



LEÇONS D'ANGLAIS PREPAREES

NIVEAU : QUATRIEME

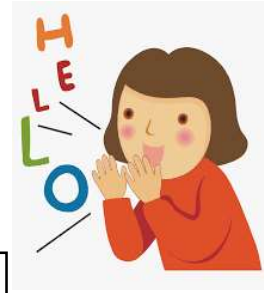


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UNIT 1



LIFE AT SCHOOL

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 1: WHERE DID YOU SPEND YOUR LAST HOLIDAYS?

SESSION 1

Source: English For All 4e

Learning context:







During the first English class, the teacher asks his students of 4ème 1 of College Moderne Solignougo to talk about how they spent the last holidays in order to share their experience to the rest of the class.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To spend holidays- to grow tomatoes- to weed- to swim in the river- to play football- to win a cup- to write a letter	Talking about past actions	A- Where did you spend your holidays? B- I spent my holidays in Abidjan.

INPUT PHASE

Vocabulary

 <p><u>To weed</u>: the children are weeding the garden</p>	 <p><u>To swim in the river</u>: the boy is swimming in the river</p>	 <p>To play football</p>
 <p><u>To win a cup</u>: Ivorian football players won the African Nation Cup in 2015</p>	 <p><u>To write a letter</u>: From Abidjan, Akpo is writing a letter to his parents in Ghana.</p>	 <p><u>To grow tomatoes</u> = to cultivate or plant tomatoes</p>

To spend holidays: To stay for the vacation. I spent my holidays in Bouaké.

Language function: Talking about past actions

To talk about past actions in English, we use the **simple past**:

Example: I **spent** my holidays in my village. I **helped** my father in the farm. I **swam** in the river with my friends.

PRACTICE PHASE

Activity 1: Fill in the gaps with the words or phrases below. Write like in the example.

Example: 6-play

<i>weed- write a letter- stayed- spent- grows- swim- play</i>

Abdul is a farmer. He ... (1)...maize and rice in his farm. His sons, Souleymane and Abu..... (2).....last holidays with him. They help him (3).....the farm to take out bad weed. When they finish, they go to the river to (4).... On Sundays, they don't go to the farm. They often ... (5).....to their Uncle and (6).... football in the afternoon. They ... (7).....all the holidays long with their father.

Activity 2: Answer the different questions using the phrases between brackets. Number one is done as an example.

1- What did Amara do yesterday? (swim in the river)

⇒ Amara **swam** in the river yesterday

2- What did Zana and Abou do last week? (weed the garden)

3- Where did Thomas spend his holiday? (in Accra, Ghana)

4- What did the Ivorian football team in 2015? (win the National Cup)

5- What did Aruna and his friends do yesterday? (play a football match)

Homework: Construct some sentences with the different words or phrases below in the past simple tense.

- to grow tomatoes
- to weed
- to write a letter
- to spend

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 1: WHERE DID YOU SPEND YOUR HOLIDAYS?

SESSION 2

Source: English For All 4^e

Learning context (Recall)

During the first English class, the teacher asks his students of 4ème 1 of College Moderne Solignougo to talk about how they spent the last holidays in order to share their experience to the rest of the class.

Lesson content

VOCABULARY	GRAMMAR	STRUCTURES
To fly to - to read a book - to do some exercises - to cook - to go fishing - to dance - to cut mangoes	Past form of regular and irregular verbs	A- regular verbs ex: Rama cooked rice rule: verb+ ed cook= cooked dance= danced B- Irregular verbs Fly= flew Do= did

INPUT PHASE

A-Vocabulary input

 To read a book	 To do some exercises	 <u>To go fishing</u> : to catch fish
 To cook = to prepare food	 To cut mangoes	 To dance

To fly to: to voyage by plane to

Ex: Last year I flew to Paris.

B-Grammar: Past form of regular and irregular verbs

A- Regular verbs (Verb + ed)

Yesterday, Alice **cooked** rice and **danced** with some friends

Cook = **cooked**

Dance = **danced**

Play = **played**

B- Irregular verbs

Grow = **grew**

go = **went**

Swim = **swam**

Spend = **spent**

Win = **won**

Fly = **flew**

Write = **wrote**

Read = **read**

Do = **did**

cut = **cut**

PRACTICE PHASE

Complete the passage below with the missing words or phrases from the box. Number 1 is an example.

Example: 1- **went fishing**

Play - cut- do some exercises- go fishing- cook- read- dance

Last Sunday, Thomas and some friends wanted to eat some fish so they (1).....in the morning. They caught many fish. Back home, they..... (2).....the fish and (3).....them. They were very happy. They (4).....music and...(5)..... At night, Thomas ... (6).....and (7).....a book.

HOMEWORK: *Put the verb between brackets into the past tense.*

I (1- **to visit**) my Uncle in Touba during last holidays. I (2-**to spend**) all the holidays with him. He (3- **to have**) a farm where he (4- **to grow**) yams and cassava. My Uncle (5- **to work**) a lot. I (6- **to write**) a letter to my parents and also (7- **to read**) some books. I really (8- **to enjoy**) my holidays in Touba.

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 1: WHERE DID YOU SPEND YOUR LAST HOLIDAYS?

SESSION 3

Source: English For All 4^e

Communication activity (Situation d'évaluation)

The students of 4^{ème} 1 of Collège Moderne Solignougo are back from the holidays. They meet at their English Club and talk about the holidays. As a student of this class,

- 1- say where you went and how you went there;
- 2- talk about what you did;
- 3- explain how you felt.

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 2: WE USED TO SING THE NATIONAL ANTHEM

SESSION 1

Source: English For All 4e

Learning context

At a Birthday ceremony, some students of 4^{ème}1 of Collège Moderne Solignougo meet a Ghanaian boy. They talk about their first year in secondary school in order to exchange their school memories.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Sing the National Anthem- clean the school yard- attend a meeting- water tomatoes- organize a party	Expressing past habits	A- What did you use to do when you were in 6e? B- We used to sing the National Anthem

INPUT PHASE

Vocabulary

 <p>1 Sing the National Anthem</p>	 <p>2 Clean the school yard</p>	 <p>3 Win a prize</p>
 <p>4 Attend a meeting</p>	 <p>5 Water the tomatoes</p>	 <p>6 Organise a party</p>

Language function: Expressing past habits

When Yao was in Primary six (CM2), he had the habit of beating his friends. Now, he is in 4ème, he no longer beats his friends. This was his past habit. He has stopped it now. To express Yao's past habit in English, we say:

Yao **used to** beat his friends when he was in Primary six.

So, to express past habits, we use the expression "**used to**"

Example: I **used to** climb up mango trees when I was a child

To ask questions about past habits, we say:

What did you use to do?

PRACTICE PHASE

Activity 1: Complete the text below with the words or phrases in the bank.

Wins a prize- organizes a party- sing the National Anthem- attend-water- clean

Example: 2- clean

On Mondays, early in the morning, all the students gather around the Nation flag and ... (1)..... The students of 4ème 1..... (2).....their classroom before the teacher comes. On Wednesdays they often..... (3).....the English Club in the afternoon. Julie is the top student of the class. Each year, she... (4)..... At home, she helps her mother (5)...the vegetables in the garden. At the end of the school year, the school ... (6)... and the students dance.

Activity 2: In pairs with your neighbor, ask and answer questions about what you used to do in your previous classes 6ème and 5ème. You can use these ideas:

Sing the National Anthem- attend the English Club- grow tomatoes- organize a party- play football at school- water flowers at school- clean the school yard

Example: A: What **did** you use to do in 5ème?

B: when I was in 5ème, I **used to** play football with some friends in the afternoon and you, what did you use to do?

A: We **used to** water flowers at school

Homework: Express some past habits with the phrases below.

- Organize a party
- Sing the National Anthem
- Win a prize

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 2: WE USE TO SING THE NATIONAL ANTHEM

SESSION 2

Source: English For All 4e

Learning context (Recall)

At a Birthday ceremony, some students of 4eme 1 of Collège Moderne Solignougo meet a Ghanaian boy. They talk about their first year in secondary school in order to exchange their school memories.

LESSON CONTENT

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
School memories- to remember- to enjoy- to memorize- to tell funny stories	Expressing obligation in the past	Last year I <u>had to</u> accompany my brother to school every day.

INPUT PHASE

Vocabulary

School memories: the souvenirs of school we keep in mind

To remember: to recall something we had forgotten

To enjoy: to appreciate

To memorize: to keep in mind

Ex: I have to **memorize** the irregular verbs in 4e

To tell funny stories: to tell stories that make people laugh

Ex: The comedian **tells funny stories** and the audience laugh.

Language function: Expressing obligation in the past

During the last holidays, I went to see my parents in Abidjan. My father has a car. It was an obligation for me to wash his car every Sunday. So in English, to express that obligation, we say:

Last holidays, I **had to** wash my father's car every Sunday.

So, we use **"had to"** to express obligations in the past.

The question about past obligations is: **What did you have to do?**

PRACTICE PHASE

Activity 1: Complete the following sentences with: memorize, souvenirs, remember-enjoy, tell funny stories.

- 1- I had forgotten everything. Now I
- 2- I have goodof my last holidays
- 3- In 5eme, we had toa poem for recitation
- 4- At the telecast " Bonjour", the humorists used to
- 5- I reallymy holidays with my Uncle.

Activity 2: With your neighbor, make a short dialogue in which you say what you had to do in the past. Use these ideas:

- Help my parents in the farm
- Clean the school yard with the other students of my class
- Water the flowers at home
- Memorize my lessons before going to bed
- Sing the Nation Anthem on Mondays

Example: 1- A: what did you have to do in the past?

B: I had to go to the village on holidays.

Homework: Exercise 4 page 22 (Learn It, Do It)

Work with your partner: complete the sentences with 'use to' or 'used to'

- 1- In primary school, our class.....be clean
- 2- Did you.....walk to school?
- 3- When my parents were young, theytravel a lot.
- 4- Last year, our English Club.....reward good students.
- 5- Last year our friend Konan didn'ttake the bus to go to school
- 6- Affoué's sister.....cook some cakes on Sundays.
- 7- Did youstudy your lessons during the holidays?

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 2: WE USE TO SING THE NATIONAL ANTHEM

SESSION 3

Source: English For All 4e

Communication activity (Situation d'évaluation)

The students of 4eme 1 of Collège Moderne Solignougo are attending the English Club meeting. The Chairman asks them to talk about their school memories when they were in 6eme in order to know about their past. In a dialogue with your neighbor say

- 1- what you used to do;
- 2- what you had to do

These ideas can help you

- To clean the school yard,
- Sing the national Anthem,
- Attend the English Club,
- Organize a party,
- Water tomatoes in the school garden,
- Memorize the lessons,
- Play in the school yard

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 3: DO YOU WANT TO GO UP?

SESSION 1

Source: English For All 4e

Learning context

The students of 4^{ème} 1 of Collège Moderne Solignougo have received the papers of their first test in English. Some of them are discussing about their marks in order to improve them.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To fail- to improve- the average- to cheat- to congratulate- to sit for- to go up	Expressing conditions	If they work hard , they will go up

INPUT PHASE

Vocabulary

 To sit for an exam	 To fail	 To pass
 To cheat	 To be lazy	 To work hard
 Average	 <u>To improve</u> : to ameliorate	 <u>To congratulate</u>: to felicitate

Language function: Expressing condition

Remi is in 4ème this year. He would like to go up to 3ème next year. But, he can go up **on the condition that** he works hard. So, to express that condition we say:

If Rémi works hard, he will go up to 3ème.

The structure is: **IF + Present simple + Future**

PRACTICE PHASE

Activity 1: Choose the correct word or phrase to complete the sentence. Number one is an example.

Example: 1-b

- 1- My father alwaysme when I have good marks at school.
a- passes b- congratulates
- 2- The students of 3eme willBEPC exam this year.
a- sit for b- pass
- 3- Adama does not learn his lessons at home, he is too.....
a- fail b- lazy
- 4- Yesterday, during the quiz, he wanted tobecause he had not learnt his lessons.
a- cheat b- congratulate
- 5- My sister has got 12/20 at the last test, she gets the
a- average b-work hard
- 6- If you want to pass, you should
a- fail b- work hard

Activity 2: Complete the sentences below with the right verb forms like in the example

Example: 1- will have

- 1- If you learn your irregular verbs, you (have).....good marks at English.
- 2- If they (cheat)....., they will be punished.
- 3- If I work regularly, I (improve)my results.
- 4- If we disturb the class, the teacher (punish).....us.
- 5- If you don't work hard, you (have)bad marks.
- 6- If Aya (go up)to 3eme, she will sit for BEPC exam.
- 7- If we work hard, we (win).....prizes.

Homework: Match the phrases in column A with the ones in column B to make meaningful sentences expressing condition.

Example: 1-c

Column A	Column B
1. If I get up early,	a) your English language will be poor.
2. If she works hard,	b) they will sit for the BEPC.
3. If they pass to form 4,	c) I won't be late for school.
4. If you have good results,	d) your parents will congratulate you.
5. If we are lazy,	e) she will pass.
6. If we don't abide by the school rules,	f) we'll be punished.
7. If you don't learn your irregular verbs,	g) we will stay down.

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 3: DO YOU WANT TO GO UP?

SESSION 2

Source: English For All 4e

Learning context (Recall)

The students of 4^{ème} 1 of Collège Moderne Solignougo have received the papers of their first test in English. Some of them are discussing about their marks in order to improve them.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To be sent out- to stay down- to go up- to help each other- to advise	Asking and answering about condition	What will happen if the students don't work hard?

INPUT PHASE

Vocabulary

To be sent out: to be excluded

To stay down: to repeat a class

To go up: to move to an upper class ≠ to stay down

Ex: the students of 4ème will go up to 3ème next year

To help each other: to assist one another

Ex: I help you and you help me: we help each other

To advice: to tell somebody what they should do / to counsel

Ex: I advise you to learn your lesson

Language function: Asking and answering about condition

Last time we talked about how to express a condition. Today we are continuing with the same. Let's consider this condition: **If the students of 4eme 1 work hard, they will go up to 3eme next year.** But now tell me:

What will happen if the students of 4eme 1 don't work hard?

Student 1: If the students of 4eme 1 don't work hard, they will not go up to 3eme.

Student 2: If the students of 4eme 1 don't work hard, they will stay down in 4eme.

Example: If you follow, you **will understand** the lesson.

Question: What will happen if you don't follow?

Answer: if you don't follow, you **will not** understand the lesson.

PRACTICE PHASE

Activity 1: Match the phrases in column A with their ending in column B to make meaningful sentences. Write your answers like in the example:

Example: 6- b

Column A	Column B
1- Alice has good marks, she	a- failed
2- The students who are sent out	b- respect all the teachers
3- Thomas didn't succeed in BEPC exam, he	c- will go up next year
4- Jean opens his copy book during the quiz, he	d- work in the same group
5- They help each other because they	e- cannot go to school anymore
6- I advise you to	f- cheats

Activity 2: Considering the different answers below, ask the questions. The first one is an example.

1- Question: **what will happen if you revise your lessons regularly?**

Answer: If I revise my lessons regularly, I will improve my results

2- Question:

Answer: If I have a very bad result at the end of the year, I will be sent out

3- Question:

Answer: If Aya does not get the average at the end of the year, she will stay down.

4- Question:

Answer: If the students of 4eme go up, they will sit for BEPC exam next year.

5- Question:

Answer: My father will congratulate me if I pass my exam.

6- Question:

Answer: The teacher will punish Sarah if she cheats.

Homework

Write a paragraph of ten (10) lines maximum in which you explain what you and your comrades used to do when you were in primary school.

Level: 4ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 3: DO YOU WANT TO GO UP

SESSION 3

Source: English For All 4e

Communication situation (Situation d'évaluation)

The English Club of Collège Moderne Solignougo is organizing a meeting. The students of 4ème 1 are attending this meeting to talk about their school year. As a student of this class, you join the talk and give your opinion about the first trimester which will finish very soon. In pairs with your neighbor, produce a dialogue in which you:

1-tell and ask him / her what has worked and what hasn't (In which subjects you got the average and where you fail);

2- say why you failed or got the average;

3- tell him your objective for next trimester and ask him his / hers;

4- explain to him the conditions to reach his / her objective.



UNIT 2



WOMEN AT WORK

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 1: WHAT CAN RURAL WOMEN DO?

SESSION 1

Source: Learn it, do it 4^e P20-21

Learning context:

During a ceremony organized by the US embassy at Collège Moderne of Bondoukou for the celebration of Women's Day, a student of 4ème 2 reads a speech about rural women's activities in order to show their courage.

TEACHING POINTS		
<u>VOCABULARY</u>	<u>LANGUAGE FUNCTION</u>	<u>STRUCTURES</u>
Rural women - to get up - to go to the field – domestic chores - to fetch water - to breastfeed - to wash the dishes.	Expressing abilities with <i>can</i> / <i>to be capable of</i>	-In my village women <i>can</i> fetch water. / <i>are capable of</i> fetching water. - In my village women <i>are not capable of</i> fetching / <i>can't</i> fetch water.

INPUT PHASE

Vocabulary

Rural women: women who live in villages.

To get up: to wake up

Example: Every day, rural women *get up* early in the morning to start working.

Domestic chores: all the activities women do at home (cooking / sweeping the floor / washing the children, washing the dishes etc)

Example: My mother does the *domestic chores* alone every day when we go to school.

To fetch water: to go and get water.

Example: Every morning at 5 a.m. my sister goes *to fetch water* in the river.



To breastfeed: to feed a baby with breast. →

To wash the dishes: to wash the plates.

Example: When we finish eating, my mother *washes the dishes*.

To go to the field: to go to the plantation.

Example: Rural women *go to the field* to take vegetables in order to cook the meal.

Language function: Expressing abilities with *can / to be capable of*

In my village women are able to do many things such as ‘to fetch water’. If I want to say it in correct English, I will say for example:

In my village women can fetch water. / In my village women are capable of fetching water.

So we use **can** or **to be capable of** to express abilities or capacities

But, there are some activities they can’t do or are not able to do. Example: Teach English.

In my village, women are not capable of teaching English. / In my village, women can’t teach English.

So to express incapacities, we use **can’t** or **not to be capable of**

PRACTICE PHASE

Activity 1: Fill in the gaps with the words below. Number 1 is an example. Do it with your partner.

breastfeeds-rural-gets up-wash the dishes-go to the field-fetch-chores

Example: 1-rural

Mrs Achi is my aunt, we live in SOROBANGO. Like all the (1).....women, she does many domestic (2).....Every morning, she (3).....at 5 a.m. She sweeps the house, after, she (4).....her baby. At 7 o’clock, she goes to the river to (5)..... water. When she comes back, we take our bath while she is cooking the breakfast. After finishing to eat, we (6)..... and together we (7).....to work.

Activity 2: Look at the table and make sentences using *can* and *capable of*.

Example: 1- a) Rural women are *capable of* going to the field.

b) Rural women *can* go to the field.

1	Go to the field
2	Cook the meal
3	Sweep the house
4	Take care of babies
5	Fetch water

1- a).....b).....

2- a).....b).....

3- a).....b).....

4- a).....b).....

5- a).....b).....

