



LEÇONS D'ANGLAIS PRÉPARÉES

NIVEAU : TROISIÈME

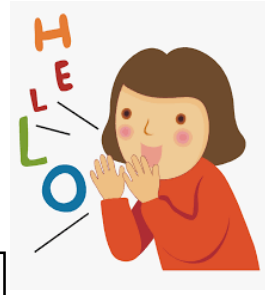


PARTICIPANTS

- Mr ANZOUA Richard (Collège Moderne de Diarabana)
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UNIT 1



LIFE AT SCHOOL

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 1: MY FIRST HOLIDAY IN MY VILLAGE

SESSION 1

Source: English For All 3è

Learning context: We are back from the vacation in Lycée Moderne of Tieningboué. During a meeting of the English Club, the students of 3^{ème} are talking about what they did during the vacation to share experiences.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To work on the farm – to set a trap – to plant aubergines – to go fishing – to go hunting – to have a party – to say goodbye – to welcome someone	Talking about past events	I planted aubergines with my grandma. We went fishing. They had a party.

INPUT PHASE

Vocabulary

 <p>to work on the farm</p>	 <p>to set a trap = to make ambuscade to catch animals</p>	 <p>to plant eggplants</p>	 <p>to go fishing</p>
 <p>to go hunting = to go to chase and kill animals</p>	 <p>to have a party = to have a good time, to dance</p>	 <p>to say good-bye</p>	 <p>to welcome = to receive people with joy</p>

Language function: Talking about past events



When we **were** in primary school, my friends and I **played** a lot in our village during the holidays. We **were** very happy of being together.

The verbs “**played**” and “**were**” are in the simple past tense. There are two main ways of building the past simple of English verbs:

- verb + ed for regular verbs.

Examples: to play → played

to plant → planted

For the irregular verbs, there is no specific rule. You just have to learn them by heart.

Examples: To be → was / were

To set → set

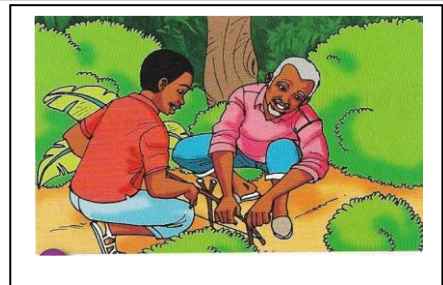
PRACTICE PHASE

Activity 1: The pictures below are about the last holiday of Amara and his sister Sita. Match each of them with their right description in the box below. Write your answers like in number 1.

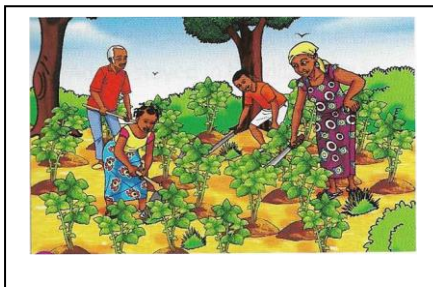
We worked on the farm – I went fishing with my friends – Sita planted aubergine with grandma – I set a trap with grandpa



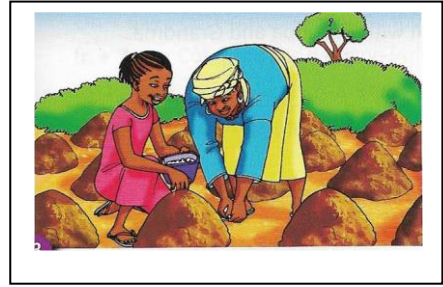
1. *I went fishing with my friends*



2.



3.



4.

Activity 2: This passage below is about the last holidays of two kids. Put the verbs in between brackets in the past simple tense. Write your answers like in the example.

Example: 1- visited

My sister and I (1- *to visit*) our grandparents in the village. The day of our departure, dad and mum (2- *to say*) goodbye to us. In the village, our grandparents (3- *to welcome*) us warmly. We (4- *to have*) many friends there. Every day, we (5- *to play*) different sorts of games. We also (6- *to go*) to the farm with grandpa and grandma. It (7- *to be*) a fantastic holiday. We (8- *to enjoy*) ourselves.

Homework: At home list 4 sentences describing some actions you did during the last holidays.

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 1: MY FIRST HOLIDAY IN MY VILLAGE

SESSION 2

Source: English For All 3è

Learning context (Recall)









We are back from the vacation in Lycée Moderne of Tieningboué. During a meeting of the English Club, the students of 3^{ème} are talking about what they did during the vacation to share experiences.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To pound yam – to cook the stew – to water the crops – to go to the beach – to play – to miss someone – to feel homesick – to fetch water	Inquiring about past events	- What did you do during the holidays? - I cleaned the yam farm.

INPUT PHASE

Vocabulary

 <p>to pound yam</p>	 <p>to cook a stew</p>	 <p>to water crops</p>	 <p>to go to the beach</p>
 <p>to play with friends</p>	 <p>to fetch water</p>	 <p>I want to see my family. I miss them</p>	 <p>I want to be at home. I feel homesick</p>

Language function: Inquiring about past events



During the vacation, I went to the beach with my family.

If you want to know about what I did during the holidays, you can ask this question:

“What did you do during the vacation?”

So we use “..... did + subject + verb?” to inquire about past actions.

Example: -Where did Ali go yesterday?

-He went to the farm.

PRACTICE PHASE

Activity 1: List 3 actions you did during your vacation and compare your list with that of your neighbour.

Activity 2: This passage below is a dialogue you had with your friend after the holiday. Complete your part by asking questions based on the underlined words or phrases as in the example.

Example: 1. *You: Where did you go during the vacation?*

1. **You:**

Your friend: I went to Bouaké during the vacation.

2. **You:**

Your friend: I left Tiéningboué the first Saturday of the holidays.

3. **You:**

Your friend: I played football with my friends and I also helped my uncle in his garage.

4. **You:**

Your friend: I felt homesick in the beginning but in the end I enjoyed my stay there.

Homework: Exercise 3 page 18 (English for All)

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 1: MY FIRST HOLIDAY IN MY VILLAGE

SESSION 3

Source: English For All 3è

Communication activity

During a meeting of the English Club of Lycée Moderne of Tiéningboué, the chairman asks the students of 3ème to talk about their last vacation in order to share experience. As you are a member of them,

1. list 4 actions you did during your last vacation;
2. your neighbour wants to know more about your vacation. So he asks you some questions. Write the dialogue you had and present it before the rest of the class.

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 2: MEMORIES OF SCHOOL

SESSION 1

Source: English For All 3è







Learning context: It is the first meeting of the English Club of Collège Moderne of Satama Sokoro. The chairman asks the students of 3ème to talk about their first days in the secondary school to motivate the new comers.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To queue up – to clean the school yard – to bully – to raise the flag – to sing the national anthem – to work in the school garden – memories	Talking about past habits with “used to”	A: What did you use to do? B: I used to play marble.

INPUT PHASE

Vocabulary

 <p>to queue up before the classes</p>	 <p>to raise the national flag</p>	 <p>to bully = to brutalise</p>
 <p>to clean the school yard</p>	 <p>to sing the national anthem</p>	 <p>to work in the school garden</p>

Memories: past events you remember

Language function: Talking about past habits with “*used to*”



Something I did regularly in the past but I do not do today is a past habit. To talk about this action, we use “**used to + verb**”.

Example: I **used to** bully small boys when I was in primary school. (= “bullying small boys” was my past habit but today, I no longer bully small boys.)

To ask questions about past habits, we say:

What did you use to do?

The Answer can be: I **used to** bully small boys.

PRACTICE PHASE

Activity 1: Write 5 things you used to do in the past.

Example: I used to swim in the river.

Activity 2: Exchange your list with your neighbour then ask and answer questions about your past habits.

Example: A: What did you use to do when you were a kid?

B: I used to bully my sister.

Homework: Exercise 3 page 23 (English for All)

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 2: MEMORIES OF SCHOOL

SESSION 2

Source: English For All 3^e

Learning context (Recall)



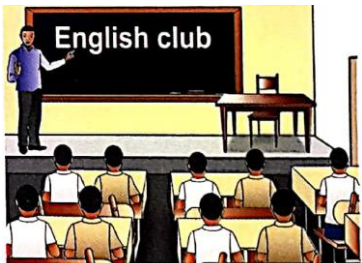


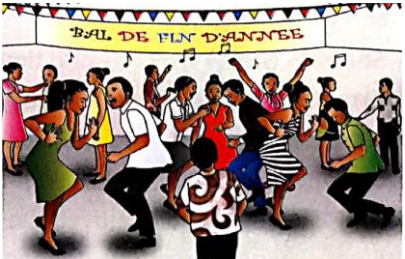
It is the first meeting of the English Club of Collège Moderne of Satama Sokoro. The chairman asks the students of 3ème to talk about their first days in the secondary school to motivate the new comers.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To play marble – to organize parties – to attend the English club meeting – to cheat in tests – to chat in class – to dress up neatly	Expressing past actions with “would”	A: What would the big boys do? B: The big boys would bully us.

INPUT PHASE

Vocabulary

 <p>to play marble</p>	 <p><u>to dress up neatly</u> = to be well-dressed</p>	 <p>to attend English club meeting</p>
 <p>to cheat in tests</p>	 <p><u>to chat in class</u> = to talk in class with classmates</p>	 <p>to organize a party</p>

Language function: Expressing past actions with “*would*”

To talk about past actions, you can use “**would + verb**”.

Example: I would cheat in tests when I was in secondary school.

Question: What would you do in secondary school?

PRACTICE PHASE

Activity: The sentences below are about past habits. Rewrite them using “would” as in the example.

Example: 1- At lunch, the bigger boys would bully the younger ones.

1. At lunch, the big boys used to bully the younger ones.

.....

2. We used to queue up before entering the classrooms.

.....

3. The boys used to cheat in the tests.

.....

4. The girls used to chat a lot in class.

.....

Homework: Exercise 6 page 23 (English for All)

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 2: MEMORIES OF SCHOOL

SESSION 3

Source: English For All 3è

Communication activity

During an English Club meeting organized in Collège Moderne Satama Sokoro, the Chairman asks students of 3ème to debate on their “Primary school memories” in order to share their experiences to the new students of 6ème. As a student of 3ème,

1. list 3 actions you used to do in primary school;
2. with your neighbour, write a dialogue in which you talk about your memories;
3. role-play the dialogue before the rest of the class.

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 3: SCHOOL WORK

SESSION 1

Source: English For All 3^e


Learning context: The students of 3ème 2 of Collège Dominique Ouattara of Séguéla have just received the papers of their first English test. During the feedback, they discuss about their results in order to improve.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Oral work – written work – homework – to mark a paper – class presentation – group work – pair work – to correct a test	Expressing conditions in the present tense	If we study our lessons, we will get good marks.

INPUT PHASE

Vocabulary

 <p><u>an oral test</u> = test during which you speak</p>	 <p>a written test</p>	 <p><u>a class presentation</u> = an exposé</p>	 <p><u>a pair work</u> = a work that 2 students do together</p>
 <p>a group work</p>	 <p><u>a homework</u> = an exercise a student does at home</p>	 <p><u>to mark a paper</u> = to appreciate by giving a mark to a pupil's work</p>	 <p>the teacher is <u>correcting the test</u> with the class</p>

Language function: Expressing conditions in the present

06/20

This is the mark I got in a test. It is not a good mark. My ambition is to get a good mark next time. To reach that objective, there is a condition: it is to work hard.

So, to express that condition, we say:

“If I **work** hard, I **will get** a good mark”.

To express conditions in the present, we use the structure below:

If clause + present simple + future (will + verb)

Example: If we **study** our lessons, we **will pass** our BEPC exam.

We call it the **Conditional type 1**

PRACTICE PHASE

Activity 1: Match each picture below with its descriptions in the box like in number 1.

Group work – class presentation – written test – pair work



1. pair work



2.



3.



4.

Activity 2: Use the structures below to build sentences expressing conditions like in the example.

Example: *1. If you come late in class, you will miss the quiz.*

- 1) come late in class / miss the quiz
- 2) fight in the classroom / be punished
- 3) study hard / get good marks
- 4) get up early / be on time
- 5) cut your hair / be allowed to enter the class

Homework: Exercise 9 page 29 (English for All)

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 3: SCHOOL WORK

SESSION 2

Source: English For All 3è

Learning context (Recall)

The students of 3ème 2 of Collège Dominique Ouattara of Séguéla have just received the papers of their first English test. During the feedback, they discuss about their results in order to improve.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
tests – grades – marks – school results – mock exam – report card – quiz – average	Expressing conditions in the past	If we studied our lessons, we would get good marks.

INPUT PHASE

Vocabulary

A test = an evaluation on one or more units

A quiz = an evaluation on one teaching point to test the pupil's understanding

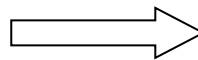
A grade = a mark, a note. Example: 12/20

School result = final decision concerning the work of a student

Mock exam = an exam held as a test to prepare the real final exam

Report card = a note on which a student has the marks of his school subject mentioned

Ex: This is the report card of a student of 3ème



FRANÇAIS	12.5
MATHEMATIQUES	9.2
TECHNOLOGIE	17
ANGLAIS	11.5
HISTOIRE	10

Average = 10/20 is the average of a mark of a test

Language function: Expressing conditions in the past

If I had the average in English, I **would pass** my exam. This statement expresses a condition in the past.

To build condition in the past, you use the following structure:

If + past simple + conditional (would + verb). It is called the **conditional type 2**

Example: *If I studied* my lessons, I *would go* up.

PRACTICE PHASE

Activity 1: Fill in the gaps with the words or expressions in the box. Write your answers like in the example.

marked – reports – quiz – exam - average

Example: *1. quiz*

Yesterday, we had a (1.....) in English. I was surprised by that because I didn't learn my lessons the day before. The teacher (2.....) the papers at home and gave us the (3.....) this morning. I didn't do good because I have not got the (4.....). Now, it is a signal for me. I have to work hard to prepare the coming mock (5.....).

Activity 2: Match the "if clauses" in column A with their correct endings in column B to get meaningful sentences. Write your answers like in the example.

Example: 1 – d = If you worked hard at school, you'd get a good job one day.

COLUMN A	COLUMN B
1. If you worked hard at school,	a) he wouldn't be removed from school.
2. If you studied your lessons well yesterday,	b) you would put your future in danger.
3. If the class prefect hadn't misbehaved last year,	c) she wouldn't be so embarrassed now.
4. If you cheated at school,	d) you'd get a good job one day.
5. If you told her what to do yesterday,	e) you wouldn't have got that zero in your marks.
6. If you weren't that much talkative in class,	f) you wouldn't get that bad mark this morning.

Homework: Exercise 11 page 29 (English for All)

Level: 3ème

Skill: Speaking

Unit 1: SCHOOL LIFE

LESSON 3: SCHOOL WORK

SESSION 3

Source: English For All 3è

Communication activity

At the birthday party of his classmate Moussa, a student of 3ème 2 of Collège Dominique Ouattara of Séguéla meets his Liberian pen friend, Curtis, who attends a grammar school in Monrovia. They introduce themselves to each other and discuss about their school results in order to improve. Being the student of 3ème 2,

1. complete your part of the dialogue you had with Curtis;

Curtis: Hi, mate! How are you? My name is Curtis, the pen friend of your classmate Moussa. I come from Liberia.

You: Hi, Curtis. My name is Salif. Nice to meet you!

Curtis: Nice to meet you too.

You:

Curtis: Yes, I am a student in form 4 in Monrovia Grammar School.

You: Great!

Curtis: Yes, we had a test in English recently.

You:

Curtis: No, I haven't even got the average.

You: Oh sorry!

Curtis: Thanks for the advice. I'll work hard to improve my marks I promise.

2. present the dialogue with your neighbour to the rest of the class.



UNIT 2



WOMEN AT WORK

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 1: VILLAGE WOMEN

SESSION 1

Source: English For All 3è

Learning context: On the occasion of the celebration of Women’s Day, a competition is organized by the British Embassy in Collège Moderne Djibrosso. The students of 3ème are asked to prepare and give a presentation about rural women’s activities in order to praise them. The best presentation will be published in the English Club magazine.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To wash the baby – to work on the farm – to breastfeed a baby – to feed a baby – to cook for the family – to fetch water – to do the dishes – to pound	Expressing ability with “can”	- What can rural women do? - Rural women can work on the farm.

INPUT PHASE

Vocabulary

 to work on the farm	 to wash the baby	 to breastfeed a baby	 to feed a baby
 to cook for the whole family	 to fetch water	 to do the dishes	 to pound the yam

Language function: Expressing ability with “can”



This rural woman is working on the farm. She has the capacity to do it. We can state it another way by saying:

The rural woman **can** work on the farm.

Question: **What can** the rural woman **do**?

PRACTICE PHASE

Activity 1: Circle the activities that a rural woman can do. Do it like in the example.

Drive a lorry – work on the farm – grow crops – wash clothes – to teach in a school – work in an office - wash the baby – pound the yam – use a computer – repair a car – smoke fish – be an engineer - cook for the whole family.

Activity 2: Use the information from activity 1 to ask and answer questions with your neighbour like in the example.

Example: 1) A: What can rural women do?

B: Rural women can work on the farm.

Homework: Exercise 3 page 37 (English for All)

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 1: VILLAGE WOMEN

SESSION 2

Source: English For All 3è

Learning context (Recall)

On the occasion of the celebration of Women's Day, a competition is organized by the British Embassy in Collège Moderne Djibrosso. The students of 3ème are asked to prepare and give a presentation about rural women's activities in order to praise them. The best presentation will be published in the English Club magazine.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To smoke fish – to trade in the market – to winnow rice – to carry firewood – to wash clothes – to sweep the compound – to rear a poultry – to sew clothes	Inquiring about women's abilities	- Can rural women rear a poultry? - Yes, they can. - Can they work in an office? - No, they can't

INPUT PHASE

Vocabulary

 to smoke fish	 to sell	 to winnow rice	 to carry firewood
 to wash clothes	 to sweep the yard	 to rear a poultry	 to sew clothes

Language function: Inquiring about rural women's abilities



A: Can a rural woman fetch water from the river?

B: Yes, she **can**.



A: Can a village woman fly a plane?

