

Title: Learning situation n°1: Natural resources

Objectives: At the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures to talk and write about natural resources.

Reference books: Go For English 2ndes, Teacher's guide 2ndes, study programme of 2ndes

Starter Situation:

Objective: At the end of this lesson, learners will be able to say what is meant by the term “natural resource”, talk about some natural resources in their country and make the difference between natural resources and man-made resources.

Materials needed: Printed picture of gold in colour or displayed through a projector, a laptop, a tablet or a cell phone; chalk and chalkboard + duster

Lead-in Show students some pictures of gold and ask them the following questions: **Collectively done: 05 minutes**

- What is it?
- Where can you get it in Benin?
- What is it used for?
- What type of resource is it (a natural resource or a man-made resource)?

The teacher then introduces the title of the learning situation.

Suggested answers:

It is gold. It is used to make jewels, medals or decorations. It is a natural resource

Starter Situation

Objectives:

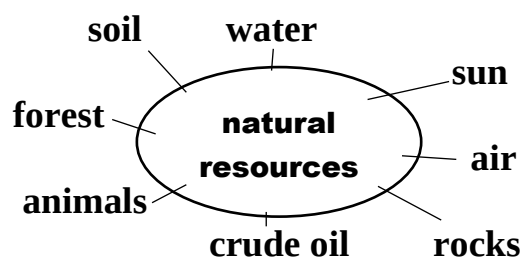
- Learners should be able to distinguish natural resources from man-made resources
- Cite some man-made resources
- Cite some natural resources

Activity: Orally done and collectively: 20 minutes

- List some man-made resources
- List some natural resources. Why do we call them natural resources?

Suggested answers:

- Some man-made resources are: books, pens, cars, motorbikes, chairs, TV sets, planes, etc.
- Some natural resources:



Note taking: 10 minutes

Picture



Reading comprehension:

Objective: To give learners practice in reading and give them an idea about the importance of forests for scientists, healers and the local inhabitants of Tai. They will also understand the harm done to forests by timber companies and think of preserving the trees in their area.

Materials: Go For English 2nde; chalk; chalkboard; duster.

Duration: 1H45

Pre-reading phase

Activity 1: Brainstorming (oral answers 10 min)

- 1- Have you ever planted a tree?
- 2- Do the people in your area often cut down trees? What for?
- 3- What can be the importance of trees in your life?

Activity 2: Pre-vocabulary: ((10 min)

a. Ask students if they know the meaning of these words. If they don't, explain the words to them or allow them to use a dictionary to discover the meaning of these words.

- **Logging companies** = companies which are permitted by authorities to cut down trees and sell timber.
- **Break the rules** = fail to obey the rules / do what you are not permitted to
- **Complain** = protest against a person's acts because it is wrong for you or for your community / say no to / denounce
- **Rainforest** = dense forest rich in biodiversity with consistently heavy rainfall. Such forests are found in tropical areas
- **Carry out research** = conduct research / do research

b. **Fill in the gaps with the right vocabulary word:**

1. Students should notof the school.
2. There is climate change in our country because people have destroyed the
3. The carpenters of this town buy timber from
4. If you have a bad behaviour at school, your teacher will to your parents.
5. Scientists usually

Individual work: 05 minutes collective work: 03 minutes note taking: 10 minutes

While-reading phase

Activity 1: Read the text silently and answer these questions: (ind + group + plenary 30 min)

- 1- Find out from the text two wrongs things that logging companies sometimes do.
- 2- When the logging companies break the rules, what do local inhabitants do?
- 3- How many plants and trees are named in the text? List them
- 4- The text mentions two kinds of people who value the forest's plants. Name them.
- 5- Which of the following fields should benefit from research into the forest's plants?
Name the two that are mentioned in the text.

Education - agriculture – law – transport – health – leisure

Activity 2: Who or what do the words in Box 1 refer to in box 2? (see in the book, page 3)
(ind + group + plenary 15 min)

Post-reading phase:

Discussion:

- You live in a community where people have been cutting down too many trees to make charcoal; which is not good for biodiversity. What can you do so as to stop deforestation? (Suggest three practical actions that you can take.)