Homework: Exercise 1 page 20 in your workbook (Learn it, do it 4ème)

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 1: WHAT CAN RURAL WOMEN DO?

SESSION 2

Source: Learn it, do it 4^e P21-22

Learning context (Recall)

During a ceremony organized by the US embassy at Collège Moderne of Bondoukou for the celebration of women's day, a student of 4ème 2 reads a speech about rural women's activities in order to show their courage.

TEACHING POINTS		
<u>VOCABULARY</u> To catch fish- to smoke fish - to learn how to read and write- to sew clothes - to fry plantain or 'allico' - hardworking	<u>LANGUAGE FUNCTION</u> Reporting people's speeches	<u>STRUCTURES</u> -John said: 'women smoke fish every Saturday'. -John said <i>that</i> women enjoyed themselves every Saturday.

INPUT PHASE

Vocabulary

Hardworking: A courageous person, a person who works hard.

Example: My mother is a *hardworking* woman; she does many domestic chores alone.

To sew clothes: to make or repair clothes with a sewing machine.

Example: My mother is a tailor, she sews clothes.



To learn how to write and write:

Illiterate women go to school in order
to learn how to read and write



To catch fish: In my village, women go
to catch fish in the river every Saturday.



To smoke fish: My mother *smokes*
fish to sell to the market



To fry plantain: To cook "Allico" with hot oil
My sister and my mother *fry plantain* to sell

Language function: Reporting people's speeches

John, Aya and Bruce, 3 students have a conversation about rural women activities.

-John said: 'Women **smoke** fish every Saturday'. (**Direct speech**)

Aya couldn't hear what her friend said. So she asked Bruce about what John said. To help Aya, Bruce reports what John said by saying:

-John said **that** women **smoked** every Saturday. (**Indirect speech**)

Bruce has reported what John said

Note that the **present simple** of the verb in the direct speech has become a **past simple** in the reported speech

PRACTICE PHASE

Activity 1: Here is a list of activities rural women do ; look at the pictures and write under each the corresponding activity. One description is not concerned. Number 1 is an example. Do it alone then compare with your partner.

Catch fish-to smoke fish- learn how to read and write-sew clothes-fry plantain –fly plane



1-Fry plantain



2-.....



3-.....



4-.....



5-.....

Activity 2: Rewrite the sentences reporting what people said. Write your answer like the example. Do it with your partner.

Example: 1- *Paul said to Ali that Aya was a teacher.*

1-Paul said to Ali: '*Aya is a teacher*'

2-Aicha said: '*They sweep the class at 7o'clock*'

3-Guei said: '*Yao's sister takes care of him*'

4-Aminata said: '*The boss comes with Ali*'

5-William said to Yao: '*Mum cooks the meal*'

Homework: Exercise 2 page 22 in your workbook (Learn it do it 4ème)

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 1: WHAT CAN RURAL WOMEN DO?

SESSION 3

Source: Learn it, do it 4è

Communication activity (Situation d'évaluation)

During a ceremony organized by the US embassy at Collège Moderne of Bondoukou for the celebration of Women's Day, a student of 4ème 2 reads a speech about rural women's activities in order to show their courage. After the speech, the Ambassador asks you to:

- 1- tell the assembly the different activities rural women can do;
- 2- say also what rural women are not able to do;
- 3- give your opinion about rural women's work.

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 2: WOMEN'S RIGHTS AND DUTIES

SESSION 1

Source: Learn it, do it 4^e P24-25

Learning context:

After taking part in a conference organized by the English club of Collège Moderne Bondoukou on women's rights and duties, girls of 4eme 2 have a discussion to have information about their rights and duties.

TEACHING POINTS		
<u>VOCABULARY</u> Right- duty- feed children- get married- send girls to school- to vote- to respect husbands- to demonstrate	<u>LANGUAGE FUNCTION</u> Giving rights and duties with : <i>have the right to / have the duty to</i>	<u>STRUCTURES</u> -women <i>have the right to</i> vote. -women <i>have the duty to</i> respect their husband.

INPUT PHASE

Vocabulary

A right: what is considered to be morally good and that you can do.

A duty: an obligation, something you have to do.

Examples of right:

To vote: to express your choice or opinion during an election.

Example: During the elections, people *vote* for their candidates.

To get married: to become officially and legally the husband or the wife of a person.

Example: It's a right for me *to get married* with the person I want.

To demonstrate: to protest by marching or meeting.

Example: Many women *demonstrated* against the non-respect of their rights last Saturday in Abidjan.

Examples of duty:

To feed children: to give food to children.

It is an obligation for parents to feed children.

To respect: to treat with kindness, with esteem

Women are obliged *to respect* their husbands.

Send girls to school: Parents must *send girls to* school because they are intelligent like boys.

Language function: Giving rights and duties with: *have the right to / have the duty to*

As every human being, women have rights and duties. If you want to talk about their rights, you use this expression: *have the right to*

Example: Women *have the right to* vote.

You can also use the phrase: *“have the duty to”* to express their duties or obligations.

Example: Women *have the duty to* respect their husband.

PRACTICE PHASE

Activity1:

Classify the phrases in the box below in the right column. An example is done for you. Do it with your partner.

Go to school- give food to children- get married- choose candidates in an election- protest against government's decisions.

RIGHTS	DUTIES
- <i>Go to school</i>	

Activity 2: Incomplete sentences are made using the information from the table in activity 1. Use the expressions '*have the right to* or *have the duty to* 'to make complete and meaningful sentences. One has been done for you as an example.

1. Women *have the right to* go to school.
2. Parentsgive food to their children.
3. Womenprotest against government's decisions.
4. Aya and Akissi.....choose their candidates.
5. Girls.....get married with the person they want.

Homework: Exercise 1 & 2 pages 24-25 (Learn it, do it 4ème)

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 2: WOMEN'S RIGHTS AND DUTIES

SESSION 2

Source: Learn it, do it 4^e P24-25

Learning context (Recall)

After taking part in a conference organized by the English club of Collège Moderne Bondoukou on women's rights and duties, girls of 4eme 2 have a discussion to have information about their rights and duties.

TEACHING POINTS		
<u>VOCABULARY</u> To ill-treat - have a say - arranged marriage - stronger – weaker - deprive	<u>LANGUAGE FUNCTION</u> Making comparisons	<u>STRUCTURES</u> - <i>Adjective +er +than</i> Yao is taller <i>than</i> Ali. - <i>more +adjective+ than</i> English is <i>more interesting</i> <i>than</i> biology

INPUT PHASE

Vocabulary

To have a say: to have the right to speak.

Women must *have a say* when there is a meeting.

To deprive: to take something away from someone.

In some Muslims countries, women are *deprived* of their right to speak.

Arranged marriage: a marriage parents organize without taking the opinion of the girl.

In my village, parents used to organize *arranged marriages* between old men and young girls.

To ill-treat: to treat someone badly by violence or not taking care.

Aya was severely *ill-treated* by her parents because she refused to marry an old man.

Stronger: powerful, a person who has or uses great force.

In our traditions, people say that men are *stronger* than women.

Weaker: not strong

Women are considered to be *weaker* than men.

Language function: Making comparisons.

There are two ways to compare things, animals and people.

- 1) For short adjectives (one or two syllables): Adjective +**er** +**than**

Example: Yao is taller **than** Ali.

- 2) For long adjectives (more than two syllables): **more** +**adjective**+ **than**

Example: English is **more interesting than** biology

PRACTICE PHASE

Activity 1: Read the dialogue below and fill in the gaps with the words in the box. Number 2 is an example. Do it alone then compare with your partner.

Excision/ ill-treat/ have a say/ arranged marriage/ stronger/ weaker/ deprive

Example: 2-excision

Aicha is talking about her social condition and the ill-treatment women suffer in her community with her friend Ekissi.

Aicha: Hello Ekissi, I'm not sure to be with you at school this year.

Ekissi: What's happening?

Aicha: My father has decided to engage me in an (1).....with an old and rich man called Bamoussa.

Ekissi: Do such practices still exist in your community?

Aicha: Of course, girls and women also suffer that horrible mutilation named (2).....

Ekissi: What about your mother? Can't she (3)..... in this problem?

Aicha: Never, Men (4).....them of all their rights. You know that in our culture, men are considered to be the (5).....sex and women the (6).....sex. They always 7..... women.

Activity 2: With your partner, reorder the words to build correct and meaningful sentences showing comparison. Write your answer like the example.

Example: 1- Life expectancy is higher for women than for men in some countries.

1. some /expectancy /is/ women/ Life /for/ higher/ for/ countries/ than/ men/ in.
2. boy/ is/ than/ Yao/ taller/ This.
3. girl/ is/ This/ sister/ beautiful/ more/ your/ than.
4. my/ Abidjan/ is/ than/ bigger/ village.
5. plane/ The/ than / is/ faster/ car.

Homework: Exercise 1 page 26 (Learn it, do it 4è)

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 2: WOMEN'S RIGHTS AND DUTIES

SESSION 3

Source: Learn it, do it 4^e

Communication activity (Situation d'évaluation)

After taking part in a conference organized by the English club of Collège Moderne Bondoukou on women's rights and duties, girls of 4eme 2 have a discussion to have information about their rights and duties. AS a student of this class,

1. give 5 examples of women's rights;
2. give 5 examples of Women's duties;
3. tell your friends different abuses women suffer.

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 3: GIRLS MUST GO TO SCHOOL TOO

SESSION 1

Source: Learn it, do it 4^e P29-30

Learning context: On the occasion of Women's Day, the students of 4ème 2 from Collège Moderne of Bondoukou prepare a speech on 'the importance of sending girls to school' to present at the meeting of the English club in order to sensitize their friends.

TEACHING POINTS		
<u>VOCABULARY</u> Preconceptions - to discriminate- school fees- sexual harassment- early pregnancy	<u>LANGUAGE FUNCTION</u> Giving opinion using: <i>I my opinion /For me / I think that</i>	<u>STRUCTURES</u> <i>In my opinion / For me / I think that girls</i> must go to school like boys

INPUT PHASE

Vocabulary

Preconception: A prejudice, an idea or opinion you have before having the true information.

Example: Villagers have *preconceptions* that girls are not intelligent like boys.

To discriminate: to treat differently, in a worse way a person or a group of people.

Example: In some villages, girls are *discriminated* in favour of boys.

Sexual harassment: the fact of threatening someone to have sex.

Example: Girls are sometimes victims of *sexual harassment* from teachers when they go to school.

Early pregnancy: the fact of being pregnant before being 18 years old.

Example: Last year, there were many *early pregnancies* in 6ème at Collège Moderne of Bondoukou.

School fees: the money you pay before having access to a school.

Example: Some parents don't send their girls at school because they have no money to pay *school fees*.

Language function: Giving opinion using *In my opinion / For me/ I think that*

If you want to give your opinion about a topic, you can use expressions like:

- **In my opinion**,.....

-**For me**,.....

-**I think that**.....

Examples:

In my opinion, girls must go to school like boys.

For me, girls must go to school like boys.

I think that girls must go to school like boys.

PRACTICE PHASE

Activity 1:

Match the words or expressions in column A with their definitions or synonyms in column B. Write your answers like in the example. Do it alone then compare with your partner.

Example: 1 - e

COLUMN A	COLUMN B
1. School fees	a. think in advance
2. Early pregnancy	b. treat differently
3. Sexual harassment	c. threaten to have sex
4. Discriminate	d. pregnancy before 18 years old
5. Preconception	e. money paid for a person to go to school

Activity 2: With your neighbor, discuss why some parents refuse to send their daughters to school. Give your opinions using the expressions that have been studied.

The ideas below can help you

-They cannot pay for school fees

-They have pre-conceived ideas

-The place of girls is at home

-Parents think they are not as clever as boys

-They cannot succeed like boys because they don't have the same abilities

Etc.

You will report your opinions to the class.

Homework: Exercise 1 page 29 (Learn it, Do it 4ème)

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 3: GIRLS MUST GO TO SCHOOL TOO

SESSION 2

Source: Learn it, do it 4^e P 30-31

Learning context (Recall)

On the occasion of Women's Day, the students of 4ème 2 from Collège Moderne of Bondoukou prepare a speech on 'the importance of sending girls to school' to present at the meeting of the English club in order to sensitize their friends.

TEACHING POINTS		
<u>VOCABULARY</u> To Succeed - early marriage - be independent – scholarship - clever - boarding school.	<u>LANGUAGE FUNCTION</u> Making proposal using : <i>should / shouldn't +verb</i>	<u>STRUCTURES</u> -Parents <i>should</i> send girls to school. - Parents <i>shouldn't</i> neglect girls' school performance.

INPUT PHASE

Vocabulary

Clever: intelligent, have the capacity to do something

Example: Girls are as clever as boys so we must send them to school.

To succeed: to pass, to have good results.

Example: Last year, my sister succeeded in her BEPC exam.

Boarding school: a school where students are granted accommodations. They live there and do everything there.

Example: Putting girls in *boarding schools* permits to avoid early pregnancies.

Scholarship: money government or organizations pay for the studies of a person.

Example: Aya won a scholarship to study at Oxford University.

Early marriage: marriage of people who have not reached the age of 18.

Example: Last week the authorities denounced a case of early marriage of a young girl of 13 years.

To be independent: not to be controlled or influenced by any people.

Example: If girls go to school, they can have good jobs and *be independent*.

Language function: Making proposal using: *should* / *shouldn't* + *verb*

If you want to make a proposal, you can use the expressions **should** or **shouldn't**. For example, if I want to sensitize parents to send their girls to school, I will say:

Parents **should** send girls to school

If you want to sensitize them about girls' school performance, you can say:

Parents **shouldn't** neglect girls' school performance.

APPLICATION PHASE

Activity 1: Read the passage below and fill in the gaps with the words in the box. Number 1 is an example. Do it alone then compare with your partner.

Example: *I-succeed*

succeed- early marriage- be independent- scholarships- clever

Some parents think that girls cannot (1)..... at school like boys. So they decide to marry them with old men even if they are too young, this is called (2).....I think that, they are wrong. Girls are as (3)..... as boys, they can succeed like them if they go to school. If they work harder, they can win (4).....to study in foreign universities and come back in their countries to have good jobs and become financially (5).....

Activity 2: Choose between *should* or *shouldn't* to make proposals to school administration and parents about girl's schooling. With your partner, make meaningful sentences using group of words in the table below. One is done for you as an example.

School administration	Should / shouldn't	<ul style="list-style-type: none">- Sensitize parents on the importance of school- Encourage parents who marry their daughters to old men.
Parents	Should / shouldn't	<ul style="list-style-type: none">- Send their girls to school- Neglect their girls' school performance- Give girls advice when they go to school.

1. Parents **should** send their girls to school.
2.
3.
4.
5.

Level: 4ème

Skill: Speaking

Unit 2: AT HOME

LESSON 3: GIRLS MUST GO TO SCHOOL TOO

SESSION 3

Source: Learn it, do it 4^e

Communication activity (Situation d'évaluation)

On the occasion of Women's Day, the students of 4ème 2 from Collège Moderne of Bondoukou prepare a speech on 'the importance of sending girls to school' to present at the meeting of the English club in order to sensitize their friends. As a student of this class,

1. tell your friends why parents don't send girls to school;
2. say why it is important to send girls to school;
3. present your work to your friends.



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UNIT 3



TRAVELLING

Unit Level: 4ème

Skill: Writing

Unit 3: TRAVELLING

LESSON 1: HOW DO YOU GO TO SCHOOL?

SESSION 1

Source: English For All 4e

Learning context:









During a competition organized by the English Club of the Collège Moderne Dominique Ouattara Aboisso, the Chairman asks the students of 4ème 1 to write a paragraph about the different means of transport in order to compare them and decide which ones they prefer.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
A bus - a van - a coach - a train - a taxi - a car – a lorry – a boat	Expressing choice with like and dislike	I <u>like</u> coaches. I <u>dislike</u> vans

INPUT PHASE

Vocabulary

 © Can Stock Photo A lorry / a truck	 A bus	 A car	 A van
 A coach	 A taxi / a cab	 A train	 A boat / a ship

Language function: Expressing choice with like and dislike

To express preferences in English, we can use “to like”, “to enjoy”, and “to be fond of”

Examples:

I like coaches.

I enjoy coaches.

I am fond of coaches.

To express what you don’t like, you can use “to dislike”, “not to enjoy” and “not to be fond of”

Examples:

I dislike vans.

I don’t enjoy vans.

I am not fond of vans.

PRACTICE PHASE

Activity1: Re-order the letters in each list to write words related to means of transport. The first letter is in capital letter. Do it individually first, then compare your answers with your neighbour’s. Follow this example.

Example: 1.n-a-V  **Van**

2.n-r-T-i-a 

3.i-a-T-x 

4.C-r-a 

5.h-o-a-c-C 

6-o-a-B-t 

7-y-o-r-L-r 

Activity 2: Look at the table and follow the example to write some sentences about what these people like and dislike. Compare your answers with your neighbour’s. Follow this example:

Example: I **like** coach but I **dislike** bus.

NAME	AYA	I	KONAN and PAUL	KONE
LIKE	bus	coach	car	bicycle
DISLIKE	coach	bus	train	car

1-.....

2-

3-

Homework: Exercise 7 page 53 of English For All 4^{ème}

Level: 4ème

Skill: Writing

Unit 3: TRAVELLING

LESSON 1: HOW DO YOU GO TO SCHOOL?

SESSION 2

Source: English For All 4e

Learning context (Recall)









During a competition organized by the English Club of the Collège Moderne Dominique Ouattara Aboisso, the Chairman asks the students of 4ème 1 to write a paragraph about the different means of transport in order to compare them and decide which ones they prefer.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
To go on foot- a bicycle- a motorcycle -a motorbike-a scooter-a plane- a canoe- a horse – a ferry	Making comparison with short and long adjectives	*Short adjectives A plane is faster than a car *A long adjectives A car is more comfortable than a bicycle.

INPUT PHASE

Vocabulary

 A scooter	 A canoe	 To go on foot	 A motorbike / a motorcycle
 A plane	 A bicycle	 A horse	 A ferry



Language function: Making comparison with short and long adjectives

1- Short adjectives

Examples of adjectives: cheap, big, small, slow, fast, tall, short, nice, ugly....

Structure: + adjective + er + than +

Example:



	
A car	A plane
<p>A plane is faster than a car.</p> <p>A car is slower than a plane.</p>	

2-Long adjectives

Examples of adjectives: comfortable, expensive, beautiful, intelligent, powerful, dangerous...

Structure: + more + adjective + than +


Example:

	
A bicycle	A motorbike
<p>A motorbike is more comfortable than a bicycle</p>	

PRACTICE PHASE

Activity 1: Write the name of these means of transport using the words from the box. One has been done for you as an example.

A plane- a motorcycle- a canoe- a scooter- to go on foot- a bicycle

 1-.....	 2-.....	 3-.....
 4-.....	 5-.....	 6- to go on foot

Activity 2: Look at the information below, then write sentences to compare the different means of transport with the adjectives ‘cheap’ and ‘expensive’. One has been done for you as an example.

