football. Everyone has a favourite sport; my favourite sport is football. It is a fun game to watch and play. The game is also a physical game to play; I love to be physical. That's probably why I like it. Also, football brings people together. There's nothing better than getting together on Thanksgiving to watch football. I like every sport, but football is my favourite because of the love I have for the game, the physicality of the game, and the way the game brings people together.

My love for the game is one of the biggest reasons I love football. All my life I've been playing football, from the backyard to high school. Football was the first sport I ever played. There would be days when there was nothing to do, so my friends and I would just go to the field and play football all day long; in some instances, we would stay out there all night too. Football has also provided me with a lot of memories that I will never forget; one memory is winning our conference during my junior year in high school. That is something I will never forget.

COMMUNICATION ACTIVITY

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

Example of talk

Ladies and Gentlemen,

My favourite sport is football. It is a team sport, that's why I like it a lot. Playing football strengthens my personality and builds my confidence. And as the captain of my team, it helps me sharpen my leadership and teamwork.

Playing football requires some specific equipment like a ball, a pitch, a pair of cleats and some specific uniform called a jersey. But you can play football on an informal pitch without conventional cleats but with sandals like "Lêkê".

I love football because it is not only the most played team sport in the world but also because it teaches me values such as teamwork, discipline, leadership and acceptance of failure. It is also a sport that permits to be famous and have a lot of money.

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 4 : WRITING

► LEAD-IN

Give the students a few minutes to answer the questions.

Possible answers :

- 1- I know team sports, individual sports, etc.
- 2- I prefer football.
- 3- This sport is good for me because it helps build my social relationship and helps me keep in good shape.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During the English class.
What do the students do ? What for ?	They write an argument essay. / To express their opinion about boxing.
What will the lesson be about ?	It will be about Writing an argument essay.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

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

Expected answers :

- 1- It is an argumentative essay.

2- It shows arguments for and arguments against football.

3- Introduction : “The game of football is being attacked ... And why would anyone let their kids play ?”

Opinion against the author’s : “Even President Barack Obama said ... no football in his house”.

The author’s position : “I believe there’s practically no other place ... Football is a metaphor for life”.

The author’s arguments : “This game asks just a boy to push his limits ... and particularly high school coaches play such a vital role in our society”.

Conclusion : “The last paragraph : So, despite what ... great nation”.

B- Ask the students to read the text for a few minutes. They should do it individually. Set the timing. Go around checking if they are all reading.

Expected answers : B – D – A – C

C- Once the reading is over, ask the students to work in pairs to find the correct order of the different paragraphs in the text to make a meaningful argumentative essay text. Make sure they understand the instructions and provide the example. Then, grant them few minutes to complete the task.

Expected answers :

B : Introduction

D : Opinion opposite to the author’s

A : The author’s position and arguments

C : Conclusion

COMMUNICATION ACTIVITY

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

Example of talk

Dear friends,

Practising sports at school has been the topic of controversy in many debates. Some argue that it is useless while others say it is dangerous for the kids because they get hurt sometimes. But is practising sports at school so that harmful for the kids ?

I personally believe that school is the appropriate place where sports should be practised. Because, in addition to their intellectual training, kids' physical training is also a concern of school. Moreover, team sports like football, help build the kids' personality and reinforce their social relationships. Nobody can deny that in today's virtual world in which we are living, involving kids in physical and teamwork help them learn how to interact with others and take up responsibilities.

Despite what is said about the practice of sports, school remains the best place where the kids should be given to practise them because sports help them become responsible adults.

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.

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- "SO" AND "SUCH" IN EXCLAMATIVE SENTENCES

I- So + adjective / adverb

Go through the examples to help the students discover the use of so + adjective or adverb. Then, explain its uses to them focusing on the examples.

II- Such a + (adjective) + noun

Go through the examples to help the students discover the use of such + (adjective) + noun. Then, explain its uses to them focusing on the examples.

LET'S PRACTISE

Ask the students to do the activities. Set 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- a- so ; b- such ; c- so ; d- so ; e- such ; f- so
- 2- a- He is such a good teacher that I admire him a lot.
b- I am so focused on the lesson that I didn't notice the time passing.
c- Her junior brother is such an excellent footballer that he is going to play on a professional team.
d- Team sports are so important for kids that they should be promoted in schools.

2- COLLOCATIONS WITH "COME"

Move from the definition to help your students understand what a collocation is. Then, go through the example with them.

LET'S PRACTISE

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

1- a- come close (example)

- b- come on
- c- come late
- d- come to an agreement
- e- come into
- f- come into power
- g- come to a conclusion
- h- come to a compromise

2- 1- d (example)

- 2- a
- 3- e
- 4- b
- 5- j
- 6- c
- 7- i
- 8- g
- 9- h
- 10- f

COMMUNICATION ACTIVITY

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

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

This task should be done in groups of 4.

Picture analysis

Possible answers :

- I see some people practising sports.
- They are team / collective and individual sports.
- Three collective sports : *football, volleyball and basketball* / Three individual sports : *golf, tennis and marathon*
- Collective sports are more practised in my country.
- Yes, it is good to teach sports at school. Because sports contribute to the physical and mental training of students. Moreover, sports are a profession and can help a sustainable living.

Accept any suitable answers.

► Phase 2

Explain to the students what they are expected to do. They read the text silently for a few minutes. They take notes on the two questions, then they compare their notes to make a final note.

Possible answers :

- 1- Play is learning for children. It helps them know their world.
- 2- They use play to solve complex problems and display joy after an accomplishment and frustration when required to try again and again.

► Phase 3

Explain to the students what they are expected to do. They listen to the audio carefully for a few minutes. They take note on the three points mentioned in the instructions, then they compare their notes to make a final note.

Possible answers :

- It teaches them to become stronger. It develops a fit and sound body.

Listening transcript

The importance of sports in Education

Sports play an important role in educating students as it teaches them to become strong from the inside and also develop a fit and sound body. Combining sports in education can help students to develop a self-motivating spirit to do things on their own and have ownership of these. Day-to-day practice in sports can help students imbibe leadership skills. Qualities like tolerance, patience, and tips to handle pressure are well taught by sports. It also teaches the value of team spirit and proficiency to share victory and defeat.

Adapted from <https://yumpu.com>

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. 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- performance (example)** ; 2- promising ; 3- stars ; 4- talents ; 5-fans ; 6- teamwork

II- 1- will play (example) ; 2- would have ; 3- train ; 4- do ; 5- participated

III- 1- the most popular ; 2- stronger ; 3- more expensive ; 4- better ; 5- more concentrated ; 6- the most violent

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

IV- 1- come over ; 2- comes late ; 3- comes apart ; 4 - come clean ; 5- come closer

VI- 1- so ; 2- such ; 3- such ; 4- such ; 5- so ; 6- such

PROJECT TASK

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

UNIT 8 : SCIENCE

► FAMOUS QUOTE

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

- 1- What is genetics according to John Maynard Smith ?
- 2- What is his job ?
- 3- Where is he from ?

Suggested answers :

- 1- John Maynard Smith says that genetics is the set of information each parent passes down to their offsprings and so from generation to generation.
- 2- He is a theoretical and mathematical evolutionary biologist and geneticist.
- 3- He is from Great Britain.

► PICTURE ANALYSIS

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

Expected answers :

- 1- The pictures are about genes.
- 2- The science that studies genes is called genetics.
- 3- Yes, it is. Thanks to technology and the evolution of genetics, gene abnormalities can be corrected.