B: No, she **can't**.

PRACTICE PHASE

Activity 1: Complete the table with the activities rural women can do and what they can't in the box below. One is done as example.

Fly a plane – sweep the compound – teach in a school – fetch water from the pump – smoke fish – write books – work in a ministry – read a newspaper – design house plan – sew clothes – winnow the rice

What a rural woman can do	What a rural woman can't do
	- <i>fly a plane</i>

Activity 2: With your neighbour, use the information from the correction of activity 1 to ask and answer questions about women's abilities like in the example below.

Example: 1) A: Can a rural woman fly a plane?

B: No, a rural woman can't fly a plane.

Homework: Exercise 6 page 38 (English for All)

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 1: VILLAGE WOMEN

SESSION 3

Source: English For All 3è

Communication activity

For the Women Celebration Day, the chairman of the English Club of the Collège Moderne of Djibrosso asks the students of 3ème to prepare and give a presentation on the activities of village women in order to honour them on this special day in the presence of the Ambassador of the USA. As a student of the level,

- 1-list the different activities women can do in your presentation;
- 2- define “rural **women**” and talk about what activities they can do;
- 3-mention what they can’t do;
- 4- read your presentation to the audience.

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 2: WHAT ARE WOMEN'S RIGHTS AND DUTIES?

SESSION 1

Source: English For All 3è


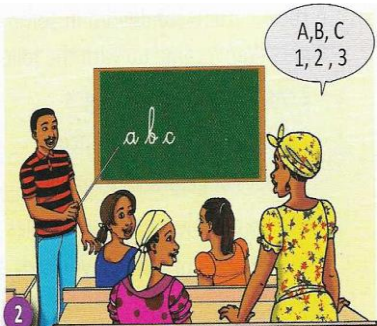
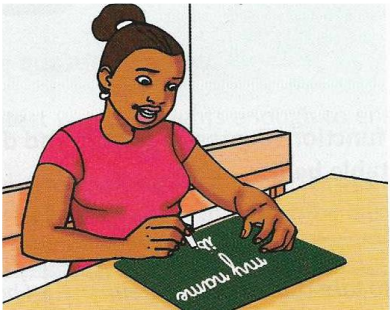



Learning context: For the coming Women Celebration Day, the chairman of the English Club of Collège Moderne of Téguela asks the students of 3ème to prepare a presentation about women's rights and duties in order to discuss about the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To vote – to know the alphabet – to work in an office – to be a member of a parliament – to know how to write – to own a plantation	Expressing the right	I have the right to vote

INPUT PHASE

Vocabulary

 <p>to vote</p>	 <p>to know the alphabet</p>	 <p>to know how to write my name</p>
 <p>to work in an office</p>	 <p>to be Member of a Parliament</p>	 <p>to own a plantation= to possess a plantation</p>

Language function: Expressing the right



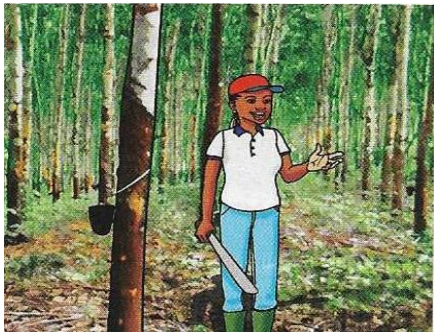
To express your right, you use the structure “...*have / has the right to* ...”

Example: A woman **has the right to** inherit from her parents.

PRACTICE PHASE

Activity: Use the phrases from the box to identify the pictures and make sentences expressing the right to describe them like in the example. One phrase is not concerned.

*To vote – to work in an office – to own a plantation – to do politics
– to know how to read and write*



1) A woman has the right to own a plantation



2)
.....



3)
.....



4)
.....

Homework: Exercise 7 page 44 (English for All)

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 2: WHAT ARE WOMEN'S RIGHTS AND DUTIES?

SESSION 2

Source: English For All 3è

Learning context (Recall)

For the coming Women Celebration Day, the chairman of the English Club of Collège Moderne of Téguela asks the students of 3ème to prepare a presentation about women's rights and duties in order to discuss about the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To respect their husband – to take care of the family – to keep the house clean – to bring up the children	Expressing the duty	It's my duty to It's my responsibility to I am responsible for

INPUT PHASE

Vocabulary



To respect her husband



To take care of the family



To keep the house clean



To bring the children up = to educate the children

Language function: Expressing the duty



For this lady, keeping the house clean is an obligation; it's her duty. To express her duty, she can use the expressions below:

It's my duty to keep the house clean.

I have the duty to keep the house clean.

It's my responsibility to keep the house clean.

I am responsible for keeping the house clean.

PRACTICE PHASE

Activity 1: Circle women's duties among the list below like in the example.

Go to school – be a member of a parliament - **Respect her husband** - own a plantation – educate the children – know how to write her name – inherit from her parents – take care of the family – receive equal pay – feed the baby – to vote.

Activity 2: Rewrite the sentences below replacing the underlined words or phrases by “..... be responsible for” like in the example.

Example: 1. Aya is responsible for doing the dishes.

1. Aya has to do the dishes.
2. We must wash the clothes.
3. You have the duty to bring the children up.
4. Women have the responsibility to care about the children.
5. They must support their husbands.

Homework: Exercise 5 page 44 (English for All)

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 2: WHAT ARE WOMEN'S RIGHTS AND DUTIES?

SESSION 3

Source: English For All 3è

Communication activity

During one of the meetings of the English Club of Collège Moderne of Téguela, the chairman decides to check the knowledge of the students of 3ème about women's rights and duties for their preparation of the Women's Day Celebration. Being one of those students,

1. complete your part of the interview with the chairman;

Chairman: Do women in your country have some rights?

You: (1).....

Chairman: Give some examples of women's rights.

You: (2).....

.....

.....

Chairman: Can you cite some women's duties?

You: (3).....

.....

.....

Chairman: OK, thanks!

2. perform the dialogue with your neighbour before the class.

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 3: GIRLS AT SCHOOL

SESSION 1

Source: English For All 3^e

Learning context: The representative of UNICEF in Côte d'Ivoire visits Collège Moderne of Dualla to ensure that girls are sent to school like boys. He discusses with the students of 3ème 1 in order to sensitize them on the importance of girls' schooling.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Girls' education – to be good at – to be successful – to graduate – to be prized – scholarship	Comparing	Girls are as intelligent as boys.

INPUT PHASE

Vocabulary

 <p>Girls' education: It is sending girls to school</p>	 <p>Aminata is good at mathematics</p>	 <p>a scholarship = money government or organizations pay for the studies of a person</p>
 <p>to graduate = to get a diploma</p>	 <p>to be prized: to receive a reward or recompense for good work</p>	 <p>The Minister Ramata Ly is a successful woman</p>

Language function: Comparing



Amidou is an intelligent student. Fanta is intelligent as well. They are intelligent equally. So, to say that Amidou and Fanta have the same intelligence, we say:

Fanta is **as intelligent as** Amidou. It is a comparative of equality.

To make a comparative of equality, we use: **as + adj + as**

PRACTICE PHASE

Activity 1: Put the letters into the right order to find meaningful word like in the example.

Example: 1. GOOD

1. DOGO:
2. FLESCUSS:
3. RILGS:
4. ADICETOUN:
5. ADEGARTU:
6. PHAROLSCHRIS:

Activity 2: Make a comparative of equality with the information in each section. One is an example:

Example: 1) Girls are as intelligent as boys.

- 1) Girls / boys (intelligent)
- 2) Aya / Salif (courageous)
- 3) Girls' education / boys' education (important)
- 4) Girls / boys (successful at school)
- 5) Reading a book / watching TV (instructive)

Homework: Exercise 1 page 47 (English for All)

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 3: GIRLS AT SCHOOL

SESSION 2

Source: English For All 3è

Learning context (Recall)





The representative of UNICEF in Côte d'Ivoire visits Collège Moderne of Dualla to ensure that girls are sent to school like boys. He discusses with the students of 3ème 1 in order to sensitize them on the importance of girls' schooling.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Sexual harassment – early pregnancy – forced marriage – household chores	Comparing	A pen is cheaper than a book. A book is more expensive than a pen. Micheline is better than George in English

INPUT PHASE

Vocabulary

 <p>Voici ton futur époux</p> <p>Je te prie! Lâchez moi!</p>	 <p>early pregnancy = pregnancy before the age of 18</p>
 <p>sexual harassment</p>	 <p>household chores</p>

Language function: Making a comparative of superiority



In this picture, we have two cars.

Yellow car = 20 million

Green car = 10 million

Adjective: expensive

The yellow car is **more expensive than** the green car. (expensive = long adjective)

Yellow car = 3 meters

Green car = 2.5 meters

Adjective: long

The yellow car is **longer than** the green one. (long = short adjective)

So there are two ways of making the comparative of superiority:

- **More + adjective + than** (for long adjectives)

Example: Lamborghini is **more expensive than** Peugeot.

- **Adjective - er + than** (for short adjectives)

Example: The plane is **longer than** a car.

Irregular comparatives:

good —————> better

bad —————> worse

far —————> farther / further

PRACTICE PHASE

Activity 1: Complete the paragraph with the words or phrases in the box. Write your answers like in the example.

marriage – household chores – education – early pregnancy – sexual harassment

Example: 1. education

In the villages, some parents think that girls' (1.....) is worth nothing. It is a waste of time and money. They think so because for them, the girls at school are victims of (2.....) and they come home sometimes with an (3.....) to collapse the family's hope. So they prefer to compel them to (4.....) while they send boys to school or to force them into (5.....). But many examples show us today that girls can do as good as boys at school. So, let's give girls the same chance as boys.

Activity 2: Complete the sentences below with the correct form of the adjectives in between brackets. Do it like in the example.

Example:

1. The girls are most of time than boys. (small)
2. Girls are sometimes than boys (intelligent)
3. Sali is than Alain when copying the lesson. (fast)
4. In traditional Africa, boys' schooling isthan girls' schooling. (important)
5. Justine is than Christian at English. (good)

Homework: Exercise 4 page 46 (English for All)

Level: 3ème

Skill: Speaking

Unit 2: WOMEN AT WORK

LESSON 3: GIRLS AT SCHOOL

SESSION 3

Source: English For All 3è

Communication activity



The representative of UNICEF in Côte d'Ivoire is visiting your school to sensitize people about the importance of sending girls to school. To welcome him, the chairman of the English Club of your school asks the students of 3ème to prepare a presentation on girls' education. As a student of the level in your presentation,

1. talk about the problems faced by girls in your area;
2. say why it is important to send girls to school.



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UNIT 3



TRAVELLING

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 1: DIFFERENT MEANS OF TRANSPORT

SESSION 1

Source: English For All 3^e







Learning context: The Nigerian pen-friend of the students of 3ème 1 from Collège Moderne of Bobi is planning to visit them soon. He sends them a message through whatsapp to get some information about the means of transport in their country. They write back to him in order to describe the different means of transports in Côte d'Ivoire.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To walk – to ride a horse – to ride a bicycle – to ride a tricycle – to ride a motorbike – to ride a scooter	Comparing	The motorbike is faster than the bicycle

INPUT PHASE

Vocabulary

 <p>to walk</p>	 <p>to ride a horse</p>	 <p>to ride a bicycle</p>
 <p>to ride a tricycle</p>	 <p>to ride a motorbike</p>	 <p>to ride a scooter</p>

Language function: Comparing

In English, there are three main types of comparative:

1. Comparative of inferiority: less + adjective + than

Example: Riding a horse is *less comfortable than* riding a motorbike

2. Comparative of equality: as + adjective + as

Example: A bicycle is *as fast as* a tricycle.

3. Comparative of superiority: It is built in two different ways depending on the adjectives.

a) **short adjective + er + than:** The motorbike is *faster than* the bicycle.

b) **more + long adjective + than:** The motorbike is *more comfortable than* the horse.

PRACTICE PHASE

Activity 1: Use the words from the box to identify the pictures below. One word is not concerned. Write your answers like in the example.

A horse – feet – a camel – a bicycle – a motorbike – a tricycle – a donkey
– a goat – a scooter

Example: 1. a motorbike

 1.....	 2.....	 3.....	 4.....
 5.....	 6.....	 7.....	 8.....

Activity 2: With your neighbour, use the information from the box to ask and answer questions like in the example.

Example: 1) A: Which is faster, a donkey or a horse?

B: The horse is faster than a donkey.

- | |
|--|
| <ol style="list-style-type: none">1) the donkey / the horse (fast)2) the motorbike / the bicycle (expensive)3) riding a bicycle / walking 10 km (tiresome)4) a camel / a donkey (big)5) riding a scooter / riding a tricycle (interesting) |
|--|

Homework: Exercise 5 page 55 (English for All)

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 1: DIFFERENT MEANS OF TRANSPORT

SESSION 2

Source: English For All 3^e

Learning context (Recall)









The Nigerian pen-friend of the students of 3ème 1 from Collège Moderne of Bobi is planning to visit them soon. He sends them a message through whatsapp to get some information about the means of transport in their country. They write back to him in order to describe the different means of transports in Côte d'Ivoire.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To drive a car – to drive a lorry – to drive a train – to fly a plane – to travel by coach – to pilot a yacht – to pilot a ship – a canoe	Expressing preferences	I prefer to travel by plane. I'd rather travel by bus.

INPUT PHASE

Vocabulary

 to drive a car	 a lorry	 a train	 to pilot a ship
 to fly a plane	 a coach	 a yacht	 a canoe

Language function: Expressing preferences

A: Which do you prefer, a train or a plane?

B: I **prefer to** travel by plane because it is faster and more comfortable.

Or

I'd **rather** travel by plane because it is faster and more comfortable.

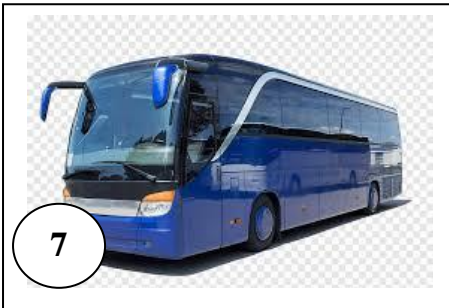
You use "*prefer to*" or "*would rather*" to express preference.

PRACTICE PHASE

Activity 1: Use the words from the box to identify the pictures below. Write your answers like in the example.

A train – a bus – a yacht – a car – a plane – a ship – a coach
– a lorry – a canoe – a tram

Example: 1. a tram



Activity 2: Match the verbs in column A with the means of transport in column B to make as many correct expressions as possible just like in the example.

Example: - to drive a car

VERBS	MEANS OF TRANSPORT
to drive to pilot to fly to ride	a ship a car a bicycle a train a bus a horse a yacht a lorry a plane a camel

Activity 3: With your neighbour, use the information from the box to ask and answer questions like in the example.

Example: 1) A: Which means of transport do you prefer?

B: I prefer cars because they are safer. And you?

I'd rather travel by plane because it is faster and more comfortable.

- Car (safe)
- Plane (fast and comfortable)
- Train (fun)
- Coach (cheap)

Homework: Exercise 7 page 56 (English for All)

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 1: DIFFERENT MEANS OF TRANSPORT

SESSION 3

Source: English For All 3è

Communication activity

A student of 3ème 1 of Collège Moderne of Bobi has received a letter from his British pen friend who wants to visit Côte d'Ivoire. He wants to know what means of transport are available there in order to make a choice. Being this students, write him back a paragraph in which you,

1. list the means of transport available in your country;
2. tell him which means of transport you prefer;
3. state the reasons for your choice.

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 2: TRAVELLING BY PLANE

SESSION 1

Source: English For All 3^e

Learning context: Invited to London by his British pen-friend, a student of 3ème 2 of Lycée Moderne of Grand-Bassam has taken the plane for the first time. Once back home, in Côte d'Ivoire, he writes a letter to his pen friend to tell him how his travel was.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To check passport and plane ticket – to check in / out – to fill in a boarding card – to wait in the departure lounge	Making a double comparative	More and more people travel to London today

INPUT PHASE

Vocabulary

 <p>1</p>	
to check passport and plane ticket	to check the luggage in / out
 <p>2</p>	
to fill in a boarding card	to wait in the departure lounge

Language function: Making double comparative

The double comparative in English can be built as follows:

-Superiority

1) For short adjectives we have: **adjective-er + and + adjective-er**

Example: Planes are **faster and faster** today.

2) For long adjectives, we have: **more and more + adjective**

Example: Planes are **more and more comfortable** today.

-Inferiority

For long and short adjectives, we have: **less and less + adjective**

Example: The visa is **less and less** expensive

PRACTICE PHASE

Activity 1: Match the pictures with their descriptions in the box below. Do it like in the example.

departure lounge – visa – passport – ticket – luggage – fill in the boarding card



1.....**visa**.....



2.....



3.....



4.....



5.....



6.....

Activity 2: Make sentences expressing a double comparative of superiority with the information in each section. Do it like in the example.

Example: 1. *Airports are bigger and bigger today.*

- 1) Airports / big
- 2) Working in an airport / exhausting
- 3) Planes tickets / expensive
- 4) Planes / heavy
- 5) The distance between countries / small
- 6) Departure lounge / luxurious

Homework: Exercise 4 page 60 (English for All)

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 2: TRAVELLING BY PLANE

SESSION 2

Source: English For All 3^e

Learning context (Recall)

Invited to London by his British pen-friend, a student of 3ème 2 of Lycée Moderne of Grand-Bassam has taken the plane for the first time. Once back home, in Côte d'Ivoire, he writes a letter to his pen friend to tell him how his travel was.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To board a plane – to take off – to land – to meet	Emphasizing feelings using “so”	I was so excited at the idea to board a plane for the first time

INPUT PHASE

Vocabulary



to board a plane = to get on a plane



to take off = to mount in the air



to land = to come down



to meet = to encounter

Language function: Emphasizing feelings using “so”



This plane is **so** beautiful. “**SO**” helps to emphasize the degree of beauty of the plane.

SO + adjective here means **Very, Really**.