A car: 5 million CFA

A van: 15 million CFA

A coach: 30 million CFA

A motorcycle: 400,000 CFA

1-A van / a car: A van is cheaper than a car

2- A car / a coach:

3- A coach / a van:

4- A van / a coach:

5- A coach / a car:

6-A van / a motorcycle:

Homework: Exercise 8 page 53 **English For All; 4ième**

Level: 4^{ème}

Skill: Writing

Unit 3: TRAVELLING

LESSON 1: HOW DO YOU GO TO SCHOOL?

SESSION 3

Source: English For All 4^{ème}

Communication activity

The Nigerian pen-friend of the students of 4^{ème} 1 of Collège Moderne Dominique Ouattara of Aboisso wants to visit them soon. He sent them a letter to get some information about the means of transport in their country. As a student of 4^{ème} 1, write back a letter in which you tell him:

- 1-how you go to school;
- 2-which means of transport you like best;
- 3-why you prefer it to other means of transport;
- 4-how you feel about it.

This is the pen-friend's letter. Look at it and follow the model.

P.O Box 7
Lagos. Nigeria
Jake Street 3 p
May 7th 2020

Dear friend,
How are you? I hope you're fine. I am doing very well at the moment. I write you this letter to tell you that I will visit your country very soon.
I want to have some information about the means of transport you use in your country. How do you go to school? What's your best mode of transport? What do you advise me?
Write soon.
Michael Opkara

Level: 4^{ème}

Skill: Writing

Unit 3: TRAVELLING

LESSON 2: I WOULD RATHER TRAVEL BY PLANE

SESSION 1

Source: English For All 4^{ème}

Learning context:









For their English Club magazine, the students of 4^{ème} 2 of Collège Moderne Dominique Ouattara decide to write a paragraph about travelling in order to make comparisons between means of transport and share their preferences with their readers.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
A Passport - a boarding pass - an airport - to land - to take off - a runway - an ID card – to book	Expressing preferences with would rather .	I would rather travel by plane.

INPUT PHASE

Vocabulary

 <p>An airport</p>	 <p>A Passport</p>	 <p>Boarding pass: a card giving a passenger permission to get on a plane</p>	 <p>To land : to come down</p>
 <p>To take off : to leave the ground</p>	 <p>Runway : Surface on which planes take off and land</p>	 <p>To book : to make a reservation</p>	 <p>An ID card</p>

Language function: Expressing preference with would rather

To express preferences in English, we often use the expressions: “would rather” and “would prefer”.

Examples:

I **would rather** travel by plane \Longrightarrow **would rather + verb**

I **would prefer** to travel by plane. \Longrightarrow **would prefer + to + verb**

PRACTICE PHASE

Activity 1: Choose the appropriate words from this list to complete this conversation between a customer and an air-company agent. One word is not concerned. Write your answers like in number 1.

Example: 1- book

runway – ID card – take off – book – lands – passenger – passport – boarding pass

Customer: Hello sir, I’m going to Accra next week. I am here to (1)-..... a place.

Travelling agent: Hello Madam, welcome to Kenyan Airline. Do you have a valid (2)-.....? It is required to go to a foreign country.

Customer: No sir, but I have a brand new national (3)-.....

Travelling agent: I think this can be OK if you don’t plan to go anywhere else after the plane (4)-.....in Accra. Have you received all the compulsory vaccines?

Customer: Yes, sir.

Travelling agent: Great! Now you can pay for your (5)-.....

Customer: At what time does the plane (6)-.....?

Travelling agent: At 2. P.m. The plane is already on the (7)-.....So you need to arrive at the airport at least one hour and a half before that time.

Customer: Don’t worry, I will be on time.

Activity 2: Write your reply to each of the statements below using the words in brackets like in number 1.

Statements	Your reply
1- Your best friend: “Let’s go to the beach on Saturday.”	You: (go to a zouglou concert). I would rather go to a zouglou concert.
2- Mother: “We are going to have rice for dinner.”	You: (to eat attieke).....
3- Father: “I promise you a visit to San-Pédro by plane.”	You: (to travel by bus).....
4- Classmate: “I plan to visit London when I become bigger.”	You: (to visit Johannesburg).....
5- Air hostess: “We have a coke, beer and fruit juice.”	You: (to drink water).....

Homework: Write at home (4) sentences to express your preference with (would rather and would prefer). Number five is an example.

1-

2-

3-

4-

5- I would prefer to drink coffee for my breakfast. But I would rather drink coffee for my breakfast.

Level: 4^{ème}

Skill: Writing

Unit 3: TRAVELLING

LESSON 2: I WOULD RATHER TRAVEL BY PLANE

SESSION 2

Source: English For All 4e

Learning context (Recall)

For their English Club magazine, the students of 4^{ème} 2 of Collège Moderne Dominique Ouattara decide to write a paragraph about travelling in order to make comparisons between means of transport and share their preferences with their readers.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
A Luggage - a departure board - a checking desk – steward / stewardess – safe – expensive – cheap - comfortable	Expressing Superlative	A plane is the most comfortable.

INPUT PHASE

Vocabulary

 Luggage	 Checking desk	 <u>Departure board:</u> It gives information about the times planes leave.	 <u>Steward:</u> a person who takes care of passengers in a plane / stewardess (female)
---	---	--	---




Safe: in security

Expensive: costing a lot of money

Cheap ≠ expensive

Comfortable: pleasant

Language function: Expressing Superlative

 6 million CFA	 18 million CFA	 12 million CFA
---	--	--

To compare the three cars using the superlative, we say:

The white car is **the most** expensive of the three. (expensive = long adjective)

The white car is **the least** expensive of the three. (expensive = long adjective)

The red car is **the cheapest** of the three. (cheap is a short adjective)

So to compare using the superlative in English, the structures are:

-the most + adjective / **the least** + adjective for long adjectives

-the + adjective-**est** for short adjectives

PRACTICE PHASE

Activity 1: Match each word from column A with its meaning in column B. One word in column B is not concerned. Write your answers like in the example.

Example: 1 - f

<u>Column A</u>	<u>Column B</u>
1-Agreeable	a-stewardess
2-Providing security	b-cheap
3-Baggage	c-safe
4-Requiring less money	d-expensive
5-A male flight attendant	e-luggage
6-Requiring a lot of money	f-comfortable
7-A female flight attendant	g-ticket
	h-steward

Activity 2: Write the superlative of the adjectives between brackets. Number one is an example.

Example: 1- **the** fastest

1-Cheetah areanimals we can find. (fast)

2-The Nile isriver in the world. (long)

3-Elvis Presley is one of.....rock singers. (popular)

4- Switzerland is one of.....countries in the world. (rich)

5- Apples arefruit. (delicious)

Homework: Exercise 6 page 58-59 of English For All, 4^{ème}

Level: 4^{ème}

Skill: Writing

Unit 3: TRAVELLING

LESSON 2: I WOULD RATHER TRAVEL BY PLANE

SESSION 3

Source: English For All 4^{ème}

Communication activity

The Ghanaian pen friend of the students of 4^{ème} 2 of Collège Moderne Dominique Ouattara of Aboisso is planning to visit Côte d'Ivoire during the next holidays and he asks them to send him / her information about the available airline companies. As a student of 4^{ème} 2, write a paragraph to inform him / her. In your letter,

- 1-give a list of the important African airline companies you know;
- 2-tell your friend which company to choose;
- 3-give him / her the reasons why you have chosen this company.

Level: 4ème

Skill: Writing

Unit 3: TRAVELLING

LESSON 3: HOW ABOUT VISITING GRAND-BASSAM?

SESSION 1

Source: English For All 4e

Learning context:

During a competition organized by the British Embassy, the students of the 4ème 5 of the College Moderne Dominique Ouattara of Aboisso are asked to design tourist brochures in order to promote their country.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Tourism – tourists –tourist sites – tourist guides – tour – beach – stay - craftsmen	Making suggestions	-Why don't we invite Larry to visit Côte d'Ivoire? -How about visiting Grand Bassam? -Let's visit Assinie!

INPUT PHASE

Vocabulary

Tourism: travelling for fun, pleasure, entertainment to discover new places.

Tourists: people who travel for fun

Tourist sites: Places that the tourists visit.

Tourist guides: People who accompany the tourists and show them places.

Tour: a visit to a place to look around that place and learn about it.

Beach: An area near the sea

Stay: A period of time that you spend in a place

Craftsmen: artisans. They make jewelry, statues, metal ornaments etc.

Language function: Making suggestions

To make suggestions in English, we can use the expressions below

How about / what about + verb-ing?

Why don't we + verb?

Let's + verb!

Examples: How about going to the beach next Saturday?

Why don't we go to the beach next Saturday?

Let's go to the beach next Saturday!

PRACTICE PHASE

Activity 1: Complete the following text with the appropriate words from the box below.
Write your answers like in number 1.

Example: 1- tourist sites

Beaches – tourist guides – stay – tourism – tourist sites – tourists – tour - craftsmen

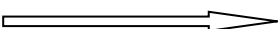
Côte d'Ivoire is a wonderful country located in West Africa. It is famous not only for its agricultural products, but also for its numerous (1)-..... Every year, the country receives (2)-..... from diverse origins: Europeans, Americans, Chinese etc. The arrival of foreigners in a country is a good source of money for people like hotel owners, restaurant workers, and also (3)-..... who help them discover the most attractive places. Sometimes, they go on a (4)-.....for several days. During his two-week (5)-.....in Côte d'Ivoire last year, a Japanese tourist bought a very beautiful statue. He was surprised to learn later that it was made by local (6)-.....

Although the economy of certain countries is mainly based on (7)-.....others like Côte d'Ivoire take little advantage from their big potential in this field. For example, the exciting (8)-.....of Assinie, Monogaga, and Grand Bereby don't receive enough visitors for lack of publicity.

Activity 2: Using the situation between parentheses, make a suggestion to each person asking for your help like in situation 1.

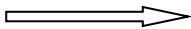
Situation 1:

Yao: "My car has broken down."

You: (to call a mechanic / why)  Why don't you call a mechanic?

Situation 2

Your junior brother: "I always get bad marks at school."

You: (to learn your lessons / how about) 

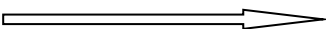
Situation 3

Your best friend: How are we going to spend the next weekend?

You: (to watch a football match on television / let's) 

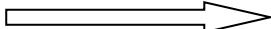
Situation 4

Awa: "I have a terrible toothache."

You: (to see a dentist / why) 

Situation 5

Adama: "It's very hot in this room."

You: (to open the windows / what about) 

Homework: Exercise 5 page 64 **English For All 4^{ème}**

Level: 4^{ème}

Skill: Writing

Unit 3: TRAVELLING

LESSON 3: HOW ABOUT VISITING GRAND-BASSAM?

SESSION 2

Source: English For All 4e

Learning context (Recall)

During a competition organized by the British Embassy, the students of the 4^{ème} 5 of the College Moderne Dominique Ouattara of Aboisso are asked to design tourist brochures in order to promote their country.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Sightseeing – museum – go shopping – souvenirs – reservation - dish – rent – zoo	Accepting or refusing suggestions	That's a good idea! No, I'm sorry, I can't

INPUT PHASE

Vocabulary

-Sightseeing: travelling to visit tourist places

-Museum: a place where ancestral objects are kept

-Go shopping: to go to shops to buy things.

Example: My mother goes shopping in a supermarket every weekend.

-Souvenirs: Before my pen friend Akpo moves back to his home country Ghana, he buys some souvenirs for his parents.

-Reservation: To avoid missing the coach going to Yamoussoukro at 6. a.m., you have to make a reservation of the ticket in advance.

-Dish: food or meal

Example: "Placali" is an African dish.

-Rent: to pay an amount of money for the use of something that doesn't belong to you.

Example: When my pen friend comes to visit me, he always rents a car for his shopping and business.

-Zoo: a place where many different species of animals are kept so that people can see and watch them.

Language function: Accepting or refusing suggestions

There are different expressions or phrases for **accepting** or **refusing** suggestions in English.

-To accept suggestions, we can use:

That's a great idea / Great idea! / That's wonderful / That's interesting / That's kind of you etc.

To refuse suggestions, we can use:

No, thanks / I'm sorry I can't / Bad idea! / I couldn't agree etc.

PRACTICE PHASE

Activity 1: Complete the following text with the appropriate words from the box below. Write your answers like in example number 1.

Example: 1- reservation

Shopping – museum – sightseeing – souvenirs – reservation – dish – rent - zoo

I like travelling. Before I go to a country, I make a (1)-..... in a good hotel. When I arrive, I (2)-.....a car to facilitate my movements. Then, I first visit the (3)-.....of the host city because I love ancestral objects. Unfortunately, during my recent trip to Ghana with my family, my children forced me to go to the (4)-.....first because they wanted to discover exotic animals. Then we went (5)-.....in a mountainous area. Before the journey back, we went (6)-.....to the artisanal market of Accra. We bought several (7)-.....and presents for our relatives and friends. My wife promised to try one delicious cereal (8).....from the Ghanaian cuisine at home. We enjoyed our trip a lot.

Activity 2: Read the terms and write **Yes** or **No** to accept or to refuse. Follow this example:

Terms	Accepting suggestions	Refusing suggestions
Why not?		
that would be fantastic		
No, let's not		
I couldn't agree more		
Yes, with pleasure		
That sounds like a good idea		
Yes, I would love to		
That's a good idea but		
I don't feel like it	No	Yes

Homework: Learn it, Do it, Exercise 2, page 43

Level: 4^{ème}

Skill: Writing

Unit 3: TRAVELLING

LESSON 3: HOW ABOUT VISITING GRAND-BASSAM?

SESSION 3

Source: English For All 4^{ème}

Communication activity

In order to contribute to the promotion of tourism in their country, during an English club meeting, the Chairman asks students of 4^{ème} from College Moderne Dominique Ouattara of Aboisso to write a paragraph for their English Club magazine to attract tourists. Being a student of 4^{ème},

- 1-give the name of your country and say where your country is located (situated);
- 2-list some sites tourists can visit in your country;
- 3-describe what people can see or do there;
- 4-suggest some tourist sites and give the reasons for your preferences.



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UNIT 4



FASHION

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 1: WHAT WOULD YOU LIKE TO WEAR?

SESSION 1

Source: Learn It, Do It 4è

Learning context:









For the celebration of the “Cultural Day” organized by the Embassy of England in Côte d’Ivoire, the Chairman of the English Club asks the students of 4ème 1 of Collège Moderne Soubré to write a paragraph to describe the clothes people wear in their region during a traditional event. The best paragraph will be published in the periodicals of the Embassy.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Kita cloth – tapa cloth – kamanje cloth – bubu – Baoule cloth – agbada – indigo cloth – bazin cloth	Describing what people are wearing	A: What are you wearing? B: I’m wearing a bubu.

INPUT PHASE

Vocabulary

 <u>Kita cloth:</u> Traditional cloth of Ghana	 <u>Tapa cloth</u>	 <u>Kamanje cloth:</u> Traditional cloth of Gouro people	 <u>Agbada:</u> traditional cloth of Nigeria and Benin
 <u>Baoule cloth</u>	 <u>Indigo cloth</u>	 <u>Bubu cloth</u>	 <u>Bazin cloth</u>

Language function: Describing what people are wearing



This woman is wearing a bazin cloth. To inquire about what she is wearing, you ask this question:

Question: **What is the woman wearing?**

Answer: She **is wearing** a bazin cloth.

PRACTICE PHASE

Activity 1: Match each definition from column A with the appropriate meaning in column B. Write your answers like in the example.

Example: 1. C: Kita cloth

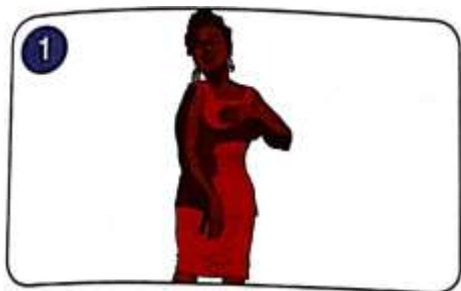
A

1. I am a traditional cloth fabricated in Ghana
2. I am a cloth made of the bark of a tropical tree
3. Muslims generally wear me to pray.
4. I am a traditional cloth fabricated by artisans from central Côte d'Ivoire.
5. I am the favourite cloth for moslem women during celebrations.
6. I am a traditional cloth popular in Nigeria and Benin.
7. I am a traditional cloth popular in the Marahoue region

B

- a. Tapa cloth
- b. Bubu
- c. Kita cloth
- d. Agbada
- e. Baoule cloth
- f. Kamanje cloth
- g. Bazin

Activity 2: Look at each picture and ask and answer like 1. Do it with your neighbour.



Pelagie / Tapa cloth

Question: What is Pélagie wearing?

Answer: She is wearing a Tapa dress.



Atowla / Baoule cloth

Question:

Answer:



Amy and Fanta / Indigo cloth

Question:

Answer:



Kodjovi and Adigun / Agbada

Question:

Answer:



Fofana / Bubu

Question:

Answer:



Irié / Kamanje cloth

Question:

Answer:

Homework: Do exercise 4.A page 71 (English for All).

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 1: WHAT WOULD YOU LIKE TO WEAR?

SESSION 2

Source: Learn It, Do It 4è

Learning context (Recall)









For the celebration of the “Cultural Day” organized by the Embassy of England in Côte d’Ivoire, the Chairman of the English Club asks the students of 4ème 1 of Collège Moderne Soubré to write a paragraph to describe the clothes people wear in their region during a traditional event. The best paragraph will be published in the periodicals of the Embassy.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Striped shirt – flowery dress – tights – checked shirt – boots – raincoat – jacket – fur coat	Giving reasons	A: Why do like modern cloth? B: I like modern clothes because they are more comfortable.

INPUT PHASE

Vocabulary

 Striped shirt	 Checked shirt	 Flowery dress	 Fur coat
 Raincoat	 Jacket	 Tights	 Boots

Language function: Giving reasons



Lee is wearing a denim jacket. He has his reasons for loving it. If you want to know the reason, you can ask him the question below:

Question: **Why** do you like denim jacket?

Answer: I like denim jacket **because** it is more comfortable.

N.B: You use “**Why**” to ask for reasons and “**Because**” to give reasons.

PRACTICE PHASE

Activity 1: Look at each picture and complete the sentences with the appropriate types of clothes from the box below. Write your answers like in the example.

Striped – flowery – tights – fur – boots – raincoat – jacket – checked

Example: 1. Tights



Paterne is wearing



Cedric and Mathew are wearing
..... shirts.



Gertrude is wearing a
dress.



Abdoul and Boli are wearing
wellington



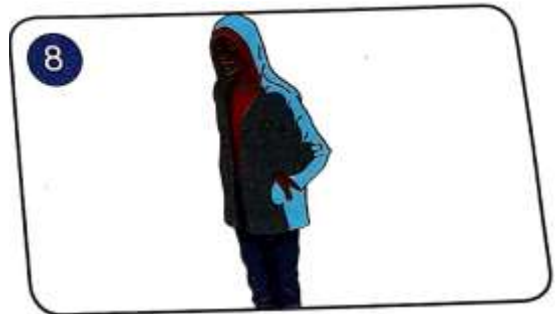
Didier is wearing a



Eunice is wearing a coat.



Jack is wearing a shirt.