LESSON 1 : READING

► LEAD-IN

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

Expected answers :

- 1- It is DNA.
- 2- DNA stands for Deoxyribonucleic Acid. It is a hereditary material in humans.
- 3- A chromosome is a structure composed of DNA.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
Where is it taking place ?	It's taking place in Lycée Moderne 1 of Man.
What are the students doing ? What for ?	They're reading a text about genes. / To know about their functioning in our body.
What will the lesson be about ?	It will be about genes and their functioning.
What main skill are we going to develop ?	It's Reading.

► **Reading the texts**

A- Skimming

Asks the students to read the text quickly and answer the question about DNA. Set the grouping mode, and time the activity. 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 answers :

- DNA is the hereditary material in humans and almost all other organisms.
- A gene is the basic physical and functional unit of heredity. Genes are made up of DNA and act as instructions to make molecules called proteins.
- A chromosome is a DNA molecule that is packaged into thread-like structures. Each chromosome is made up of DNA tightly coiled many times around proteins called histones that support its structure.

B- Scanning (Vocabulary)

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

Expected answers : 1- d (example) ; 2- g ; 3- e ; 4- l ; 5- k ; 6- c ; 7- j ; 8- b ; 9- a ; 10- f ; 11- h

C- Detailed comprehension

- 1- T (T1 L1)
- 2- F (T1 L4)
- 3- T (T1 L7-8)

- 4- F (T1 L10-11)
- 5- T (T1 L15)
- 6- T (T1 L15-16)
- 7- T (T1 L21)
- 8- F (T2 L 7)
- 9- T (T2 L10-11)

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 prepare their text. Go around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback (Choose a few students to perform their speeches. Ask the rest of the class to listen and react when a mistake appears.)

Example of speech

Dear friends,

Good morning ! I'm Paterson Williams, a biologist and geneticist. I'm specialised in the study of the functioning of the human body. I'm here today to talk about DNA, genes and chromosomes. To begin with, DNA also called Deoxyribonucleic Acid, is the hereditary material in humans and almost all other organisms. DNA has some relationship with genes and chromosomes. As a matter of fact, a gene is the basic physical and functional unit of heredity. They act as instructions to produce molecules ; called proteins. Genes are made up of DNA.

With regards to chromosomes, they are the package of DNA molecules into three-like structures which are found in the nucleus of each cell.

DNA, genes and chromosomes are related to make our body function with some unique features from one person to another.

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 seconds, and then answer the questions. This activity will lead them to the day's lesson.

Expected answers :

- No, they don't.
- The differences are about their gender (male and female), their height, their age (young and adult), and their physical appearance.
- In picture C the twins look the same. They are true twins because they share the same genes. In picture D, the twins have different skin colours, because they do not share the same genes. They are not true twins.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class on science.
Where is it taking place ?	It's taking place in Lycée Moderne 1 of Korhogo.
What are the students doing ? What for ?	They're discussing topics related to genes. / To understand how they determine human physical unique features.
What will the lesson be about ?	It will be about genes.
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 and analyse them. For each sentence, ask them to point out the differences among the sentences. Then study the sentences with them laying the stress on the direct and indirect speech.
- II- Ask the students to look at the sentences in Activity I and identify the direct and indirect speech sentences. They must follow the example.

Expected answers :

- 1- Direct speech sentences : 1 ; 3 ; 7 ; 8.
- 2- Indirect speech sentences : 2 ; 4 ; 5 ; 6.

LET'S KEEP IN MIND

Go through the rules and changes in the table with the students for them to better understand the difference and changes between direct and indirect speech on the one hand, and to know the changes from direct speech to indirect speech on the other hand. You can provide them with some examples on the board.

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- Jamila told me that she travelled a lot in her job.
 - 2- The man asked me where the quickest way to the station was.
 - 3- She asked me if I had studied genetics.
 - 4- He informed me he was leaving at the moment.
- II- 2 ; 3 ; 5

COMMUNICATION ACTIVITY

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

Example of speech

Dear friends,

I was lucky to have a discussion with a geneticist about his job. I asked him some questions and he answered in a simple way for me to better understand his work. First of all, he asked me what I wanted to know. Then, I told him that I wanted to have some information about his job. He taught me that genetics is a branch of science that studies genes. And then, he told me to follow him into the laboratory where he showed me some machines. To make sure I could see everything, he asked me if I saw all the machines. After that, he made an experiment about how cells are collected for DNA analysis. It was a very instructive and interesting experience.

Thank you.

► **PRONUNCIATION**

Study the rules of stress in words ending in “**ology**” with your students. Practise the examples with them. Make sure they master the rules.

Ask the students to do the tasks with their neighbours first. Then, choose a few students to pronounce them aloud to the class. Invite the class to appreciate their mates’ pronunciations of the words and react whenever the stress is wrongly put.

LESSON 3 : LISTENING

► **LEAD-IN**

Ask the students to look at the pictures and answer the two questions. They should discuss their answers with their neighbours and justify their answers.

Possible answers :

- 1- Picture A is about an artificial heart in the domain of medicine and heart surgery. Picture B is about modernized agriculture with machines that do the work instead of humans. Picture C is about communication with the Internet which connects people all over the world. Picture D is about robotics which has created humanoid robots that behave like humans and facilitate our lives.
- 2- They impact our lives positively but sometimes negatively.

Learning context

Ask the students to read silently the learning context. Then, 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 Lycée Moderne 1 of Kounahiri.
What are the students doing ? What for ?	They're listening to an audio recording about science. / To know what it brings about to our lives.
What will the lesson be about ?	It will be about science.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

For each task, make your students read the instructions first before they listen to the podcast and do the task. For each task, make them listen once or twice to the podcast. During feedback, lay the stress on the part where the answers could be found.

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

Expected answers : A- a

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

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

C- Ask the students to listen to the podcast again and complete the paragraph with the appropriate missing words. They do it individually first and then compare their answers with their peers'. Then the teacher conducts feedback.

Expected answers :

- 1- science
- 2- improve
- 3- computers
- 4- hope
- 5- diseases
- 6- incurable

LISTENING PASSAGE

By discovering science, scientists can create something that can immeasurably improve the quality of life ; for example, computers, telephones, televisions, planes and the list go on. With the discovery of these inventions, people can achieve their aspirations much more easily. Science is the only hope of man against diseases. Without the inventions of science and the ceaseless efforts of scientists, many diseases such as malaria, cancer etc. were considered incurable diseases in the past would not be defeated. The technology is so popular and economically profitable that its benefits are published regularly. These include its ability to improve education and communication. The vast progress made in the field of medicine has made it possible to extend our life expectancy and reduce the infant mortality rate.

If on the one hand, science and technology have brought us a lot of wonders, on the other hand, there are also disadvantages of science and technology. First, he has increased anxiety in our lives. Second, when technology falls into the wrong hands, it can have negative impacts on society, such as the rising rate of cyber criminality, hacking, theft of personal information and pornography websites. Third, technology has also increased alternatives and opportunities for terrorists. Science has been responsible for pollution and given us the nuclear bomb that threatens our very existence. But in this also the fault does not lie in science, but rather in the intention of man to abuse the discoveries of science. Science is not intrinsically good or bad.

Adapted from <https://www.vedantu.com>

COMMUNICATION ACTIVITY

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

Sample production

Dear friends,

We all know how useful science and technology are for us today. Thanks to science many diseases can be cured and even prevented. In addition, thanks to science, we know how our body functions and its findings can be used to arrest criminals. Technology is also important. Thanks to it, the world has become a small village where we can connect to each other constantly by means of the Internet and the media. Yet, science and technology have also put our world in danger because of sophisticated weapons and nuclear bombs which can devastate the globe in a few minutes. I think the real purpose of science and technology should be to ease our daily life and find solutions to cure cancers and existential challenges, and protect humanity, but not to destroy it.