PRACTICE PHASE

Activity 1: Fill in the passage below with the words or expressions from the box. Write your answers like in the example.

took off – landed – met – departure lounge – ticket – board

Example: 6 – met

The first time I had to travel by plane, I was so excited. In the (1.....), I could see a lot a people. When came the time to (2.....), the flight attendant checked my (3.....) and I boarded the plane. Some moment later, the plane (4.....). We left Abidjan. The flight lasted 5 hours and the plane (5.....) finally in the International Airport Charly de Gaulle of Paris. I (6.....) my pen friend there and he took me home. It was a fantastic day!

Activity 2: Rewrite the following sentences using “so” to emphasize the feelings. Write your answers like in the example.

Example: 1) I was so excited to visit Paris for the first time.

- 1) I was excited to visit Paris for the first time.
- 2) Amenan is happy to pass her exam.
- 3) We are proud that Côte d’Ivoire is the champion of Africa Nations Cup.
- 4) Yaya is the top of the class: he is intelligent.
- 5) The plane ticket costs 2 million. It is expensive.

Homework: Exercise 5 page 60 (English for All)

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 2: TRAVELLING BY PLANE

SESSION 3

Source: English For All 3è

Communication activity

After your stay in Ghana on the invitation of your Ghanaian friend, you decide to write to him in order to share your feelings about your first travel by plane. In your paragraph,

- 1) explain to your friend what happened at the airport before the plane takes off;
- 2) tell him the way you felt about your first travel by plane.

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 3: VISITING THE USA

SESSION 1

Source: English For All 3^e

Learning context: The best students in English of Collège Moderne of Cocody were given the opportunity to visit the USA. Once back, the chairman of their English Club asks them to write a paragraph about the touristic places they visited. The best paragraph will be published in the Club's magazine.

Lesson content

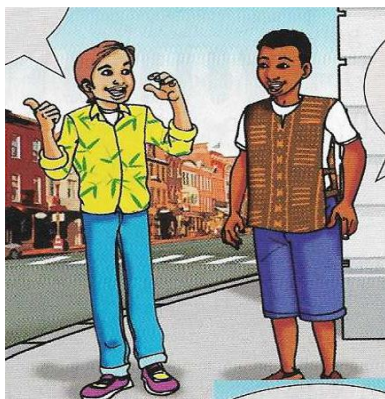
VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
The White House – the Capitol – the United Nations headquarter – the Statue of Liberty – the pentagon – Mount Rushmore	Making suggestions	A: Let's go and visit the White House! B: Shall we take the bus? A: How about travelling by the subway?

INPUT PHASE

Vocabulary

 <p><u>Mount Rushmore</u></p>	 <p><u>The White House</u>: official residence of the US President</p>	 <p><u>The Pentagon</u>: The US Defense Department headquarter</p>
 <p><u>The United Nations headquarter</u></p>	 <p><u>The Statue of Liberty</u></p>	 <p><u>The Capitol</u>: the home of the US Congress</p>

Language function: Making suggestions



Read the conversation between these boys and pay attention to their expressions:

Adou: I get bored!

Jesse: OK. **Let's go and visit the White House.**

Adou: **Shall we take the bus?**

Jesse: No. **How about travelling by the subway?**

Adou: I want to see the landscape. **Why don't take the tram?**

Jesse: OK, let's go!

The words in bold are used to make suggestions. So we can use “**Let's + verb**”; “**shall + subject**?”; “**how about + verb + ing.....?**” or “**why don't + subject**?” to make suggestions.

Examples: **Let's** visit the Statue of Liberty.

Shall we visit the Statue of Liberty?

How about visiting the Statue of Liberty?

Why don't we visit the Statue of Liberty?

PRACTICE PHASE

Activity 1: Match the words or phrases in column A with their meanings or definitions in column B. Write your answers like in the example.

Example: 1 - d

COLUMN A	COLUMN B
1. USA 2. United Nations headquarter 3. the White House 4.the Statue of Liberty 5. the Capitol 6. Mount Rushmore 7. The Pentagon	a) the home of the United States Congress and the seat of the legislative branch b) Granite mountain presenting the faces of four former US Presidents c) the United States of America d) the US Department of Defence headquarter e) the official residence of the President of the United States f) a sculpture that symbolizes freedom g) the seat the General Assembly of the United Nations

Activity 2: Use the information in box A and your neighbour the information in box B. Continue the dialogue making suggestions using as many structures as possible.

- BOX A**
- Go to the cinema
 - Visit the Statue of Liberty
 - Play computer games

- BOX B**
- Go to the beach
 - Watch a football match
 - Go to the pub

You: I feel bored

Your neighbour: Shall we go to the cinema?

You:

Your neighbour:

Homework: Exercise 3 page 63 (English for All)

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 3: VISITING THE USA

SESSION 2

Source: English For All 3è

Learning context (Recall)






The best students in English of Collège Moderne of Cocody were given the opportunity to visit the USA. Once back, the Chairman of their English Club asks them to write a paragraph about the touristic places they visited. The best paragraph will be published in the Club's magazine.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
The Grand Canyon – the World Trade Center – the casino – the Californian beach - Hollywood	Giving instructions	- Switch on the TV. - Don't leave the child alone.

INPUT PHASE

Vocabulary

 <p><u>The World Trade Center</u> = The world business center</p>	 <p><u>Hollywood</u> = City of American cinema</p>	 <p><u>a casino</u> = a house of game and bet</p>
 <p><u>The Californian beach</u></p>	 <p><u>The Grand Canyon</u> = Valley of Rocky Mountains</p>	

Language function: Giving instructions

Sentences giving instructions in English always start by the verb and there is no subject. To give instructions, we simply use the imperative.

Examples: **Go straight!** (Affirmative)

Don't turn left! (Negative)

PRACTICE PHASE

Activity 1: Read the description and make them correspond with the places in the box. Do it like in the example.

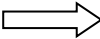
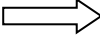
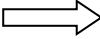
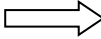
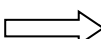
**A casino – Californian beach – the Grand Canyon – Hollywood
– the World Trade Centre**

Example: 5 – Californian beach

- 1) It is a valley of Rocky Mountains:
- 2) The famous of American police movies:
- 3) A house of game and bet:
- 4) The world business centre:
- 5) Edge of sea in California:

Activity 2: Rewrite the sentences turning them into instructions. One is an example.

Example: 1. *Leave me alone.*

- 1) You leave me alone. 
- 2) You open the door. 
- 3) You switch off the TV. 
- 4) You don't take the medicine. 
- 5) You shall not be talkative in class. 

Homework: Exercise 8 page 65 (English for All)

Level: 3ème

Skill: Speaking

Unit 3: TRAVELLING

LESSON 3: VISITING THE USA

SESSION 3

Source: English For All 3è

Communication activity

The pen-friend of a student of 3ème 1 of Collège Moderne Cocody invites him to USA for a visit. Being this student,

1. tell the name of the places you would like to visit there;
2. complete your part of the dialogue he has with you on messenger in which you make some suggestions;

Your pen-friend: Hello, buddy! Do you have any idea of the places you will visit once here?

You: Yes! (visit the Statue of Liberty)

Your pen-friend: Sure!

You: (visit the White House)

Your pen-friend: I am in New York and the White House is in Washington. How do we get there?

You: (take the bus)

Your pen-friend: It is a long way. Why don't we take the plane?

You: The plane ticket is expensive and I will not see the landscape.

..... (travel by train)

Your pen-friend: Ok! That's great! See you soon!

You: See you, pal!

3. perform the dialogue with your neighbour.



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UNIT 4



FASHION

Level: 3ème

Unit 4: FASHION

Skill: Writing

LESSON 1: MODERN AND TRADITIONAL CLOTHES

SESSION 1

Source: English For All 3ème

Learning context:

After the Fashion Day organized in Lycée Moderne of Tankessé, the English teacher asks the students of 3ème 1 to write an article to describe the fashion show. The best article will be published in the English Club magazine.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Traditional outfits- modern outfits - fashionable clothes – second hand clothes – trends – youngsters – parade – outdated – updated - proud	Giving reasons	I like modern clothes because they are fashionable

INPUT PHASE

Vocabulary

Traditional outfits: kita clothes, agbada clothes, kamendje clothes...are examples of traditional outfits.

Modern outfits: modern clothes such as: suits, jackets, baggy trousers....

Fashionable clothes: Clothes that are popular at the moment.

Youngsters: old children, young people.

Trend: a new development or tendency in clothing.

Parade: public celebration

Outdated: not in fashion, old-fashioned

Updated: in fashion, modern

Proud: feeling pleasure

Second hand clothes: not new, having been used in the past by someone else

Baggy: too big, ample.

Language function: Giving reasons

In English, to say the reason why you like or you do something, you can use the following expressions: **because (of) / that is (the reason why) / due to.**

Examples: youngsters like fashionable clothes **because** they are in fashion.

Youngsters like fashionable clothes **due to** the trends.

Second hand clothes are not expensive, **that is the reason why** young people like them.

PRACTICE PHASE

Activity 1: Match the words in column A with their meanings or definitions in column B. Write your answers like in the example.

Example: 1 - d

Column A	Column B
1- outfits	a – a procession of models
2 - baggy	b – because of
3 - outdated	c - fashionable
4 – Trendy	d - clothes
5 – youngsters	e - pleased
6 – second hand	f- old- fashion
7 – proud	g- ample
8 – due to	h- young people
9 - parade	i- already used by another person

Activity 2: Complete the sentences in column A with appropriate information from column B. Write your sentences like in the example.

Example: I like baggy clothes **because** they are more comfortable.

<p>A</p> <p>1 – Baggy clothes</p> <p>2 –Traditional clothes</p> <p>3 – Skin bleaching creams</p> <p>4 – Trendy clothes</p> <p>5 – False eyelashes</p>	<p>B</p> <p>a-They are fashionable</p> <p>b-They can damage my skin</p> <p>c-They are from my culture</p> <p>d-They are outdated</p> <p>e-They are not natural</p> <p>f-They are too expensive</p> <p>g-They are more comfortable</p>
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Homework: Exercise 6 page 72 (English For All)

Level: 3ème

Unit 4: FASHION

Skill: Writing

LESSON 1: MODERN AND TRADITIONAL CLOTHES

SESSION 2

Source: English For All 3ème

Learning context: (Recall)

After the Fashion Day organized in Lycée Moderne of Tankessé, the English teacher asks the students of 3ème 1 to write an article to describe the fashion show.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Furthermore – due to – blindly – discarding – hold on to – duty – extinct – teenagers – fabric	<u>Writing a paragraph:</u> the topic sentence	- Young people prefer modern clothes for many reasons. .

INPUT PHASE

Vocabulary

Fabric: cloth

Furthermore: in addition

Due to: because of

Discarding: abandoning

Blindly: without thinking

Hold on to: to preserve, to keep

Duty: responsibility

Example: It's our duty to promote our culture abroad.

Extinct: disappear

Example: Following blindly fashion will extinct our culture and customs.

Teenagers: young people, youngsters

Language function: Writing the topic sentence

The topic sentence introduces the main idea of a paragraph. It is generally the first sentence of a paragraph.

This is a paragraph:

Modern clothes are popular among teenagers in Africa for a number of reasons. First, most youngsters nowadays believe that following Western fashion is trendy and “cool”. Secondly, second hand made-outfits tend to offer more freedom of expression as they can add their own designs and ideas to them. In addition, they are quite stylish and attractive. Furthermore, people believe that youth tend to prefer modern clothes because they want to be different from their older generation. Last but not the least, youngsters think that modern wear is more convenient, comfortable, and flexible than traditional outfits. In short, if the youth prefer clothing, it is due to the above reasons.

The topic sentence is: “ **Modern clothes are popular among teenagers in Africa for a number of reasons.**”

PRACTICE PHASE

Activity 1: As you read the text below, match the words from the text in column A to their synonyms or meanings in column B. Work in pairs. Do it like in the example.

Example: 1 - teenagers = young people

Modern clothes are popular among **teenagers** in Africa for a number of reasons. First, most youngsters nowadays believe that following Western fashion is trendy and “cool”. Secondly, second hand made-outfits tend to offer more freedom of expression as they can add their own designs and ideas to them. In addition, they are quite stylish and attractive. **Furthermore**, people believe that youth tend to prefer modern clothes because they want to be different from their older generation. Last but not the least, youngsters think that modern **fabric** is more convenient, comfortable, and flexible than traditional outfits. In short, if the youth prefer clothing, it is **due to** the above reasons.

On the other hand, traditional clothes represent our culture and identity. It is therefore necessary to **hold on to** them, for if we do not preserve our traditions, nobody can preserve them for us. In fact, it is our duty to promote our customs if we do not want them to become **extinct**. Even if we travel to Europe, America or Asia, we should not **blindly** copy foreign fashion trends. Rather, we should show that we are proud of our identity by wearing our traditional clothes. Fortunately, quite a good number of people still believe that as our traditional clothes represent our culture and identity, giving them up would be like **discarding** what makes us who we are.

Column A	Column B
1. teenagers	a) because of
2. furthermore	b) young people
3. fabric	c) in addition
4. due to	d) neglecting
5. hold on to	e) responsibility
6. extinct	f) without thinking
7. blindly	g) therefore
8. discarding	h) keep
	i) cloth

Activity 2: As you read the text again, answer the questions below.

1. How many paragraphs does the text have?
2. Write down the topic sentence of each paragraph.

Homework: Exercise 4 page 71 (English For All)

Level: 3ème

Unit 4: FASHION

Skill: Writing

LESSON 1: MODERN AND TRADITIONAL CLOTHES

SESSION 3

Source: English For All 3ème

Communication activity



On facebook, Toundé, a Nigerian young man says: “one cannot live without fashion. We need to wear fashionable clothes in order to be up to date”. You, a student of 3ème 1, decide to react to his point of view. In your reaction,

1. say why young people like fashion;
2. point out two problems related to fashion;
3. tell what attitude young people should have in front of fashion.

Level: 3ème

Unit 4: FASHION

Skill: Writing

LESSON 2: FASHION SHOWS

SESSION 1

Source: English For All 3ème

Learning context:

After participating in the fashion show organized by the Ministry of Culture in the region of Man, the students of 3ème 1 of Lycée Moderne of Sipilou decide to describe it for their English Club magazine in order to promote our culture and customs.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Put on – design – pay for – exhibit – show off – stylist – stylish – portray – decipher – audience	Expressing likes and dislikes	- I like / I love / I am fond of, I do not like / I dislike / I hate...

INPUT PHASE

Vocabulary

To put on: to organise, to arrange.

Example: Fashion shows are commercial events **put on** by fashion designers to show their news collection.

to design: to make plan for something: example clothes

to pay for: to suffer, to be punished for doing something bad to someone else.

to exhibit: to show something publicly, to expose for the public

to show off: to attract other people's attention

stylist: a designer

to portray: to describe

to decipher: to discover the meaning of something or message.

Audience: spectators

Language function: Expressing likes and dislikes



This lady loves second hand clothes. In English, to say that you love something, you can use these expressions:

“I like / I am fond of / I enjoy / I am crazy about + noun or + verb-ing

Examples: I like wearing second hand clothes

Or I am fond of wearing second hand clothes

Or I enjoy wearing second hand clothes

Or I am crazy about wearing second hand clothes

But if you don't love it you say: **“I dislike or I hate” + noun or + verb-ing**

Example: I dislike wearing baggy clothes / I hate wearing baggy clothes

PRACTICE PHASE

Activity 1: Complete this passage with the words or expressions from the box. Write your answers like in the example.

Example: 1- put on

Put on – design – show off – exhibit – portray – decipher – audience – stylists –

Fashion shows are commercial events (1).....by designers to (2).....their new lines of clothing. In Africa, the most popular fashion shows are Abidjan Fashion Week, Dakar Fashion Week and South African Fashion Week. During these fashion exhibitions, African (3).....compete in creativity, using traditional African dress codes to propose upcoming clothes to their (4)..... They also (5).....modern clothes as well as traditional clothes in order to promote our African culture. The top models also wear new creations to (5).....during the Fashion shows. I love watching the Fashion Africa programme on TV. It shows how inventive African designers are, but more importantly, it (6).....the rich African tradition of cloth and clothing. It is up to the audience to (7).....the designer's message through the way the collection is being presented and to visually appreciate the details of every single piece of clothing.

Activity 2: The words or expressions from the box below are used to express likes and dislikes. Make sentences with each of them.

I like – I love - I am fond of – I am crazy about – I enjoy + verb+ing – I hate

Homework : Write three sentences about what you like or do not like about fashion.

Unit 4: FASHION

Skill: Writing

LESSON 2: FASHION SHOWS

SESSION 2

Source: English For All 3ème

Learning context: (Recall)

After participating in the fashion show organized by the Ministry of Culture in the region of Man, the students of 3ème 1 of Lycée Moderne of Sipilou decide to describe it for their English Club magazine in order to promote our culture and customs.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
To convey – in accordance with – to advertise – upcoming – tendency – stylish - applause – shout – draw	<u>Writing</u> : supporting sentences and the concluding sentence.	

INPUT PHASE

Vocabulary

To convey: to communicate

In accordance with: in conformity with

To advertise: to make publicity

Upcoming: new

Tendency: fashion

Stilysh: attractive in a fashionable way

To applause: to clap hands

To shout: to express strong excitement in a loud voice

To draw: to attract attention

Language function: Supporting sentences and the concluding sentence

Modern clothes are popular among teenagers in Africa for a number of reasons. First, most youngsters nowadays believe that following Western fashion is trendy and “cool”. Secondly, second hand made-outfits tend to offer more freedom of expression as they can add their own designs and ideas to them. In addition, they are quite stylish and attractive. Furthermore, people believe that youth tend to prefer modern clothes because they want to be different from their older generation. Last but not the least, youngsters think that modern wear is more convenient, comfortable, and flexible than traditional outfits. In short, if the youth prefer clothing, it is due to the above reasons.

Part of the paragraph	Role	Examples
Supporting sentences	Develop the main idea. provide details: facts ,example and explanation	<i>“First, most youngsters....attractive”</i>
Concluding sentence	Sums up the main idea	<i>“In short.....reasons”</i>

PRACTICE PHASE

Activity 1:

Choose the best meaning of the words and expressions according to the text. Answer like in the example.