Alex is wearing a

Activity 2: Use the structures in each section then, ask and give reasons with your neighbour like in the example. (The reasons are in between the parentheses).

Example: 1. A: Why do you wear tights?

B: I wear tights **because** I want to be on fashion.

1. You / tights (want to be on fashion)
2. Cedric and Mathew / striped shirts (fond of stripes)
3. Gertrude / flowery dresses (like flowers)
4. Boli and Abdoul / wellington boots (afraid of snakes)
5. Didier / jacket (work in a cool office)
6. Eunice / fur coat (live in a cold country)

Homework: Exercises 4.B page 71 and 4.C page 72 (English for All)

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 1: WHAT WOULD YOU LIKE TO WEAR?

SESSION 3

Source: Learn It, Do It 4è

Communication situation (Situation d'évaluation)

For his future presentation on African traditions and dressing styles, the American pen friend of a student of 4ème 1 of Lycée Moderne of Soubré wants some information about the traditional and modern clothes in Côte d'Ivoire. Being this student, write a paragraph for him in which you,

1. list 2 of the most popular traditional and modern clothes in your country;
2. tell him which ethnic group wears each type of the clothes;
3. give the reasons why each group of people like their clothes.

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 2: PREPARING FOR THE NEXT FASHION SHOW

SESSION 1

Source: Learn It, Do It 4è

Learning context:

A student of 4ème 2 of Collège Moderne Grand-Bassam is sent by the English Club of his school to attend the Accra Fashion Week. Once back, the chairman asks him to write a paragraph about it to be published in the magazine in order to inform the other members.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Fashion show – designer – collection – top model – catwalk – baggy trousers – short-sleeved dress – long-sleeved dress	Describing a fashion show	The top model is wearing a long-sleeved shirt.

INPUT PHASE

Vocabulary

			
A fashion show	a designer	A collection	a top model
			
a catwalk	<u>Baggy trousers</u> = ample trousers	This lady wears a <u>short-sleeved dress</u>	a long-sleeved dress

Language function: Describing a fashion show using the present continuous



This picture describes a fashion show. To describe what people are wearing during a fashion show, you use the present continuous tense or present progressive

Example: The top models **are wearing** Ciss Saint Moïse's collection.

So, to describe what people wear, we use: “**am / is / are + verb + ing**”.

The question is: What is / are..... wearing?

Example: What are the top models wearing?

PRACTICE PHASE

Activity 1: Match each definition from column A with the appropriate meaning in column B. One word or expression in column B is not concerned. Write your answers like in the example.

Example: 1. d: catwalk

A

1. An elevated passage that leads to a podium
2. A ceremony for presenting new clothing creations
3. A man or woman who wears new clothing creation for promotion
4. Part of the shirt where you put your arms
5. A group of objects relation to the same product
6. Ample
7. A person who designs new clothing items

B

- a. designer
- b. top model
- c. sleeve
- d. catwalk
- e. fashion show
- f. collection
- g. baggy
- h. customer

Activity 2: Write appropriate questions to the underlined words. Write your answers like in the example.

Example: 1. What is Aya wearing?

1. Aya is wearing an indigo dress.
2. Willy is wearing baggy trousers.
3. Patrick and Bob are wearing long-sleeved shirts.
4. Ibrahim is wearing a white bubu.
5. Maguy is wearing a flowery shirt.
6. The players are wearing checked T-shirts.

Homework: Exercise 4 page 75 (English for All)

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 2: PREPARING FOR THE NEXT FASHION SHOW

SESSION 2

Source: Learn It, Do It 4è

Learning context (Recall)

A student of 4ème 2 of Collège Moderne Grand-Bassam is sent by the English Club of his school to attend the Accra Fashion Week. Once back, the chairman asks him to write a paragraph about it to be published in the magazine in order to inform the other members.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
hairdresser – cap – sneaker – seller – barber – customer – cool – latest	Persuading	I can assure you that the fashion was great.

INPUT PHASE

Vocabulary

 a hairdresser = a female hair stylist	 a barber = a male hair stylist	 a seller = a vendor
 a customer = a client	 sneakers	 a cap

Cool = super

Latest = recent, in fashion

Language function: Persuading

To convince or persuade someone that something is certain, you can use the structure “**I can assure you that**” to state the assertion.

Example: I can assure you that the fashion show will be a big event.

PRACTICE PHASE

Activity 1: Choose the appropriate words from the list to complete the sentence about each of the pictures below. Write your answers like in the example.

Barber – sneakers – customer – cap – hairdresser – seller

Example: 1. Seller



Georgia is a



Celine is a



This is a



Alex is a



These are



Joshua is a

Activity 2: Rewrite each of the following sentences like in number 1.

Example: 1. I can guarantee you that I will be at the fashion show.

➡ *I can assure you that I will be at the fashion show.*

1. I can guarantee you that I will be at the fashion show.

.....

2. I can guarantee you that the plane will arrive on time.

.....

3. I can guarantee you that the fashion show will be exciting.

.....

4. I can guarantee you that these top models will become popular.

.....

5. I guarantee you that an African designer will win the trophy.

.....

6. I can guarantee you that the prices of these clothes will become expensive soon.

.....

7. I can guarantee you that your child will love this cap.

.....

Homework: Exercise 6 page 76 (English for All)

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 2: PREPARING FOR THE NEXT FASHION SHOW

SESSION 3

Source: Learn It, Do It 4è

Communication activity (Situation d'évaluation)



A student of 4ème 2 of Collège Moderne Grand-Bassam represented the English Club of his school at the Fashion Show. Once back, the chairman asks him to write an article for the club's magazine about this event in order to inform the other members. Being this student, write the article in which you:

1. list the people who work for the fashion show;
2. describe what the top models were wearing;
3. persuade your readers in a paragraph of five (5) lines to participate in the next fashion show in Lagos.

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 3: BE PROUD OF YOUR SKIN COLOUR SESSION 1

Source: Learn It, Do It 4è

Learning context:

After attending a conference on the use of cosmetics, the students of 4ème 1 of Lycée Moderne Agnibilékrou decide to write an article about the dangers related to the misuse of cosmetics in order to sensitize their fellow students.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Cosmetics – perfume – lipstick – nail varnish – moisturizer – hair gel – blush – bleaching cream – lotion	Asking and giving advice using “ <i>should</i> ”	- What should I do? - You should keep your natural skin.

INPUT PHASE

Vocabulary

 cosmetics = beauty products	 a perfume	 a lipstick
 a nail varnish	 a moisturizer = a pomade which humidifies dry skin	 a blush
 Caro White is a bleaching cream . It changes the skin colour	 a hair gel	 a lotion

Language function: Asking and giving advice using “*should*”

You can use “should + verb” to give advice, a recommendation or counsel.

Example: You **should** be proud of your skin colour.

To ask for advice, you can say this: “What **should** I do?”

PRACTICE PHASE

Activity 1: Match each definition from column A with the appropriate meaning in column B. One word or expression in column B is not concerned. Write your answers like in the example.

Example: 1. d: cosmetics

A

1. beauty products
2. lip-painting instruments
3. body liquid that emits an agreeable odour
4. nail-painting product
5. a cream that changes black skin into light skin
6. a product that helps to change a dry surface into humid surface

B

- a. moisturizer
- b. bleaching cream
- c. varnish
- d. cosmetics
- e. lipsticks
- f. hair gel
- g. perfume

Activity 2: Write a correct answer for each question choosing the right option between parentheses to give advice using “should”. Write your answers like in number 1.

1. What should I do? (bleach my skin / keep my natural skin colour)

➡ You **should** keep your natural skin colour.

2. What should girls do? (use cosmetics moderately / use cosmetics excessively)

.....

3. What should parents do? (encourage their children to use bleaching cream/ encourage their children to remain natural)

.....

4. What should Anna do? (respect her parents / insult her parents)

.....

5. What should Willy do? (wear extravagant clothes at school / wear authorized clothes at school)

.....

6. What should we do? (polish our nails regularly / keep our nails dirty)

.....

Homework: Exercise 5 page 79 (English for All)

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 3: BE PROUD OF YOUR SKIN COLOUR

SESSION 2

Source: Learn It, Do It 4è

Learning context (Recall)







After attending a conference on the use of cosmetics, the students of 4ème 1 of Lycée Moderne Agnibilékrou decide to write an article about the dangers related to the misuse of cosmetics in order to sensitize their fellow students.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Dark complexion – light complexion – to bleach the skin – lip gloss – dots – harmful – skin cancer – eyeliner pencil	Expressing prohibition using “ <i>shouldn’t</i> ”	- What should I do? - You should keep your natural skin.

INPUT PHASE

Vocabulary

 <u>dark complexion</u> = black skin colour	 <u>light complexion</u> = clear skin colour	 lip gloss
 skin dots	 skin cancer	 Eyeliner pencil

To bleach the skin = to change the skin colour with bleaching creams

Harmful = dangerous

Language function: Expressing prohibition using “*shouldn’t*”



This lady has bleached her skin. This is not a good thing to do. To stop other girls from doing that, you can advise them by saying: “You **shouldn’t bleach** your skin”.

So, we use “**shouldn’t + verb**” to prohibit or prevent bad actions.

PRACTICE PHASE

Activity 1: As you read this text about cosmetics, fill in the gaps using the appropriate words from the box. Write your answers like in the example.

Example: 1. bleach

skin – light – dots – cancer – bleach - harmful

Sheila is a hairdresser and a seller of skin care products. A lot of women come to her salon every day to buy some products to (1) their skin. With those products, dark (2) women become very (3) after just a few days. Many black women are convinced that having a lighter skin colour makes them more attractive. On the contrary, the excessive use of cosmetics is sometimes (4) as it exposes to diseases such as skin (5) and skin (6) The dots on the woman’s skin are very ugly. Although Sheila is conscious of all these risks, she never discourages her customers in their choices of skin bleaching products.

Activity 2: Write a correct answer for each question choosing the right option between parentheses to prohibit actions using “shouldn’t”. Write your answers like in 1.

1. What shouldn’t I do? (bleach my skin / keep my natural skin colour)

➡ You shouldn’t bleach your skin.

2. What should girls do? (use cosmetics moderately / use cosmetics excessively)

.....

3. What shouldn’t parents do? (encourage their children to use bleaching cream / encourage their children to remain natural)

.....

4. What shouldn’t Anna do? (respect her parents / insult her parents)

.....

5. What shouldn’t Willy do? (wear extravagant clothes at school / wear authorized clothes at school)

.....

6. What shouldn’t we do? (polish our nails regularly/ keep our nails dirty)

.....

Homework: Exercise 2 page 57 (Learn It, Do It)

Level: 4ème

Unit 4: FASHION

Skill: Writing

LESSON 3: BE PROUD OF YOUR SKIN COLOUR

SESSION 3

Source: Learn It, Do It 4è

Communication activity (Situation d'évaluation)

After attending a conference on the use of cosmetics, the students of 4ème 1 of Lycée Moderne Agnibilékrou decide to write a paragraph about the dangers related to the misuse of cosmetics in order to sensitize their fellow students. As a member of the class, write this article in which you:

1. give the main reasons why people use bleaching creams;
2. mention three (3) consequences of bleaching creams;
3. write a paragraph of ten (10) lines in which you say what people should do and what they shouldn't do to stay safe.



UNIT 5



CITY OR VILLAGE

Unit Level: 4ème

Skill: LISTENING

Unit 5: CITY OR VILLAGE?

LESSON 1: I WISH I LIVED IN ABIDJAN

SESSION 1

Source: English For All 4e

Learning context:

The students in 4ème 2 from Collège Moderne Dominique Ouattara d'Aboisso listen to a radio broadcast about the life in Abidjan in order to give a presentation on modern cities at an English Club meeting of their school.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
A pavement - cinema - a supermarket - a swimming-pool - a roundabout - Pharmacy	Expressing wishes	I wish I lived in Abidjan.

INPUT PHASE

Vocabulary

 a pavement	 a swimming pool	 a cinema
 a supermarket	 a roundabout	 a pharmacy

Language function: Expressing wishes


To express wishes in English, we use the phrase “**I wish I +Preterit (verb)**”

Examples:

I wish I lived in Abidjan.

PRACTICE PHASE

Activity 1: Put the letters into the correct order to find out appropriate words. Start with the capital letter. Number 1 has been done for you as an example.

Example: 1.c-a-r-h-P-a-m-y  Pharmacy

2.m-S-r-e-a-k-u-p-t-e 

3.p-S-g-i-m-o-w-m-o-n-i-l 

4.i-m-n-a-e-C 

5-e-v-n-a-m-P-e-t 

6-t-u-R-n-o-a-o-u--d-b 

Activity 2: Use the ideas in the box to express your wishes. One has been done for you as example.

Student A: I wish I saw a pavement. What about you?

Student B: I wish I visited Paris.

see a pavement – visit Paris – visit a supermarket – go to the cinema – visit an airport – live in Abidjan – live I Yamoussoukro

Student A:

Student B:.....

Student A:

Student B:.....

Student A:

Student B:.....

Homework:

At home, write four sentences to express your wishes.

1-.....

2-.....

3-.....

4-.....

5-I wish I travelled to London.

Level: 4ème

Skill: LISTENING

Unit 5: CITY OR VILLAGE?

LESSON 1: I WISH I LIVED IN ABIDJAN

SESSION 2

Source: English For All 4e

Learning context (Recall)






The students in 4ème 2 from Collège Moderne Dominique Ouattara d'Aboisso listen to a radio broadcast about the life in Abidjan in order to give a presentation on modern cities at an English Club meeting of their school.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
A university - a fire brigade - buildings - a crowd - a bridge - a parking lot - a crossroads - traffic lights - a traffic jam - a highway	Expressing purpose	I work hard to pass my exam. I work harder in order to pass my exam.

INPUT PHASE

Vocabulary

				
A highway	Buildings	A traffic jam	Traffic lights	Crossroads
				
A parking lot	A university	Fire brigade	A crowd	A bridge

Language function: Expressing purpose







To express an objective or a purpose in English, we can use the phrase “**in order to**” or the word “**to**”

Example: I worked harder **in order to** pass my exam.

I worked harder **to** pass my exam.

PRACTICE PHASE

Activity 1: Listen to the description of the picture. Write **True** if the description corresponds to the picture and **False** if the description doesn't correspond. And write the correct name of each picture. Do it like number 6.

 1-A- B-	 2-A- B-	 3-A- B-
 4-A- B-	 5-A- B-	 6-A-TRUE B-FIRE BRIGADE

Listening text

- 1-Picture one is a swimming pool
- 2-Picture two is a traffic jam
- 3-Picture three is a bridge
- 4-Picture four is traffic lights
- 5-Picture five is crowd
- 6-Picture six is fire brigade

Activity 2: Use the words from each list to obtain a correct sentence expressing a purpose.

One has been done for you as an example.

1-I / work hard / improve my English

————→ **I want to work harder in order to improve my English.**

2- Konan / go to Abidjan/ see buildings

————→

3- I / learn my lesson / go to university

————→

4- Koffi and Sekou / become firemen / save people

————→

5- They / become architects / build buildings

————→

6-Aissata / work hard/ go up

————→

Homework: With your friend at home do exercise 4 B page 87 **English For All 4e**

Level: 4ème

Skill: LISTENING

Unit 5: CITY OR VILLAGE?

LESSON 1: I WISH I LIVED IN ABIDJAN

SESSION 3

Source: English For All 4^e

Communication activity (Situation d'évaluation)

The English teacher of 4ème 2 of Collège Moderne Dominique Ouattara of Aboisso reads a text to express people's purposes. He asks the students to give him some information according a text. As a student of 4ème2, listen to your teacher and in the following table:

1-write the names of the people, their ambitions and the reasons for their choice;

PEOPLE	AMBITIONS	REASONS

2-write your ambition and justify your choice;

.....

.....

.....

.....

3-read your production to the class.

Listening passage

My name is Kouakou. I am in 4ième in Collège Moderne Dominique Ouattara d'Aboisso. I have two friends; Zokou and Ramata. We work hard in order to reach our objectives.

I want to become a doctor in order to help sick people. For that, I study my science lessons carefully.

Ramata wants to help sick people too. But she wants to become a pharmacist.

Zokou has a different ambition. He wants to become an engineer to build roads with roundabouts, crossroads, bridges and traffic lights.

Level: 4^{ème}

Skill: LISTENING

Unit 5: CITY OR VILLAGE?

LESSON 2: IS VILLAGE LIFE BETTER?

SESSION 1

Source: English For All 4^e

Learning context:

During the trip organized by the British Embassy in “Takoradi”, the students of 4^{ème} 2 of Collège Moderne Dominique Ouattara listen carefully to villagers’ talk about their life in order to make comparison between village life and city life in their English Club magazine and express the reasons for their preference.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
To plant - to grow - food crops - cash crops – coffee - a cashew tree – weed – cocoa – happy – proud – sad – worried – glad	Expressing feelings.	I feel happy. I am glad to see you

INPUT PHASE

Vocabulary

 To plant / to grow	 Weeds	 Coffee	 Cocoa	 Cashew tree
 Ashamed	 Proud	 Worried	 Sad	 Happy / Glad

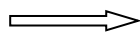
Food crops: crops grown for direct consumption like carrots, tomatoes, onions, okra, cabbages are food crops

Cash crops: crops grown for commercial purpose like coffee, cocoa, cotton are examples of cash crops

Language function: Expressing feelings

To express feelings in English, we use: **to be** / **to feel** + adjective of feeling

Example:



I **am** happy
or
I **feel** happy

PRACTICE PHASE

Activity: Listen and write the description under the correct picture to express people's feeling. **Number 5 is an example.**

				
1-.....	2-.....	3-.....	4-.....	5- Proud

Listening text

1- sad; 2-cocoa ; 3-worried; 4-happy ; 5-Proud

Activity 2: Put the words into the correct order to make meaningful sentence. Following example 4, do it with your neighbor.

1- she / very / is / Today / birthday / Anna's / happy / is

—————>

2- glad / am / meet / you / to / again / I / very

—————>

3- boys / really / The / bored / with / game / same / are / the

—————>

4- excited / She / so / when / news / the / was / she / good / heard

—————> She was so excited when she heard the good news.

5- amazed / when / were / they / what / discovered / They / happened.

—————>

6- worried / losing / about / job / his / He.

—————>

Homework: At home, write the verb to be and the adjective in each of the above sentence. Number 4 is an example.

1-

2-

3-

4- **was..... excited**

5-

6-.

Level: 4^{ème}

Skill: Listening

Unit 5: CITY OR VILLAGE

LESSON 2: IS VILLAGE LIFE BETTER

SESSION 2

Source: English For All 4^e

Learning context (Recall)

During the trip organized by the British Embassy in “Takoradi”, the students of 4^{ème} 2 of Collège Moderne Dominique Ouattara listen carefully to villagers talk about their life in order to make comparison between village life and city life in their English Club magazine and express the reasons for their preference.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
to fish – fisherman - a hunter – a field of rice - a river - a hut - a village – a farmer	Expressing reasons with due to, as and so	The teacher was ill. So , the students went home. As the teacher was ill the students went home. Due to the teacher’s illness the students went home

INPUT PHASE

Vocabulary

 a river	 a village	 a hut
 the fisherman is fishing in the river	 a hunter	 a farmer in his field of rice

Language function: Expressing reasons with due to, as and so

To express reasons in English, we can use:

-Due to

Example: Due to the teacher's illness, the students went home.