Thank you

LESSON 4: WRITING

► **LEAD-IN**

Give the students a few minutes to look at the picture and answer the questions.

Expected answers :

- It is called a bar chart/ a bar graph.
- It is used to measure the evolution of some phenomena or scientific data.

Learning context

Ask the students to read silently the learning context. Then, 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 ?	It's taking place in a school.
What do the students do ? What for ?	They are describing some graphs and charts about scientific data. / To understand how science revolutionizes our lives
What will the lesson be about ?	It will be about the description of a graph.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

Go through the strategies for describing graphs and charts. Go step by step to equip them with the necessary tools they need to describe a graph. Make sure they follow and understand.

A- Model text

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

Expected answers :

B- 1-to grow, to increase sharply

2- to narrow, to fall, to decrease, to be low, to level off

3- a rise, a clear upward trend, an increase

4- a decrease, a fall

5- same, decreased, increased, upward

6- slightly, relatively, steadily, sharply

C- Ask the students to read the definition text silently for a few seconds. Go through the text and explain it to the students. Ask them a few questions to check their understanding.

D- Ask the students to read the definition text silently for a few seconds. Go through the text and explain it to the students. Ask them some questions to check their understanding. Put the stress on the verbs, adverbs and adjectives which are used to describe a line graph.

E- Ask the students to read the definition text silently for a few seconds. Go through the text and explain it to the students. Ask them some questions to check their understanding. Put the stress on the words which are used to describe a pie chart.

F- Ask the students to read the definition text silently for a few seconds. Go through the text and explain it to the students. Ask them some questions to check their understanding

LET'S PRACTISE

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

Expected answers :

1-

Verbs that mean “ to increase”	Verbs that mean “ to increase”	Adverbs that describe changes
rise, increase, grow, go up to, climb, boom, peak, level up	lunge, crash, collapse, fall, decline, decrease, drop, dip, go down, reduce, plummet	dramatically, rapidly, hugely, sharply, slightly, steeply, significantly, considerably, substantially

2- Sample description

The bands represent the number of transgenes, ES clones and Nucleases injected in a mouse or rat for an experiment. In 2011, the ES clones injected were very high. A year later, it reduces slightly and appears as a small quantity of Nucleases. From 2011 to 2013 the transgenes and ES Clones drop slowly while the Nucleases rise slightly. From 2014, we notice a steady decrease in Transgenes and ES Clones and a sharp increase in Nucleases.

COMMUNICATION ACTIVITY

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

Sample production

Here are three graphs. Each of them represents some information about scientific fields. The first graph is a pie chart that represents the use of technological devices in schools. The number of students who work on smartphones is higher than the number of students who use other devices. Only a small minority of students use copybooks or slates. As for the bar graph, it shows the production of buses over a period of time. The vertical axis shows the number of buses manufactured and the horizontal axis represents the months of the year, from January to June, the production of buses increases slightly. But it is stable over a period of two months (July and August) .

Note that the productions are mere examples. Any good production from the students should be reinforced and put on the board as a model.

Check your production

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

LANGUAGE CORNER

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

1- THE SUFFIXES (O) LOGY AND (O) LOGIST

Go through the examples to help the students discover the use of the suffixes "ology and "ologist".

LET'S PRACTISE

For each activity, set a grouping mode. 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- 1- d ; 2- c ; 3- a ; 4- b ; 5- e ;

II- 1- psychology = psychologist ; 2- biotechnology = biotechnologist ;
3- technology = technologist ; 4- methodology = methodologist ;
5- biology = biologist

2- USING PREPOSITIONS OF MOVEMENT

Move from the examples to help your students understand what a preposition of movement is. Next, study each sentence and spot the preposition.

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- into / 2- off / 3- onto / 4- over / 5- to / 6- through / 7- towards / 8- under / 9- up

3- EXPRESSING PURPOSE WITH " IN ORDER (NOT) TO"; "SO THAT» «SO AS (NOT) TO»

I- Go through the examples with your students to help them identify the expressions used to express purposes.

II- Expected answers : 1- b / 2- c / 3- a

LET'S PRACTISE

Set a grouping mode. 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- so as to / 2- so that / 3- so as to / 4- so that / 5- so that

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

Go through the communication strategies on page 27 with your students to equip them with the tools they need to succeed in the task they are going to be assigned.

A- ASSIGNMENT

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

B- TIME TO GATHER INFORMATION

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

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

► Phase 1

Picture analysis

Possible answers :

- A traditional healer is taking care of a patient. It is a traditional therapy.
- an X-ray or a scanner
- By means of scientific and technological progress.
- Yes. Advances in these domains have helped to cure some diseases that were incurable and helped to create new resistant crops and fertilisers for massive and sustainable food production.

► Phase 2

- Cell and gene therapies are available, Genomic sequencing is much better and more cost-effective than a few years ago, Use of artificial intelligence in medicine.
- Possibility to cure aggressive hematologic cancers or other very serious conditions and even to avoid blindness. Healthcare has reached a level of maturity that opens unprecedented perspectives in terms of precision and performances in medicine.

► Phase 3

Ask the students to listen to the audio carefully and take notes about the different points.

- The success of gene therapy : treat and prevent disease
- The diseases targeted by National Health Service (NHS) using gene therapy : Blindness, heart disease, haemophilia and cystic fibrosis.
- The future fight of gene therapy : Against cancer

Listening transcript

Gene therapy

For a more recent big breakthrough in the medical field, you don't need to look any further than gene therapy, which involves introducing genetic material into cells to treat or prevent disease. The very first gene therapy trial was launched in 1990, successfully treating a four-year-old girl with a rare genetic disease that severely affected her immune system.

Gene therapy is now used by NHS to treat certain cases of blindness and it holds promise for a wide range of other diseases, including heart disease, haemophilia and cystic fibrosis.

Gene therapy is also on the horizon for cancer, with researchers all over the world investigating how to use gene therapy to kill cancer by boosting the immune system, making other treatments work better and blocking molecular processes that allow cancer cells to survive.

Adapted from <https://www.worldwidecancerresearch.org>

C- TIME TO PLAN

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

C- TIME TO TALK

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

UNIT REVIEW 8

Let's Consolidate

For each activity, 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.

I- Expected answers :

- 1- into / out of
- 2- under / towards
- 3- away from / past
- 4- on to
- 5- off / across
- 6- through / across / over
- 7- up / down
- 8- from

II- Expected answers

- 1- The boy said that they had been cleaning the school.
- 2- Ali told his friend to come to his birthday party.
- 3- The old man advised the girls not to care about them.
- 4- The man asked me what my favourite subject at school was.
- 5- Mohamed asked his brother if he liked technology.
- 6- The teacher informed his pupils that they would work in the laboratory the day after/the following day.

III- Expected answers :

- 1- The
- 2- The
- 3- Ø /the
- 4- Ø /the
- 5- Ø / the

IV- Example of production

Genetics is the branch of biology that studies genes. It works on genes and analyses the relationships between genes, DNA and chromosome. Thanks to genetics some diseases can be cured today and even some can be prevented. Thanks to genetics some genes abnormalities can be cured and also prevented. So, genetics is a very important branch of biology

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. Ask the rest of the class to listen and react to give additional ideas. Provide feedback about the mistakes.)