(20 minutes)

Note taking 15 min

Homework:

A. Which word in the text means the same or nearly the same as:

- 1- Importance (paragraph 1)
- 2- Goals (P1)
- 3- Allowed (P1)
- 4- Important (P1)
- 5- Spread (P2)
- 6- Drugs (P3)
- 7- Give (P4)

B. Translate paragraph 1 in French.

Suggested answers:

Pre-reading phase

Activity 1: brainstorming

Questions 1 & 2: Students answer based on their social realities.

Question 3: People usually cut down trees for firewood, charcoal, and farming. (students may give some more reasons)

Activity 2: gap filling

1. Break the rule
2. Rainforest
3. Logging companies
4. Complain
5. Carry out research

While-reading phase

Activity 1: Answering questions based on the text:

1. Two wrong things that timber companies sometimes do:
 - They cut more trees than they are permitted to;
 - They cut down trees which are useful to the local inhabitants
2. The local inhabitants complain and try to make them obey the regulations.

3. Three plants and trees are mentioned in the text: henbane, the cola plant and the African willow tree
4. Agriculture and health are the fields which should benefit from research into the forest plants.

Activity 2: Matching

- They also know → people who live in or near the Tai forest
- They cut → the logging companies
- They are identifying → scientists
- Their work → the logging companies

Post-reading phase:

Students' personal responses

Homework:

A. Vocabulary

- 1- Importance = value
- 2- Goals = purposes
- 3- Allowed = permitted
- 4- Important = useful
- 5- Spread = extended
- 6- Drugs = medicines
- 7- Give = provide

B. Translation

Les gens qui vivent dans la forêt de Tai ou non loin d'elle connaissant la valeur des arbres de ces forêts et les exploitent pour plusieurs fins. Ils savent également que certaines sociétés d'exploitation forestière brisent les normes qui régissent leur travail en coupant plus d'arbres qu'il leur est permis. Très souvent, ils abattent aussi des arbres qui sont utiles aux habitants locaux. Par conséquent, les gens se plaignent et essaient de leur faire respecter les principes.

Writing activity

Objectives: At the end of this activity, learners will be able to write a paragraph about the importance of forests.

Materials: Chalk; chalkboard; duster

Duration: 1H15

Pre-writing phase:

The teacher writes on the board the following activity (students give their answers orally and then write it on the board) **(individual + pair + plenary 30 min)**

Answer these questions:

- How are forests useful to these people or things?

- | | | | |
|------------------------|-----------------------------|--------------|-------------|
| a) Traditional doctors | b) hunters | c) villagers | d) builders |
| e) Governments | f) the climate of a region. | | |

Suggested answers:

- a) Traditional doctors use the leaves, barks and roots of forest trees to treat diseases.
- b) Hunters go to the forests to kill animal. They sell the meat to people and make money.
- c) Villagers pick fruits from the forests trees. They also use plants' leaves for cooking. They cut trees to make charcoal for firewood.
- d) Builders cut trees to make timber. Carpenters use timber to make furniture (tables, benches, windows, etc).
- e) The governments collect taxes from timber companies. They use the money to build infrastructures (schools, hospitals, markets, roads, etc.)
- f) The forests regulate the climate. It contributes to a good rainfall; which is important for farming.

While-writing phase:

Based on your answers of the previous activity, write a coherent paragraph about the importance of forests. After the allotted time, the teacher chooses two students to write their productions on the board while the other students take turns reading their written paragraphs out loud.

Individual + collective work: 30 min

Post-writing phase:

The teacher asks students to fix some errors in the paragraphs on the board and they copy in their lesson books, the best sample.

(15 minutes)

Note taking: 15 minutes

Teacher's sample of writing:

Forests play a vital role in our life. First and foremost, they regulate the climate and provide a good rainfall; which is very important for our survival. Besides, traditional and modern medicines exist thanks to the forest's plants. Without these medicines, humans would die of various diseases. Moreover, we get some of our food items such as fruits and meat from the forest. These food items are important in terms of children's physical development and the preservation of our organism against diseases. It's also worth mentioning that the people who live in villages get firewood for cooking from the forest. Most of these

people do business based on the forest's trees by making and selling charcoal. Last but not the least, builders use forests trees to make timber and furniture such as chairs, tables, etc. To round off, life on Earth would be impossible if there were no trees. We should then be aware of that and save these natural resources by replanting trees when we cut some for our daily needs.

Reading skill: Understanding examples

Objectives: At the end of this lesson, learners will be able to identify examples in a text and use the right expressions and patterns in order to give examples.