-As

Example: As the teacher was ill the students went home.

-so

Example: The teacher was ill **so** the students went home.

- “because of” and “because”.

Examples: The students went home **because** the teacher was ill.

The students went home **because of** the teacher's illness.

PRACTICE PHASE

Activity 1: Look at the pictures then, ask a question to know what each picture represents and answer them with your neighbor. Follow the example.



Question1: What is picture number 4?

Answer1: It is a fisherman / It is to fish

Question 2:

Answer 2:

Question 3:

Answer3:

Question 4:

Answer 4:

Question 5:

Answer 5:

Activity 2: Listen and complete each sentence with the missing word or expression.

Example: 1- **Due to**

1-(1-.....) their friendship, Niamkey and Kra are glad to see each other.

2-Soro's plantation is under the flood, (2-.....) he is very sad.

3-N'goran got a lot of money, (3-) he is very happy.

4- (4-.....) he has a big plantation, Yao is proud.

5- I lost my job (5-.....) I was ill for several months.

6-I was feeling tired (6-.....) I decided to take a break.

7-(7-.....) Koffi was sick, he didn't come to school.

Listening passage:

1-**Due to** their friendship, Niamkey and Kra are glad to see each other.

2-Soro's plantation is under the flood, **so** he is very sad.

3-N'goran got a lot of money, **so** he is very happy.

4- **As** he has a big plantation, Yao is proud.

5- I lost my job **because** I was ill for several months.

6-I was feeling tired **so** I decided to take a break.

7-**As** Koffi was sick, he didn't come to school.

Homework: Exercises 3 & 4 page 91 of English For All, 4^{ème}

Level: 4^{ème}

Skill: LISTENING

Unit 5: CITY OR VILLAGE

LESSON 2: IS VILLAGE LIFE BETTER?

SESSION 3

Source: English For All 4^e

Communication activity (Situation d'évaluation)

During an English Club meeting in Collège Moderne Alassane Ouattara of Aboisso, the Chairman asks the students of 4^{ème} to listen to an audio tape about Zokou in order to see how he spent his last holidays. Being a student of 4^{ème}, as you listen to the passage,

1-say where Zokou spent his holidays and why;

.....

2-list the places Zokou visited;

.....

.....

3- write how he felt during these holidays.

.....

.....

Listening passage:

Last year, Zokou spent the long holidays in the big city of Abidjan. He went there because he had a very good average. So, his father was proud of him and he offered him a trip to Abidjan.

Zokou was so excited at the idea of visiting the big city of Abidjan. He made the trip from his village by lorry; the journey was long and tiring, but Zokou enjoyed it.

In Abidjan, Zokou visited a lot of places like the fire brigade of Yopougon, and the University of Cocody. He saw a lot of buildings, big roundabouts.

He sometimes felt sad when thinking about his best friend Séry, who stayed in the village, working on the farm with his father. After two weeks, Zokou went back to his village, very happy.

Level: 4ème

Skill: LISTENING

Unit 5: CITY OR VILLAGE

LESSON 3: ZOKO LEAVES HIS VILLAGE TO THE CITY

SESSION 1

Source: English For All 4e

Learning context:

During an English class, the students of 4ème 2 of Collège Moderne Dominique Ouattara listen to an audio recording about rural exodus in order to discuss about its reasons and consequences and sensitize young people.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Employment - rural exodus - juvenile delinquency - tiring work – youngsters - attractive places - overcrowded	Expressing consequence	He was so lazy that he failed his exam.

INPUT PHASE

Vocabulary

Employment = occupation, job, work. The work or occupation for which one is used and often paid

Rural exodus: movement of young people from rural areas (villages) to urban areas (towns) to find better living conditions

Juvenile delinquency: the habitual committing of criminal acts or offenses by young people

Attractive places: beautiful / pleasant places

Tiring work: difficult work / job

Youngsters: young people

Overcrowded: full of people.

Language function: **Expressing consequence**

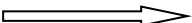
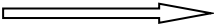
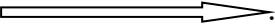
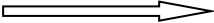
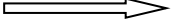
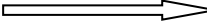
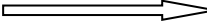
To express consequences in English, we can use “**so.....that**”:

Structure: “**so + adjective+ that**”

Examples: He was **so lazy that** he failed his exam.

PRACTICE PHASE

Activity 1: As you listen to the teacher, write each meaning you hear in front of the correct word or expression. Do like in number 1

- 1-employment  The act of employing
2-rural exodus 
3-attractive 
4-overcrowded 
5-juvenile delinquency 
6-tiring 
7-youngsters 

Listening meanings

- a- The act of employing
- b- the fact of leaving the village for the city
- c- Beautiful
- d- Too many people in an area
- e- Illegal behavior by young people
- f- which causes fatigue
- g- Young people

Activity 2: Write correctly the following sentence to express consequences like in number 1.

1- The towns / crowded / people live in bad conditions

⇒ The towns are **so crowded that** a lot of people live in bad conditions.

2-Life in rural areas / hard / young people leave to towns

⇒

3-Working in the village / tiring / youngsters go to towns

⇒

4-In towns, some places / attractive / youngsters refuse to go back to the village

⇒

5-Employment / rare / many young people fall into temptations

⇒

6-Rural exodus / acute / the government is going to take strong decisions

⇒

7-Rural exodus / important / towns are now overcrowded

⇒

8-Juvenile delinquency / common / parents refuse to let their children go to towns

⇒

Homework: Exercise 6 page 95 **for English For All, 4^e**

Level: 4^{ème}

Skill: LISTENING

Unit 5: CITY OR VILLAGE

LESSON 3: ZOKO LEAVES HIS VILLAGE TO THE CITY

SESSION 2

Source: English For All 4e

Learning context (Recall)

During an English class, the students of 4^{ème} 2 of Collège Moderne Dominique Ouattara listen to an audio recording about rural exodus in order to discuss about its reasons and consequences and sensitize young people.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Bad living condition – depopulation – poverty – temptation - drug addiction	Expressing result	He worked so well that he passed his exam.

INPUT PHASE

Vocabulary

- **Bad living condition**: which is not good for living
- **Poverty**: Any deficiency of elements or resources that are needed to live
- **Drug addiction**: drug dependence.
- **Temptation**: is something attractive or seductive (alcohol, sex, cigarette, drug)
- **Depopulation**: The reduction of inhabitants

Language function: **Expressing result**

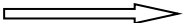
-To express result, we can use “so.....that”

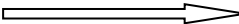
Structure: “so + adverb + that”


Example: He worked **so well that** he passed his exam.

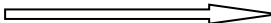
PRACTICE PHASE

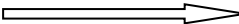
Activity 1: Find the missing letters in following words. Write your answers like in example number 6.


1-D- - o- - - at- - - 

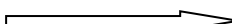
2-T- - -ta- io- 

3-Ad- - -tio- 

4-D- -g 


5-Pov- - -y 

6-B- -  **Bad**

7-Liv- - - 

Activity 2: With your neighbor, complete each sentence with the correct form of adjective to express result. Follow example 3.


1-Rural exodus increases (...quick.....) in a few years, there might have no more youth in villages.



2-In some districts, people live (.....bad.....) they are always sick.



3-population grows (.....rapid.....) in a few decades, our planet will be overcrowded.

 Population grows **so rapidly that** in a few decades, our planet will be overcrowded.

4-Last night, it rained (...heavy....) there were flood everywhere.



5-He works (...hard) on his farm (.....) he always has good harvests.



6- Yao took care of his child (...careful.....) he avoided drug addiction.



Homework: Exercise 5 page 95 English For All 4è

Level: 4^{ème}

Skill: LISTENING

Unit 5: CITY OR VILLAGE

LESSON 3: ZOKO LEAVES HIS VILLAGE TO THE CITY

SESSION 3

Source: English For All ,4^{ème}

Communication activity (Situation d'évaluation)

During a competition organized by the American Embassy in Collège Moderne Dominique Ouattara of Aboisso, the students of 4^{ème} are asked to listen to an audio recording in order to talk about its content. As a student of 4^{ème}, while you listen to the recording,

1-give a title to the passage;

.....

2-quote the different causes of this phenomenon according the text;

.....
.....
.....
.....

3- fill in the passage with the six missing words;

Rural exodus is the moving of young people from village to town. The main reason why young people are leaving rural areas is the improvement of their (1)-..... Most of the rural areas present (2)-..... living conditions. First of all, there is no clean water, no (3)-..... and the rural jobs are very difficult and (4)-..... There are no (5)-..... places such as pubs, cinema, and night clubs. Besides, there are no (6)-..... schools; students after primary school are obliged to go to the city so that they can continue their studies.

4-Write in 6 lines maximum some solutions to reduce it.

.....
.....
.....
.....
.....
.....
.....

Listening passage: Causes of rural exodus

Rural exodus is the moving of young people from village to town. The main reason why young people are leaving rural areas is the improvement of their **(1-life)**. Most of the rural areas present **(2-bad)** living conditions. First of all, there is no clean water, no **(3-electricity)** and the rural jobs are very difficult and **(4-tiring)**. There are no **(5-attractive)** places such as pubs, cinema, and night clubs. Besides, there are no **(6-secondary)** schools; students after primary school are obliged to go to the city so that they can continue their studies.

[illegible]

HUMAN RIGHTS

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 1: I KNOW MY RIGHTS

SESSION 1

Source: Learn It, Do It 4è

Learning context:

During the English class, the teacher makes the students of 4ème 3 of Lycée Moderne Bouna listen to an audio tape about Human Rights Violation in the world in order to discuss the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
right – life – security – education – love – nutrition – health	Expressing rights	I have the right to life. Koffi has the right to education.

INPUT PHASE

Vocabulary

A right = something that you are morally or legally permitted to do or to have

Life = existence

Security = protection

Education = school

Love: Parents must love their children

Nutrition = food

Health: People have the right to medical care when they are sick.

Language function: Expressing rights



When we talk about rights in English, we can use “**have / has the right to**”

Example: Children **have the right to** education. / Children **have the right to** go to school.

PRACTICE PHASE

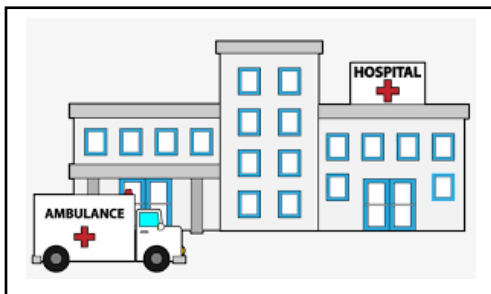
Activity 1: While you listen to the teacher read the text, write TRUE or FALSE under each picture. Do it like in number 1.



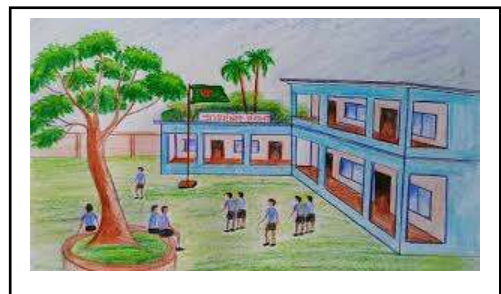
1. **FALSE**



2.



3.



4.



5.



6.

Listening passage:

Picture 1: Children have the right to education.

Picture 2: Children have the right to name.

Picture 3: We have the right to health.

Picture 4: Everyone has the right to life.

Picture 5: Children have the right to love.

Picture 6: We have the right to protection.

Activity 2: Choose the appropriate sentence from the box for each of the situation below. Write your answers like in the example.

Example: 1. Friend: “He has the right to love”.

We have the right to nutrition – He has the right to love – We have the right to health – Children have the right to education

Situation 1: Father to his friend: “I don’t like my son Dally; he is too short”.

Friend: “.....”

Situation 2: Mother to children: “You refuse to clean the house today. So there is no food for you”.

Children: “.....”

Situation 3: Your uncle to you: “My children will help me on my farm. They will not go to school”.

You: “.....”

Situation 4: Doctor to patients: “I have received in the waiting room five people, I can’t receive you”.

Waiting patients: “.....”

Homework: Exercise 3 page 103 (English for All)

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 1: I KNOW MY RIGHTS

SESSION 2

Source: Learn It, Do It 4è

Learning context (Recall)

During the English class, the teacher makes the students of 4ème 3 of Lycée Moderne Bouna listen to an audio tape about Human Rights Violation in the world in order to discuss the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
work – freedom of speech and opinion – leisure – vote – resting time – citizenship	Inquiring about rights	A: What rights do we have? B: We have the right to work

INPUT PHASE

Vocabulary

 <u>work</u> = job, employment	 <u>resting time</u> = a break, a time when you are not working	 <u>leisure</u> = enjoyment, playing, having good time
 This ID card shows your belonging to Côte d'Ivoire. It's your <u>citizenship</u>	 To vote	 <u>Freedom of speech:</u> Liberty of expression

Language function: Inquiring about rights



To ask about someone's rights, you can ask the question below:

“What rights do I have?” or “What rights do we have?”

The answer is for instance: I / We have the right to citizenship, the right to education, the right to health etc

PRACTICE PHASE

Activity 1: As you listen to the teacher read the text, fill in the gaps with the missing words or expressions. Write your answers like in the example.

Example: 1. Right to life.

Criminality is growing in modern societies. In Côte d'Ivoire, teenagers referred to as microbes don't care about (1) because they frequently kill innocent people with an incredible impunity. The policemen in charge of insuring the (2) to the population are among the victims of these young criminals who generally operate with knives. Some of the young killers say they have become violent because they want to take their revenge on society for the non-respect of their (3) while the children of the same age group are at school. In response to their request, the Ivorian government is organising a re-socialization programme in which, in addition to their right to education, their (4) is also respected. They also benefit from the (5) after lunch and after dinner. The objective of all these positive measures is to help them abandon their anti-social behaviour.

Activity 2: This is a conversation between you and your neighbour about rights. Write your parts and practice it with your neighbour. Number has been done for you as an example.

Example: 1. what rights do children have?

1. You:

Your neighbour: Children have the right to education.

2. You:

Your neighbour: The populations have the right to health.

3. You:

Your neighbour: A mother has the right to respect.

4. You:

Your neighbour: Any person has the right to a name.

5. You:

Your neighbour: Students have the right to protection.

Listening passage

Criminality is growing in modern societies. In Côte d'Ivoire, teenagers referred to as microbes don't care about (1) **right to life** because they frequently kill innocent people with an incredible impunity. The policemen in charge of insuring the (2) **right to security** to the population are among the victims of these young criminals who generally operate with knives. Some of the young killers say they have become violent because they want to take their revenge on society for the non-respect of their (3) **to education** while the children of the same age group are at school. In response to their request, the Ivorian government is organising a re-socialization programme in which, in addition to their right to education, their (4) **right to nutrition** is also respected. They also benefit from the (5) **right to rest** after lunch and after dinner. The objective of all these positive measures is to help them abandon their anti-social behaviour.

Homework: Exercise 2 page 74 (Learn It, Do It)

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 1: I KNOW MY RIGHTS

SESSION 3

Source: Learn It, Do It 4è

Communication activity (Situation d'évaluation)

For the preparation of their presentation on human rights, the chairman of the English Club of Lycée Moderne Bouna makes the students of 4ème 3 listen to an audio tape about the topic. You are a member of the class. As you listen to the record:

1. choose the right option;

The text is about

- a) the place of human rights
- b) the people opposed to human rights
- c) the history of human rights

2. match the phrases in column A with their endings in column B while you listen again.

A

- 1. one of the most
- 2. 48 states initially
- 3. the vast majority of
- 4. our collective
- 5. uphold the
- 6. its principle are fully

B

- a. rights
- b. important events
- c. applied
- d. agreed to the declaration
- e. responsibility
- f. countries accept it

Listening passage

Human Rights Day is one of the most important events on the United Nations calendar. It takes place on the 10th December every year. It was on this day in 1948 that the UN created the Universal Declaration of Human Rights. Only 48 States initially agreed to the Declaration. Of course, the vast majority of the countries accept it today.

The High Commissioner for Human Rights describes the importance of this day: “On Human Rights Day, it is my hope that we will act on our collective responsibility to uphold the rights enshrined in the Universal Declaration. We can only honour the towering vision of that inspiring document when its principles are fully applied everywhere, for everyone.”

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 2: WHAT ARE YOUR DUTIES?

SESSION 1

Source: Learn It, Do It 4è

Learning context:

During a meeting of the English Club of Lycée Moderne Gouverneur Abdoulaye Fadiga Touba, the chairman makes the students of 4ème listen to an audio tape about Human duties in order to discuss the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
duty – obey my parents – work hard – respect the teachers – pay taxes – help sick people – help parents in housework	Expressing duties	I have to respect my parents I must respect my parents It's my duty to respect my parents

INPUT PHASE

Vocabulary

A duty = an obligation

 to obey my parents = do what they ask me to do	 to work hard	 To respect my teachers
 to pay taxes	 to help sick person	 help the parents in the housework

Language function: Expressing duties



We can use the phrase “**It’s my / your/ our duty to.....**” and modal verbs “**Must**” and “**Have / has to**” to talk about our duties.

Examples:

It’s my duty to pay taxes.

I **have to** pay our taxes.

I **must** pay our taxes.

PRACTICE PHASE

Activity 1: As you listen to the teacher read the text, fill in the gaps with the missing words or expressions. Write your answers like in the example.

Example: 1. duties.

As a child, I want my parents to take good care of me. To me, children don’t have only rights; they have (1).....too. One of them is (2).....their parents. In many traditions, disobedient children suffer from maledictions. Another important duty of children is (3).....at school to procure moral satisfaction to their families. At home, children have domestic duties. For example, they can do some (4).....like washing the family car or sweeping the floor of the house. Duties are not limited to children. Adults have the duty (5).....to contribute to the development of their countries. They also have the duty (6).....to their families.

Listening passage:

As a child, I want my parents to take good care of me. To me, children don’t have only rights; they have (1) **duties** too. One of them is (2) **to obey** their parents. In many traditions, disobedient children suffer from maledictions. Another important duty of children is (3) **to work hard** at school to procure moral satisfaction to their families. At home, children have domestic duties. For example, they can do some (4) **housework** like washing the family car or sweeping the floor of the house. Duties are not limited to children. Adults have the duty (5) **to pay taxes** to contribute to the development of their countries. They also have the duty (6) **to provide housing** to their families.

Activity 2: Match each of the following statements with the person who said it. Write your answers like in number 1.

It's my duty to wash my father's car – I have to work hard at school – It's my duty to give food to my family – We have to pay taxes – It's my duty to provide health care to my children – I have the duty to protect my population

1. *It's my duty to work hard at school*



2.



3.



4.



5.



6.



Homework: Exercise 2 page 106 (English for)

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 2: WHAT ARE YOUR DUTIES?