UNIT 9 : WILDLIFE

► FAMOUS QUOTE

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

- a- What do you understand by Roosevelt's quote ?
- b- What actions can we take to make this quote a reality ?

Suggested answers :

- a- According to Roosevelt, Nature has no voice to protest against the harm it undergoes but, we, humans who benefit from its generosity, must stand for it and protect it against abusive exploitation.
- b- We can raise awareness about the protection of wildlife.

► PICTURE ANALYSIS

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

Expected answers :

- Picture A shows the horn of a rhinoceros, picture B a rainforest, picture C a group of lionesses and picture D a dead rhinoceros.
- They are about wildlife.
- The animal in picture D is killed for its horn.
- No, it is not permitted to kill them because hunting destroys animal families.

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 :

- In picture A, there is an elephant, in picture B a hippopotamus, in picture C an Orang-utan and in picture D an anteater (pangolin).
- Yes, they are endangered species.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
Where is it taking place ?	It's taking place in Lycée Moderne 2 Bernard Zadi Zaourou of Soubré.
What do the students do ? What for ?	They read a text on endangered animals. / To collect a lot of information for their presentation.
What will the lesson be about ?	It will be about endangered animals.
What main skill are we going to develop ?	It's Reading.

► **Reading the text**

A- Skimming

Ask the students to read the text quickly and choose the statement that best summarizes 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 when necessary. Do not exceed 5 min for the task. When time is over, make them stop and conduct feedback. Write the correct answer on the board.

Expected answer : A : c

B- Scanning (Vocabulary)

Ask the students to read the text again and match the words from the text in column A to their synonyms or meanings in column B. 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- e (example) ; 2- d ; 3- c ; 4- a ; 5- f ; 6- b ; 7- g ; 8- i ; 9- k ; 10- j ; 11- h

C- Vocabulary extension

Ask the students to read the text again and fill in the gaps with the missing words from the text. 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- jailed (example) ; 2- intelligence ; 3- threat / offenders ; 4- respondents / enhancements

D- Detailed comprehension

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

Expected answers : 1-T (L1-2) ; 2-F (L3-4) ; 3-F (L6-7) ; 4-T (L11) ; 5-T (L13-14) ; 6-F (L17-18)

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell them that they are going to do the activity in pairs. Tell them that they are going to write and role-play a dialogue on the importance of protecting animals. Make sure they understand the task by asking a few questions about it. 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 present their work. Ask the rest of the class to listen and react when a mistake appears.)

Example of dialogue

Your neighbour : I don't understand this government. Why created so many parks where there is not enough land to grow food to feed the population ?

You : I think that you misunderstood all these measures.

Your neighbour : Hum ! And can you tell me why ?

You : Yes of course. You see, the parks are created to protect some species of animals which are in danger because of illegal hunting. Animals like elephants, the black rhinoceros, hippopotamus, anteaters etc are being extinct and if you don't care the coming generation will not know these animals.

Your neighbour : Okay ! If I do understand you prefer to protect animals and condemn human beings to starvation ?

You : No, this is not the point. The point is these animals also participate in the natural balance and their extinction will put the natural balance in danger.

Our neighbour : How ?

You : You see ? Each individual in nature plays a specific role to participate in the natural balance. If one disappears, there will be no one to play its role and this will affect the whole nature and human beings as well. So, all these measures are for our own good.

Your neighbour : Ah okay. Thanks for making the point clear to me. I think that I will join to support the protection of animals too.

You : Great idea ! You make a very decision.

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 :

- 1- The pictures are about poaching.
- 2- Yes, these animals are killed by poachers so that they can sell some parts of them and then earn huge profits..

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 visit in a park.
Where is it taking place ?	It's taking place in South Africa.
What do the students do ? What for ?	They want to know why protected animals are killed by poachers. /
What will the lesson be about ?	It will be about poaching
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. For each sentence, ask them to pay attention to its structure.
- II- Ask the students to group the sentences into active and passive sentences.

Expected answers :

- 1- Active sentences : 2 ; 3
- 2- Passive sentences : 1 ; 4

B- LET'S PRACTISE

For each task, state a grouping mode, set 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- are caught ; 2- have been protected ; 3- is forbidden ; 4- were brought ; 5- have been considered
- II- 1- can be prevented ; 2- are taken ; 3- are associated ; 4- should be created ; 5- must be initiated
- III- 1- visit ; 2- realise ; 3- be kept ; 4- be used ; 5- save ; 6- be given ; 7- be held ; 8- be protected ; 9- be saved ; 10- demand

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 dialogues. Ask the rest of the class to listen and react when a mistake appears.)

Example of dialogue

Your partner : Many protected animals are being killed despite your presence. What do you think can be done to put an end to that ?

You : I think that many actions can be undertaken. First of all, rangers should be trained and provided with sophisticated weapons. Secondly, new rangers should be recruited to increase their number. Then, local communities should be involved in the fight against poachers.

Your partner : Thanks for answering my questions.

You : You're welcome !

■ PRONUNCIATION

Study the pronunciation of "ity" at the end of words with the students and make them pronounce it until they master the pronunciation. Help them put the stress on the right syllable when pronouncing the words in "ity". Ask them to do the different tasks.

Expected answers :

- 1- Society, culpability, activity
- 2- Nationality ; generosity ; cavity ; individuality ; probability

LESSON 3 : LISTENING

▶ **LEAD-IN**

Tell the students to look at the picture for a while and answer the question related to it.

Possible answer : The action is taking place at a zoo.

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 visit to the National Zoo.
Where is it taking place ?	It's taking in Ghana.
What are the students doing ? What for ?	They're having a conversation with their Ghanaian friends about the importance of zoos. / to give their opinion.
What will the lesson be about ?	It will be about zoos.
What main skill are we going to develop ?	It's Listening.

▶ **LISTENING ACTIVITIES**

For each task, make your students read the instructions first before they listen to the podcast and do the task. For each task, make them listen once or twice to the podcast. During feedback, lay the stress on the part where the answers could be found.

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

Expected answers : *Lee and Larissa are talking about zoos.*

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- d ; 3- d ; 4- a

- 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 :

- 1- No, the zoo is not closed.
- 2- Lee doesn't like zoos because animals should not be kept in captivity. They should be in their natural habitat.
- 3- No, Lee and Larissa have opposite views about zoos.
- 4- Larissa thinks that zoos are good things because they saved many species in danger of extinction.
- 5- For Lee, animals must be free and in their natural habitat.

LISTENING PASSAGE

Lee : We can take a walk by the lake. I think the zoo has been closed for repairs.

Larissa : No, wait—the gates are open, so it can't have been closed yet. Let's go in !

Lee : Actually, I'd rather not. I don't like zoos because wild animals shouldn't be kept in captivity. In fact, I think zoos ought to be banned.

Larissa : Really ? I disagree. A lot of good things can be done at zoos. For example, some species may have been saved from extinction because of zoo breeding programs.

Lee : Well, endangered species could be bred anyway and then released into their natural habitats.

Larissa : But their natural habitat may have been destroyed. Where would they be released ?

Lee : True. People shouldn't have been allowed to destroy those habitats. We need stronger laws to stop that from happening.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity. Tell the students that the activity should be done individually first and then they can compare their different productions. Make sure they understand the task by asking a few questions about it. Explain the task to help them better understand it if necessary. Then, time the activity and ask them to do it. Move around the classroom and provide help when needed. When the time is over, tell them to stop. Finally, conduct feedback

(Choose a few students to present their productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of an argumentative essay

The utility of zoos is the topic of many debates all over the world at present. Some people find them useful while others find in them a crime against wildlife. The supporters of the non-necessity of zoos argue that it is a crime to wild animals' freedom as their natural living place is not in a cage. They are kept in prison and this situation causes trauma in many animals in the zoos.