Example: 1. Upcoming = new

During Fashion exhibitions, African designers compete in creativity, using traditional African dress code to propose **upcoming** clothing lines to their audience. In this typical fashion show models gracefully parade in a newly designed outfits. The models being **advertised** are illuminated on the runway which has bright and colourful lighting. The order in which each model walks out wearing a specific outfit is usually planned **in accordance with** the message that the designer intends to **convey** to the audience about his or her collection. In Africa, people crowd the most popular fashion weeks which are Abidjan fashion week, Dakar fashion week and South African Fashion week to discover **stylish** models so that they could **draw** their clients’ attention once back in their respective cities or countries. The audience sometimes **applause** and **shout** the craftsmanship of every single piece of clothing.

1. Upcoming

- a) new b) old c) reddish d) ample

2. advertised

- a) selected b) hidden c) published d) promoted

3. in accordance with

- a) in association with b) contrary to c) in conformity with d) in prevision of

4. convey

- a) carry b) drive c) invite d) communicate

5. stylish

- a) attractive b) expensive c) cheap d) old

6. draw

- a) mention b) attract c) propose d) respect

Activity 2: Write two supporting sentences and one concluding sentence for each of the following topic sentence.

- Older people are more attracted by their traditional culture than the younger generation.
- Traditional clothes are less and less worn by younger people.
- Fashion shows promote the culture of a country.

Homework: Exercises 1, 2, 3 and 4 pages 74 – 75 (English for All)

Level: 3ème

Unit 4: FASHION

Skill: Writing

LESSON 2: FASHION SHOWS

SESSION 3

Source: English For All 3ème

Communication activity

After participating in the fashion show organized by the Ivorian Cultural Ministry in the region of Man, a student of 3ème 1 of Lycée Moderne of Sipilou decides to write a paragraph of ten (10) lines maximum to his Liberian friend about it. Being this student, in your production,

1. say what you saw;
2. mention who participated in the fashion show;
3. convince him to join the next fashion show with you.

NB: Mind the topic sentence, supporting sentence and concluding sentence in your production.

Unit 4: FASHION

Skill: Writing

LESSON 3: COSMETICS

SESSION 1

Source: English For All 3ème

Learning context:

After attending a conference on the use of cosmetics, the students of 3ème 1 of Lycée Moderne Agnibilékrou decide to write two paragraphs article about the dangers related to the misuse of cosmetics in order to sensitize their fellow students.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Make-up – perfume – soap – shampoo – bleaching cream – ugly – beautiful – harmful – hair gel	Expressing cause and effect	- If you wear too much cosmetics you will spoil your skin.

INPUT PHASE

Vocabulary

 to make-up	 perfume	 soap
 skin lightening creams	 shampoo	 a beautiful woman
Ugly ≠ beautiful	 hair gel	<u>Harmful</u> = dangerous

Language function: Expressing cause and effect



This lady used to wear too much cosmetic products.

Cause

She has spoiled her skin. → **Effect** on her skin.

So, to express cause and effect in English you can say:

“If you **use** too much cosmetic products, you **will spoil** your skin.

If +present tense → for cause

Will+ infinitive verb → for effect

Example: If girls **plait** their hair all the time, they **will lose** their hair.

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. h = beautiful

A

1. attractive
2. it permits to dye the hair
3. body liquid that emits an agreeable odour
4. it is needed for washing clothes and taking bath
5. a cream that changes black skin into light skin
6. women use to do it to be more beautiful
7. a soapy liquid used for washing hair

B

- a- soap
- b- make-up
- c- perfume
- d- shampoo
- e- skin lightening cream
- f- hair gel
- g- ugly
- h- beautiful

Activity 2: Join the clauses in A and B to express cause and effect. Answer like in the example.

Example: 1. If you do not use perfume, you will not smell good.

A	B
1. If you do not use perfume,	a) she may constantly suffer from anaemia.
2. If your sister uses hair sprays for a long time	b) can lead to respiratory problem.
3. If you use fake skin products,	c) will make you look unnatural.
4. If fashion models use too much make-up, they will	d) will cause your hair to drop.
5. If she swallows some lipstick while eating,	e) you will not smell good.
6. If you use skin lightening creams,	f) lose their natural beauty.
7. Depending on beauty creams constantly	g) you may develop two complexions
8. Wearing African bread all the time	h) can be dangerous, causing even skin cancer.

Homework: Activity 1 page 77 (**English For All**)

Unit 4: FASHION

Skill: Writing

LESSON 3: COSMETICS

SESSION 1

Source: English For All 3ème

Learning context: (Recall)

After attending a conference on the use of cosmetics, the students of 3ème 1 of Lycée Moderne Agnibilékrou decide to write two paragraphs article about the dangers related to the misuse of cosmetics in order to sensitize their fellow students.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Wigs – tattoos – cosmetics salon – to plait – linking words (however, therefore, moreover...)	Giving advice	- I think you should - I don't think you should

INPUT PHASE

Vocabulary

 cosmetics salon	 wig	 tattoo	 to plait your hair
--	--	--	---

Writing a paragraph: Linking words = connectors

Connectors	Role	Examples
In contrast, however	Contrasting / comparing	Using cosmetics is fashionable, however some make-up has side effects.
Similarly, likewise	Expressing similarity	You cannot wear mini-skirt here, likewise it's forbidden to wear torn clothes.
Therefore, as a result	Expressing consequence	Many students are too much focus on fashion. Therefore , they are less performant in class.

Moreover, in addition	adding	Girls like bleaching cream. In addition they use lipstick.
First(ly), second(ly), third(ly)	Sequencing = ordering events	First , I take my bath. Secondly I get dressed. Third , I go to school.
In conclusion, to sum up	concluding	In conclusion , Africans should be proud of their culture.

Language function: Giving advice



This girl wants advice from the doctor about using cosmetics. So, to give advice about:

- What is good to do, you say: “I think you **should stop** bleaching creams”.

- What is not good, you say “I think you **shouldn’t stop** being natural”.

Should + verb for good action

Shouldn’t + verb for bad action.

PRACTICE PHASE

Activity 1: This passage is about cosmetics. Complete it with words from the box. Answer like in the example.

Example: 1. Cosmetics

Cosmetics products – wigs – tattoos – harmful – lighten - hairpieces

Taloua is a hairdresser. A lot of women crowd in her salon every day because she sells (1)..... Some women buy some products to (2).....their skin, other to get darker. She also sells (3).....and (4).....that women wear on special occasion to look more attractive. Taloua also (5).....their backs. Taloua makes a lot of money even if her cosmetics can be (6).....to human skin.

Activity 2: Join the clauses in A, B and C to make meaningful sentences. Answer like in the example.

Example: *Some women shouldn't tattoo their skin.*

A	B	C
1. Some women	Should	a. give her advice about bleaching her skin.
2. Her husband		b. not be allowed by parents at all.
3. Some parents	Shouldn't	c. tattoo their skin
4. At school, girls		d. wear wigs
5. Countries' leaders		e. allow their girls to wear mini-skirt
6. Skin lightening		f. prohibit selling harmful cosmetics.

Homework: Use connectors from the box to fill in the gaps in this paragraph.

Therefore – on the other hand – even if – in fact – rather - fortunately

(1)....., traditional clothes represent our culture and identity. It is (2).....necessary to hold on to them, for if we do not preserve our traditions, nobody can preserve them for us.(3).....if, it is our duty to promote our customs if we do not want them to become extinct. (4).....we travel to Europe, America or Asia, we should not blindly copy foreign fashion trends.(5)....., we should show that we are proud of our identity by wearing our traditional clothes.(6)....., quite a good number of people still believe that as our traditional clothes represent our culture and identity, giving them up would be like discarding what makes us who we are.

Level: 3ème

Unit 4: FASHION

Skill: Writing

LESSON 3: COSMETICS

SESSION 3

Source: English For All 3ème

Communication activity

Soon, it is going to be the Fashion week of your school. On this occasion, the English Club magazine organizes a writing competition for the students of 3ème about the effects of the use of cosmetics on girls in order to sensitize them. As a candidate for this competition,

1. give a title to your article;
2. provide the topic sentences of your two paragraphs;
3. develop each of them giving explanation, details and examples;
4. provide appropriate connectors to make your paragraphs coherent;
3. write a two-paragraphs article on this topic.



UNIT 5



CITY OR VILLAGE

Level: 3ème

Unit 5: CITY OR VILLAGE

Skill: Listening

LESSON 1: CITY LIFE

SESSION 1

Source: English For All 3ème

Learning context:

In order to discuss about the causes and consequences of rural exodus in their region, the students of 3ème 1 of Lycée Moderne Taï are listening to a recorded tape in English about “Life in the city” during an English Club meeting.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Town – city dwellers – traffic jam – to direct the traffic– shanty town – rush hour – litter – skyscrapers – toll bridge.	Expressing preferences with “would rather”	- I would rather live in my village -I’d rather live in my village

INPUT PHASE

Vocabulary

 <p>a town = a city</p>	 <p>city dwellers= people of the city / city inhabitants</p>	 <p>traffic jam = long queue of vehicles moving slowly in the traffic</p>
 <p>to direct the traffic= to regulate road circulation</p>	 <p>shanty town = ghetto</p>	 <p>rush hour = busy period of the day</p>
 <p>litter = rubbish</p>	 <p>skyscrapers = very high building</p>	 <p>toll bridge = there is a toll bridge in Singrobo</p>
 <p>crossroad = road junction</p>		

Language function: Expressing preferences with “would rather”

In English, to express your preference with would rather, you use:

Subject + would rather / I’d rather + infinitive without “to”.

Example: I would rather live in my village or I’d rather live in my village.

The question related to this answer is: “Do you prefer to live in the city or the village?”

Example: A: Do you prefer to live in the city or the village?

B: I would rather live in the village.

PRACTICE PHASE

Activity 1: Complete the sentences with the words from the box. Answer like in the example.

Traffic jam – crossroad - shanty town – noisy – litter – skyscrapers – city dwellers – rush hours

Example: 2. Crossroad

1. Inhabitants of the town are.....
2. A road junction is a.....
3. When the circulation of cars and buses slows, it creates a.....
4. A very poor area of a city is a.....
5. Busy periods of the day are.....
6. Cities are not quiet places; they are very
7. Small pieces of rubbish lying down on the ground in public places is
8. Very tall modern buildings in the city are.....

Activity 2: Use the information in each section and with your neighbour, ask and answer questions like in the example.

Example: A: Do you prefer to live in the city or in the village?

B: I would rather live in the village.

- a). live in the village / in the city / you / prefer.
- b) live in an apartment / in a villa / you /prefer.
- c) have a coke / some lemonade / you / would like.
- d) go to school by car / on foot / children prefer.
- e) eat “alloko” and fried fish / fried yam you / would like.
- f) buy a motorbike / a bicycle / you / would like.
- g) set up a business / buy a new car / your brother prefers.

Homework: Exercise 4 page 86, English For All 3ème.

Level: 3ème

Unit 5: CITY OR VILLAGE

Skill: Listening

LESSON 1: CITY LIFE

SESSION 2

Source: English For All 3ème

Learning context: (Recall)







In order to discuss about the causes and consequences of rural exodus in their region, the students of 3ème 1 of Lycée Moderne Taï are listening to a recorded tape in English about “Life in the city” during an English Club meeting.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Factories – tarred road - highways – supermarket – modern buses – water supply – at the University – crowded – entertainment	Using conjunctions	- since - because of - due to - in order to - so that

INPUT PHASE

Vocabulary

 <p>factory= industry</p>	 <p>tarred road = a road which has a tar on its surface</p>	 <p>highway= large road where traffic travels at high speed</p>
 <p>Modern bus= recent bus</p>	 <p>At the supermarket</p>	 <p>At the university</p>

Water supply= water from SODECI

Crowded = full of people

Entertainment = amusement

Facilities: infrastructures

Language function: Using conjunctions

In English, you can use these conjunctions: **since, because of, due to, in order to, so that, although**.... to combine words, phrases and clauses in a sentence.

Examples: The students are at home **due to** the corona virus pandemic.

He remains jobless **although** he has some qualifications.

PRACTICE PHASE

Activity 1:

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

Example: 1-i = industry

Column A	Column B
1 – factory	a) not bumpy
2 – tarred	b) amusement
3 – highway	c) infrastructures
4 – crowded	d) full with many people
5 – to supply	e) large shop for food and other goods
6 – entertainment	f) recent
7 – facilities	g) wide road for driving faster
8 – modern	h) provide
9 - supermarket	i) industry
	k) calm

Activity 2: Fill in each gap of the following passage with the most appropriate word from the box. Do it like in the example.

Example: 1- because of

Since – due to – because of – in order to – so that

There is presently no class in our country. The students are at home (1)-..... the corona virus pandemic. Some have stayed in their towns and some have left to their village. (2)-..... they can't stay idling; some exercises are given to them online by their teachers (3)-.....) they go on studying. The situation is very serious but (4)-..... their courage, most of the students will succeed when classes resume. They just have to do the given exercises (5)-..... go up or get their exams

Homework: Exercise 7; English For All 3ème; page 87.

Level: 3ème

Unit 5: CITY OR VILLAGE

Skill: Listening

LESSON 1: CITY LIFE

SESSION 3

Source: English For All 3ème

Communication activity (situation d'évaluation)

In order to sensitize their friends about the realities of city life, the students of 3ème1 of Lycée Moderne of Soubré are listening to a conversation between two students on city life problems during an English Club meeting. Being one of these students, as you listen,

1. answer the questions below;

- a) Why does Badi look so tired?
- b) Why didn't Badi take the bus home?
- c) Did the boy sleep well at night? Why not?
- e) What are the realities of city life according to Aline?
- f) Where would Badi rather live?
- g) Does Aline like to live in the city?

2. complete the dialogue between Aline and Badi.

Aline: You look tired! What happened?

Badi: I had to walk all the way from Plateau to Abobo because of taxi drivers' strike.

Aline: And all the buses were (1)-..... ?

Badi: The worst thing is that our area was (2)-..... last night after the heavy rain. I didn't sleep at all.

Aline: Oh, I'm sorry to see you like that. Floods, strike, (3)-.....pollution, (4)-....., (5)-..... problems; (6).....! These are the realities of our (7)-.....

Badi: Honestly, if I have the choice, (8)-..... live in my small village of Gueibly. It is so peaceful there!

Aline: Me, too. (9)-.....in Saioua or Niablé! Life is less stressful in (10)-..... than in big cities.

Badi: That's true, but what can we do? We have to live with our parents.

Aline: I know! Well, I have class in five minutes. See you then.

3. you probably know a city. You want to talk about it to your Liberian friend. In a presentation of 10 lines maximum,

- name and locate it;
- tell three things you like in this city;
- mention three problems city dwellers meet.

Listening text:

Aline: You look tired! What happened?

Badi: I had to walk all the way from Plateau to Abobo because of taxi drivers' strike.

Aline: And, all the buses were **(1)- on strike?**

Badi: The worst thing is that our area was **(2)- flooded** last night after the heavy rain. I didn't sleep at all.

Aline: Oh, I'm sorry to see you like that. Floods, strike, **(3)- air** pollution, **(4)- traffic jam**, **(5)- are** problems; **(6)- here!** These are the realities of our **(7)- city life**.

Badi: Honestly, if I have the choice, **(8)- I would rather** live in my small village of Gueibly. It is so peaceful there!

Aline: Me, too. **(9)- I'd rather stay** in Saioua or Niablé! Life is less stressful in **(10)- small towns** than in big cities.

Badi: That's true, but what can we do? We have to live with our parents.

Aline: I know! Well, I have class in five minutes. See you then.

Badi: Bye bye!

Level: 3ème

Unit 5: CITY OR VILLAGE

Skill: Listening

LESSON 2: VILLAGE LIFE

SESSION 1

Source: English For All 3ème

Learning context:

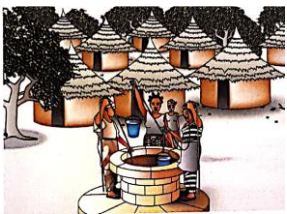







In order to show the importance of village life in their region, the students of 3ème 1 of Lycée Moderne of Taï are listening to a recorded tape in English about “village life” during an English Club meeting.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
To fetch water – farm work – to weed – to harvest – to grow – firewood – to hunt – hut – peasant – village square – palaver tree	Comparing things or people	- My village is larger than yours - Yao is better than Koffi - Village life is more peaceful than city life

INPUT PHASE

Vocabulary

 <p><u>to fetch water</u>= to look for water</p>	 <p><u>to harvest</u> = to pick and collect</p>	 <p><u>to weed</u>= to remove bad crops from a field</p>	 <p><u>to grow</u>= to cultivate</p>
 <p><u>a peasant</u>= a farmer</p>	 <p><u>firewood</u>= she is carrying a bundle of firewood</p>	 <p>villagers solve their problems under the <u>palaver tree</u></p>	 <p><u>huts</u> in a village</p>

Farm work: to grow crops, to weed the field and to harvest are farm works.

To hunt = to chase and kill an animal for food.

Language function: Comparing things and people

In English, to compare things or people you can use one of these structures:

→ Short adjectives: **adjective –er + (than)**.

Example: Yao is **cleverer than** Koffi.

→ Long adjectives: **more + adjective + than**.

Example: City life is **more expensive than** village life.