SESSION 2

Source: Learn It, Do It 4è

Learning context (Recall)

During a meeting of the English Club of Lycée Moderne Gouverneur Abdoulaye Fadiga Touba, the chairman makes the students of 4ème listen to an audio tape about human duties in order to discuss the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
tidy my bedroom – do own laundry – clean the house – respect the regulation – learn my lessons	Inquiring about duties	A: What are your duties at home? B: I have to help my parents

INPUT PHASE

Vocabulary

 <p><u>to tidy my bedroom</u> = to arrange my bedroom</p>	 <p><u>to do own laundry</u> = to wash your own clothes</p>
 <p><u>to learn the lessons</u></p>	 <p><u>to clean the house</u></p>

To respect the regulations = to respect the law

Language function: Inquiring about duties



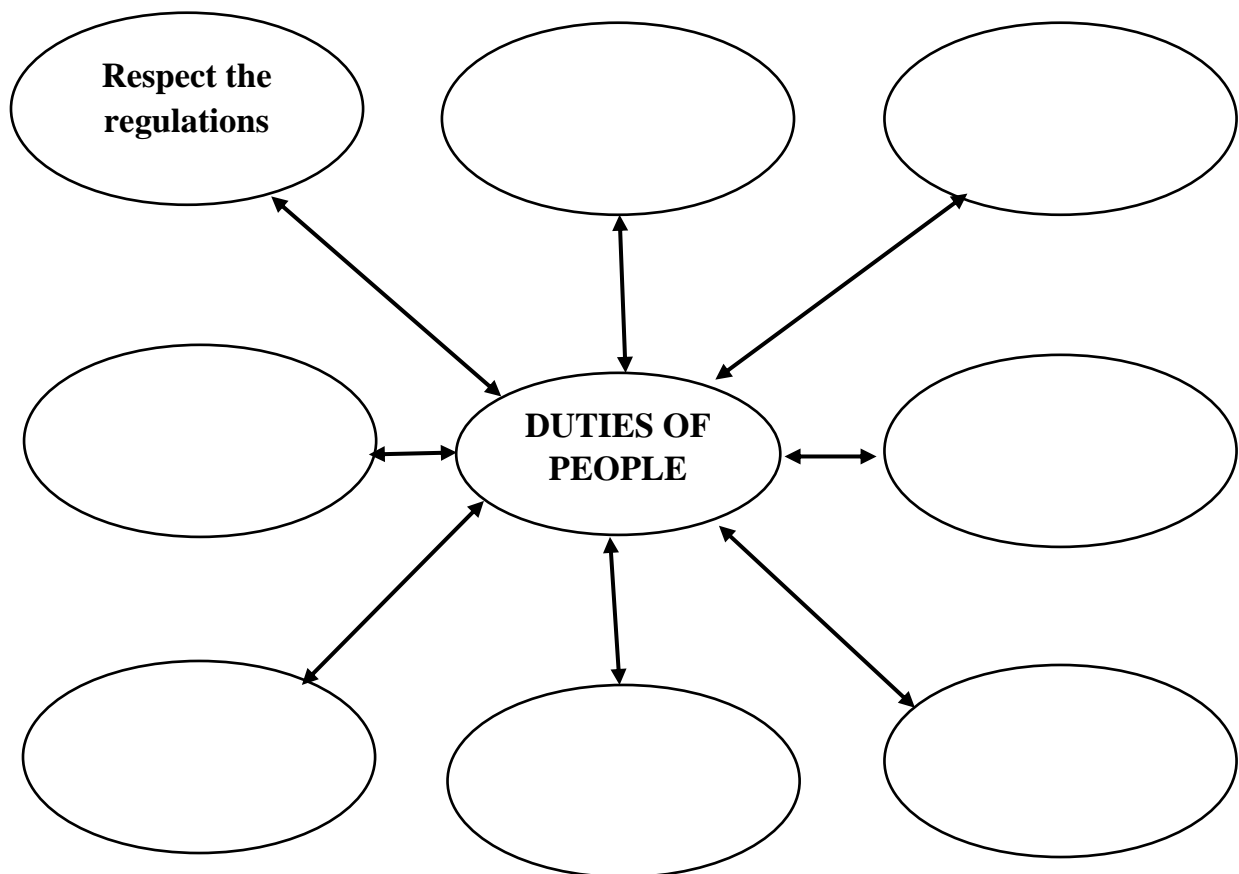
To know about someone's duties or obligations, we ask:

What are your duties?

The answer is for instance: I **have to** clean the house / I **have to** respect the law / **It's my duty** to respect my parents / I **must** learn my lessons etc.

PRACTICE PHASE

Activity 1: As you listen to the teacher read the text, complete the spidergramme with the words related to duties. Do it like in the example.



Listening passage:

- | | |
|----------------------------|-----------------------|
| 1. respect the regulations | 7. Work hard |
| 2. protect the family | 8. Food and education |
| 3. health care | 9. Obey the parents |
| 4. help sick people | 10. Tidy the bedroom |
| 5. pay the taxes | 11. love |
| 6. to vote | 12. Study the lessons |

Activity 2: This is a conversation between you and your neighbour about rights. Write your parts and practice it with your neighbour. Number 1 has been done for you as an example.

Example: 1. What are your duties at school?

1) You:?

Your neighbour: Its' my duty to learn my lessons.

2) You:?

Your neighbour: I have to help in the housework.

3) You:?

Your neighbour: It's my duty to pay my taxes.

4) You:?

Your neighbour: Children have to respect their parents.

5) You:?

Your neighbour: Teachers have to educate students.

Homework: Exercise 1 page 78 (Learn It, Do It)

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 2: WHAT ARE YOUR DUTIES?

SESSION 3

Source: Learn It, Do It 4è

Communication activity (Situation d'évaluation)



The students of 4ème of Lycée Moderne GAF Touba are attending a conference of an expert sent by UNICEF to sensitize poor countries' children about their rights and duties. As a student of this level, do the tasks below while listening.

A. answer by true (T) or false (F) to these statements. Then, correct the false ones;

- 1) Childhood is a period of distraction.
- 2) In the world, some children are obliged to work.
- 3) The children who work receive a lot of money.
- 4) The working conditions in sweatshops are pleasant.
- 5) In sweatshops, people work with machines.

B. listen again and choose the right options;

- 1) Children generally work in:
a. farms b. clothing c. electronic factories
- 2) circle the continent which is not mentioned in the passage.
a. Europe b. Africa c. Asia
- 3) The violation of labor laws in the sweatshops is revealed by
a. the U.S Department of security.
b. the U.S Department of law.
c. the U.S Department of labor.

Listening passage: Child Labor and Sweatshops

For many, childhood is a time of fun, learning, and exploring. For children who work, they generally do not work long hours or in poor conditions. Some children across the globe, however, are forced to work long hours, in terrible conditions, and for low pay. These children generally work in clothing or electronic factories in the global south, or the poor and underdeveloped nations in Africa, Asia, and Latin America.

In many cases, these children work in what we call sweatshops or factories where working conditions are extremely hostile. Sweatshops are defined as workplaces where labor is menial, tiring, underpaid, where workers are abused (verbally and physically), and, according to the U.S department of Labor, where owners regularly violate labor laws.

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 3: WE HAVE TO PROMOTE TOLERANCE

SESSION 1

Source: Learn It, Do It 4è

Learning context




After the political conflict in Côte d'Ivoire, the authorities invite the ambassador of USA in Côte d'Ivoire who is an expert in conflict resolution to give a conference. The students of 4ème 3 of Lycée Moderne 1 Adzopé attend it in order to help promote tolerance in their region.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Peace – forgiveness – brotherhood – solidarity – tolerance – war – charity	Expressing tolerance	- I've got to accept differences - I mustn't reject people who don't share my opinions.

INPUT PHASE

Vocabulary

 <u>peace</u> = non-violence	 <u>forgiveness</u> = pardon, reconciliation	 <u>brotherhood</u> = unity among family members
 <u>solidarity</u> = unity	 <u>charity</u> = donation, the fact of giving to other people	 <u>war</u> = armed conflict

Tolerance = acceptance of others

Language function: Expressing tolerance



This picture shows Martin Luther King's fight for equality between black and white. To achieve this goal, he used to sensitize all his fellows about tolerance by saying: ***"You've got to accept differences; you mustn't reject people because of their differences"***.

So, to express tolerance, we use these structures:

have got to + good or positive attitude or action.
and

mustn't + bad or negative attitude or action.

Examples:

- I've **got** to help people in need.
- I **mustn't** insult other ethnic groups.

PRACTICE PHASE

Activity 1: As you listen to the teacher read a passage, fill in the gaps with the missing words. Write your answers like in the example.

Example: 1. peace

Today, we live in an increasingly diverse society. This reality could help to reduce wars and to promote (1) in the world. Unfortunately in Africa, the populations are permanently forced to leave their home countries because of frequent political (2) This is very surprising for a continent with a long tradition of (3), a value that helps people never to live in solitude. Most of the tensions in Africa are generated by a lack of (4) that leads to reject all the contradictory opinions. It is therefore important to reinforce the feelings of (5) and integration of all the Africans. That will lead to the (6) of all the warring groups.

Listening passage:

Today, we live in an increasingly diverse society. This reality could help to reduce wars and to promote (1) **peace** in the world. Unfortunately in Africa, the populations are permanently forced to leave their home countries because of frequent political (2) **conflicts**. This is very surprising for a continent with a long tradition of (3) **solidarity**, a value that helps people never to live in solitude. Most of the tensions in Africa are generated by a lack of (4) **tolerance** that leads to reject all the contradictory opinions. It is therefore important to reinforce the feelings of (5) **brotherhood** and integration of all the Africans. That will lead to the (6) **reconciliation** of all the warring groups.

Activity 2: Use the information below to express tolerance with “*I’ve got to*” or “*I mustn’t*” according to the situation. Write your answers like in the example.

Example: 1. *I’ve got to work together with other people.*

1. work together with other people

.....

2. fight discrimination

.....

3. promote social cohesion

.....

4. respect contradictory opinions

.....

5. guarantee equal rights

.....

6. reject foreign culture

.....

7. terrorize weaker friends.

.....

Homework: Exercise 7 page 111 (English for All)

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 3: WE HAVE TO PROMOTE TOLERANCE

SESSION 2

Source: Learn It, Do It 4è

Learning context (Recall)

After the political conflict in Côte d'Ivoire, the authorities invite the ambassador of USA in Côte d'Ivoire who is an expert in conflict resolution to give a conference. The students of 4ème 3 of Lycée Moderne 1 Adzopé attend it in order to help promote tolerance in their region.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Peacemaker – narrow-mindedness – conservatism – dogmatism – partisanship – sectarianism – open-mindedness	Discussing tolerance	- What must we do to promote tolerance? - We must be open-minded to the differences.

INPUT PHASE

Vocabulary

Peacemaker = a person who tries to establish peace between people in conflict

Narrow-mindedness = closed-minded, Intolerant

Open-mindedness = the quality of a person who is willing to consider ideas or opinions that are new or different from their own; tolerant

Conservatism = the fact of being stuck to traditional thoughts

Dogmatism = the character of a person who states their opinions in a strong way and reject any other opinion

Sectarianism = the character of a person who supports a particular religious group, especially in such a way as not to be willing to accept other beliefs

Partisanship = the fact of supporting a person, principle or a political party without considering the matter very carefully

Language function: Discussing tolerance



These two people are strongly opposed. To know about the attitudes or conditions which promote tolerance, the questions are:

What **must** we **do** to promote tolerance?

What **mustn't** we **do** to promote tolerance?

The answers can be:

We **must** be open-minded. \Longrightarrow Must + good attitude

We **mustn't** be partisan. \Longrightarrow Mustn't + bad attitude

PRACTICE PHASE

Activity 1: Match each definition from column A with its appropriate meaning in column B. Write your answers like in the example.

Example: 1. d

A

1. armed conflict
2. the fact of accepting
3. promoter of peace
4. the fact of promoting traditional values
5. partisanship
6. opposition to contradictory opinions
7. pardon
8. receptiveness to contradictory ideas

B

- a. forgiveness
- b. sectarianism
- c. narrow-mindedness
- d. war
- e. peacemaker
- f. open-mindedness
- g. acceptance
- h. conservatism

Activity 2: The text below is about tolerance. Put the verbs in brackets in the correct tenses or forms using “must” or “mustn’t”. Write your answers like in the example.

Example: 1. must promote

No development is possible in a warring society. There, we (1- **to promote**) peace and tolerance everywhere. For example we (2- **to be**) narrow-minded. On the contrary, we (3- **to be**) open-minded. My advice to all of you is that you (4- **to accept**) living and collaborating with other people from other origins. You (5- **to encourage**) discrimination and sectarianism. All the people are born equal according to the Universal Declaration of Human Rights. This means we (6- **to live**) in solidarity and brotherhood for a lasting peace in society and in the world.

Homework: Exercise 7 page 111 (English for All)

Level: 4ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 3: WE HAVE TO PROMOTE TOLERANCE

SESSION 3

Source: Learn It, Do It 4è

Communication activity (Situation d'évaluation)

The students of 4ème 3 of Lycée Moderne Korhogo are attending a conference held in the embassy of USA in Côte d'Ivoire in order to help promote tolerance in their region. Being a member of the class, do all the activities that follow while listening to the audio tape.

A. What is the text about?

.....

B. As you listen again, choose the right options

1. What does the speaker want in the world?
 - a) money
 - b) violence
 - c) armies
 - d) peace

2. select two domains where the government can invest if there is no war according to the text;
 - a) sports
 - b) schools
 - c) hospitals
 - d) arms

3. as you listen again, note down the attitudes which promote peace and tolerance.

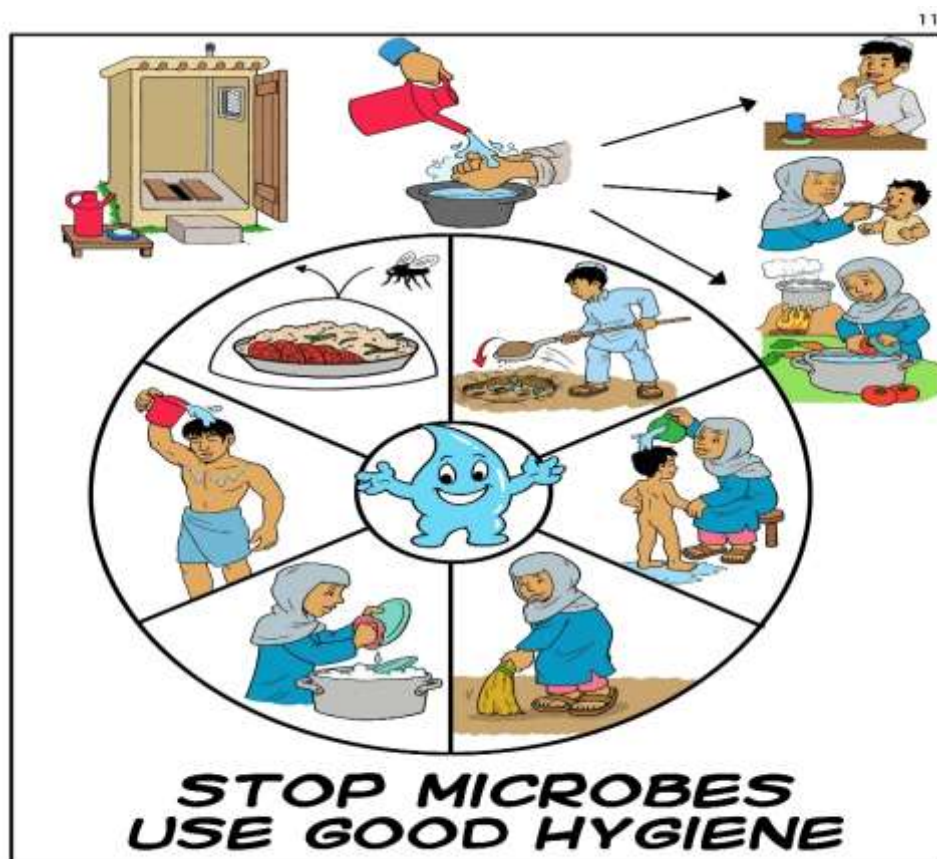
Listening passage:

Peace is the only thing we all hope in the world. I wonder if it will ever come. It seems so simple, really. Why can't everyone live in peace? It seems a lot easier to do that than to fight useless wars. If there was peace in the world, everyone's life would be better. Governments could spend all the money they waste on armies on education and healthcare.

We really need peace. There have been too many wars in our history. I would say well over 99 percent of the world's people want peace. Only a tiny minority doesn't want peace, although they say they do. World leaders need to think more carefully about how they can achieve peace in the world. We need open-mindedness, brotherhood, forgiveness and solidarity to make our world a peaceful one. No more partisanship, no more sectarianism and no more narrow-mindedness if we want to give a livable world to our children tomorrow.



UNIT 7



HYGIENE & HEALTH

Level: 4ème

Skill: Reading

Unit 7: HEALTH AND HYGIENE

LESSON 1: WE CAN AVOID DISEASES!

SESSION 1

Source: English For All 4e

Learning context:







The English Club of Collège Moderne Solignougo is organizing a training session on the occasion of Hygiene and Health Day celebration. The students of 4ème 1 read a text in English about chronic diseases in order to have more information on the different precautions to take.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Stomach ache- to suffer from headache- to recover- temperature- medicine- patients	Giving advice	Should + verb Ex: You should go to hospital

INPUT PHASE

Vocabulary

		
1) To have stomach ache	2) To have headache	3) To recover
		
4) To check temperature	5) Medicine	6) Patients = sick people

To fall sick= to be ill ≠ to be fine

Language function: Giving advice

When you want to give advice to somebody in English, you can use “**should + verb**”

Example: You say you have a headache, you **should go** to hospital. (= I recommend you to go to hospital).

PRACTICE PHASE

Activity 1: Fill in the gaps with the words or phrases below. Do it like in the example.

Example: 1- sick

*Temperature- medicine- patient- have headache-
recover- stomach ache- sick*

Edmond is a student of 4eme. This morning, he has not gone to school because he fell(1)..... He was complaining about his belly. They took him to hospital where some(2).....were waiting for the doctor. The doctor first checked his(3)....., examined his belly and said the(4)..... was due to some bad food he had eaten. Then, he gave him some(5)..... that will help him ...(6)..... quickly. Finally, the doctor touched Edmond's head and asked him if he felt some pains in the head. As he didn't(7)....., he simply answered “No, Doctor”.

Activity 2: Give advice using the phrases between brackets. Number one is done as an example.

1- There is an accident on the highway, we (call an ambulance).

⇒ There's an accident on the highway, we should call an ambulance.

2- Konan doesn't feel well, he (go to hospital).

-

3- The classroom is dirty, the students (clean) it.

-

4- The Doctor gave Aka a prescription, he (go to pharmacy and buy medicaments).

-

5- Aka has bought the pills prescribed by the Doctor, he (swallow them) now.

-

6- The Doctor wants to take a patient's temperature, he (use a thermometer).

-

Homework: Read the dialogue below and answer the questions that follow it.

Father: Good morning, doctor.

Doctor: Good morning sir; what's wrong with the girl?

Father: She spent the whole night vomiting. She complains about a severe stomach ache.

Doctor: What did she eat yesterday?

Father: I can't tell; you know; you can never say what children eat outside.