Even if there are some sustainable reasons for what is said above, it is good to recognize the importance of zoos in that they display fascinating animals from all over the world for human entertainment, research, conservation and education. Many scientists conduct studies on animals in captivity that they may not have been able to in the wild. Zoos educate all the visitors that come; they let people know everything that they need about animals on display. In zoos, animals are fed and protected from poachers. They are preserved for future generations to see them.

For all these reasons and many others, like for me, zoos are very useful.

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**

Tell the students that they are going to read some texts A and B and do the task.

Expected answers :

- 1- Text A is in favour of the existence of zoos.
- 2- Zoos help save endangered animals and their habitats / Zoos provide a safe environment where endangered animals can live / Zoos work to provide happy, healthy homes for endangered animals.
- 3- Text B is against the existence of zoos.
- 4- Zoos do more harm than good / zoo animals can't live like they would in the wild.

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 writing competition.
Where is it taking place ?	It's taking place in Lycée Moderne 2 Zadi Zaourou.
What do the students do ? What for ?	They write an argument essay / To give their viewpoint on zoos.
What will the lesson be about ?	It will be about giving one's opinion.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

A- Model text

Ask the students to read the model text silently.

B- Ask the students to read the model text silently 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 the time is over, ask them to stop and conduct feedback.

Expected answers :

- 1- The text is about zoos.
 - 2- The different parts are : the introduction, the development and the conclusion.
 - 3- The author is for zoos.
 - 4- Zoos educate the public and develop an appreciation of wild animals/zoos help protect animals from extinction.
 - 5- The author shares the same arguments as those in favour of zoos.
 - 6- His final position is that zoos help protect wild animals.
- C- Ask the students to read the instruction and try to understand it. Ask them a few questions to make sure they understand it. Set a 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.

Sample production

People who are in favour of zoos say that they are the only viable way of preserving endangered species. They say that in zoos, animals are protected, fed, and a breeding program is shaped to further their species. They are protected from hunting and are cured when they don't feel well.

However, one can note that zoos are not the unique solution to wildlife preservation. If strong measures are taken against poaching and bushfire that jeopardise their natural habitat, endangered species can continue to live in their natural habitat under the protection of humans. And this will do more good to them than capturing them and putting them in the prison of zoos due to selfishness to make a profit from exposing them to the public eye.

To conclude, we must say that there are strong arguments on both sides but for me, zoos are not the unique solution to preserve endangered animals. It can be one of the numerous ways and our responsibility as humans is to find the best way for the good of wild animals.

COMMUNICATION ACTIVITY

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

Sample production

Those who are against the existence of zoos say that States should not spend a lot of money on building zoos because zoos not only harm wild animals but their building uses a sum of money that can be used to invest in programs for the well-being of humans.

As for me, states should continue to invest in creating zoos because zoos help conserve wildlife. If zoos do not exist many species would have already disappeared. Another argument for this position is that zoos create many job opportunities for people. One more reason is the education that zoos give us about wild animals by keeping them close to us.

In a nutshell, no matter what people may think, states do well by investing in zoos' creation.

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.

PREFIX AND SUFFIX

Move from the definitions and examples in the tables to help the students understand how to build new words with prefixes and suffixes.

LET'S PRACTISE

Ask the students to do the activity individually and then compare their answers. 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- *unhappy* ; 2- *deforest* ; 3- *poaching / poacher* ; 4- *protection* ; 5- *employment / employer / employee* ; 6- *courageously* ; 7- *building / builder* ; 8- *plantation* ; 10- *abnormal*

FREE ORAL COMMUNICATION

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

► COMMUNICATION STRATEGIES

Go through the communication strategies on page 27 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 time is up, ask them to stop and conduct feedback.

► Phase 1

Picture analysis

Ask students to study carefully the picture and answer the questions. Set the grouping mode and the timing. Move around to provide help if necessary. When the time is over, ask them to stop and call out their answers. Conduct feedback and write the correct answers on the board.

Possible answers :

- 1- In picture A, we see a gazelle, in picture B a turtle and in picture C a lion.
- 2- They represent wildlife.

► Phase 2

Ask students to read carefully the quote from A. D. Williams and discuss it in groups. Set the grouping mode and the timing. Move around to provide help if necessary. When the time is over, ask them to stop and call out their answers. Conduct feedback and write the correct answers on the board.

Expected answers :

Humans must stand for wildlife and protect it because animals can't do themselves. Animals cannot speak or defend their cases faced with the threat that jeopardizes their existence. So, humans must do it for the welfare of Nature.

► Phase 3

Tell the students that they are going to share their understanding of the saying in phase 1 and take note of the ideas given by the other members of the group.

AUDIO PASSAGE

Journalist : Yamo ! Yamo ! I've seen photos of children in your workshops. They are always beaming! What is it about drumming that makes people so happy?

Fana Soro : I believe that the sound produced by the Djembé drum is very unique. The Djembé only produces three tones, so a lot of the creativity falls on the artist. This means drumming is tailored to speak to the emotions of the musician. If you are feeling happy one day, the sound of the drum will be happy. If you are angry, the drum will be angry too. The Djembé is a drum that talks with the musician and energizes everyone who hears its beat. I believe that it makes people happy. It speaks to everyone.

Journalist : You are a hereditary master of the Balafon. What responsibility do you feel you have to share your traditions and your music with the rest of the world ?

Fana Soro : I have my music and traditions because I believe that sharing knowledge and culture is how we grow the next generation. The more we share with each other, the more connected we grow. It takes a whole village to raise a child and I am responsible for doing my part! I also feel a need to share my culture, because not many people in North America are exposed to the beauty of traditional African culture. We often see negative images and stereotypes of African in the media. My goal is to help change those images and show what Africa truly looks like, sounds like, and feels like.

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. 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 (example) ; 2- A ; 3- F ; 4- C ; 5- D ; 6- E

II- In any region of the world, the damage that can be caused by wildlife species is managed by regulated harvesting or cropping. Some means of scientifically monitoring populations are needed to be included in a policy of a sustainable harvest using methods sensitive enough to detect significant declines. Enforceable limits on the number and type of animals that can be harvested should have been prescribed by the programmes, as well as on the timing, location and methods of hunting, and allow for the distribution of benefits, such as meat, to stakeholders.

III- 1- b (example) ; 2- c ; 3- c ; 4- d ; 5- a

PROJECT TASK

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

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

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

UNIT 10 : CULTURE AND CIVILIZATION

▶ **FAMOUS QUOTE**

Invite your students to read silently the quote from Marcus Mosiah Garvey and try to understand it. Then, ask them a few questions.

- a- What do you understand by Marcus Garvey's quote ?
- b- Is he right to say so ? Why ?

Possible answers :

- a- By Marcus Garvey's quote, I understand that a people who do not know their history is a dead people who will not know where to go.
- b- Yes, Garvey is right to say so because as the roots fix the tree in the soil and feed it, people's history does the same and guides them for their future.

▶ **PICTURE ANALYSIS**

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

Expected answers :

- 1- People are dancing in all the pictures.
- 2- The pictures are about cultures and traditions.
- 3- Yes, African cultures are very important because they could help shape a collective sense of peace, justice and solidarity.

Expected answers : 1- b ; 2- c ; 3- b ; 4- a

LESSON 1 : READING

▶ **LEAD-IN**

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

Expected answers :

- 1- They are traditional dances.
- 2- They are from Côte d'Ivoire.
- 3- People dance them mostly on occasions like wedding ceremonies, harvest and festivals or funerals.

