Classe de Seconde

ANGLAIS

# CÔTE D'IVOIRE – ÉCOLE NUMÉRIQUE



**UNIT 4:** LOOKING FORWARD
**Skill:** SPEAKING
**Source**: Far Ahead, seconde
**Durée:** 55min

## LEAD IN

*Observe the following picture and answer the questions.*




Figure -1: Types of non conventional energy sources

- ✓ *What can you see?*
- ✓ *What do people produce with them?*

## LEARNING CONTEXT (SITUATION D'APPRENTISSAGE)

After attending a conference related to energy sources organized by your school English club, the students of 2A4 at Lycée Moderne Tengrela are discussing the types of energy and their impact in everyday life.

## Language Content

| LESSON CONTENT | | |
|---|---|---|
| **Vocabulary** | **Language function** | **Structure** |
| Firewood -oil - coal - Greenhouse effect -wind - dam | Expressing possibility with the suffixes **-able** and **-ible** | Word + **-able** / **-ible** |

### A. VOCABULARY related to energy sources

**Firewood** : wood that is cut for burning or making fire.
**Oil** : thick and dark liquid from underground used to produced petrol.
**Coal** : hard black mineral which is burnt to produce heat.
**Greenhouse effect** : gradual warming of the air due to heat emitted by pollution.
**Wind** : the moving air.
**Dam** : a special construction built across a river stopping the water to produce electricity.

**B. LANGUAGE FUNCTION** : Expressing possibility using the suffix **-able** or **-ible**

accept + **able = acceptable**
sustain + **able = sustainable**
combust + **ible = combustible**

Example: It is quite impossible to replace some natural resources. They are not **replaceable.**

**ACTIVITY 1** : *Circle the correct word between the two options. Number 1 is done as an example. Eg:* ***6 – Geothermal***

1. **Natural gas** / **Firewood** comes from underground and is mainly composed of methane.
2. Many people still burn **oil** / **firewood** for cooking in African villages.
3. The greatest part of electricity in Côte d'Ivoire comes from **wind** / **dams.**
4. The energy produced from plants is referred to as **coal** / **biofuel**
5. In 2011, a tsunami caused a disaster at a **solar** / **nuclear** power station in Japan.
6. **Geothermal** / **nuclear** energy is heat from the Earth.
7. **Wind** / **Solar** power uses the sun energy to produce electricity.
8. **Oil** / **Coal** is a black rock which is extracted underground.

**ACTIVITY 2** : *Complete the sentences with words formed with the suffix* **-able** or **-ible.**
Number 1 is an example.

1. Poaching some animal species is **punishable** by law. (*punish*)
2. Your attitude was not …… You must apologize. (*accept*)
3. We had an …… afternoon when we picnicked in the park. (*enjoy*)
4. Some viral diseases like Ebola are not …… (*cure*)
5. Nuclear waste is ……..……. (*not destroy*)
6. A …….. energy source replaces itself naturally. (*renew*)
7. Oil can be changed into gas. It is a ……resource (*convert* )

**ACTIVITY 3** : ***Complete the sentences with the following words from the box below. N°1 is an example***

| oil / reasonable / perishable / wind / greenhouse effect / convertible / advisable / renewable |
|---|

1) You're being ***reasonable***, you're using ***renewable*** energies.
2) It's clear that……. and coal are not renewable energies.
3) ……... can be……..…. into energy.
4) It's…….to use clean energies to avoid……..
5) Clean energies are not……

**Communication activity**: *In order to know most of the types of energy used in your area, a survey is conducted by your school English club. As the spokesperson, you are asked to report your findings orally to the whole group. In your talk,*

1. List the sources of energy most families use
2. Explain why some of these sources are clean or not
3. Give three actions you can take to promote the best sources of energy.

**Homework:** The Guinean government has decided to reduce the price of gas to allow most families to use it. After learning about that news, you decide to write a short article about different forms of energies and their advantages in the magazine of your English Club. In your article,

- List some new forms of energies
- Mention their advantages
- Suggest ways of engaging populations in the use of these new forms of energies.

**Additional resources**: www.essa-tlemcen.dz / www.teacherspayteachers.com