→ Irregular comparatives: Bad = **worse (than)**

Good = **better than**

Far = **farther/further (than)**

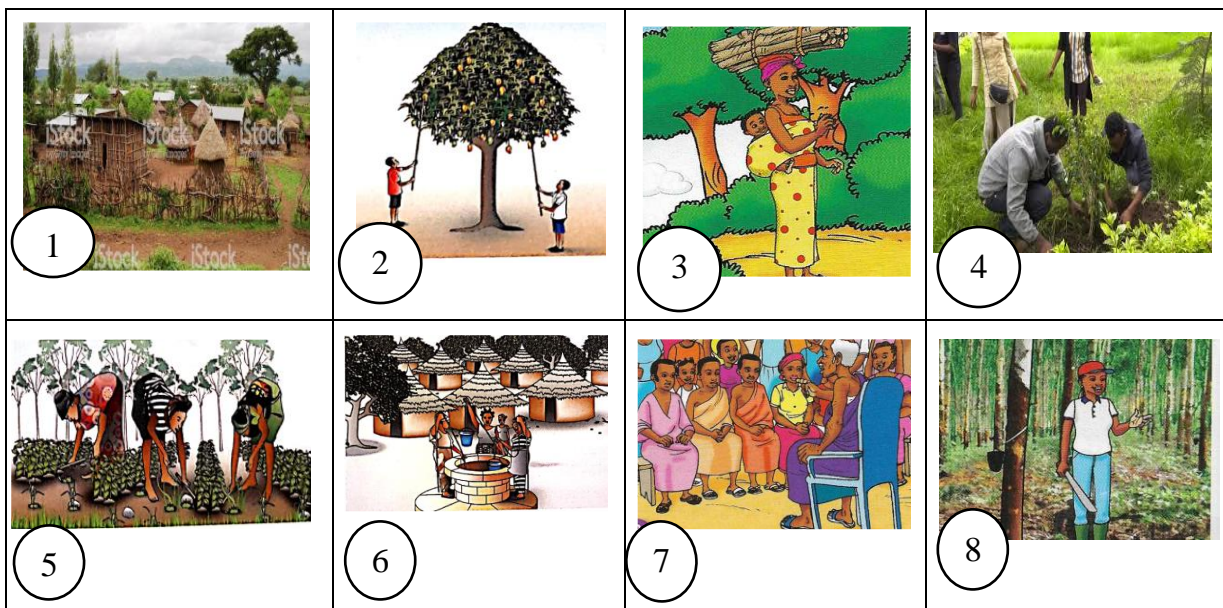
Much / many = **more (than)**

NB: Short adjectives have one or two syllables. But long adjectives have more than two syllables.

PRACTICE PHASE

Activity 1: Match the pictures below with the appropriate words or expressions that best describe each of them. Use words or expressions from the box. Answer like in the example: **1. huts**

a peasant woman in her farm – villagers under the palaver tree – they harvest mangoes – women weed a field – women fetch water from a well – they grow crops in the garden – she carries a bundle of firewood – huts



1.....

5.....

2.....

6.....

3.....

7.....

4.....

8.....

Activity 2: Ask and answer questions with your neighbour. Use comparative forms of the verbs or adverbs in the box. Do like in the example.

Example:

A: Why do you prefer village life?

B: Because it's more peaceful and relaxing.

Village life / peaceful and relaxing

Village people / caring and hospitable

Village food / healthy and natural

Village environment / clean healthy

Living in the village / restful and peaceful

Homework: Exercise 3 page 90; English For All 3ème.

Level: 3ème

Unit 5: CITY OR VILLAGE

Skill: Listening

LESSON 2: VILLAGE LIFE

SESSION 2

Source: English For All 3ème

Learning context: (Recall)

In order to show the importance of village life in their region, the students of 3ème 1 of Lycée Moderne of Taï are listening to a recorded tape in English about “village life” during an English Club meeting.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Solidarity – custom and tradition – monotonous – quiet – tranquility – local material – cock crow – peaceful – healthy – caring and hospitable - resting	Using quantifiers (many, a lot, a few, much, a little...)	- Many Ivorian villages are not electrified. - Building a house requires much money.

INPUT PHASE

Vocabulary

Solidarity: unity

Example: There is a strong solidarity among villagers.

Custom and tradition: culture

Example: villagers faithfully respect our customs and traditions.

Quiet= peaceful: calm, tranquility

Monotonous: staying the same and therefore boring, sameness

Local material: natural things or objects

Cock crow: song of an adult male chicken

Healthy: strong and well

Example: Village life provides healthy environment

Caring: kind

Hospitable: friendly and welcoming to guests and visitors

Resting: relaxing

Language function: Quantifying things or people

In English, when you quantify things or people, you can use quantifiers such as:

★ **Many, a lot of, some or a few** for **→** **Countable nouns**

Example: Many people dislike village life.

A few young people are attracted by countryside.

She eats lot of fruits.

★ **Much, a little** for **→** **Uncountable nouns**

Example: How much money is needed to supply current water here?

A little thing is done to modernize this village.

PRACTICE PHASE

Activity 1: Match the beginnings of the sentences in Column A with their appropriate endings to make meaningful sentences. Answer like in the example.

Example: 4 – a

A

- 1 – In the village, people get up early
- 2 – When it is late in the afternoon, women carry their baby on their backs
- 3 – But before, they have to go to the well
- 4 – In African customs and traditions,
- 5 – Women still have to cook for their families
- 6 – In the village life, local food are

B

- a. to fetch water for the family.
- b. while men quietly enjoy playing games in the shade.
- c. people must show solidarity to guests and strangers.
- d. at the second cock crow.
- e. monotonous although they are healthy and safe.
- f. and line up to go back to the village.

A	B	C	D	E	F
4					

Activity 2: Match the phrases in column A to their endings in column B.

Example: 1 – a: there are several villages which are not yet electrified.

A

- 1 – There are
- 2 – A few young people
- 3 – How much
- 4 – How many
- 5 – Some
- 6 – A little thing

B

- a. several villages, which are not yet electrified.
- b. money is needed to supply current water here?
- c – are attracted by the countryside.
- d – is done to modernize this village?
- e – more roads should be build.
- f – people are living in rural areas

Homework: worksheet

Ask and answer questions.

1. Inhabitants / a lot of

A – How many inhabitants are living in your village?

B – There are a lot of hundred.

2. Villagers live in hut / a few.

A -

B -

3. Water pumps / not many.

A -

B -

4. Village squares / one.

A -

B -

5. Invest money / not too much

A -

B -

Level: 3ème

Unit 5: CITY OR VILLAGE

Skill: Listening

LESSON 2: VILLAGE LIFE

SESSION 3

Source: English For All 3ème

Communication activity (situation d'évaluation)

In order to test their skill in listening, the English teacher makes the students of 3ème1 of Lycée Moderne of Soubré listen to a passage on the benefits of “village life”. Being one of these students, as you listen,

1. say whether the statements below are true (T) or false (F);

- a) – the text is about importance of village life;
- b) – air in the village is pure;
- c) – villagers have respect for strangers;
- d) – life is safe in the village;
- e) – the narrator wishes to live in the village;
- f) – women are not important in village life;
- g) – in the village men work more than women.

2. after listening to the passage, you decide to inform your Ghanaian friend about life in your village. For this:

- name the village;
- list three things you like in this village;
- say what you wish for its inhabitants.

Listening passage:

Life in Kouadiokro is enjoyable and pleasant. First, villagers are caring and hospitable to passengers and strangers because it is inherited in our customs and traditions. As for their food, although it is monotonous, it seems to be more natural and healthy. Moreover, village life is cheaper than city life because people use local material to build their houses such as huts and roofs. There is a strong solidarity among villagers; the chief of the village solve conflicts among villagers under the palaver tree. Village environment is also clean and safe, more it provides pure air. In short, leaving in a village is resting and relaxing. If my work place was not farther I would rather live in my village and go to work in the city.

Women also play a significant role in village life. First, people get up early at the second cock crow to go to their fields. In spite of getting up early, women have to go to the well before, to fetch water for the family. After that, they have to cook for their families while the men enjoy games in the shade. When it is late in the afternoon, men and women line up to go back to the village.

Level: 3ème

Unit 5: CITY OR VILLAGE?

Skill: Listening

LESSON 3: RURAL EXODUS

SESSION 1

Source: English For All 3ème

Learning context:

In order to sensitize their fellows about the causes and consequences of rural exodus in their region, the students of 3ème 1 of Lycée Moderne of Taï are listening to a recorded tape in English about “Life in the city” during an English Club meeting.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Dropout – escape – hope – to be disappointed – rural exodus – hell – homeless – drawback -	Expressing consequences	- Young people would stay in their villages if they had distraction. - If young people have distraction, they would stay in their village.

INPUT PHASE

Vocabulary

Dropout: School leavers

Homeless: people who do not have home

Exodus: massive migration or movement of people or animals

Hell: poor living conditions

To be disappointed: to be unhappy, to despair

Drawback: disadvantage

To escape: to get free from something

To hope: to expect

Language function: Expressing consequences

Koffi is a dropout student and he wanted to migrate to the city. But if he migrated to the city, consequently he wouldn't get any job. So, to express this consequence in the past, you can say this:

If koffi **migrated** to the city, he **would not get** any job.

Or

Koffi **wouldn't get** any job **if** he **migrated** to the city.

Structure: If + past simple tense; would / wouldn't + infinitive (verb without to).

PRACTICE PHASE

Activity 1: Fill in the blanks using the words from the box. Answer like in the example.

Example: 1. Exodus

Exodus – escape – be disappointed – drawbacks – hell – dropout – homeless - hope

The mass migration of the population from the rural area to the urban area is (1)..... In fact, most of the ... (2).....students refuse to live in villages because they ... (3).....a bright future in the city. Moreover, they migrate to the city to ... (4).....from poverty. Unfortunately, most of the migrants are... (5).....when they face city problems. Rural exodus may have lot of ... (6).....such as unemployment, poor living conditions and insecurity. Furthermore, some dropout or school leavers stay ... (7).....all their life because their relatives in the city are not enough rich to take care of them and their own family. Brief, city life is a real..... (8)....for migrants.

Activity 2: Use the correct form of the verbs in brackets. Answer like in the example.

Example: 1. will happen

1. What (happen) to me if I migrate to the city?

.....

2. If Koffi (migrate) to the city, he would not get any job.

.....

3. They (not go) back to their village if you don't sensitize them.

.....

4. You (have) a quiet life if you stay in the village.

.....

5. He (face) hardship if he refused to listen to you.

.....

Homework: Exercise 6 page 96; **English For All 3ème**

Level: 3ème

Unit 5: CITY OR VILLAGE?

Skill: Listening

LESSON 3: RURAL EXODUS

SESSION 2

Source: English For All 3ème

Learning context: (Recall)

In order to sensitize their fellows about the causes and consequences of rural exodus in their region, the students of 3ème 1 of Lycée Moderne of Taï are listening to a recorded tape in English about “Life in the city” during an English Club meeting.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Overpopulation – to go back – development of slums – lack of reliable manpower – drought – juvenile delinquency – hardship – nightmare	Expressing regret	- If only you had listened to your parents. - If you had stayed in your village; you wouldn't have faced so many hardships.

INPUT PHASE

Vocabulary

Overpopulation ≠ depopulation

To go back to the village: to return to the village

Development of slums: augmentation of poor areas in the city

Lack of manpower: absence of young people to work

Drought: long period when it doesn't rain

Juvenile delinquency: crime made by teenagers

Hardship: difficult

Nightmare: fearfully dream

To beg: to ask for money because you are poor.

Language function: Expressing regret

Koffi didn't stay in his village. Now, he is homeless. Unfortunately, he regrets his action. So in English, to say that Koffi regrets his action, you can say this:

If Koffi **had stayed** in his village, he **wouldn't have been** homeless.

Or

Koffi **wouldn't have been** homeless if he **had stayed** in his village.

Or

If only **I had listened** to my parents, I **wouldn't be** in such a mess.

PRACTICE PHASE

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

Example: 1. Overpopulation

Many young people migrate to the city because they have diplomas. This massive migration of the population to the urban area favors (1)-..... with their different drawbacks such as: juvenile (2)-....., unemployment and development of (3)-..... in the city; mostly inhabited by poor people. But, for many of them life in the city is not easy. For example, Ebouclé wanted to escape from poverty to become a police man. He has been in Abidjan for ten years unfortunately he always fails the test of the police. He is so disappointed and doesn't know what to do. He is obliged to (4)-..... money and food from friends and relatives. Sometimes he is tempted to (5)-..... to Yati, his village. He says: "if I had known that the city life was (6)-..... I would have stayed with my parents. Next month I will go back to Yati because the (7)- season is over. I will be a reliable (8)- for them."

Listening text:

Many young people migrate to the city because they have diplomas. This massive migration of the population to the urban area favors (1)- **overpopulation**. With their different drawbacks such as: juvenile (2)- **delinquency**, unemployment and development of (3)- **slums** in the city; mostly inhabited by poor people. But, for many of them life in the city is not easy. For example, Ebouclé wanted to escape from poverty to become a police man. He has been in Abidjan for ten years unfortunately he always fails the test of the police. He is so disappointed and doesn't know what to do. He is obliged to (4)- **beg** money and food from friends and relatives. Sometimes he is tempted to (5)- **go back** to Yati, his village. He says: "if I had known that the city life was (6)- **hardship**, I would have stayed with my parents. Next month I will go back to Yati because the (7)- **drought** season is over. I will be a reliable (8)- **manpower** for them."

Activity 2: Put the verbs between brackets in the appropriate form or tense. Answer like in the example.

Example: 1. **would not have been**

1. If you stayed in your village, you (not be) homeless.
2. What would have happened if my brother (migrate) to Abidjan.
3. If only Sékouba (not move) to the city.
4. I wouldn't have left the village if I (know).
5. If only the migrants (stay) in their countries.
6. The young villagers wouldn't have escaped if village life (be) monotonous.

Homework: Exercise 6 page 96, English For All 3ème

Level: 3ème

Unit 5: CITY OR VILLAGE

Skill: Listening

LESSON 1: CITY LIFE

SESSION 3

Source: English For All 3ème

Communication activity (situation d'évaluation)

In order to sensitize their friends school leavers about the causes and consequences of rural exodus in their region, the students of 3ème 1 of Lycée Moderne of Taï are listening to a conversation between a student and a school leaver. As a student of that class, while you listen to the conversation,

1. answer the following questions;

- a) why did the young man leave his village?
- b) where does Yaokan live in Abidjan?
- c) what's Yaokan's job?
- d) why can't the young man get a good job?

2. after listening to their conversation discuss the following questions in groups.

- a) what makes young people leave the village for the city?
- b) what are the consequences of rural exodus on the city and on the village?
- c) what suggestions can you make to solve the problem?

Listening text:

Peter Marsh: Hi! I'm Peter Marsh from BBC. What's your name?

Yao Konan Paul: Hi! **(1) Peter**

Peter Marsh: Nice to meet you

Yao Konan Paul: **(2) Nice to meet you too**

Peter Marsh: Can I ask you some questions?

Yao Konan Paul : **(3) Yes, you can.**

Peter Marsh: Where are you from?

Yao Konan Paul: N'Guettadolikro.

Peter Marsh: Where's that?

Yao Konan Paul : **(4) From Toumodi**

Peter Marsh: Oh, I see. And where do you live in Abidjan?

Yao Konan Paul: With my uncle in derrière rail, in Abobo, behind the railway.

Peter Marsh: Right! Err....are you a student?

Yao Konan Paul: No, I left school four years ago. **(5) I was in Lycée modern of Bingerville.**

Peter Marsh: That's a good school, isn't it?

Yao Konan Paul: It is ! As I had no place to stay, my results become very bad; so I was expelled.

Peter Marsh: Sorry about that! But what did you do?

Yao Konan Paul: **(6) I went back to the village.**

Peter Marsh: Have you got a big plantation?

Yao Konan Paul: No, unfortunately because there is no more land for us school leavers to create plantations.

Peter Marsh: So, you move to Abidjan to find a job?

Yao Konan Paul: **(7) Yes.**

Peter Marsh: So, what do you do for a living?

Yao Konan Paul: **(8) I often beg money from my friends and relatives.**

Peter Marsh: Mm, I, see.....?

Yao Konan Paul: **(9) But my uncle is going to pay for my driving lessons.**

Peter Marsh: Oh, good for you, well Paul, thank you very much for agreeing to do this interview.

Yao Konan Paul: You're welcome, sir! **(10) We shall meet. Good bye!**

Peter Marsh: Sure, bye!



UNIT 6



HUMAN RIGHTS

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 1: MY RIGHTS

SESSION 1

Source: English for All 3è

Learning context:

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

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
A citizen – standard – to enforce – to apply – to achieve – to be entitled to – to struggle – to state out	Expressing opinions	I believe..... In my opinion, I think

INPUT PHASE

Vocabulary

A citizen: somebody who is from a given country

Standard: model, example

To enforce: to implement, to apply the force of law

To apply: to execute

To struggle: to fight, to combat

To achieve: to accomplish, to succeed

To be entitled to: to be authorized to

To state out: to declare, to affirm

Language function: Expressing opinions

To give your opinion about something, you can use the opinion phrases below:

I think... / In my opinion,... / I believe... / I feel... / I suppose... / I guess... / In my view,... / It seems to me that... / From my perspective,... / From my point of view,... / From my view point,... / As far as I'm concerned,... / Personally, I think... / What I mean is... / Generally, it is thought that... / Some people say that... / Well, it is considered that... / My impression is... / As far as I'm concerned,...

Examples:

I think that the same rights must be proclaimed for all in the world.

In my opinion, the same rights must be proclaimed for all in the world.

From my point of view, the same rights must be proclaimed for all in the world.

PRACTICE PHASE

Activity 1: Match the words or expressions in column A with their definitions or meanings in column B. Write your answers like in the example.

Example: 1 - d

COLUMN A	COLUMN B
1. a citizen	a) model
2. standard	b) to proclaim
3. to enforce	c) accomplished
4. applied	d) somebody who is from a given country
5. entitled	e) executed
6. achieved	f) to apply the force of law
7. to state out	g) be given the right to

Activity 2: Use the information from the table below and role-play with your three neighbours by expressing your opinions about human rights. Do it like in the example.

- All the countries should guarantee equal rights and duties for all
- All the people in the world deserve respect regardless their race
- We have the right to free speech.
- People should fight for their rights because nothing is granted
- Men and women are equal before the law

Example: A: In my opinion, men and women are equal before the law.

B:

C:

D:

Homework: Exercise 2 page 100 (English For All)

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 1: MY RIGHTS

SESSION 2

Source: English for All 3è

Learning context (Recall)

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

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Discrimination – to be held – to be tortured – segregation – totalitarian – to be above the law	Claiming one’s rights	I am entitled to speak freely

INPUT PHASE

Vocabulary

Discrimination: distinction between different people; xenophobia

Segregation: separation of people based upon the race; racism

To be held: to be kept, not free

To be tortured: to be ill-treated

To be above the law: not to respect the law

Totalitarian country: a tyrannical country where people rights are not respected

Language function: Claiming one’s rights

You can use “**be entitled to**” to claim your rights.

Example: I am entitled to have my own opinion.

PRACTICE PHASE

Activity 1: Circle the violations of human rights from the list below. Do it like in the example.