Materials: Go For English Seconde; chalk; chalkboard; duster

Duration: 1H05

Implementation:

Activity 1: The text on page 3 mentions substances which have particular medicinal uses. give an example of each substance and names a plant which contains it. Read the text again. Then copy and complete the table on page 4, choosing from these expressions:

Individual work: 15 minutes

Collective work: 10 minutes

For example, relief of pain and insomnia, like, treat rheumatism, henbane, relieving depression, salicin, caffeine, cola plant.

Suggested answers:

Word / words that introduce the example	Name of substance	Name of plant	Use of substance
Such as	Alkaloids	Henbane	For the relief of pain and insomnia
Like	Caffeine	Cola plant	For relieving depression
For example	Salicin	African willow tree	To treat rheumatism

Activity 2: Writing (page 4) individual work: 10 minutes collective work: 05mins

Expected answers:

1. For example
2. Such as / as
3. Such as / like
4. Such as / like

Activity 3: Write two sentences to give examples. Use “example” in the first sentence and “such as” or “like” in the second one. (15minutes)

Students read the sentences to the text and write it on the board.

Note taking: 10 minutes

“If you fail to plan, you plan to fail” Benjamin Franklin

SDM

Vocabulary: Health

Objectives: At the end of this lesson, learners will be able to ask for concern the right expressions; they will also be able to answer to the question “what’s wrong...?” and use the prefix –anti appropriately.

Materials: Go For English 2nde; chalk and chalk; duster.

Duration: 1H05

Activity 1: The teacher reviews the following parts of the body with students: **(05 min)**

Hand arm knee leg finger foot elbow shoulder

Activity 2: Complete these sentences with the right part of the body based on the pictures on page 5. **(individual + collective work 08 mins)**

1. Paul has hurt his
2. Julie has got a pain in her
3. Issa’s hurt his
4. Awa’s got a pain in her
5. Pierre has hurt his
6. Fatou has got a pain in her
7. Annelise’s got a pain in her
8. Ibrahim has hurt his

Expected answers :

1. Shoulder
2. Elbow
3. Hand
4. Arm
5. Knee
6. Foot
7. Leg
8. Finger

Activity 3: Speaking: (10min)

Read these dialogues:

Dialogue 1:

Student 1: What’s wrong with Paul?

Student 2: He’s hurt his shoulder.

Dialogue 2:

Student 1: What’s the matter with Paul?

Student 2: He’s got a pain in his shoulder.

Note: To ask for information about concern, we say: **What’s wrong / the matter with ...?**

To answer to this question, we can say: I’ve hurt my(part of the body) or I’ve got a pain in my(part of the body)

Activity 4: Build up similar dialogues with your partner. Ask questions about the different names in the pictures on page 5. The teacher chooses some pairs of students to role-play. They act out one of the discomforts of the people in the pictures.

(pair+collective work: 15min)

Activity 5: Matching (page 5) **Individual + collective work: 15 minutes.**

Expected answers:

An antibiotic **fight**s bacteria

an anti-aircraft gun **is used against** planes

An anti-cancer drug **fight**s against cancer an antidote **works against** poison

Antisocial behaviour **harms** society

an anti-tank weapon **is used against** tanks

Note taking: 10 minutes

Homework: Vocabulary 1 (pages 12 & 13)

Expected answers:

1. Wrong
2. Pain
3. Medicine
4. Indigestion
5. Antidote
6. Treatment
7. From
8. Relieve
9. The matter

Communication: What is it used for?

Objectives: At the end of this lesson, learners will be able to say what a thing is used for using varied phrases and patterns.

Materials: Go For English 2nde; chalk; chalkboard; duster; pen

Duration: 68 minutes

Implementation:**Lead-in: (03minutes)**

The teacher shows students the duster and ask: “what is the duster used for?”

Answer: The duster is used to clean the board.

The teacher asks another question: “What is a pen used for?”

Answer: It is used to write.

Teacher: Is it important to know what a thing is used for?

Ok, today we are going to learn different ways to say what a thing is used for.

