



U6-HUMAN RIGHTS- L3-We've got to promote tolerance.

S1

Learning Context: During a meeting of their English speaking club, the students of LM 2 of Daoukro are listening to a message about tolerance in order to discuss the issue.

LESSON CONTENT

| Language Function | Structure / Grammar | Vocabulary |
|-----------------------------------|---|--|
| Expressing necessity / obligation | -People <u>have got to</u> practice peace. -Sally has got to practice tolerance. | tolerance, reconciliation, peace, peace-maker, love, solidarity. |

A- Vocabulary

Tolerance: forgiveness

Reconciliation: Get together again after a conflict

Peace # conflict

Peace- maker: person who practices peace or encourages peace between people.

Love: harmony, friendship

Solidarity : helping each other, bringing assistance.

B- Language function: Expressing obligation/ Necessity

People have got to practice peace.

Sally has got to practice tolerance.

PRACTICE ACTIVITIES

Activity1: Match each verb in column A with the corresponding phrase in column B.

Example: 1-F

| Column A | Column B |
|--------------|--------------------------------|
| 1- Help | a- Difference between people |
| 2- Forgive | b- Conflicts in the world |
| 3- Promote | c- Solidarity and non-violence |
| 4- Prevent | d- Two groups in conflicts |
| 5- Accept | e- Your brother's bad actions |
| 6- Reconcile | f- Someone in danger |

Activity 2: Listen to the teacher and complete the text with the words from the box below.

accept, solidarity, peace, harmony, people, reconciliation

I think we must tolerate people who are different from us and (1).....then. This is what can bring (2).....in a community. Our country is a land of (3)..... I am happy to see the population of other countries living in (4).....with the Ivorian (5)..... The ethnic groups have made inter-ethnic (6).....to promote tolerance and social cohesion.

Activity 3: Complete these sentences with **has got or **have got**.**

- a- Citizenshave got..... to promote to tolerance.
- b- Simeonto be a peace-maker.
- c- Sheila to practice solidarity.
- d- People to reconcile themselves.
- e- Family membersto practice brotherhood.

S2

Learning Context: During a meeting of their English speaking club, the students of LM 2 of Daoukro are listening to a message about tolerance in order to discuss the issue.

LESSON CONTENT

| Language function | Structure / Grammar | Vocabulary |
|-----------------------|--|---|
| Expressing obligation | - I must be a peace-maker. - Ivoirians have to be peace-maker. - Sonia has to be peace-maker. | war, peace keeping, reconcile, prevent, |

A- Vocabulary

Non-violence = fact to use peaceful methods.

War#conflict

Peace -keeping = Maintaining peace.

To accept# to refuse

To reconcile = to unite two groups of people after quarrels or conflicts.

To prevent = to avoid

B- Language function: Expressing obligation

- I **must** be a peace-maker.
- Ivoirians **have to** be peace-maker.
- Sonia **has to** be peace-maker.

Activity 1: Match each word from box A with its meaning or definition in box B

Ex: 1-a

| A | B |
|-------------------|---|
| 1. reconciliation | a. refusing to be angry with a person |
| 2. solidarity | b. accepting other people as brothers |
| 3. forgiveness | c. making groups of people friendly again after conflicts |
| 4. brotherhood | d. fact of supporting and sharing with other people |
| 5. non-violence | e. ability to accept unpleasant things. |
| 6. tolerance | f. when there is no war or conflict |

Activity 2: Classify these actions in the table below in order to express obligation

To eat- go to school- brush my teeth- to sweep the floor- clean my bedroom- to accept my family members- wash myself- to be a peace maker- obey my parents- to learn my lessons.

| Must | have |
|-------|-------------------------------------|
| | to eat |
| | |
| | |
| | |
| | |
| | |

Activity 3: Complete the sentences below with **must/ have/ or has**. Number a is an example.

- a- Tom ...**must**... stop smoking.
- b- Aya to help her mother.
- c- Students to learn their lessons.
- d- Amydo her washing-up.
- e- Ivorians practice peace.
- f- Sonia to respect her elders.

S3

COMMUNICATION ACTIVITY 1

During a meeting of their English speaking club, the students of LM 2 of Daoukro are listening to a message about tolerance in order to discuss the issue. In group of four, prepare a talk in which you mention:

- The understanding of tolerance;
- The different virtues of the tolerance;
- The consequence of practicing tolerance in a family first, then in a country.

COMMUNICATION ACTIVITY 2

Listen to this passage and do all the activities that follow it

Activity 1 : 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 government can invest if there is no war according to the listening
 - a- Sports
 - b- Schools
 - c- Hospitals
 - d- Arms
- 3- What is the percentage of the people who don't want peace according to the narrator?
 - a- 99%
 - b- 10%
 - c- 1%
 - d- 89%