*Boys and girls sent to school – a journalist tortured to death –
peaceful demonstrators charged by the police – a political leader held in prison –
patients caring about by doctors – segregation – trade-union – discrimination –
political class above of the law*

Activity 2: List 4 rights. With your neighbour, claim your rights to one another.

Homework: Exercise 5 page 102 (English For All)

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 1: MY RIGHTS

SESSION 3

Source: English for All 3è

Communication activity

To sensitize its members about human rights, the Chairman of the English Club of Lycée Moderne Gagnoa makes the students of 3ème 3 listen to an audio tape about the topic. You are a member of the class. As you listen to the audio tape,

1. choose the right option;

The text is about

- a) the constitution of the countries
- b) the violation of human rights
- c) the Universal Declaration of human rights

2. as you listen to the passage again, fill in the gaps with the missing words. Number 1 is an example.

Example: 1-standard

Every country has its constitution worked out on the (1)-..... of the Universal Declaration of Human Rights for its (2)-..... to follow. But some want to show that they (3)-..... the law. They do things as they like and how they want. Our governments shouldn't allow that to happen. On the contrary, they should (4)-..... the law and punish those who don't respect it. Punishing is different from (5)-..... tortured. And if someone wants to create troubles, they must be (6)-..... in prison until they understand what life in society means. This is the aim everybody should help (7)-..... or (8)-..... We should exemplarily (9)-..... what was (10)-..... by the United Nation's Human Declaration. That's how our countries can become strong, respected and appreciated by the whole world.

3. answer the following questions

- a) What is the model of every country's constitution?
- b) Do everyone respect the law? Justify.
- c) What should governments do when some people don't respect the law?
- d) What should countries do to become stronger and appreciated in the world?

Listening passage

Every country has its constitution worked out on the (1- **standard**) of the Universal Declaration of Human Rights for its (2- **citizens**) to follow. But some want to show that they (3- **are above**) the law. They do things as they like and how they want. Our governments shouldn't allow that to happen. On the contrary, they should (4- **apply**) the law and punish those who don't respect it. Punishing is different from (5- **being**) tortured. And if someone wants to create troubles, they must be (6- **held**) in prison until they understand what life in society means. This is the aim everybody should help (6- **carry out**) or (7- **achieve**). We should exemplarily (8- **enforce**) what was (9- **stated**) by the United Nation's Human Declaration. That's how our countries can become strong, respected and appreciated by the whole world.

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 2: MY DUTIES

SESSION 1

Source: English for All 3è

Learning context:

During a meeting of the English Club of Lycée Moderne Sipilou, the Chairman makes the students of 3ème listen to an audio tape about Human duties in order to discuss the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
To be responsible for something – to be on duty – to be dutiful – to be accountable for	Expressing necessity	I must respect the school regulations I have to respect the school regulations I need to respect the school regulations

INPUT PHASE

Vocabulary

To be responsible for something: to assume the responsibility of something

To be on duty: to be designated to do something

To be dutiful: to accept one's obligations

To be accountable for something: to be responsible for something

Language function: Expressing necessity

We use “**must + verb**” or “**have to + verb**” or “**need to + verb**” to express necessity.

Example: **I must** respect the school regulations.

Or

I have to respect the school regulations.

Or

I need to respect the school regulations.

PRACTICE PHASE

Activity 1: Fill in the gaps with the appropriate prepositions from the box. Write your answers like in the example.

Example: a) on

on / for / of / to / in

- a) My partner is duty today.
- b) Each student is held accountable his behaviour.
- c) Who is charge of cleaning the classroom today?
- d) Anna is responsible the presentation of the group.
- e) It is our duty respect our own constitution.

Activity 2: Rewrite the sentences below using “have to” and “need to” to express necessity. Write your answers like in the example.

Example: 1. Parents must take care of their children.

a) Parents have to take care of their children.

b) Parents need to take care of their children.

- 1. Parents must take care of their children.
- 2. States must protect their citizens.
- 3. Children must respect their parents.
- 4. Students must respect their teachers.
- 5. Citizens must pay their taxes.

Homework: At home, make 4 sentences to express necessity using “*have to*.....”

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 2: MY DUTIES

SESSION 2

Source: English for All 3è

Learning context (Recall)

During a meeting of the English Club of Lycée Moderne Sipilou, the chairman makes the students of 3ème listen to an audio tape about human duties in order to discuss the issue.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
To be in charge of something – to bear responsibility for something – to assist people in danger – school regulations	Expressing absence of necessity	You don't need to be old to be responsible You don't have to disobey your parents to claim your rights

INPUT PHASE

Vocabulary

To be in charge of something: to have the responsibility for doing something

To bear responsibility for something: to assume for something

To assist people in danger: to help people in danger

School regulations: school rules

Language function: Expressing absence of necessity

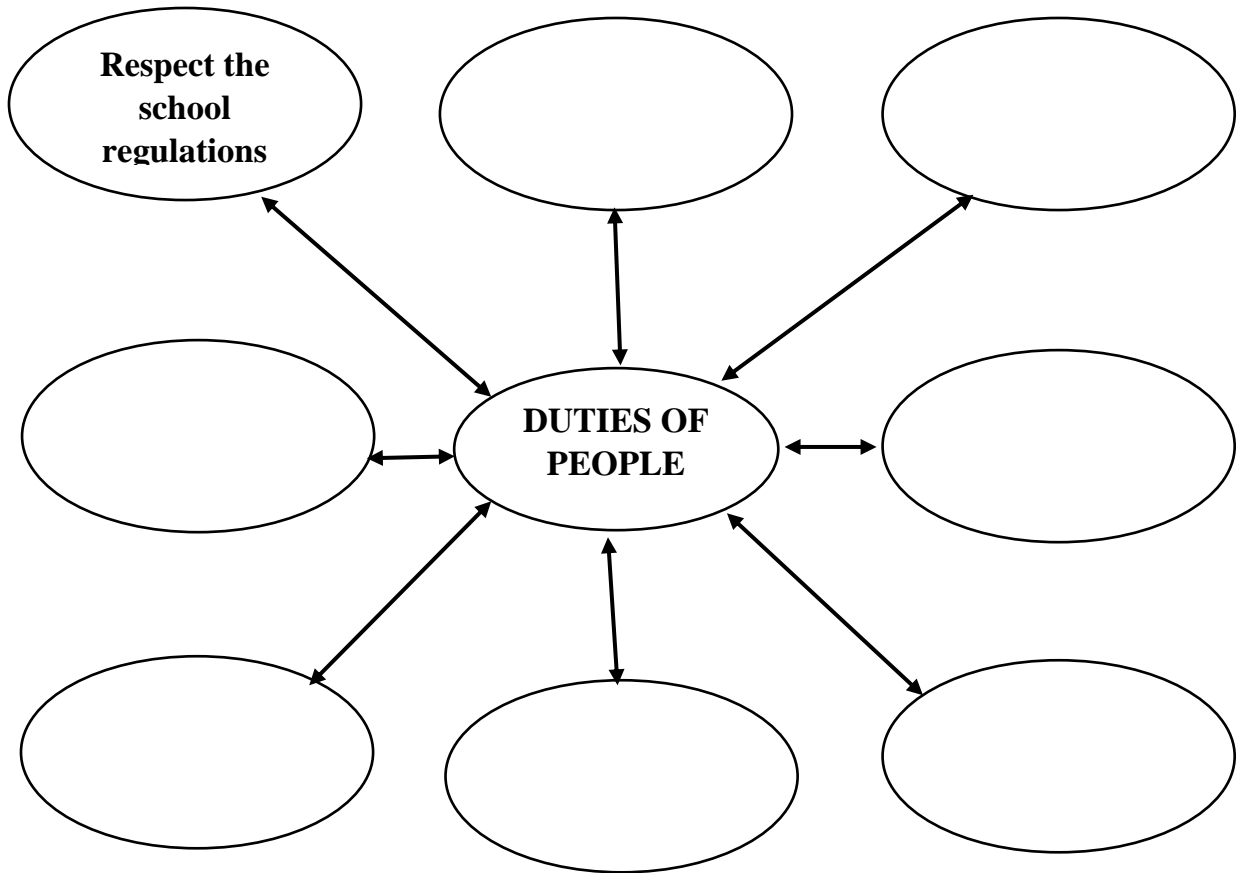
We use “**don't have to.....**” or “**don't need to.....**” to express absence of necessity.

Example: You **don't need to** be old to be responsible.

You **don't have to** disobey your parents to claim your rights.

PRACTICE PHASE

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



Listening passage:

1. respect the school regulations
2. go to school
3. health care
4. assist people in danger
5. pay the taxes
6. freedom of speech
7. work hard
8. food and education
9. obey the parents
10. tidy the bedroom
11. to be loved
12. respect the teachers

Activity 2: Use the information from the table below and make sentences expressing absence of necessity using either “**don’t have to....**” or “**don’t need to....**”. Do it like in the example.

Example: 1. Children don’t need to lie to the parents.

1. lie to the parents
2. cheat in the tests to have good marks
3. steal my school mates’ things
4. destroy public objects
5. starve the children to punish them

Homework: At home, make 5 sentences expressing absence of necessity.

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 2: MY DUTIES

SESSION 3

Source: English for All 3è

Communication activity

The students of 3ème of Lycée Moderne Sipilou 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,

1. say what the passage is about;
2. list the three (03) duties stated in the passage;
3. say whether the sentences below are true (T) or false (F)
 - a) Duties can be enforced by law.
 - b) People who don't do their duties can be punished by courts
 - c) The society functions well when every individual does their duties.
 - d) .People can prosecute violators of their rights in courts.

Listening passage:

[...]

Fundamental duties are not legally enforceable. It is a duty for the states and individuals to perform their part of duty for the welfare of the society. So the duty to preserve your heritage, to respect national symbols, to keep your surroundings clean etc... is a duty which one cannot have redressed against in the courts but in good faith is expected to follow to ensure a well-functioning of the society. Therefore, it can be said that the duty is moral in nature. There are no sanctions if one does not perform their duty but if the rights are violated then there are legal sanctions of infringing one's right of enjoying. [...]

Adapted from [https://blog.ipleaders.in/the-concept-of-rights-and-duties /](https://blog.ipleaders.in/the-concept-of-rights-and-duties/)

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 3: TOLERANCE

SESSION 1

Source: English for All 3è

Learning context

After the political crisis 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 3ème 3 of Lycée Moderne Bonoua attend it in order to help promote tolerance in their region.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Acceptance – unity – inclusion – respect – diversity – equality – incorporation – admittance – patience	Expressing tolerance using “must” or “have to”	We have to show respect to other people’s opinions. We must accept each other.

INPUT PHASE

Vocabulary

Acceptance: adoption, agreement

Unity: harmony, association

Inclusion: comprehension, addition

Respect: consideration, esteem

Diversity: plurality, variety

Equality: parity, impartiality

Incorporation: alliance, fusion

Admittance: acceptance

Patience: tolerance

Language function: Expressing tolerance

I **must** be tolerant to other people.

We **have to** respect other people's opinion.

You **must** accept people's diversity.

We use “**must**” or “**have to**” to express tolerance with positive actions.

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. diversity

What is Tolerance?

Tolerance is the appreciation of (1)- and the ability to live and let others live. It is the ability to exercise a fair and (2)- towards those whose (3)-, practices, religion, nationality, and so on (4)- from one's own. As William Ury notes, "(5)- is not just agreeing with one another or remaining indifferent in the face of injustice, but rather showing (6)- for the essential (7)- in every person."

Listening passage:

What is Tolerance?

Tolerance is the appreciation of (1)- **diversity** and the ability to live and let others live. It is the ability to exercise a fair and (2)- **objective attitude** towards those whose (3)- **opinions**, practices, religion, nationality, and so on (4)- **differ** from one's own. As William Ury notes, "(5)- **tolerance** is not just agreeing with one another or remaining indifferent in the face of injustice, but rather showing (6)- **respect** for the essential (7)- **humanity** in every person."

Activity 2: Use each phrase to express tolerance like in the example.

Example: 1. I must accept people's diversity.

- 1- accept people's diversity
- 2- be tolerant to other opinions
- 3- promote unity among people
- 4- interact with others with respect

Homework: Exercise 6 page 111 (English For All)

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 3: TOLERANCE

SESSION 2

Source: Learn It, Do It 4è

Learning context (Recall)

After the political crisis 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 Bonoua attend it in order to help promote tolerance in their region.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURE
Intolerance – exclusion – prejudice – xenophobia – rejection – unrest – bribe	Expressing tolerance using “mustn’t” or “don’t have to”	We mustn’t practise xenophobia toward people who are different.

INPUT PHASE

Vocabulary

Intolerance: narrow-mindedness, injustice

Exclusion: elimination, discrimination

Prejudice: preconception

Xenophobia: discrimination

Rejection: exclusion

Unrest: trouble

Bribe: corruption

Language function: Expressing tolerance using “mustn’t” or “don’t have to”

We **mustn’t** practise xenophobia toward people who are different.

We **don’t have to** practise xenophobia toward people who are different.

We use “**mustn’t**” or “**don’t have to**” to talk about tolerance when the action is not positive.

PRACTICE PHASE

Activity 1: Fill in the table with the words or phrases in the box like in the example.

Acceptance – unity – inclusion – rejection – tolerance – exclusion – respect –
diversity – equality – fusion – xenophobia – incorporation – admittance –
insertion – patience – prejudice – intolerance

TOLERANCE	INTOLERANCE
- acceptance	

Activity 2: Complete the sentences with “must” or “mustn’t” in order to promote tolerance. Do it like in the example.

Example: 1 – must

1. Governments promote equality for their citizens.
2. There be discrimination among humans.
3. We respect our differences.
4. We campaign for inclusion in the countries of the world.
5. You practise xenophobia towards your fellows.

Homework: Exercise 3 page 113 (English For All)

Level: 3ème

Unit 6: HUMAN RIGHTS

Skill: Listening

LESSON 3: TOLERANCE

SESSION 3

Source: English for All 3è

Communication activity

The students of 3ème 3 of Lycée Moderne Bonoua 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.

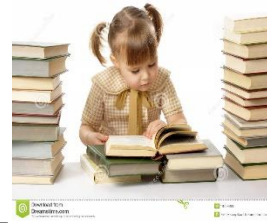
1. say what the passage is about;
2. list two consequences of intolerance;
3. while you listen again, complete these sentences with the missing words
 - a)..... is the failure to appreciate and respect the practices, opinions and beliefs of other group.
 - b)..... is integral to different groups relating to one another in a respectful and understanding way.

Listening passage:

Intolerance is the failure to appreciate and respect the practices, opinions and beliefs of another group. For instance, there is a high degree of intolerance between Israeli Jews and Palestinians who are at odds over issues of identity, security, self-determination, statehood, the right of return for refugees, the status of Jerusalem and many other issues. The result is continuing inter-group conflict and violence.

Though tolerance may seem an impossible exercise in certain situations (...) being tolerant, nonetheless, remains the key to easing hostile tensions between groups and to helping communities move past intractable conflict. That is because tolerance is integral to different groups relating to one another in a respectful and understanding way. In cases where communities have been deeply entrenched in violent conflict, being tolerant helps the affected groups endure the pain of the past and resolve their differences. In Rwanda, the Hutus and the Tutsis have tolerated a reconciliation process, which has helped them to work through their anger and resentment towards one another.

Adapted from <https://www.beyondintractability.org/essay/tolerance>



UNIT 7

11

**STOP MICROBES
USE GOOD HYGIENE**

HYGIENE & HEALTH

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 1: IS IT AN EPIDEMIC OR A PANDEMIC?

SESSION 1

Source: English For All 3^e P118-119

Learning context:

On the occasion of the International Day of Hygiene and Health in Collège Moderne of Bondoukou, the students of 3ème 8 read a text in English related to endemic diseases in order to be informed on risky behaviours.

TEACHING POINTS		
<u>VOCABULARY</u> Epidemic-pandemic -disease-malaria- diarrhea-AIDS- to heal	<u>LANGUAGE FUNCTION</u> Expressing impersonal passive	<u>STRUCTURES</u> Covid-19 is said to be contagious.

INPUT PHASE

Vocabulary

A disease: an illness, a malady

Example: Covid-19 is a disease.

Malaria: a disease caused by the bite of a mosquito.

Example: Malaria kills many people in Africa.

Diarrhea / diarrhoea: an illness in which the body's solid waste is more liquid than usual and comes out of the body more often.

Example: When you suffer from cholera, you have diarrhea.

To heal: to become well again after a disease.

Example: Last week, I suffered from malaria. I had some quinine, now I am healed.

AIDS: a disease transmitted by HIV through sexual contact, blood transfusion and from mother to children.

Example: There is no vaccine for AIDS.

Epidemic: a disease which affects people on a specific geographic region.

Pandemic: a contagious disease which spreads around the world.

Example: Covid-19 has become a pandemic disease; it contaminates many people around the world.

Language function: Expressing impersonal passive

Example:

Active: People say **COVID-19** is contagious.

Passive: **COVID-19** *is said to be* contagious.

PRACTICE PHASE

Activity 1: Match the words in column A with their definitions in column B. Write your answers like the example. Do it alone then compare with your neighbour.

Example: 3-d

Column A

1. Epidemic
2. Pandemic
3. To heal
4. Malaria
5. Diarrhea
6. Disease

Column B

- a. Illness
- b. a disease transmitted by sexual contact,
- c. When body's solid waste is more liquid than usual.
- d. To become well again after a disease.
- e. a disease transmitted by the bite of a mosquito

Activity 2: With your partner, rewrite the sentences like in the example.

Example: 5- People say malaria is an endemic disease in Africa. → *Malaria is said to be an endemic disease in Africa.*

1. People say that AIDS was a fatal disease in the 1980s.
2. People think that pandemics are worldwide epidemics.
3. People say that epidemics are limited to one specific geographic region.
4. People claim that an endemic disease is constantly present in a group or a geographic area.
5. People say that malaria is an endemic disease in Africa.

Homework: Exercise 4 page 119 in your book (English For All 3è)

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 1: IS IT AN EPIDEMIC OR A PANDEMIC?