Activity 1: Study the conversation on page 7. Then copy and complete following patterns appropriately: **individual + group + collective work: 20 minutes**

- Used as +
- Used for +
- Used for +
- Used to +

Expected answers:

Used as / + noun

Used for + gerund

Used for + the + noun + of

Used to + base form of the verb

Activity 2: Read these sentences and draw a rule: **(individual + collective work: 15mins)**

1. I use these leaves to treat malaria.
2. I use the leaves for treating malaria.
3. I use these leaves for the treatment of malaria.

Rule: When the sentence is in active voice, we have the following patterns:

- Subject + use + object + to + base verb ...
- Subject + use + object + for + gerund
- Subject + use + object + the + noun + of ...

Activity 3: Writing (gap filling, page 8) **individual + pair + collective work: 15min**

Expected answers:

1. As 2. To 3. To 4. Transport 5. Teaching 6. As 7. Ploughing
8. As 9. For 10. To

Activity 4: Choose one of the natural resources below and write sentences to say what it is used for. Then read our sentences to the class. Use varied patterns

The land water gold the sun the sand trees

Examples: The land is used for farming. / We use the land for farming

(individual + collective work: 15 min)

Note taking: 15min

Homework: communication 1 (page 13)

Expected answers:

1. For / to / as 2. To / for 3. To / as / for 4. As / for

Note: used for / use for + purpose

Speech: Stress

Objective: At the end of this lesson, learners will be able to know what is meant by stress and pronounce some words applying the right stress.

Materials: Go For English 2nde; chalk, chalkboard and duster.

Duration: 45 minutes

Lead-in: (05 minutes) The teacher pronounces these words and asks students to say what they notice about how the voice changes at the level of some syllables:

Nationality conversation condition

Ask the student if this applies to the pronunciation of French words. Pronounce the French equivalents of these words to see the difference of how some syllables are pronounced with more force than others in English.

Teacher “In a word, some syllables are pronounced with more force than others. This is called “stress”. In English words of more than one syllables are stressed. It is important to know which syllable is stressed to pronounce the word very well and communicate efficiently while speaking. Today we are going to learn how to stress some words.

Activity 1: Say these words stressing the syllables in colour. (page 7) **20 minutes**

What is your remark about the stress of words ending in –tion or –sion?

Activity 2: Copy the words in the list below and underline the syllables which should be stressed. Then practise saying the words. (page7) **(20 minutes)**

Vocabulary: Forming adjectives and adverbs

Objective: At the end of this lesson, learners will be able to form adjectives and adverbs appropriately based on nouns.

Materials: Go For English 2nde; chalk, chalkboard and duster.

Duration: 1h20

Implementation:

Lead-in: (05 minutes)

The teacher says “Penjari is a national parc” and asks students to tell him the adjective used in the sentence.

The teacher says “I occasionally visit Penjari” and asks student to tell him which adverb is used in the sentence.

Teacher: “While speaking, we use adjectives and adverbs. It is important to know how to form these adjectives and adverbs. So, that’s what we are going to learn through this vocabulary lesson.”

Activity 1: Read these sentences. The healers in my village use traditional medicines to cure diseases. **(individual work + pair + collective work: 20 minutes)**

1. In my village, diseases are cured traditionally.
2. The protection of trees is a global issue.
3. The issue of the protection of trees is discussed globally.

Instructions:

- a. Write the adjectives in one column and the adverbs in another column.
- b. How are the adjectives formed? How about the adverbs?
- c. Draw a conclusion.

Suggested answers:

a. Adjectives:	adverbs
Traditional	traditionally
Global	globally

b. Formation

Traditional = tradition (noun) + al	traditionally = traditional (adjective) + ly
Global = globe (noun) + al	globally = global (adjective) + ly

- c. **Conclusion:** We can form adjectives by adding –al to the noun. To form adverbs, we add –ly to the adjectives.

Usage:

- An adjective describes a noun

Example: She plays in our national team. (national describes team)

- An adverb may qualify a verb, adjective or clause.

Example: This music is universally popular. (universally qualifies popular)

Activity 2: Complete the table on page 9. (**individual + group + collective work: 25 min**)

Expected answers:

Noun	Adjective	Adverb
Nation Tradition Occasion	National Traditional Occasional	Nationally Traditionally Occasionally
Race commerce	Racial Commercial	Racially Commercially
Geography History	Geographical Historical	Geographically Historically
Colony Industry	Colonial Industrial	Colonially Industrially

Activity 3: Choose a suitable adjective in –al an adjective in –ally for each gap. Write it in your exercise book. Form each adjective or adverb from one of the words in the sentence.