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 National Cultural Day.
Where is it taking place ?	It's taking place in Lycée Charles Bauza Donwahi of Soubré.
What are the students doing ? What for ?	They're reading a text about the traditional heritage of their country. / To discuss traditional values.
What will the lesson be about ?	It will be about cultural heritage.
What main skill are we going to develop ?	It's Reading.

► Reading the text

A- Skimming

Ask the students to read the text quickly and choose the statement that best summarizes 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 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- d

B- Scanning (Vocabulary)

Ask the students to read the text again and match the words from the text in column A to their synonyms or meanings in column B. They can do it individually and then compare their answers with their neighbours' or do it in pairs. Here again, after setting the grouping mode, time the activity, then move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- *originate from (example)* ; 2- *entertainment* ; 3- *dictated* ; 4- *drums* ; 5- *performed with high speed* ; 6- *attractiveness* ; 7- *adorned* ; 8- *performer* ; 9- *shares* ; 10- *forceful*

C- Vocabulary extension

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

or do it in pairs. Here again, after setting the grouping mode, time the activity, then move around to supervise and provide help when necessary. When the time is up, make them stop and conduct feedback.

Expected answers : 1- performances (example) ; 2- foreign ; 3- transformation ; 4- mask ; 5- ancestors ; 6- perform ;

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- They are entertainment masks.
- 2- The Zaouli dance is very dynamic.
- 3- The Zaouli mask performs during holidays, for the entertainment of visitors, to collect food, initiation process and also during funerals.
- 4- Flali shows more charm and flirting in her performance while Zaouli performs vigorously.

COMMUNICATION ACTIVITY

Ask the students to read the communication activity and try to understand the task. Make sure they understand it by asking a few questions about it. Organize the groups. Then, 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 a few students to present their work. Ask the rest of the class to listen and react when a mistake appears.)

Example of description

The **Ashanti Yam Festival** is an annual celebration of the Ashanti people of Ghana. It marks the first harvest of yams during the autumn season, after the monsoon season. The yam is the staple food crop in Ashanti and most of Africa. The festival, a national holiday, is observed for five days starting with a Tuesday, as dictated by the local chief priest. It marks the first harvest of yams during the autumnal season, subsequent to the monsoon season.

This festival is used to thank the god and the ancestors for the new harvest and to traditionally outdoor the new yam.

Before the start of the festival celebrations, the king inspects the Dampan structure which is erected temporarily to hold the public function. On the first day of the festival, the way to the burial ground of the Chiefs of Ashantis is swept clean. On the second day, the yam is carried by the priests in a colourful procession for offering to the ancestors buried in the burial chambers. Only after this offering is completed people are allowed to consume the new crop of yam. The third day is observed as a mourning day for the ancestors and also to keep a fast. On the fourth day, the chief hosts a dinner at his house for all people. On the night of the fourth day, people remain indoors to avoid witnessing the cleansing of the chiefs' thrones, symbols of the dead people's spirits, in the Draa River at Kumasi. On the fifth day, a grand parade of the chief and his family, and courtiers, all dressed in regal finery, proceeds through the streets to pay respects to the senior local chief at his residence.

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 : The pictures are about African traditions.

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-speaking club meeting.
Where is it taking place ?	It's taking place in Collège Moderne Soubré.
What are the students doing ? What for ?	They're debating on African traditions. / To see whether Africans should come back to their roots or not.
What will the lesson be about ?	It will be about African traditions.
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. For each sentence, ask them to pay attention to its structure and note down the tense.
- II- Ask the students to write the tense of each sentence.

Expected answers : 1- *Present perfect continuous* ; 2- *past simple* ; 3- *present perfect continuous* ; 4- *past simple*

B- LET'S PRACTISE

For each task, state a grouping mode, set 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- *have been attending (example)* ; 2- *has been dancing* ; 3- *have been* ; 4- *were*

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 students to present their production. Ask the rest of the class to listen and react when a mistake appears.)

Possible production

As our culture is our identity, I think that I would like to accept and follow all its aspects because each element of this culture has its importance and meaning. I would like to keep our traditional outfits, our dances and all the rites that go along with them.

► PRONUNCIATION

Study the different pronunciations of **“the”** before words or nouns with the students and make them pronounce them until they master the pronunciation.

Check their pronunciation of **“the”** in Tasks 1 and 2.

LESSON 3 : LISTENING

► LEAD-IN

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

Possible answers :

- 1- The people are playing instruments.
- 2- They are playing traditional instruments (drums and the balafon).

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
Where is it taking place?	It's taking place at Lycée Moderne Bernard Zadi Zaourou of Soubré.
What do the students do ? What for ?	They listen to an audio about traditional instruments. / to learn about their importance.
What will the lesson be about ?	It will be about traditional instruments.
What main skill are we going to develop ?	It's Listening.

► LISTENING ACTIVITIES

For each task, make your students read the instructions first before they listen to the interview and do the task. For each task, make them listen once or twice. During feedback, lay the stress on the part where the answers could be found.

- A- Ask the students to listen to the interview and choose the correct answer. They should do it individually.

Expected answers : a- *drum teacher*

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

Expected answers : 1- *drumming (example) ; 2- tunes ; 3- tailored ; 4- beat ; 5- world ; 6- whole*

C- Ask the students to listen to the interview again and say whether the statements are true or false. They do it individually first and then compare their answers with their peers'. Finally, conduct feedback.

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

AUDIO PASSAGE

Journalist : Yamo ! Yamo ! I've seen photos of children in your workshops. They are always beaming! What is it about drumming that makes people so happy ?

Fana Soro : I believe that the sound produced by the Djembé drum is very unique. The Djembé only produces three tones, so a lot of the creativity falls on the artist. This means drumming is tailored to speak to the emotions of the musician. If you are feeling happy one day, the sound of the drum will be happy. If you are angry, the drum will be angry too. The Djembé is a drum that talks with the musician and energizes everyone who hears its beat. I believe that is why it makes people happy. It speaks to everyone.

Journalist : You are a hereditary master of the balafon. What responsibility do you feel you have to share your traditions and your music with the rest of the world ?

Fana Soro : I have my music and traditions because I believe that sharing knowledge and culture is how we grow the next generation. The more we share with each other, the more connected we grow. It takes a whole village to raise a child and I am responsible for doing my part! I also feel a need to share my culture, because not many people in North America are exposed to the beauty of traditional African culture. We often see negative images and stereotypes of African in the media. My goal is to help change those images and show what Africa truly looks like, sounds like, and feels like.

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 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 productions. Ask the rest of the class to listen and react when a mistake appears.)

Example of presentation

P.O Box 1025 Abidjan
(Côte d'Ivoire)

May 12th 2023

Dear pen friend,

How are you doing ? I hope that you are doing well. You informed me recently that you want to know about the importance of traditional musical instruments in my custom. Well, I am going to tell you about the talking drum. The talking drum is a very important instrument in my culture. It is played during special occasions to announce decease, to signal an attack of enemies during wars.

This traditional instrument plays a key role in our tradition, hence its crucial importance.

I hope to have provided you with the information you needed.

Take care !

Your Ivorian pen 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 look at the picture and answer the questions.

Expected answers :

- 1- It can be a traditional wedding ceremony.
- 2- The dancers are dressed in traditional clothes.
- 3- Yes, I do. For example, the Abissa Festival in Grand-Bassam.