Doctor: Let me see...She's gone weak... her eyes are red...She must be suffering. We're going to keep her as a precaution...But go to the pharmacy to buy these medicines...

(Some time later, the father is back).

Father: Here you are, Doctor.

Doctor: Good. Your daughter is suffering from cholera. We're going to keep her for a couple of days. You'd better go and wait outside please...

Father: Is she going to be alright, Doctor?

Doctor: Of course, she needs a closer attention.

Father: Thank you Doctor.

Doctor: Don't mention it.

1-Where did the father take his daughter to?

2-Why?

3-What was she suffering from?

4-Did the doctor take care of her? How?

Level: 4ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 1: WE CAN AVOID DISEASES

SESSION 2

Source: English For All 4^e

Learning context (Recall)







The English Club of Collège Moderne Solignougo is organizing a training session on the occasion of Hygiene and Health Day celebration. The students of 4eme 1 read a text in English about chronic diseases in order to have more information on the different precautions to take.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A prescription - to vomit - a thermometer - to take precautions - to have malaria – dirty - clean	Expressing passive actions	Active: A mosquito bit Kobenan Passive: Kobenan was bitten by a mosquito.

INPUT PHASE

A-Vocabulary input

 Prescription	 Thermometer	 To vomit
 Dirty ≠ Clean	 Take precautions	 Have malaria

B-Language function: Expressing passive actions.

Transformation techniques to turn Active Actions into Passive Actions

- The subject of Active sentence becomes object in Passive sentence
- The object of Active sentence becomes subject in Passive sentence
- Put 'to be' in the tense of Active verb and add the past participle of Active verb

Remark: You introduce the object of the Passive sentence with '**by**'

Examples

1-Present simple (Passive)

Example:

Active sentence: The headmaster **congratulates** the top student.

Passive sentence: The top student **is congratulated** by the headmaster.

2-Present continuous (passive)

Example:

Active sentence: The headmaster **is congratulating** the top student.

Passive sentence: The top student **is being congratulated** by the headmaster.

3-Present perfect (Passive)

Example:

Active sentence: The headmaster **has congratulated** the top student.

Passive sentence: The top student **has been congratulated** by the headmaster.

4-Past simple (Passive)

Example:

Active sentence: The headmaster **congratulated** the top student.

Passive sentence: The top student **was congratulated** by the headmaster.

5-Future simple (Passive)

Example:

Active sentence: The headmaster **will congratulate** the top student.

Passive sentence: The top student **will be congratulated** by the headmaster

PRACTICE PHASE

Activity 1: Match the words in column A with their definitions in column B. Do like in the example: 6- d

Column A	Column B
1. Thermometer 2. To vomit 3. Precautions 4. Malaria 5. Prescription 6. dirty	a- a paper delivered by the doctor indicating the medicine to buy b- device used to check temperature c- measures taken to prevent something d- which is not clean e- to eject out food we have eaten through the month. f- A disease caused by mosquito bite

Activity 2: Turn these sentences into Passive form or Active form.

1. The sick boy was given an injection by the nurse.

Active form: The nurse gave the sick boy an injection.

2. Her mother told her to take precautions next time.

.....

3. All the patients are visited by the Doctor every day.

.....

4. They are driving him to the hospital.

.....

5. She has been bitten by a mosquito and she has got malaria.

.....

Homework: Rewrite the sentences starting by the underlined words or phrases.

1. The doctor gave my brother a prescription.

A prescription was given by the doctor to my brother.

2. The school is organizing a party in the weekend.

.....

3. The meeting was directed by the Chairman.

.....

4. The students take some precautions to prevent diseases.

.....

5. The little boy has broken the calabash.

.....

6. All these criminals will be arrested by the police.

.....

Level: 4ème

Skill: Reading

Unit 7: HEALTH AND HYGIENE

LESSON 1: WE CAN AVOID DISEASES

SESSION 3

Source: English For All 4^e

Communication activity (Situation d'évaluation)

During a competition organized by the British Embassy in Collège Moderne Solignougo on the occasion of the World Health Day celebration, the students of 4ème are asked to read rules about health and then, write an article for their school English Club magazine in order to sensitize their fellows. Being a student of 4ème, as you read the rules below, in your article,

1-say what we should do to stay healthy;

2-write what we shouldn't do to avoid diseases;

(Ten lines maximum)

3- read your production to your friends.

Wash your hands very often – stop picking your nose – have healthy diet – don't share personal items - cut your nails regularly – don't drink alcohol – practice sports- drink a lot of water – avoid smoking – wash your body very often – sleep under mosquito nets

Level: 4ème

Skill: Reading

Unit 7: HEALTH AND HYGIENE

LESSON 2: KEEP YOUR SCHOOL CLEAN TO BE HEALTHY!

SESSION 1

Source: English For All 4e

Learning context







The English Club of Collège Moderne Solignougo invites a representative of UNOCI, to sensitize the members of the Club about hygiene at school. The participants receive some leaflets in English that they read to learn the good attitudes they should hold to keep their school clean. The students of 4eme 1 take part in the meeting.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A gutter- A pond of water- to suffocate- A water tap- to collect litter- healthy	Expressing opinion	1. To my mind 2. I think that 3. According to.....

INPUT PHASE

Vocabulary

 <p>A gutter</p>	 <p>A pond of water</p>	 <p><u>To suffocate</u>: to have respiration blocked</p>
 <p>A water tap</p>	 <p><u>To collect litter</u>: to gather ordure</p>	 <p><u>To be healthy</u>: not to be sick</p>

Language function: Giving opinion

When you want to give your opinion about something, you can say;



- **In my opinion**,.....
- **I think that**.....
- **According to** (somebody's idea) ..

There is a National competition in order to discover the five cleanest schools in the country. The schools selected will be rewarded. Two students of 4eme 1 are giving their opinions about what they should do to win the competition.

Patricia: Good morning, Mohamed! **According to** the Principal, our school is participating in a National competition where the five cleanest schools will be rewarded.

Mohamed: Our school should win this competition. **I think that** we should start keeping the toilets and the classrooms clean.

Patricia: **In my opinion**, we should not forget to clean the gutters and collect the litter to keep the school clean

Mohamed: That's genial! We should also make some decorations to make our school look lovely.

PRACTICE PHASE

Activity 1: *Complete the text below with the words or phrases in the bank.*

**the gutters- ponds of water- water taps- healthy-
precautions- collect litters - diseases**

Example: 7- diseases

To keep our school clean, we should.....(1).....scattered everywhere in the school yard and clean (2)..... to make the dirty water circulate. We should also avoid dirty(3).....shed everywhere. Let's drink clean water from... (4).....to remain(5)..... All these are some..... (6).....to be taken to avoid ... (7).....

Activity 2: *Give your opinion by linking these phrases. Do like in the example.*

Example: 1- I think that we should wear shoes to avoid being hurt by a nail.

1. Wear shoes / being hurt by a nail.
2. Sleep under a mosquito net / having malaria
3. The educator said: “students should clean their classrooms every day /to be in good health”.
4. Use a handkerchief when you cough/contaminating fellows
5. My mother said “drink clean water from water taps/contracting diseases”

Homework: Exercise 5A page 126-127 English For All 4e.

Level: 4ème

Skill: Reading

Unit 7: HEALTH AND HYGIENE

LESSON 2: KEEP YOUR SCHOOL CLEAN TO BE HEALTHY!

SESSION 2

Source: English For All 4e

Learning context (Recall)

The English Club of Collège Moderne Solignougo invites a representative of UNOCI, to sensitize the members of the Club about hygiene at school. The participants receive some leaflets in English that they read to learn the good attitudes they should hold to keep their school clean. The students of 4e1 take part in the meeting.

LESSON CONTENT

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A dustbin- litter- bushy- to congratulate- to inhale- rubbish	Making suggestions	Why don't you go to hospital How about going to hospital Let's go to hospital

INPUT PHASE

Vocabulary

 A dustbin	 <u>Litter</u> : they are putting the litter in the dustbin	 <u>Bushy</u> : where there is a lot of weed
 <u>Rubbish</u> : there is rubbish everywhere in the classroom	 <u>To inhale</u> : to respire	 <u>To congratulate</u> : the Headmaster is congratulating the teachers

Language function: Making suggestion

François is a pupil in 4eme. He loves fishing and playing football. At the weekend, he wants his friend to accompany him to the river to catch some fish. So, he proposes to go fishing on Saturday morning. Here is their conversation:

François: Why don't we go fishing on Saturday morning?

Dramane: Sorry, on Saturday morning, I'm busy. **How about** going on Sunday in the morning?

François: Not possible, I'm going to church. **Let's** go in the afternoon!

Dramane: Alright! It's Ok.

So, when you want to make a proposal or a suggestion in English, you can use;

- **Why don't we.....?**
- **How about.....?**
- **Let's.....!**

PRACTICE PHASE

Activity 1: A student of 4eme is accounting for the conditions in which their school was when they arrived and what they did to change their school environment. Select the words in the box to fill in the text below.

Example: 4- gutters

The dustbin- the litter- congratulates- inhale- bushy- rubbish- gutters

This year, when we start the new school year, the school yard was(1)..... Before we start classes, we cleaned the weed, collected all(2).....and put it in(3)..... The classrooms were very dirty and the(4).....were blocked with.....(5)..... you could(6).....bad odor from the toilets. With strong determination, we succeed in cleaning our school and the headmaster(7).....all the students for the good work we had done.

Activity 2: For each situation, make a suggestion like in number 1. Use the items in the box below. Some phrases can be used twice.

Clean it - collect it - go to hospital - wet it before cleaning the board
- weed it - disinfect them - open the windows - clean them

- 1- I'm suffocating ⇒ **why don't you open the windows?**
- 2- Our classroom is dirty ⇒.....
- 3- There is much litter in our school yard ⇒.....
- 4- The gutters are full of rubbish ⇒
- 5- The board is dirty. ⇒
- 6- I don't feel well today ⇒
- 7- The duster is dry ⇒
- 8- Our school garden is bushy⇒
- 9- The toilets are very dirty ⇒.....

Homework: Exercise 7 Page 128 (English For All 4e)

Yapi was a 3rd form student. His parents used to give him pocket money and he would buy anything he could eat.

One day, when he arrives at school, he bought some meat that he put in a loaf of bread and enjoyed it.

Some time later, he felt a serious stomach ache and he had to go to the toilets many times. He was taken to the school infirmary. He was given some pills and felt better. But when he came back home, the pain started again and he was taken to hospital by his parents. He remained there for three days. His parents were worried for he never told them what he had eaten.

The doctor advised them to make sure that Yapi did not eat in the streets.

Questions

1. Was Yapi a seller?
2. What did he eat at school?
3. How did he feel after eating
4. Did they take him home straight?
5. How long did he remain at the hospital?
6. How did his parents feel when he was at the hospital?

Level: 4ème

Skill: Reading

Unit 7: HEALTH AND HYGIENE

LESSON 2: KEEP YOUR SCHOOL CLEAN TO BE HEALTHY!

SESSION 3

Source: English For All 4e

Communication activity (Situation d'évaluation)

As a student of 4eme 1 from Collège Moderne Solignougo, you receive the letter below from your Nigerian friend. In the letter, he asks you for some advice about how to keep his school clean. Read the letter and answer him back. In your answer;

- give your opinion about his situation,
 - make some suggestions to help him have a clean school.
- (10 lines maximum)

P.O BOX 96291

Lagos, Nigeria

Lagos, September 20th 2019

Dear pen friend,

I am very happy to write to you at the beginning of this new school year. I hope that you spent nice holidays. Have you already started class ?

Here, we are going to start classes in two weeks. I'm the President of our school environment club. The headmaster wants us to clean our school environment first before we start classes. He has given some money to me for my actions ; but I don't know exactly what to do.

The school is very bushy, the classrooms are very dirty ; and the toilets smell badly. I have a meeting with my classmates next week to plan what to do. I really need your help. What do you think we should buy ? What actions can I take to have a clean and lovely school ?

Write back soon.

Your Nigerian penfriend

S. Latundi

SUNDAY LATUNDI

Level: 4ème

Skill: Reading

Unit 1: HEALTH AND HYGIENE

LESSON 3: BE ON THE SAFE SIDE!

SESSION 1

Source: English For All 4e


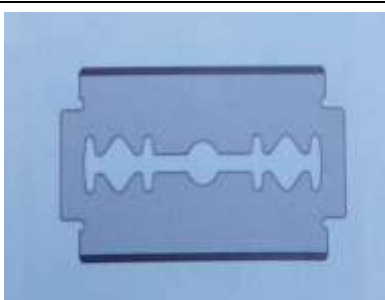


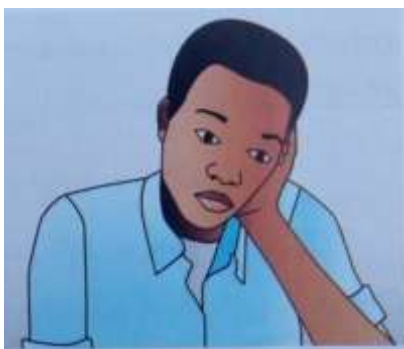

Learning context

The representative of UNAIDS in Côte d'Ivoire has come to sensitize the students of Collège Moderne Solignougo about HIV/AIDS. The students of 4ème 1 attend the meeting and are given some leaflets in English. They read them in order to learn more and sensitize their fellows about HIV.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To exercise - a razor blade - to be admitted at hospital - to swallow - to be depressed - to pollute	Expressing strong advise	Had better + verb You have been sick for three days; <u>you had better</u> go to hospital.

INPUT PHASE

Vocabulary

		
To exercise	A razor blade	To be admitted at the hospital
		
To swallow	Depressed	To pollute

Language function: Expressing strong advice

On Mondays, Aminata has class at 7:00 in the morning. Last Monday, she came late and the teacher simply gave her advice by saying: “Aminata, it’s not good to come late to school. You should not come late next time.”

Today is Monday and she has come late again. So, the teacher is angry. He says: “Last Monday you came late and I advised you to come on time. But, today you have come late again! Ok, if you come late again next time, you’ll be punished.” So, **you had better** come on time next time!

So, if you want to express strong advice, you can use,
had better (’d better) + verb

Example: You have been sick for three days; you’d better go to hospital.

PRACTICE PHASE

Activity 1 Match the words in Column A with their definitions in Column B. Write your answers like in the example: 5- a

Column A	Column B
1. To exercise	a- To be taken to
2. Depressed	b- Feeling unhappy
3. To pollute	c- To take down into the stomach
4. To swallow	d- Blade used to shave people
5. To be admitted at	e- To practice sport
6. Razor blade	f- To contaminate something with noxious substance

Activity 2: Use the expressions in the table to make correct sentence by giving advice.

Example: 1. You had better wash your hand cleanly.

1. Your hands	To wash cleanly
2. The toilets	To use appropriately
3. The litter	To collect everywhere
4. The windows	To open widely
5. The furniture	To dust entirely
6. The classroom	To clean nicely

Homework: Exercise 4 page 132 English For All 4e

Level: 4ème

Skill: Reading

Unit 7: HEALTH AND HYGIENE

LESSON 3: BE ON THE SAFE SIDE!

SESSION 2

Source: English For All 4e




Learning context (Recall)

The representative of UNAIDS in Côte d'Ivoire has come to sensitize the students of Collège Moderne Solignougo about HIV/AIDS. The students of 4ème 1 attend the meeting and are given some leaflets in English. They read them in order to learn more and sensitize their fellows about HIV.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A pregnant woman - to hug - a blood transfusion - to test - bread feeding - a skinny man - avoid drinking alcohol - a balanced diet	Making recommendations	I recommend that you check your status

INPUT PHASE

Vocabulary

		
A pregnant woman	To hug	A blood transfusion
		
To test	Breastfeeding	A skinny man
		
Avoid drinking alcohol	Check your status	A balanced diet

Language function: Making recommendations

When you want to tell somebody that something is good or useful for him, you can say:

I recommend that.....

Example: I recommend that you check your status about HIV

PRACTICE PHASE

Activity 1: Choose the correct word or expression to complete the sentence.

Example:

1. People go to hospital to make tests to know whether they are HIV positive or negative. That means, they;
a) Check their status b) make blood transfusion c) hug
2. When you eat food and drinks from different group, you follow
a) A pregnant woman b) a balanced diet c) a skinny man
3. This man is very sick. He is becoming thinner and thinner. So you can say, he's
a) Skinny b) pregnant c) polluted
4. This woman is lacking blood. The Doctor says they will give her some. This action is called
a) Pollution b) status checking c) blood transfusion
5. Every day, when Dad comes back home, he embraces his son. So they
a) Test b) hug c) check
6. My sister is awaiting a baby. She's
a) Pregnant b) depressed c) skinny

Activity 2: Make recommendations with the information below like in number 1.

1. She exercises every Saturday morning. (to exercise 2 times a week to feel better)
⇒ I recommend that she exercises 2 times a week to feel better.

2. Sarah cuts her nails with ambulant nail cutters. (to cut her nails at home to avoid infections).

⇒

3. Her mother said she should put the rubbish in a plastic bag. (to protect the environment)

⇒

4. Her husband told her to meet the doctor every month. (to be in good health).

⇒

5. Job doesn't know his serology. (to check his status).

⇒

Homework:

Find out five (05) ways of transmission of HIV

Level: 4ème

Skill: Reading

Unit 7: HEALTH AND HYGIENE

LESSON 3: BE ON THE SAFE SIDE!

SESSION 3

Source: English For All 4e

Communication activity (Situation d'évaluation)

On the occasion of World Health Day celebration, the English Club of College Moderne Solignougo invites a doctor from UNOCI to sensitize the students about HIV/AIDS. The students of 4ème 1, taking part in the meeting, are given the text below to read and do the tasks that follow it. As a student from this class;

1-read the text and fill in the gaps with the words in the box above;

**Breastfeeding- tested- blood transfusion- hug- pregnancy-
kiss- person- infected- pregnant**

HIV/AIDS

HIV is a dangerous disease ; it destroy your immunity and you can die pretty easily when you fall sick. HIV can spread in different ways: the most frequent way to get HIV is from sexual intercourse with someone who is affected. It can also spread from a woman who is (1).....to her child during (2)....., childbirth or (3)..... This spread of HIV called mother-to-child transmission of HIV. A third way to get HIV is to cut your nails with nail cutters who walk up the streets. In the past, some people were infected with HIV after receiving a (4).....or organ transplant from a (5).....who was infected. Today, this risk is very low because donated blood and organs are carefully (6)..... You can't get HIV from casual contact with a person who is infected with HIV, for example from a (7).....or (8)..... And you can't get HIV from contact with objects such as toilets seats, or dishes used by a person infected with HIV.

Adapted from https://aidsinfo.nih.gov/education-materials/fact-sheets/20/48/the_basics-of-hiv-prevention

2-say what the text is about;

3- say whether these statements are true or false and justify your answer.

Example: a) True (Line 1)

a) HIV is a disease that can rapidly kill you when you fall sick.

b) Sexual relations with an infected person remain the principle way of contamination of HIV.

c) It's possible to get HIV from casual contact with infected people.

d) HIV can't be transmitted through contact with objects such as toilet seats, or dishes used by a person infected with HIV.