Individual + collective work: 15 minutes

1. Each nation has aanthem: a special song of praise and loyalty.
2. A fruit that grows in the tropics is afruit.
3. This is my usual newspaper. Iread it after lunch.
4. An injury to the spine is ainjury.
5. This wrestling match is an annual event. It takes placeafter the maize harvest.
6. As the captain of the local football team, Ibrahim is well-known
7. Crops grown for commerce arecrops.
8. The administrator of a region is theadministrator.

Expected answers:

1. National 2. Tropical 3. Usually 4. Spinal 5. Annually 6. Locally

7. Commercial 8. Regional

Activity 4: Write one sentence with an adjective and another sentence with an adverb of your choice from the adjectives and adverbs in the table. Read your sentences to the class.

Individual + collective work: 10 minutes

Debriefing: (05min)

What have you learnt today?

How is it going to be important to you?

Note taking: (15mins)

Homework: Complete the following sentences with the right word from the ones in brackets.

1. Dantopka is an (internation /international / internationally) market.
2. People practise various (commerce / commercial / commercially) activities in the town where I live.
3. People cut down trees all over our (nation / national / nationally).
4. Do you know the (history / historical / historically) of the sacred forest of Kétou?
5. Is this plant known (universe / universal / universally)?
6. There is an (industry / industrial / industrially) factory in my village.
7. My friend likes exploring the (nature / natural / naturally).

Expected answers:

- | | | | | |
|------------------|---------------|-----------|------------|----------------|
| 1. International | 2. Commercial | 3. Nation | 4. History | 5. Universally |
| 6. Industrial | 7. Nature | | | |

Communication: Making suggestions

Objective: At the end of this lesson, learners will be able to make suggestions using the right phrases and patterns. They will be able to respond to suggestions as well.

Materials: Go For English 2nde; chalk; chalkboard; duster.

Duration: 1h35

Implementation:

Lead-in: 05 minutes

When your friend tells you about a problem that he has, what do you do to help him?

Answer: I propose him some ideas which can help him / I make him suggestions.

Teacher: Is it important to make suggestions? Why?

Answer: Yes, it is. We don't always know what to do when we have a problem. So we may need other people's ideas.

Teacher: Today, we are going to learn how to make suggestions in English.

Activity 1: Read these dialogues:**Dialogue 1:**

Naman: Hello Ignace.

Ignace: Hi Naman. How do you feel?

Naman: I'm very hungry, Naman. And my parents are not at home.

Ignace: I see. Why don't you pick some mangoes and eat?

Naman: That's a good idea. I didn't think about it.

Dialogue 2:

Rose: Welcome Paul.

Paul: Thank you, Rose.

Rose: Shall I give you some fresh water?

Paul: Sure! I'm so thirsty.

Dialogue 3:

Kèmi: Hello Fifamè.

Fifamè: Hi Kèmi. How do you feel this morning?

Kèmi: I have a terrible headache.

Fifamè: What about going to the doctor's?

Kèmi: I don't have money, Fifamè.

Fifamè: I could give you some.

Kèmi: Really? That will allow me to get cured.

Fifamè: Take this money and go to the hospital now. I hope you feel better.

Kèmi: Thank you, Fifamè.

Fifamè: You would have done the same for me.

Instructions: individual + pair + collective work: 30 min

- Complete the following table based on the dialogues.
- Draw a conclusion

Suggestion	Suggestion phrase	Sentence pattern	Response to the suggestion
1. Why don't you pick some mangoes and eat?	Why don't you ...?	Why don't you + base verb ...?	That's a good idea. I didn't think about it.
2.			
3.			
4.			

Expected answers:

- Completing the table:

Suggestion	Suggestion phrase	Sentence pattern	Response to the suggestion
1. Why don't you pick some mangoes and eat?	Why don't you ...?	Why don't + subject + base verb ...?	That's a good idea.
2. Shall I give you some fresh water?	Shall?	Shall + subject + base verb ...?	Sure!
3. What about going to the hospital?	What about?	What about + gerund ...?	-
4. I could give you some money.	Could	Subject + could + base verb ...	Really?

- **Conclusion:** To make suggestions, we use varied phrases and patterns:

- Why don't / doesn't / didn't + subject + base verb ...?
- Shall + subject + base verb ...?
- What about / how about + gerund ...?
- Subject + could + base verb ...