SESSION 2

Source: English for All 3^e P118-119

Learning context (Recall)

On the occasion of the International Day of Hygiene and Health in Collège Moderne of Bondoukou, the students of 3ème 8 read a text in English related to endemic diseases in order to be informed on risky behaviours.

TEACHING POINTS		
<u>VOCABULARY</u> High fever - body ache - lack of appetite – headache – drugs – prescription - typhoid fever	<u>LANGUAGE FUNCTION</u> Asking questions and answering about symptoms of diseases.	<u>STRUCTURES</u> A: -What are the symptoms of typhoid fever? B:- You have high fever, headache and lack of appetite.

INPUT PHASE

Vocabulary

Typhoid fever: a dangerous disease caused by dirty water and food.

Example: If you don't often wash your hands before eating, you can have typhoid fever.

High fever: when the temperature of the body is over 37° C.

Example: High fever is one symptom when you suffer from malaria.

Lack of appetite: loss of appetite ; absence of the desire to eat

Example: when you are sick, you lack of appetite.

Headache: pain you feel inside your head.

Example: When I don't sleep early, I have headache the day after.

Drug: a medicine used to cure a disease ; a medicament

Example: Paracetamol is a drug.

A Prescription: a piece of paper on which a doctor writes the details of the medicine or drugs that you need when you are sick.

Example: When I was sick, I went to the hospital. The doctor gave me a prescription, then I went to the pharmacy.

Body aches: pains in your body making that you feel very tired as you worked too much.

Language function: Asking questions and answering about symptoms of diseases.

To have information about the symptoms of a disease, example *typhoid fever*, you ask this question:

- *What are the symptoms of typhoid fever?*

To answer this question describing the symptoms of the disease, you say:

-*You have high fever, headache and lack of appetite.*

PRACTICE PHASE

Activity 1: Read the passage below and fill in the gaps with the words from the box. Write your answers like in the example. Do it alone then compare your answers with your neighbour's.

headache – drugs – prescription - typhoid fever - high fever

Example: 1- typhoid fever

(1)-.....is a dangerous disease you can get if you don't often wash your hands. If your temperature is higher than the normal, it is what people call (2)-.....; you have to see a doctor who will examine you and give you a (3)-.....which permits you to go and buy your (4)-.....or medicines at the drugstore or pharmacy. Some people have terrible (5)-.....after a hard work. They take aspirin to cure their pains.

Activity 2: With your partner, look at the information in table below ; then ask and answer questions to talk about symptoms of diseases. Finally, read your works aloud for the class. Number 1 is done for you.

Example: 1- A: What are the symptoms of malaria?

B: When you have malaria, you have high fever, body aches, headache and lack of appetite.

Diseases	symptoms
1- Malaria	High fever, body aches, headache, lack of appetite.
2- Ebola	High fever, body aches, diarrhea, bleeding, headaches.
3- Cholera	Dehydration, vomiting, diarrhea.

Homework: Exercise 1 page 119 in your book (English For All)

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 1: IS IT AN EPIDEMIC OR A PANDEMIC?

SESSION 3

**Source: English for All 3^e
communication activity**

On the occasion of the International Day of Hygiene and Health in Collège Moderne of Bondoukou, the students of 3ème 8 read a text in English related to endemic diseases in order to be informed on risky behaviours. As a student of this class,

1. say what the text is about;
2. list the diseases mentioned in the text;
3. mention the symptoms of each disease according to the text.

TEXT

Hygiene is very important in every day's life today. Some diseases such as malaria and diarrhea are caught when you ignore hygiene principles. Malaria is an illness which is present in African and South American countries. The person who is ill may have a cold.

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 2: PROMOTE HYGIENE AT SCHOOL

SESSION 1

Source: English For All 3è P 123-124

Learning context:

As a request to their invitation, the Ambassador of United Nations in charge of Environmental Affairs has a conversation with the English club members of Collège Moderne of Bondoukou about hygiene at school. He gives a leaflet to a student of 3ème 8 to read in order to sensitize his mates on the right behaviours.

TEACHING POINTS		
<u>VOCABULARY</u> Hygiene - hygiene rules - washing hands -cleaning toilets - blowing nose - sweeping the classroom - putting garbage in dustbin	<u>LANGUAGE FUNCTION</u> Expressing purpose with: - <i>In order to, so that OR so as to</i> - <i>In order not to or so as not</i>	<u>STRUCTURES</u> - I learn my lessons in <i>order to</i> have good marks. - I learn my lessons <i>so as to</i> have good marks. - I wash my hands before eating <i>in order not to</i> be sick. - We are in hurry <i>so as not to</i> be late at school

INPUT PHASE

Vocabulary

Hygiene: the fact of keeping yourself and your environment clean.

Hygiene rules: rules to follow to have good hygiene.

Some examples of hygiene rules at school:



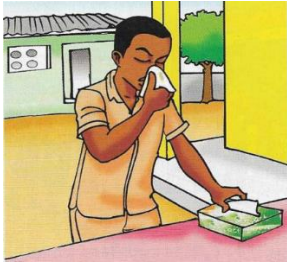
1-washing hands with soap



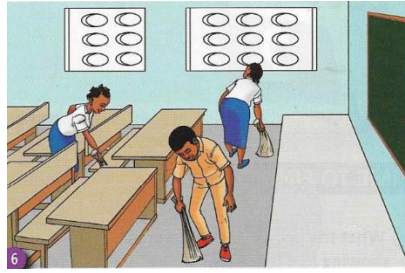
2- cleaning school toilets



3- Throwing garbage
into the dustbin



4-Blowing nose in a handkerchief



5- Sweeping the classroom

Language function: Expressing purpose with: *In order to* or *so that / in order not to or so that not or so as not to*

If you want to express the purpose or the objective in English, you use the phrases below:

- *In order to* or *so that* → for good consequences

Examples:

I learn my lessons in *order to* have good marks.

I learn my lessons *so as to* have good marks.

I learn my lessons *so that I can (may)* have good marks

- *In order not to* or *so as not to or so that I.....* → for bad consequences

Examples:

I wash my hands before eating *in order not to* be sick.

We are in hurry *so as not to* be late at school.

We are in hurry *so that I won't (can't / may not)* be late at school

PRACTICE PHASE

Activity: With your partner, study the conversations below and use the words in bold to make correct sentences. Number 1 is done for you as an example.

1- Cover your cough / don't spread germs (**in order not to**)

⇒ Cover your cough **in order not to** spread germs

2- Wash your hands / prevent the spread of germs (**in order to**)

.....

3- Use hand sanitizer / stop the spread of corona virus (**so that**)

.....

4- Use a tissue / don't contaminate your classmates. (**so as not to**)

.....

5- Sweep your classroom/ study in a clean environment. (**in order to**)

.....

Homework: Exercise 4 pages 126 (English For All 3è)

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 2: PROMOTE HYGIENE AT SCHOOL

SESSION 2

Source: English for All 3^e P 123-124

Learning context (recall)

As a request to their invitation, the Ambassador of United Nations in charge of Environmental Affairs has a conversation with the English Club members of Collège Moderne of Bondoukou about hygiene at school. He gives a leaflet to a student of 3ème 8 to read in order to sensitize his mates on the right behaviours.

TEACHING POINTS		
<u>VOCABULARY</u> Schoolyard - the cleanness -healthy environment - to collect - rubbish	<u>LANGUAGE FUNCTION</u> Giving advice using: <i>should</i> or <i>shouldn't</i>	<u>STRUCTURES</u> -we <i>shouldn't</i> urinate on the wall of the school. -you <i>should</i> wash your hands after using toilets

INPUT PHASE

Vocabulary

Schoolyard: an outside area into a school where children can play games or practice sport when they are not studying.

Example: It is forbidden to stroll in the schoolyard when you have class.

The cleanness: the fact of cleaning something.

Example: During hygiene days in my school, the headmaster gathers all the students to do the cleanness.

Healthy environment: an environment which is clean and good for your health.

Example: Living in a healthy environment permits to avoid many diseases.

To collect: to pick up.

Example: Every morning when we have class, we collect the dirty papers and put them in the dustbins.

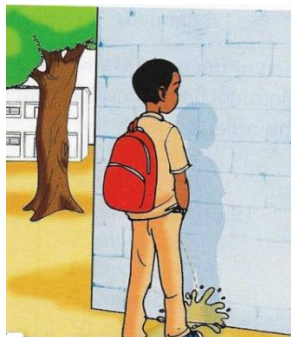
A rubbish: thing that is not needed or used.

Example: when we finish sweeping our classroom, we put the rubbish in a dustbin.

Language function: Giving advice using: *should* or *shouldn't*

If you want to give advice on what people have to do or what they don't have to do in order to have good hygiene, you can use: *should* (for good actions) and *shouldn't* (for bad actions)

Examples:



1-We *shouldn't* urinate on the wall of the school.



2-You *should* wash your hands after using toilets

PRACTICE PHASE

Activity 1: The passage below is about the celebration of Hygiene Day at Collège Moderne of Bondoukou. With your partner, read it and fill in the gaps with the words or phrases from the box. Do like the example.

Schoolyard - the cleanness - healthy environment - collect - rubbish

Example: 3-collect

My school is Collège Moderne of Bondoukou. In my school, teachers, students and the administration are very well involved in the (1)-.....of the environment. Every term, the whole school organizes a ceremony during which we sweep the (2)-.....as well as the classrooms. We also (3)-.....the (4)-.....which we put in the dustbins. The headmaster says that we should live in a (5)-.....

Activity 2: Use the information below to make correct sentences with *should* or *shouldn't* to give advice. Number 1 is an example. Do it alone then compare with your partner.

Example: 1- you *shouldn't* dispose garbage in the schoolyard.

1. Dispose the garbage in the schoolyard:
2. Sweep the classroom every morning:
3. Collect the papers in the school yard to put in dustbins.....
4. Blow your nose with without tissue:.....
5. Cough and spit on the ground:.....

Homework: Exercise 4 page 127 (English For All 3è)

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 2: PROMOTE HYGIENE AT SCHOOL

SESSION 3

Source: English for all 3^e

Communication activity

As a request to their invitation, the Ambassador of United Nations in charge of Environmental Affairs has a conversation with the English Club members of Collège Moderne of Bondoukou about hygiene at school. He gives a leaflet to the students of 3ème 8 to read in order to sensitize their mates on the right behaviours. Being a student of 3ème 8, as you read the passage below, complete the tasks that follow it:

TEXT:

The new headmaster of my school wants students to change their behavior at school. To keep the environment clean and healthy, he recommends various measures.

First, he paints all the walls of the school. Then, he asks students to take care of their classrooms, toilets and the schoolyard. When the younger students have no class, he asks them to collect the rubbish and put them in the dustbins. Our school has become cleaner this year because we respect hygiene rules.

1. list the measures recommended by the new headmaster to keep the environment clean and safe;
2. say when younger students collect the rubbish and put them in the dustbins;
3. explain the measures taken by the administration of your school to keep it clean.

Level: 3ème

Skill: Reading

Unit 7 HYGIENE AND HEALTH

LESSON 3: HIV-FREE GENERATION

SESSION 1

Source: English For All 3è P 129-130

Learning context:

During his visit in Bondoukou, the Ambassador of USA in Cote d'Ivoire comes to a meeting of the English Club of Collège Moderne of Bondoukou. There, he gives the members booklets written in English talking about HIV / AIDS. He asks the students of 3ème 2 to read them in order to sensitize their mates.

TEACHING POINTS		
<u>VOCABULARY</u> AIDS-HIV- to do blood test- sexual intercourse- to contract- blood transfusion	<u>LANGUAGE FUNCTION</u> Using question tags to express opinion, possibility or probability.	<u>STRUCTURES</u> -HIV/AIDS is difficult to catch; <i>isn't it?</i> - Yes, <i>it is</i> - AIDS is not mortal at that time; <i>is it?</i> - No , <i>it isn't</i>

INPUT PHASE

Vocabulary

AIDS: Acquired Immune Deficiency Syndrome; it is a serious disease caused by a virus called HIV.

Example: In the past, many people died from AIDS in the world. People catch AIDS through sexual contact.

HIV: Human Immuno-deficiency Virus (the virus responsible for AIDS).

Sexual intercourse: the fact of having sex

Example: Having unprotected sexual intercourse can give you AIDS.

Blood transfusion: a process in which blood that has been taken from one person is put into another person's body, especially after an accident or during an operation.

Example: After they got an accident, the doctor recommended to do blood transfusion to the patients because they lost too much blood.

To do blood test: a scientific examination of a person's blood.

Example: To know if you are HIV positive or negative, you need to do your blood test.

To contract: to catch or become ill with a disease

Example: He contracted malaria while he was travelling.

Language function: Using question tags to express opinion, possibility or probability.

To express opinion, possibility or probability in English, you can use question tags.

Example: 1) A: HIV /AIDS is difficult to catch; **isn't it?**

B: Yes, **it is**

2) **A:** AIDS is not mortal at that time; **is it?**

B: No, **it isn't**

PRACTICE PHASE

Activity 1: Here is a passage about what people think of AIDS, read it and fill in the gaps with the appropriate words or phrases from the box. Write your answers like the example. Do it alone then compare with your partner.

AIDS- contracted- sexual intercourse- blood transfusion- do blood test- HIV

Example: 1- AIDS

Some people say that (1)-..... is an invention to frighten people. But for doctors, when you (2)-.....and you are tested positive, it means that you (3)-.....the virus. In most cases, this contamination is due to various causes. (4)-.....for example is one of the principal causes. There is also unprotected (5)-.....which can cause the disease. Some patients need (6)-.....because they had an accident and lost too much blood.

Activity 2: With your partner, answer the questions below. Number one is done for you.

- 1. **A-**AIDS is difficult to catch; isn't it?
B- Yes, **it is**

- 2. **A-** There is no cure for AIDS, is there?
B-.....

- 3. **A-** You can catch AIDS from blood transfusion; can't you?
B-.....

- 4. **A-**You can't get AIDS from handshake, can you?
B-.....

Homework: Exercise 4 page 131-132 (English For All 3è)

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 3: HIV-FREE GENERATION

SESSION 2

Learning context (recall)

During his visit in Bondoukou, the Ambassador of USA in Cote d'Ivoire comes to a meeting of the English Club of Collège Moderne of Bondoukou. There, he gives the members booklets written in English talking about HIV / AIDS. He asks the students of 3ème 2 to read them in order to sensitize their mates.

TEACHING POINTS		
<u>VOCABULARY</u> Abstinence- condom- shaver- pimples- lose weight- constant fever- fidelity	<u>LANGUAGE FUNCTION</u> Giving advice with the <i>imperative, must, mustn't.</i>	<u>STRUCTURES</u> <ul style="list-style-type: none">- You <i>must</i> practice abstinence to avoid AIDS.- <i>Practice</i> abstinence to avoid AIDS- You <i>mustn't</i> have sexual intercourse without condom.

INPUT PHASE

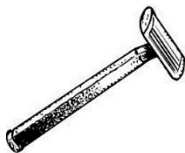
Vocabulary

Abstinence: refrain from having sex before marriage

Example: The best way to avoid AIDS is to practice abstinence.

Fidelity: the fact of having no partner except yours.

A condom: a thin rubber covering that we wear during sex to stop a woman becoming pregnant or to protect against infectious diseases. →



A shaver: a razor →

Example: using the same shaver with someone can give AIDS.

Lose weight: become thinner.

Example: Awa was sick for long time, she didn't eat during that period so she lost weight.

Constant fever: having fever all the time.

Example: When you suffer from malaria and you don't take any medicine, you have constant fever.

Language function: Giving advice with the **imperative, must, mustn't**.

If you want to give advice in English, you can use **the imperative** or **must, mustn't**. For example, if you want to tell someone to practice abstinence to avoid AIDS, you can say:

- **Practice** abstinence to avoid AIDS or
- You **must** practice abstinence to avoid AIDS.

If you want to tell someone to avoid sexual intercourse without condom you can say:

- You **mustn't** have sexual intercourse without condom.

PRACTICE PHASE

Activity 1: Here is a text about AIDS used to sensitize students. Use the words or phrases from the box below to complete it. Write your answers like the example. Do it alone then compare your answers with your partner's.

Abstinence - constant fever - loses weight – fidelity - condoms

Example: 5-*fidelity*

The virus which causes AIDS enters the cells and destroys them so that they can no longer defend the body. Once these defenses are destroyed, the body is opened to all infections. The person infected (1)-.....and becomes thinner and thinner. He feels tired and has (2)-..... Sometimes, he loses his hair and suffers from violent headaches. If you want to avoid all this, never go to bed with your partner without protection. Use (3)-.....during each sexual intercourse or if you have no partner, practice sexual (4)-.....Some people who are married prefer practicing (5)-..... to avoid AIDS.

Activity 2: With your partner, study the different situations and give advice using *must* or *mustn't*. Number 1 is an example

Example: 1-**You must** practice abstinence or fidelity.

1. Practice abstinence or fidelity.
2. Use condoms during sexual intercourse.
3. Share the same shaver with someone.
4. Use infected needles.

Homework: Exercise 6 page 136 (English For All 3è)

Level: 3ème

Skill: Reading

Unit 7: HYGIENE AND HEALTH

LESSON 3: HIV-FREE GENERATION

SESSION 3

Source: English For All 3^e

Communication activity

During his visit at Bondoukou, the Ambassador of USA in Côte d'Ivoire comes to a meeting of the English Club of Collège Moderne of Bondoukou. There, he gives the members booklets written in English talking about HIV / AIDS. As a member of this club, as you read the text below, do the tasks below.

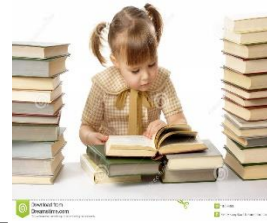
TEXT

Some people say that the disease AIDS is just an invention to frighten people. But for doctors, when you are tested positive to the HIV, it means that you contracted the virus. In most cases, this contamination is due to various causes. Sexual intercourse for example is one of the principal causes. In addition, we have girls' abuse or rape and any other cases where patients need blood transfusion because they lack of blood. The infected person loses weight and gets thinner and thinner. He feels tired and sweats a lot. Sometimes he loses his hair and suffers from constant fever. Ugly pimples may appear on his skin. Never go to bed with your partner without protection. Use condoms and be faithful. Otherwise, if you catch AIDS, you will have long and painful death. You must be careful.