4- write a paragraph of 10 lines maximum in which you:

a) advise people about the attitude to have to avoid HIV

b) make some recommendations to live healthy.



UNIT 8



INFORMATION & COMMUNICATION TECHNOLOGIES

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 1: CAN YOU USE A COMPUTER?

SESSION 1

Source: Learn it, do it 4^e P100-101

Learning context:

For a presentation at the next meeting of the English club, students of 4ème 2 from Collège Moderne of Bondoukou read a text in order to discuss the role of computers in nowadays life.

TEACHING POINTS		
<u>VOCABULARY</u> Mouse – processor - monitor – printer - key board	<u>LANGUAGE FUNCTION</u> Asking and answering question to describe a computer.	<u>STRUCTURES</u> -What is a computer <i>composed of</i> ? -A computer is <i>composed of</i> a mouse, a keyboard, a processor and a monitor.

INPUT PHASE

Vocabulary

The monitor: part of the computer where images appear.→



The mouse: instrument that controls the movement of the pointer on the computer. →



The keyboard: part of the computer where we type letters and words.



The processor: central unit of a computer. →



The printer: a material which permits to print all the information contained in the computer.→



Language function: Asking and answering question to describe a computer.

If you want to know if a person knows the different parts of a computer, you ask this question:

-What is a computer *composed of*?

If you want to give the answer to show that you master, you say:

- A computer is *composed of* a mouse, a keyboard, a monitor and a processor.

PRACTICE PHASE

Activity 1: Look at the table and tick the right answer. Number 1 is an example. Do it alone then compare with your partner.

Numbers	Sentences	TRUE	FALSE
1	<i>The monitor</i> is the part of the computer where we can see images.	✓	
2	<i>The mouse</i> permits to type texts		
3	<i>The processor</i> is the central unit of the computer		
4	<i>The printer</i> permits to print all the information of the computer.		
5	<i>The keyboard</i> permits to control the movement of the pointer of the computer		

Activity 2: Here are some answers, with your partner, ask question to each of them. Do it like the example.

Example: 1-what is a computer composed of?

1. A computer is composed of the mouse, the monitor and the processor.
2. A keyboard is composed of alphabet and numbers key.
3. A file is composed of a collection of information.
4. The mouse is composed of left and right click button, and up and down scroll button.

Homework: Exercise 1 page 100 in your workbook (Learn it, Do it 4è)

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 1: CAN YOU USE A COMPUTER?

SESSION 2

Source: Learn it, do it 4^e P101-102

Learning context (Recall)

For a presentation at the next meeting of the English club, students of 4ème 2 from Collège Moderne of Bondoukou read a text in order to discuss the role of computers in nowadays life.

TEACHING POINTS		
<u>VOCABULARY</u> Computer science - laptop computer - desktop computer - pen drive – folder - file.	<u>LANGUAGE FUNCTION</u> Expressing use with : <i>used to / used for</i>	<u>STRUCTURES</u> -The pen drive is <i>used to</i> save files. -the pen drive is <i>used</i> <i>for</i> saving file.

INPUT PHASE

Vocabulary

Computer science : study and use of the computer.

In our school we study ***computer science***.

Laptop computer: a computer with a battery that you can carry.→



Desktop computer: a computer with no battery that you cannot carry.→



A pen drive: a material used to save files and folders.→



A file: a piece of paper that contains information on a specific subject.→



A folder: a group of files that is stored on a computer.→



Language function: Expressing use with: *used to / used for*

To talk about the utility or the use of something, we use: *used to / used for*

For example, I want to talk about the utility of a pen drive, I will say:

-The pen drive is *used to* save files. Or the pen drive is *used for* saving file.

PRACTICE PHASE

Activity 1: Match the words in column A with their definitions or functions in column B. Write your answers like in the example. Do it alone then compare your answers with your neighbour's

Example: *l-e*

WORDS	DEFINITIONS /FUNCTIONS
1. A laptop computer	a. Study and use of the computer
2. A desktop computer	b. A group of files that are stored on a computer.
3. A file	c. A piece of paper that contains information on a specific subject
4. A folder	d. A material used to save files and folders.
5. A pen drive	e. A computer with a battery that you can carry.
6. A computer science	f. A computer with no battery that you cannot carry

Activity 2: With your neighbour, study the different situations and make sentences using *used to* or *used for* to talk about the uses of the computer. Number one is an example.

Example: 1- a) *The mouse is **used for** selecting elements on the screen.*

b) *The mouse is **used to** select elements on the screen.*

- The mouse / select elements on the screen.
 -
 -
- The screen / display a text or a picture.
 -
 -
- The mouse / click on icons.
 -
 -
- The keyboard / type texts.
 -
 -
- Pen drive / save files and folders.
 -
 -

Homework: Exercise 2 page 102 in your workbook (Learn it, Do it 4è)

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 1: CAN YOU USE A COMPUTER?

SESSION 3

Source: Learn it, do it 4^e

Communication activity (Situation d'évaluation)

For a presentation at the next meeting of the English club, students of 4ème 2 from Collège Moderne of Bondoukou read a text in order to discuss the role of computers in nowadays life. As a student of this class, while reading the text below, answer these questions:

1. write a brief definition of a computer;
2. make a list of the main parts of this machine;
3. find out the basic role of the computer.

TEXT

The computer is an electronic device that manipulates information or data. It plays several functions. First, it has the ability to store information or data for future use. Secondly, the computer permits to type texts, to send emails, to play videos, music and video games. Computers are composed of basic parts: the Central Processing Unit (CPU), the keyboard, the mouse, the monitor. In modern societies, it is difficult to work without this device.

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 2: LOOK AT MY NEW SMARTPHONE

SESSION 1

Source: Learn it, do it 4^e P104-105

Learning context:

During a meeting of the English club of Collège Moderne of Bondoukou, 4ème 2 students read a text talking about the use of cell phones in order to discuss their importance in modern life.

TEACHING POINTS		
<u>VOCABULARY</u> Cell phone – smartphone - Keypad - memory card – menu -pin code - phonebook.	<u>LANGUAGE FUNCTION</u> Using prepositions (<i>for and to</i>) to describe functions of the cell phone.	<u>STRUCTURES</u> -We use the cell phone <i>to</i> call. -We use the cell phone <i>for</i> calling.

INPUT PHASE

Vocabulary

Cell phone: a mobile phone, a cellular.→



A keypad: A small set of keys with numbers on them to operate a mobile phone or a calculator.

Example: I use the keypad of my cellphone to write a message.

A memory card: a material used for the conservation of information.

A smartphone: a mobile phone that can be used as a computer.→



The menu: a list of different functions of the phone.

Example: To open the different functions of the phone, you open the menu.

Pin code: a secret code you put to have access to the mobile phone.

Example: My pin code is 5555.

A phonebook: a function which contains phone numbers.

In my phonebook, there are many addresses and phone numbers.

Language function: Using prepositions (*for and to*) to talk about the role of the cell phone.

If you want to talk about the role of the cell phone, you can use these prepositions: *to* or *for*.

Example: We use the cell phone *to* call. Or we use the cell phone *for* calling.

PRACTICE PHASE

Activity 1: Fill in the gaps with the words from the box. Write your answers like in the example. Do it alone then compare with your partner.

Smartphone - memory card – menu - pin code - phonebook.

Example: 1-Smartphone

Ali, a user of cell phone is talking about the different functions of its smartphone and their uses.

Thanks to its fantastic abilities and intelligence, the **1**.....has imposed itself universally these years. It is everywhere and is used for many things. It works like a computer and is much secured. If you want to have access to the phone, you need to type a **2**.....I like this phone because if you want to save data, music, pictures and videos, you can put a **3**.....into it. When you open the **4**.....you can see many functions. For example, the **5**....., this function permits to save contacts and addresses.

Activity2: Complete the following sentences using the appropriate option below each sentence. Number one is an example.

Example: 1- to

1. People use the mobile phone..... surf on internet.
a) for b) to
2. We can use the phonebook.....selecting a contact.
a) for b) to
3. Businessmen use the cell phonedoing business.
a) for b) to
4. Young people use the cell phone.....play music.
a) For b) to

Homework: Exercise 1 pages 104 (Learn it, Do it 4è)

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 2: LOOK AT MY NEW SMARTPHONE

SESSION 2

Source: Learn it, do it 4è P105-106

Learning context (Recall)

During a meeting of the English club of Collège Moderne of Bondoukou, 4ème 2 students read a text talking about the use of the cell phone in order to discuss their importance in modern life.

TEACHING POINTS		
<u>VOCABULARY</u> Charger – battery - to dial - make a call - to ring - a cable - earphones.	<u>LANGUAGE FUNCTION</u> Expressing past actions using the simple past tense.	<u>STRUCTURES</u> -When <i>was</i> the telephone <i>invented</i> ? - It was <i>invented</i> more than 150 years ago.

INPUT PHASE

Vocabulary

A cell phone battery: a device which permits to give power to a cell phone.→



A charger: a material which permits to put energy in the battery.→



A cable: a set of wires covered by plastic which permits to connect the phone with a computer.
→



Earphones: a small piece of equipment you put on your ears to listen to music, radio or communicate.

Example: When I travel, I put on my earphones to listen to music because I don't want to disturb the other passengers.

To make a call: to telephone someone, to contact by telephone.

To dial: to type numbers of the keypad of your cell phone in order to make a call.→



Language function: Expressing past actions using the simple past tense.

If you want have information about past actions, you ask this question:

Example: When *was* the telephone *invented*?

And you answer: It was *invented* more than 150 years ago.

PRACTICE PHASE

Activity 1: With your neighbour, read the definitions below and say if they are true or false. Write **T** for true and **F** for false. Number 1 is done for you.

Sentences	True / False
A battery is a small piece of equipment you put on your ears to listen to music, radio or communicate.	T
A charger is a material which permits to put energy in the battery.
Earphones are set of wires covered by plastic which permits to connect the phone with a computer.
To make a call is to telephone someone, to contact by telephone.
To dial is to type numbers of the keypad of your cell phone in order to make a call.

Activity 2: In this text about communication system in the older days, put the verbs in correct tenses. Do it with your partner and write your answers like in the example.

Example: *I-communicated*

There has been a big progress in the communication system. In ancient societies, people (*1-to communicate*) with rudimentary means. In traditional Africa when there (*2-to be*) some important events, griots (*3-to move*) in the village streets to inform the population orally. Sometimes, they (*4-to use*) drums.

Homework: Exercise 2 page 106 (Learn it do it 4è)

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 2: LOOK AT MY NEW SMARTPHONE

SESSION 3

Source: Learn it, do it 4^e

Communication activity (Situation d'évaluation)

During a meeting of the English Club of Collège Moderne of Bondoukou, 4ème 2 students read a text talking about the use of the cell phone in order to discuss its importance in modern life. As a student of this class, while reading the text below do the activities that follow.

TEXT

People used letters to communicate between each other. They also used the telegraph but only a few people had it in the 1800s. During the 1840s, the invention of the telegraph by F.B Morse helped to send messages much more quickly.

What was life before the telephone was invented?

The telephone was invented in the 1870s. Alexander Graham Bell was the first person to register the invention of the telephone at the patent office. His competitor Alisha Gray registered a similar patent just a few hours after he did.

Activity 1: Circle the right answers.

1. What was the easiest means of communication during the 1800s?
a) The computer b) the email c) the letter d) the telegraph
2. What did Alexander Graham and Alisha gray share in common?
a) A family link b) friendship c) an invention subject d) a phone number
3. Who was the first inventor of the telephone?
a) F.B Morse b) Alisha Gray c) Louis Armstrong d) Alexander Graham Bell

Activity 2: Complete the table below with the right information from the text.

Three communication tool mentioned	Important dates in communication history	Names of invention
-.....	-.....	-.....
-.....	-.....	-.....
-.....	-.....	-.....

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 3: WORK AT CYBERCAFE

SESSION 1

Source: Learn it, do it 4^e P108-109

Learning context:

During a meeting of the English Club of Collège Moderne of Bondoukou, students of 4ème 3 read a text about internet to talk about its importance in our society.

TEACHING POINTS		
<u>VOCABULARY</u> Email address - web site - web page - to surf - computer games.	<u>LANGUAGE FUNCTION</u> Expressing the duration with: <i>Since</i> or <i>For</i> .	<u>STRUCTURES</u> -She has worked on internet <i>for</i> 2 hours. -We have learned how to use internet <i>since</i> 2016.

INPUT PHASE

Vocabulary

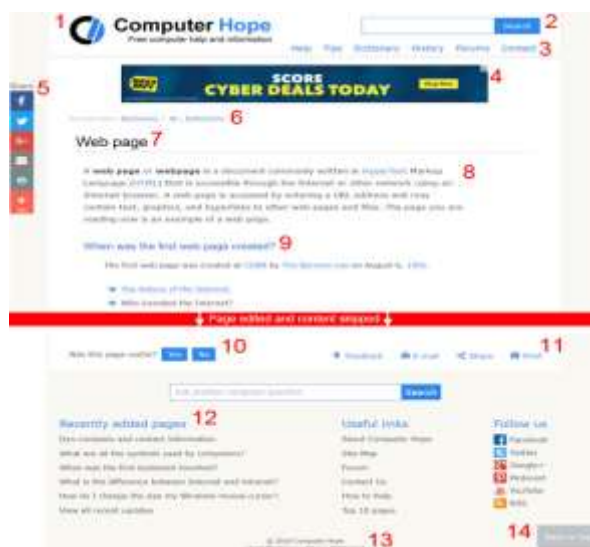
An email address: an electronic address.

My email address is 123jhon@gmail.com

A website: a set of pages of information on the Internet about a particular subject, which have been published by the same person or organization, and often contain color pictures, video and sound.

The website to follow courses on internet is www.ecole-ci.online

A web page: a page of information on the Internet about a particular subject that forms a part of a website. ↓



To surf: to spend time visiting a lot of websites, to navigate.

If you want *to surf* on the internet you go to the cybercafé.

A computer game: a game which is played on a computer in which the pictures that appear on the screen are controlled by pressing keys or moving a joystick.→



Language function: Expressing the duration with: *Since* or *For*.

If you want to express the duration of an action, you can use *since* or *for*.

- **Since** is used to talk about the beginning or the starting point of an action.

Example: We have learned how to use internet *since* 2016.

- **For** is used to talk about the duration of an action.

Example: She has worked on internet *for* 2 hours.

PRACTICE PHASE

Activity 1: Here is a text about Internet and communication. Fill in the gaps with the appropriate words from the box. Write your answers like in the example. Do it alone then compare with your partner.

Web page – email - web sites - computer games - surf

Example: *I-email*

Communication has become very easy today. To get a document from distant area, you don't need to go there. You can receive it on your (1)..... address. Do you need information about specific institutions? Simply visit their (2).....to get it. It is also possible to create a personal (3).....on a site for specific reasons. Such pages are for example useful when you are conducting a research project. All this is possible by internet. Young people who have no computer go to 'cybercafé' to (4)..... on the net for research while other who are not interested by research play (5).....

Activity 2: Read the text below and choose the right option by underlining it. Number one is done for you.

My name is Regis. Let me say a few things about myself. My first language is French. I have learned English 1-~~for~~/since I entered secondary school in 2015. We are currently in 2020 so I have learned English 2-~~for~~/**since** five years. I can make simple sentences. My sister Anna has lived in Korhogo 3- **for/since** five years ; she is in Terminale A. My uncle Zangan is a farmer in western Cote d'Ivoire. He has cultivated coffee and cocoa 4- **for/since** many years.

Homework: Exercise 2 page 109 (Learn it, Do it 4è)

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 3: WORK AT CYBERCAFE

SESSION 2

Source: Learn it, do it 4^e P109-110

Learning context (Recall)

During a meeting of the English Club of Collège Moderne of Bondoukou, students of 4ème 3 read a text about internet to talk about its importance in our society.

TEACHING POINTS		
<u>VOCABULARY</u> Password - to download - a virus - to login - to log out - to delete - to copy and paste - to cut and paste.	<u>LANGUAGE FUNCTION</u> Asking questions and giving answers about the use of computers.	<u>STRUCTURES</u> -How can I save a text I typed on my computer? -copy it, open the main window and paste it.

INPUT PHASE

Vocabulary

A password: a secret word or combination of letters or numbers which is used for a computer to prove who you are.

Example: when I turn on my computer, I type my *password* to have access.

To download: transfer information from another computer to your computer.

Example: I *download* online courses on my computer in order to watch them later.

A virus: a harmful program which destroys files in your computer.

Example: I have taken *a virus* while surfing on the internet, it damaged my computer.

To delete: to remove, to eliminate.

Example: When a virus got in my laptop, it deleted all my important files.

To login: to connect to a computer via internet ; to enter by entering your information

Example: To access my mail address, I *login* then I put my password.

To log out: to disconnect from a computer which is connected on internet.

Example: When I finish reading all the messages on my email address, I *log out* because I don't want any person to read them.

To copy and paste: to produce an identical file or document on an area on the computer and stick in another.

To cut and paste: to move a file from one area of the computer and stick to another.

Language function: Asking questions and giving answers about the use of computers.

If you don't master the use of computer and you want to save a text you typed for example, you ask this question:

-How can I save a text I typed on my computer?

Answer: Copy it, open the main window and paste it.

APPLICATION PHASE

Activity 1: Match the words in column A with their definitions in column B. Do like in the example. Do it alone then compare your answers with your partner's.

Example: 1- d

Column A	Column B
1. Login 2. Log out 3. Virus 4. Delete 5. Download 6. Password	a) A secret code in letters or numbers. b) Remove something c) Disconnect from a computer. d) Connect to a computer e) A harmful program which destroys files in your computer f) Transfer data from another computer to yours.

Activity 2:

Use the words in-between parentheses to answer each of the questions below. Write your answers like in the example.

Example: 1- *Enter your username and your password then press ok.*

1. How can I login a computer? (to enter your user name- to enter your password- to press ok.)
2. How can I turn on my laptop? (to find the 'on' button- to push the button)
3. How can I download a file from google drive? (to go to google Drive- to click on a file – to press on ok)
4. How can I create an email address? (to click on administration- to click on new account- to enter the new address.)

Level: 4ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 3: WORK AT CYBERCAFE

SESSION 3

Source: Learn it, do it 4^e

Communication activity (Situation d'évaluation)

During a meeting of the English club of Collège Moderne of Bondoukou, students of 4ème 3 read a text about internet to talk about its importance in our society. As a student of this class, as you read the text below about communication, answer the questions that follow it:

- 1-say how computers were in the beginning;
- 2-talk about what developers created to help computer users;
- 3-explain the impacts of computers on social relations.

TEXT

In the beginning, computers were as big as large rooms. It is only later that they have become smaller and smaller, accessible to anyone. This has given way to personal computers. Later, developers created new applications to help users perform many things from word processing to image editing. A large scale of programs, some free and others costly have opened new horizons in information technology.

Now computers have noticeable impacts on social relations. They have enabled entirely new forms of social interactions, activities and organizations. With the internet, working with a computer has become a part of daily life thanks to its basic features such as widespread usability and access. In addition, to face communication that characterized humans for centuries, a new form of virtual communication has become predominant.

Adapted from Wikipedia