To respond to a suggestion, we can say:

- Sure!
- That's a good idea.
- I didn't think about it.
- Really?

Activity 2: Writing. Gap filling, page 10. (ind + pair + col work: 15 min)

Expected answers:

Shall; Could; flying; that; don't; invite; why; how; don't;

Activity 3: Reorder these words to write meaningful sentences: **ind + collective work: 15 min**

1. Don't / ask / help / for / ? / their / why / you
2. About / at / how / fetching / water / ? / some / the
3. Could / her / firewood / give / . / we
4. Windows / shall / the / open / I / ?

Expected answers :

1. Why don't you ask for their help?
2. How about fetching some water at the river?
3. We could give her firewood.
4. Shall I open the windows?

Activity 4: Speaking in pairs. Your class wants to give a farewell present to a much-loved teacher who is going to leave your school soon. Decide what to give this teacher, using the ideas on cards A and B and ideas of your own. (page 10) **15 min**

(Card B is on page 135)

Note taking: **15 min**

Homework: communication 2 (page 13)

Expected answers:

1. Don't
2. Could
3. Why
4. About
5. Shall

Punctuation: What is a sentence?

Objective: At the end of this lesson, learners will be able to identify the main clause and the subordinate clause in a sentence. They will be able to write sentences appropriately using the right conjunctions to link both clauses.

Materials: printed picture / laptop / projector / tablet; chalk; chalkboard; duster.

Duration: 1H15

Implementation:

Activity 1: Read the following sentences: individual + collective work: 15 min

- a. There will be climate change in our region.
- b. There will be climate change in our region if you cut down trees.
- c. If you cut down trees, there will be climate change in our region.
- d. The sun slowly set, hiding the hills from our sight.

Instructions:

- A. How many clauses are there in each sentence? What do we call these clauses?
- B. Complete this table with the clauses in the above sentences:

Sentences		
Subordinate clause	Main clause	Subordinate clause

- C. Remove the subordinate clause in each sentence. Can the main clause stand on its own as a sentence?
- D. Remove the main clause in each sentence. Can the subordinate clause stand on its own as a sentence?

Activity 2: Look at the picture below: (collectively done: 05 minutes)

- a- What is it?
- b- This vehicle has two main parts: the engine and the carriage. Identify these parts.

- c- Which part is more important than the other? Justify
d- Can a sentence be compared to this vehicle? Why or why not?



Activity 3: Now write one of these words for each gap in the sentences below: **ind + pair + col work: 15 min**)

Subordinate engine sentence subordinate clause carriage main

1. Every sentence has a main clause.
2. Just as ancan move by itself, so aclause can stand by itself as a sentence. (example: sentence a above)
3. Just as an engine sometimes pulls a, so a main clause sometimes has awith it.
4. Just as a carriage does not move by itself, so aclause cannot stand on its own as a

Activity 4: Write your personal sentences. Introduce the subordinate clause with one of the words below. Read your sentence to the class. **(15 min)**

After as because before if since where which while who
when although

Debriefing: 10 min

"If you fail to plan, you plan to fail" Benjamin Franklin

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- What have you learnt?
- How can it be useful to you?

Note taking: 15 min

Homework: Writing, page 11

Suggested answers:

Activity 1:

A.

1. a. one clause b. two clauses c. two clauses
2. two clauses

B.

Sentences		
Subordinate clause	Main clause	Subordinate clause
	a. There will be climate change in our region	
	b. There will be climate change in our region	If we cut down trees.
c. If we cut down trees,	There will be climate change in our region.	
	d. The sun slowly set,	Hiding the hills from our sight.

C. Yes, the main clause can stand by itself as a sentence when we remove the subordinate clause.

D. No, the subordinate clause cannot stand by itself as a sentence when we remove the main clause.

Activity 2:

- a. It is a train.
- b. The engine is the part in yellow and the carriage all the remaining.
- c. The engine is more important than the carriage because it pulls the carriage. So, if the engine is removed, the carriage will not move anymore.
- d. Yes, it can. The main clause plays the role of the engine and the subordinate clause that of a carriage because the subordinate clause can't be meaningful without the main clause.