Adapted from Wikipedia

1. say what the text is about;
2. complete the table with the right information from the text.

How to catch AIDS	Symptoms	Preventive measures
Example: sexual contact without condoms	Example: feels tired	Example: use condoms
.....
.....
.....



UNIT 8



INFORMATION & COMMUNICATION TECHNOLOGIES

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 1: THE COMPUTER REVOLUTION

SESSION 1

Source: English For All 3è

Learning context: The students of 3ème 1 of Lycée Moderne of San Pedro are reading a text on the computer revolution in order to discuss its importance in this modern world.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Hard drive – headphone – mouse – Compact Disc (CD) – memory stick – monitor – printer – scanner – webcam – keyboard – speakers	Describing a routine with the present simple	I use a computer to type a test. Ali reads a book on science regularly.

INPUT PHASE

Vocabulary



- 1. hard drive
- 2. monitor
- 3. speakers
- 4. printer
- 5. scanner
- 6. mouse
- 7. keyboard
- 8. Compact Disc (CD)
- 9. headphone
- 10. memory stick (Pen drive)
- 11. webcam

Language function: Describing a routine with the present simple
To describe actions we regularly do, we use the present simple tense.

Example: Every day, I **watch** a film on my computer.

Akim usually **writes** mails to his friends.

PRACTICE PHASE

Activity 1: Name the different parts of the computer. Write your answers like in the example.

Example: 1 – hard drive



Activity 2: This passage below is about computer revolution. Put the verbs in brackets in the present simple. Write your answers like in the example.

Example: *I- is*

The new technological revolution (**1- to be**) intimately related to the electronics industry's development. It (**2- to imply**) that at the end of this century and the beginning of the next, a series of new technologies will be developed. This revolution (**3- to encompass**) all the aspects of the modern life. Owing to it, we (**4- to produce**) more in a minimum of time as computers (**5- to replace**) humans in industries today.

Homework: At home list 4 sentences describing some actions you regularly do with computers.

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 1: THE COMPUTER REVOLUTION

SESSION 2

Source: English For All 3è

Learning context (Recall)

The students of 3ème 1 of Lycée Moderne of San Pedro are reading a text on the computer revolution in order to discuss its importance in this modern world.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To process a text – to scan bar code – to surf on the internet – to play video games – to use facebook – to give a powerpoint presentation – to examine by a scanner – cash machine	Describing an action in process with the present continuous	I am processing a test with a computer. The kids are paying computer games.

INPUT PHASE

Vocabulary

 <p><u>to process a text</u> = to type a text on a computer</p>	 <p>The shop cashier is <u>scanning the bar code</u> of an article</p>	 <p><u>to surf on the internet</u></p>	 <p><u>to play video games</u></p>
 <p><u>to use facebook</u></p>	 <p>The teacher is <u>giving a powerpoint presentation</u></p>	 <p>The patient is being <u>examined by a scanner</u></p>	 <p><u>the cash machine</u></p>

Language function: Describing actions in progress



These three doctors **are examining** their patient with a scanner. We can see them doing the action while we state it. It is an action in progress.

To describing an ongoing action or an action in progress, use **the present continuous or progressive: AM / IS / ARE + VERB-ING.**

Example: The doctors **are examining** their patient with a scanner.




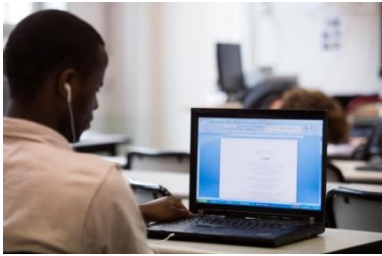

Question: What **are** the doctors **doing**?

PRACTICE PHASE

Activity 1: Match the pictures below with their descriptions in the box. Write your answers like in the example.

To surf on the internet – to withdraw money from the cash machine – to examine with a scanner – to play video games – to give a powerpoint presentation – to process a text

Example: 1 – to give a powerpoint presentation

 1.....	 2.....	 3.....
 4.....	 5.....	 6.....

Activity 2: Use the information from activity 1 to ask and answer questions with your neighbour like this:

- 1) A: What is the man doing?
- B: He is processing a text.

Homework: At home, make 4 sentences describing actions in progress.

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 1: THE COMPUTER REVOLUTION

SESSION 3

Source: English For All 3è

Communication activity

During a meeting of the English Club of Lycée Moderne San Pedro, the students of 3ème 1 read a text on the computer revolution in order to discuss its importance in this modern world. Being a member of the class, as you read the text below, do the activities that follow it.

Computers are electronic machines that help us in many ways. But they cannot think or do things on their own. We have to feed them with information and tell them what to do with it. They cannot come up with any new information. But they save us much time and work. For example, all the information and office files can be stored in a computer's "memory". Where it took a clerk days and even weeks to trace any information from a particular file, the computer takes only seconds to find it.

The first computers were huge and costly. They filled up almost the whole floor of large offices. Later, because of the increasing importance of computers in business and everyday life, scientists soon found ways to produce smaller and cheaper versions of these machines. They invented chips which made it possible to store more information in less space. Nowadays, computers are not only cheaper but also more compact. They can just be placed on top of an ordinary writing table, or on our lap while travelling. They can even be carried from place to place easily. Computers are now used everywhere: offices, factories, banks, schools and at home.

Adapted from www.englishdaily626.com

- 1) Give a title to the text.
- 2) Why do we have to feed the computers with information and tell them what to do?
- 3) Where do computers store all the office folders and files?
- 4) How different is a clerk's work from that of a computer?
- 5) In which domains can we use a computer?

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 2: THE CELLPHONE

SESSION 1

Source: English For All 3^e

Learning context: The students of 3ème 1 of Lycée Moderne of Niablé are reading a text on cellphones in order to discuss their importance.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Fixed phone – cordless phone – cellphone – smartphone – tablet phone	Expressing comparisons	A smart phone is as useful as a computer A smart phone is less expensive than a computer. A smart phone is smaller than a computer

INPUT PHASE

Vocabulary

 a fixed phone	 a cordless phone	 a cellphone
 a smartphone	 a tablet phone	

Language function: Expressing comparison

A smart phone is **as useful as** a computer. (Comparative of equality)

A smart phone is **less expensive than** a computer. (Comparative of inferiority)

A smart phone is **smaller than** a computer. (Comparative of superiority)

PRACTICE PHASE

Activity 1: Put the letters in the right order to find words or expressions related to phones. Write your answers like in the example.

Example: 1. CORDLESS PHONE

1. SOLDRESC HONPE =
2. TRAMS HOPNE =
3. PAID =
4. BLOIME NOPHE =
5. DEXIF EPOHN =

Activity 2: Say what type of comparative each sentence is about. Do it like in the example.

Example: 1. Comparative of superiority

1. A smart phone is more powerful than a fixed phone. (.....)
2. Writing an SMS with a smart phone is easier than with a GSM phone (.....)
3. A fixed phone is as useful as a mobile phone. (.....)
4. A GSM mobile phone is less large than an Ipad. (.....)
5. An Ipad is more expensive than a cordless phone. (.....)

Homework: Make 3 sentences expressing a comparative of equality, a comparative of inferiority and comparative of superiority.

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 2: THE CELLPHONE

SESSION 2

Source: English For All 3^e

Learning context (Recall)






The students of 3ème 1 of Lycée Moderne of Niablé are reading a text on cell phones in order to discuss their importance.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To keep in touch – to call – to write SMS – to take photographs – to download music and videos – to surf on social networks – play games	Expressing alternative with either.....or / neither.....nor	I will give you either a computer or a cell phone for your birthday. I have neither a phone nor a computer.

INPUT PHASE

Vocabulary

 <p>to call on the phone</p>	 <p>to write an SMS</p>	 <p>to take photographs</p>
 <p>to play games on the phone</p>	 <p>to surf on social networks</p>	 <p>to download music and videos</p>

To keep in touch = to stay in contact

Language function: Expressing alternatives with “*either ... or*” / “*neither ... nor*”



This is a tablet phone. It can do many things. We can use it to surf on internet, play game, take pictures, etc....
So I can use it **either** to play game **or** to take pictures.

This “**Either...or**” is an expression of alternatives. To express alternatives, we use “**either ... or**” for positive alternatives and “**neither... nor**” for negative alternatives.

Examples: -I can use a smart phone **either** to call **or** to play games. (Positive alternatives)

-For your birthday, I will give you **either** a cell phone **or** a computer. Which one do you prefer? (positive alternatives)

-Ali has **neither** a phone **nor** a computer. (Negative alternatives)

-As you didn't work hard, I'll buy you **neither** a computer **nor** a cell phone. (negative alternatives)

PRACTICE PHASE

Activity 1: Complete the table with the expressions below according to what a cellphone can do and what it cannot do. Do it like in the example.

Make a call – sew a cloth – clean the house – take pictures – write a message – surf on the internet – process a text – pound yam – cook a stew – help keep in touch.

WHAT A CELLPHONE CAN DO	WHAT A CELLPHONE CAN'T DO
- make a call	

Activity 2: Use the information from activity 1 to make sentences expressing alternatives like in the example. Do it with your neighbour.

Example: A cell phone can **either** make a call **or** take pictures.

Homework: List two things you can do and two other things you cannot do. Then, make sentences expressing alternatives.

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 2: THE CELLPHONE

SESSION 3

Source: English For All 3^e

Communication activity

During one of their meetings, the chairman of the English club of Lycée Moderne of Niablé asks the students of 3ème to read a text on cellphones in order to discuss their advantages and drawbacks. As a student of that level, while reading the text, do the tasks that follow it.

Mobile phones play an important role in our daily lives. Almost everybody, even children, have mobile phones. There must be reasons why we have become so dependent on mobile phones.

Firstly, they are portable. Therefore, it is convenient for us to carry mobile phones on us to keep in touch with relatives and friends any time. Secondly, mobile phones enable us to call for help in case of emergency. For instance, if you are involved in an accident or if you witness a crime taking place, your mobile phone will help you call the police immediately. (...)

As mobile phones have become a necessity in our daily lives, some people feel handicapped or uncomfortable without them. This is mainly due to the convenience of mobiles and their various functions such as texting, calculating, taking and sending pictures, watching videos, listening to radios and music, playing video games. Mobiles are not only a great time-saving device; they are also great a tool of entertainment too.

Nevertheless, although mobile phones have got a great deal of advantages, they can be easily misplaced and even lost, since they are quite small. Furthermore, mobiles are said to give out radioactive waves that can cause brain cancer or damage our ear drums. So far, there is no solid evidence that these new types of phones are safe for our health. Another problem with mobile phones is that people become addicted to them on account of their multi-purpose functions. With smartphones, there's hardly any communication between husbands and wives. Both are connected and thus dead to the world around them. Finally, surfing on the internet with cellphones exposes children to a number of dangerous websites where pornography, terrorists and hackers lure the youth into dangerous situations.

In conclusion, I think that mobile phones are indispensable tools that we cannot live without, but we should avoid abusing them. Therefore, we should think carefully about the advantages and drawbacks before purchasing a mobile phone for a young child, and ask ourselves why we need a mobile phone and whether we will be able to use it responsibly.

Adapted from <http://englishplace.wikifoundry.com>

1) Say what the text is about.

2) Complete the table below with the advantages and drawbacks of a mobile phone mentioned in the text.

ADVANTAGES	DRAWBACKS

3) Say whether the statements below are true (T) or false (F) and justify your answers by indicating the lines.

- a. Mobile phones are useless.
- b. Some people feel ill at ease when they don't have their mobile phones.
- c. Mobile phones can play various functions.
- d. Mobile phones are safe for people's health.
- e. Surfing on the internet with mobile phones can be dangerous for children because of pornographic websites

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 3: THE MAGIC OF INTERNET

SESSION 1

Source: English For All 3^e







Learning context: The students of 3ème 1 of Lycée Moderne 1 of Abengourou are reading a text on the magic of internet in order to discuss its advantages and drawbacks.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Desktop computer – laptop computer – modem – wifi box – tablet phone – android smartphone	Asking and answering Yes/ No questions	A: Is a computer a useful device? B: Yes, it. A: Is internet safe of danger? B: No, it isn't

INPUT PHASE

Vocabulary

 a desktop computer	 a laptop computer	 an android tablet phone
 an android smartphone	 a modem	 a wifi box

Language function: Asking and answering YES or NO questions

YES / NO questions aim at asking for confirmation or invalidation / approval or disapproval.

Example: A: Is internet useful?

B: **Yes, it is.**

A: Is internet safe of danger?

B: **No, it isn't.**

PRACTICE PHASE

Activity: With your neighbour, ask and answer questions like in the example.

Example: 1) A: Is picture 1 a laptop?

B: No, it isn't. Picture 1 is a modem.

2) A: Is picture 2 an android smartphone?

B: Yes, it is.



Homework: Exercise 2 page 153 (English For All)

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 3: THE MAGIC OF INTERNET

SESSION 2

Source: English For All 3^e

Learning context (Recall)

The students of 3ème 1 of Lycée Moderne 1 of Abengourou are reading a text on the magic of internet in order to discuss its advantages and drawbacks.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
website – e-mail address – social network – hacker – malware – I.P address	Asking and answering WH-questions	A: Why is the internet useful? B: Because it enables us to keep in touch with the whole world

INPUT PHASE

Vocabulary

A website: *www.ecole-ci.online* is the website of the online education of Côte d'Ivoire.

An e-mail address: *lyceemodernesanpedro@gmail.com* is an e-mail address.

An I.P address (Internet Protocol): an address which gives access to the internet connection **Example:** 172.16.254.1 is an I.P address.

A social network: facebook, twitter, linkedIn, snapchat are social networks.

A hacker: a person who uses a computer to gain unauthorized access to other people's data, or to carry malicious attacks.

A malware: an informatic virus.

Language function: Asking and answering WH-questions

WH-questions are questions which start with WH or **H**. Here are some examples:

- **what** ———> the answer implies an object, a thing.

Example: A: **What** is your favourite phone brand?

B: It is **Samsung**.

- **where** ———> the answer implies a place

Example: A: **Where** do you go to school?

B: I go to school in **Lycée Moderne of San Pedro**.

- **who** ———> the answer implies a person.

Example: A: **Who** is your English teacher?

B: It is **Mr Kokogni**.

- **why** —→ the answer gives a reason.

Example: A: **Why** is the internet dangerous?

B: The internet is dangerous **because** of hackers and malwares.

- **when** —→ time / moment

Example: A: **When** did you go to Abidjan?

B: I went to Abidjan **on Thursday**.

- **which** —→ the answer implies a choice

Example: A: **Which** apparatus do you prefer? A smartphone or a computer?

B: I prefer **a computer**.

- **how** —→ the answer implies a way, a manner

Example: A: **How** do you use a social network?

B: I use it **cautiously**.

- **how old** —→ the answer gives the age

Example: A: How old are you?

B: I am **thirteen years old**.

- **how many** —→ the answer implies a quantity / the number

Example: A: **How many** phones do you have?

B: I have **one** phone.

PRACTICE PHASE

Activity1: Match the words or phrases in column A with their examples in column B.

Write your answers like in the example.

Example: 1. A malware = d. Trojan horse

COLUMN A	COLUMN B
1. a malware	a) 172.20.61.1
2. an I.P address	b) yohkoffi@outlook.fr
3. a website	c) WhatsApp
4. an e-mail address	d) Trojan horse
5. a social network	e) www.tubidy.com

Activity2: Ask questions to the sentences below according to the underlined words or phrases like in the example.

Example: 1) What do you use to process a text?

1) I use a computer to process a text.

Question: ... *What do you use to process a text*?

2) I live in Divo.

Question:

3) I use facebook because I make friends with many people.

Question:

4) Mark Zuckerberg invented facebook.

Question:

5) My English class is at 10 O'clock.

Question:

Homework: Exercise 3 page 153 (English For All)

Level: 3ème

Skill: Reading

Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 3: THE MAGIC OF INTERNET

SESSION 3

Source: English For All 3^e

Communication activity

The English club of Lycée Moderne 1 of Abengourou has recently received some leaflets about the internet and its implications. During one of their meetings, the chairman asks the students of 3ème to read them in order to discuss the issue. Being a student of the level, as you read one of the leaflets below,

Uses and abuses of Internet

The development of computer technology has given us a cheap and quick method of exchanging information; this method is called the Internet. The word “internet” is the abbreviation form of “International Network”. The Internet has brought about a great revolution in the fields of communication. In a very short span of time it has linked together the whole world. In other word, the Internet has transformed the world into a global village in real terms. The uses and abuses of the Internet depend on the user.

In fact, the Internet is replete with the countless advantages. It is a low-cost source of communication and exchange of ideas and information. A student can consult great libraries and scholars. A doctor can learn about the advancement in surgery and other areas of medicine. A job-seeker can find job-advertisements. Unfortunately, the wrong and corrupt use of the internet has made it a great nuisance. The Internet is used to spread disinformation, rumours, sensational news and computer viruses. Moreover, it is playing havoc with our religious, moral, social and cultural values. As the Internet has confined its users to four walls, helpful activities like sports, social and cultural gatherings, sharing of feelings are vanishing away rapidly.

There is no doubt the Internet is indispensable these days, but its wrong use is causing a lot of problems. So, it must be managed intelligently. The government must impose a code of ethics on net-café and computer centers. Parents should keep a strict watch on their children in this respect. Actions should be taken against websites which spread disinformation, promote immorality, vulgarity and even commit felonies and acts of terrorism. The Internet should only be used for sound information, fast communication and positive entertainment. Its wise and proper use can make it a real communication tool for one and all.

Adapted from <https://studymoose.com/uses-and-abuses-of-internet-essay>

1- complete the table;

Internet description	uses	abuses	remedy

2- match the words in Column A with their meanings or synonyms in Column B;

COLUMN A	COLUMN B
1. cheap (line 1) 2. fields (line 4) 3. replete (line 7) 4. wrong (line 10) 5. havoc (line 13) 6. felonies (line 20)	a. domains b. destruction c. not expensive d. crimes e. bad f. full

3- answer the questions below in two (2) lines maximum.

- a) What is the Internet?
- b) What is its impact on the whole world?
- c) List three advantages of the Internet.