Learning context

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

POSSIBLE QUESTIONS	EXPECTED ANSWERS
When is the scene taking place ?	During an English class.
Where is it taking place ?	It's taking place in Lycée Moderne of Tiassalé.
What are the students doing ? What for ?	They are studying a text / To learn how to describe a traditional ceremony in the past.
What will the lesson be about ?	It will be about Describing events.
What main skill are we going to develop ?	It's Writing.

► WRITING STRATEGIES

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

A- Model text

Ask the students to read the model text and answer the questions that follow it. Set the grouping mode and time the activity. Go around the class to supervise and give help when necessary. When they are done, ask them to stop and conduct feedback.

Expected answers :

- 1- The event described in the text is the New Yam Festival.
 - 2- It took place every year before the harvest began.
 - 3- All people, young and old, men and women participate in the ceremony.
 - 4- They felt happy.
 - 5- They were beautifully dressed.
 - 6- The festival marks the beginning of the New Year.
- B- Ask the students to read the paragraph and fill in the gaps with time sequences. Set 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- *during* ; 2- *after* ; 3- *before* ; 4- *while* ; 5- *until*

COMMUNICATION ACTIVITY

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

Example of presentation

Dowry is a traditional wedding ceremony which takes place in most African societies. Before this ceremony, no couple is recognized as such in the community.

During the day of the celebration of the dowry, the man shows off the presents he brought to the family of his fiancée to ask for permission to take her as his wife. After the family of the lady accepts the presents, the man and the woman become official spouses and are considered as such in the community.

After the ritual ceremony, a dancing party is organized for the entire village to enjoy themselves and share the joy of the spouses.

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- SOME AFRICAN MUSICAL INSTRUMENTS

Ask students to look at the pictures and name them. Then ask them to do the task.

Expected answers : In my region, we have the talking drum. It is very important for it is played during major traditional ceremonies like the crowning of a king or chief.

2- ANTONYMS AND ADVERBS

I- ANTONYMS

Move from the definition and the examples to help your students understand what antonyms are.

II- ADVERBS

Move from the definition and the examples to help your students understand what adverbs are and how they are formed.

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 :

- I- 1- c ; 2- b ; 3- b ; 4- c ; 5- d
II- 1- loudly ; 2- impatiently ; 3- seriously ; 4- incredibly ; 5- slightly

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

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

Ask students to study attentively the pictures and answer the questions. Set the grouping mode and the timing. Move around to provide help if necessary. When the time is over, ask them to stop and call out their answers. Conduct feedback and write the correct answers on the board.

Possible answers :

- The different pictures show people in traditional outfits and a mask dancing.
- They represent African culture and traditions.

► Phase 2

Ask students to read carefully the saying in phase 1 and comment on it. Set the grouping mode and the timing. Move around to provide help if necessary. When the time is over, ask them to stop and call out their answers. Conduct feedback and write the correct answers on the board.

Expected answers :

A people are defined by their culture. A people with no culture have no identity, no existence.

► Phase 3

Tell the students that they are going to share their understanding of the saying in phase 1 and take note of the ideas given by the other members of the group.

Expected answers :

In Africa, many tribes have particular practices like the “Poro” of the Senoufo in Côte d’Ivoire, dances like the “Abodan” of the Akan people and many values which characterize them. These values are very important for the new generation because they tell them about their culture and tradition.

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 a 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.

Expected answers :

1- *procrastination* ; 2- *indication* ; 3- *remembrance* ; 4- *reliance* ;
5- *neighbourhood* ; 6- *destination*

- I- 1- She has been living here for 10 years.
2- They have been waiting for her since this morning.
3- He has been learning English for 6 years.
- III- 1- went ; 2- were ; 3- was ; 4- started ; 5- was ; 6- was ; 7- met ; 8- knew
- IV- I can never tolerate a betrayal from my best friend because loyalty is a key element in friendship.

PROJECT TASK

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

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

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

CORRECTION AND MARKING SCALE OF THE ENGLISH TESTS

TEST 1 : CORRIGE	BAREME
PART ONE : READING FOR COMPREHENSION (8 points)	
A- VOCABULARY (10% or 2 points)	
Accorder 0,25 point par réponse juste	2 points
<u>Example</u> : 1- d	
2- g	0,25
3- i	0,25
4- h	0,25
5- a	0,25
6- j	0,25
7- c	0,25
8- e	0,25
9- f	0,25
B- COMPREHENSION CHECK (30% or 6 points)	6 points
Accorder 0,75 point à chaque bonne réponse.	
<u>Example</u> : 1- F (L1-2)	
2- T (L4)	0,75
3- F (L5-6)	0,75
4-T(L10-11)	0,75
5- T (L11-12)	0,75
6- T (L14-15)	0,75
7- T (L16-18)	0,75
8- T (L18-19)	0,75
9- F (L21-23)	0,75
PART TWO : LANGUAGE IN USE (30% or 6 points)	3 points
<u>TASK A</u> : Accorder 0,5 point à chaque réponse juste.	
1- discovered	0,5
2- drinking	0,5
3- feel	0,5
4- drinking	0,5
5- using	0,5
6- impact	0,5
<u>Example</u> : 7 – delay	

TASK B : Accorder 0,5 point à chaque bonne réponse.

3 points

Example : 1 – well (example)

2 – hardly

0,5

3 – terribly

0,5

4 – soon

0,5

5 – angrily

0,5

6 – monthly

0,5

7 – definitely

0,5

PART THREE : WRITING (30% or 6 points)

6 points

TASK A : An example of speech

Good morning, brave people of this beautiful village.

My name is ... and I am here on behalf of the NGO "SAVE OUR LIVES" to talk to you about traditional abortion and its high death rate in order to raise your awareness about the issue.

What is meant by traditional abortion ? Well, traditional abortion is any abortion made with traditional decoction or an abortion done by a person other than a specialist doctor. It is practised in very non-secured conditions and this has disastrous consequences. It can result in the death of both the foetus and the pregnant woman. And studies say that the death rate caused by traditional abortion in Africa is very high. It is one of the main causes of mortality among young people.

To stay safe from all of this, I invite you to avoid abortion. And if you are compelled to do it because your own life is at stake, please, see a specialist doctor so that it is done in safe and healthy conditions.

Thanks for listening attentively to me.

TASK B : Example of article

6 points

YOUNGSTERS FACE THE THREAT OF DRUG ADDICTION

Young people all over the world are under the threat of drug addiction nowadays. They use drugs in all their forms, smoking, swallowing tablets or injecting them. How did this situation happen ? What are the consequences of this phenomenon ? And what solutions to save the youth ?

The causes of the addiction to drugs are to be found in their bad companionship, the desire to fit in a group, the peer pressure. Sometimes, young people are influenced by their parents who are smokers. They start by cigarette smoking as things go on, they end up smoking drugs and get used to it. The consequences of drug addiction are horrible for the youth, their families and the whole nation. At the personal level, young people are trapped in juvenile delinquency. They will also have a lot of health problems like lung cancer, loss of appetite and can die of an overdose. This is not only a problem for the youth but their families also will suffer from this situation and the whole nation as well.

To save young people from this danger, the most effective way is to make them aware of the phenomenon and avoid getting caught in the trap of drug use.