Activity 3: Gap filling

2. engine / main
3. carriage / subordinate
4. subordinate / sentence

Homework correction: The people of Mauritania look after their date trees very carefully. They have to water them regularly when the first dates appear; because there is no rain at that time. Dates are very useful because they are almost the only source of vitamins in the desert. This is why picking them is a very important event. Without using ropes or anything else to help them, experience climbers go up the trunks and pick the fruit. People eat many of the dates while they are still fresh. Some of the dates are made into a paste which can be kept for most of the year. If a family has more dates than it needs, it sells them in a nearby market.

Composition: A formal letter

Objective: At the end of the lesson, learners will be able to write appropriately a formal letter in order to complain about a specific issue.

Materials: Go For English 2nde; chalk; chalkboard; duster.

Duration: 1H15

Implementation:

Lead-in: 05 minutes

Teacher: The people in your area have been collecting the sand for business purposes. This has caused soil erosion. You think that if they don't stop, the environment in your area will be impacted negatively. You want to inform the Minister of the environment about this problem. How can you send your message to the Minister?

Answer: I can write a letter to the Minister.

Teacher: What do we call a letter that we send to an official (Mayor / Principal / Minister, etc.) ?

Answer: It is a formal letter.

Teacher: Today, we are going to learn how to write a formal letter in English. This will help you to convey a message to an official at a distance.

Activity 1: Read the letter on page 12 and answer these questions: **individual + group W + collective work: 30 minutes**

1. Who has written this letter?
2. What is the point of the letter (writer's intention)?
3. What are the different parts of this letter?
4. How many paragraphs are there? What is each paragraph about?

Suggested answers:

1. ALICE NSIAH has written the letter.
2. The writer wants to inform the authority about the destructions of trees on her area and ask him to put an end to it.
3. Sender's address; date; receiver's name + position+ organisation + address; salutation; body of the letter; subscription; writer's signature + printed name.
4. There are four paragraphs.
Paragraph 1 is about the point of the letter
Paragraph 2 is about details. It clearly presents the problem.
Paragraph 3 is about the consequences of the problem for the local inhabitants of the area.
Paragraph 4 is about the actions the writer wants the official to take so as to solve the problem.

Layout of a formal letter

Sender's address	
Date	
Name of Receiver	
Position	
Organisation	
Address	
Salutation	
.....	
.....P1.....	
.....	
.....	
.....P2.....	
.....	
.....	
.....P3.....	
.....	
.....	
.....P4.....	
.....	
.....	
Subscription	
Signature	
Printed name	

Guidelines: (page 11)

Activity 2: Below is the content of a formal letter displayed in disorder. Put it in the right order to write a meaningful letter. **(individual + collective work: 20 minutes)**

Dear Mr

20 th December 2020

P.O.Box 125
Toucountouna
Benin

Mr

The Mayor
Toucountouna District
PoBox 53

Yours sincerely

Signature
Printed Name

I would like you to kindly look into the matter and take some appropriate actions so as to put an end to this issue.

First, we can't sleep very well at night; which is not good for our health. Besides, our children are not able to learn their lessons. We are worried about their school performance.

The people in our locality play loud music from the evening till late at night. This loud sound especially comes from the pubs in our locality and some of the local inhabitants in times of traditional ceremonies. This disturbs us in different ways.

I am writing to bring to your kind concern about the noise pollution that we have been facing for a long time in our area and ask you to put an end to it.

Expected answer

P.O.Box 125
Toucountouna
Benin

20 th December 2020

Mr
The Mayor
Toucountouna District
PoBox 53

Dear Mr

I am writing to bring to your kind concern about the noise pollution that we have been facing for a long time in our area and ask you to put an end to it.

The people in our locality play loud music from the evening till late at night. This loud sound especially comes from the pubs in our locality and some of the local inhabitants in times of traditional ceremonies. This disturbs us in

First, we can't sleep very well at night; which is not good for our health. Besides, our children are not able to learn their lessons. We are worried about their school performance.

I would like you to kindly look into the matter and take some appropriate actions so as to put an end to this issue.

Yours sincerely

Signature
Printed Name

Note taking: 20 minutes

Homework: The hunters of your area have been burning the forests of your village so as to kill animals. Write a letter to the Director of the Water and Forests of your department so as to complain about this situation and request actions to put an end to it. Your name is François Doko and your address is P.O.Box 221 OUASSA. The Director's address is P.O.Box 0552 Natitingou