Tim ROSS

TEST 2 : CORRIGE	BAREME
PART ONE : READING FOR COMPREHENSION (40% or 8 points)	
A- VOCABULARY (10% or 2 points)	
Accorder 0,25 point par réponse juste.	2 points
Example : 1- everyday = daily	0,25
2- attached = tied	0,25
3- absence = lack	0,25
4- difficult = burdensome	0,25
5- hungry = famished	0,25
6- concentrated = focused	0,25
7- promote = foster	0,25
8- cooperation = teamwork	0,25
9- unperturbed = unfazed	0,25
B- COMPREHENSION CHECK (30% or 6 points)	
Accorder 0,75 point à chaque bonne réponse.	6 points
1- Yes, sports are important. In our lives, sports are quite significant. Everyone is aware of how crucial sports and games are to daily life.	0,75
2- Until he learns to sit, the child plays by shaking his legs and arms.	0,75
3- Humans and animals participate in the same games like polo, and horseback riding.	0,75
4- Exercise is food for the body.	0,75
5- Work is burdensome without playing.	0,75
6- Playing games frequently helps us stay in good health. They keep us energized, vigilant, focused, lively, and courageous.	0,75
7- Games foster a sense of teamwork, good sportsmanship, and calmness.	0,75
8- Sports and games are only considered a kind of amusement in India.	0,75

PART TWO : LANGUAGE IN USE (30% or 6 points)

TASK A : Accorder 0,5 point à chaque réponse juste.

3 points

Example : 1 – come apart

2 – come to an agreement

0,5

3 – come to an end

0,5

4 – come on time

0,5

5 – come into play

0,5

6 – come close

0,5

7 – come to a decision

0,5

TASK B : Accorder 0,5 point à chaque bonne réponse.

3 points

There **are** many kinds of sports that are undertaken by a wide variety **of** people. Some people do sports for **their** career and **other** people do sport for enjoyment and recreation. Some sports, like cricket, require the **use** of a lot of equipment, while **others** need very little in order to successfully play a game in that sport.

PART THREE : WRITING (30% or 6 points)

6 points

TASK A : Example of paragraph

Sports are very important in the mental and physical development of individuals. There are two main types of sports and each type plays an essential and unique role. We have individual sports like tennis, golf, wrestling, boxing, racing etc which develop in individual competitiveness, determination, ingenuity and hard work.

Besides, we have collective or team games which teach us the values of teamwork, cooperation and discipline. Team or collective sports teach us many social values like love, unity, friendships and collaboration in the pursuit of the collective objective.

Individual or collective, any sports have a positive impact on our health. With the regular practice of sports, we are always in good physical condition.

In one word, sports help people develop well physically and mentally.

TASK B : An example of an argumentative essay

Teaching sports at school or not teaching sports at school. This is one of the most debated topics in the field of education.

As for me, it is a really good thing to teach sports to kids at school.

People who are against the idea of teaching sports at school say that it is worthless as it is a physical activity whereas, at school, the main objective is the development of the intellect of the pupils. They also say that sports are sometimes brutal and this can result in some injuries for the pupils. In addition, sports create rivalries because people during competition while students must be friends when they are in the same class.

From what we see above, there are valuable reasons to be against the teaching of sports at school.

However, teaching sports at school is very good to do for many reasons. First of all, sports teach competitiveness and determination to pupils. Through sports, they understand that you only reach your goal by hard work and constant effort. Secondly, students who practise sports are more alert in solving any situation. Thirdly, collective sports like football, handball and basketball teach collaboration, unity and friendship. These are also social values important in life. Finally, sports help children develop physically as they will have strong bones and be in good health.

To conclude, we can say that sports are good to be taught at early ages to pupils to help them grow well physically and mentally. So whatever people may think their arguments are weak. Sports at school are to be encouraged and reinforced.

TEST 3 : CORRIGE	BAREME
PART ONE : READING FOR COMPREHENSION (40% or 8 points)	2 points
A- VOCABULARY (10% or 2 points)	
Accorder 0,25 point par réponse juste.	
Example : 1- c	
2- e	0,25
3- i	0,25
4- a	0,25
5- j	0,25
6- d	0,25
7- h	0,25
8- f	0,25
9- b	0,25
B- COMPREHENSION CHECK (30% or 6 points)	6 points
Accorder 1/2 point à chaque bonne réponse.	
1- Wildlife conservation is the practice of protecting plant and animal species and their habitats.	0,75
2- Yes, wildlife is important. As part of the world's ecosystems, wildlife provides balance and stability to nature's processes.	0,75
3- The goal of wildlife conservation is to ensure the survival of animal and plant species, and to educate people on living sustainably with other species.	0,75
4- Population growth causes a faster consumption of natural resources.	0,75
5- The five dangers faced by wildlife are the introduction of invasive species from other parts of the world, climate change, pollution, hunting, fishing and poaching.	0,75
6- The international organizations which help in wildlife conservation are World Wildlife Fund (WWF), Conservation International, the Wildlife Conservation Society and the United Nations.	0,75
7- ESA is the Endangered Species Act. Its role is to protect various species.	0,75
8- Environmental filmmakers and photographers are documenting and bringing attention to endangered wildlife all over the world.	0,75

PART TWO : LANGUAGE IN USE (30% or 6 points)

3 points

TASK A : Accorder 0,5 point à chaque réponse juste

Example : 1 – come apart

2 – that

0,5

3 – than

0,5

4 – by

0,5

5 – what

0,5

6 – in

0,5

7 – and

0,5

TASK B : Accorder 0,5 point à chaque bonne réponse

3 points

1- The poachers are being tracked by wildlife scouts. (Example)

2- Numerous leopards were killed last year by poachers.

0,5

3- Poaching will be forbidden soon by all nations.

0,5

4- Illegal hunters are prosecuted by wildlife organizations.

0,5

5- Laws to protect wildlife must be voted on by governments.

0,5

6- The life of a baby bear is saved by WWF.

0,5

7- The preservation of biodiversity is campaigned for by National Geographic Channel.

0,5

PART THREE : WRITING (30% or 6 points)

TASK A : An example of speech

3 points

Ladies and gentlemen,

It's a great pleasure for me to talk to you about the important issue of wildlife conservation. I must say that it is really important to preserve wildlife because it participates to the balance of the ecosystem.

Wildlife, today, is endangered by human activities like poaching, hunting, plantation creation, bushfire etc. by all these activities, humans destroy the environment, many plant species and the habitat of many animal species. This causes the extinction of some species.

To preserve wildlife, the authorities must take some strong measures to punish poachers and other actions that jeopardize wildlife. Zoos also can help in preserving some animal species. Scouts must be recruited, trained and equipped with weapons to fight against poaching and track those who practise it.

Wildlife conservation is very important for the balance of the ecosystem and it supports biodiversity. So, let's be all nature's friends by protecting it.

TASK B : An example of a formal letter

3 points

P.O Box 45 Kumasi (Ghana)

May 15th 2023

The Minister of Environment of Ghana

Object : Complaining about the destruction of the green cover of Obuasi

Dear Sir,

With all due respect, I am writing to you to complain about the destruction of the forest near the village of Obuasi by a timber company. In fact, the timber company named Donkor Lodging is cutting down all the trees of Obuasi's forest since the beginning of the year. Despite the complaint of the villagers, they continue their illegal activity.

The consequences of the activity of the lodging company are numerous and disastrous. Many plantations are destroyed, the environment is damaged and the rainfall is low now. As a result, the crops fail to produce and there is a famine in the village. The villagers are angry about the situation and all their efforts until now to put an end to the situation remained fruitless. The destruction of the forest still continues.

If you could take some steps to put an end to this activity, it will do a lot of good to the rural populations who are suffering from the drawbacks of this illegal activity.

I look forward to vigorous actions from you to solve the issue for the welfare of the population and the environment.

Yours sincerely.

Charles ATTAA

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