

RÉPUBLIQUE DE CÔTE D'IVOIRE**Union – Discipline – Travail****MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE L'ALPHABÉTISATION****DIRECTION DE LA PÉDAGOGIE ET DE LA FORMATION CONTINUE****COORDINATION NATIONALE DISCIPLINAIRE D'ANGLAIS****COLLÈGE LÉON ROBERT DE GRAND-BASSAM****COURS D'INITIATION ET DE RÉVISION – CLASSE DE 3e**
UNIT: INTRODUCING MYSELF, HYGIENE & HEALTH, AND INFORMATION
TECHNOLOGIES

Classe	3e
Année scolaire	2026–2027
Durée	3 séances × 2 heures = 6 heures
Période	Septembre
Thèmes	Personal information – Hygiene and Health – Information Technologies
Compétences	Oral introduction, written introduction, remediation, reading, oral discussion, writing

I. ANCRAGE DANS LA PROGRESSION NATIONALE

Ce cours reprend les six leçons de la progression nationale 2026–2027 de 3e visibles sur le document : 1) Oral introductions from an introduction form; 2) Written introductions using the information provided in the introduction form; 3) Remediation through the correction of the oral and writing errors recorded; 4) Reading a 4e text about hygiene and health and discussing it orally; 5) Reading a 4e text about information technologies and writing about it; 6) Remediation through the correction of the oral and writing errors recorded from sessions 1 and 2.

II. OBJECTIF GÉNÉRAL

À la fin de l'unité, l'apprenant doit être capable de se présenter oralement et par écrit à partir d'une fiche d'introduction, de comprendre un texte sur l'hygiène et la santé, d'en discuter oralement, de comprendre un texte sur les technologies de l'information et de rédiger une réaction personnelle, puis de corriger les erreurs relevées.

III. OBJECTIFS SPÉCIFIQUES

- Se présenter à partir d'une introduction form.
- Poser et répondre à des questions sur l'identité, l'âge, l'origine, le lieu de résidence, les études, la famille et les centres d'intérêt.
- Transformer les informations d'une fiche en phrases correctes à l'oral et à l'écrit.
- Lire et comprendre un texte simple sur l'hygiène et la santé.
- Discuter oralement des bonnes pratiques d'hygiène et de santé.
- Lire et comprendre un texte de niveau 4e sur les technologies de l'information.
- Rédiger un court texte sur l'utilisation des technologies de l'information.
- Identifier et corriger les erreurs grammaticales, lexicales, orthographiques et de formulation.

IV. LANGUAGE FUNCTIONS AND STRUCTURES

Introducing oneself: My name is ... / I am ... years old. / I am from ... / I live in ... / I study at ...

Family and interests: I live with ... / I have got ... / My hobby is ... / I enjoy ...

Health and hygiene: I wash my hands. / We should keep our environment clean. / We must eat healthy food. / We should exercise regularly.

Advice and obligation: We should ... / We shouldn't ... / We must ... / We mustn't ...

Information technologies: I use a smartphone/computer. / I use the Internet to ... / Technology helps us to ... / We must use technology responsibly.

Opinion: I think ... / In my opinion ... / I agree. / I disagree. / This is useful because ...

SEANCE 1 – ORAL AND WRITTEN INTRODUCTION

Durée : 2 heures | Leçons couvertes : 1, 2 et amorce de la leçon 3

Objectif : réactiver les acquis et permettre aux apprenants de se présenter oralement puis par écrit à partir d'une introduction form.

1. WARM-UP / REVISION

Teacher: Good morning, class. How are you today? What's your name? How old are you? Where are you from? Where do you live? What do you study? What are your hobbies?

Learners answer individually and in pairs. The teacher records common oral errors for the remediation phase.

2. INTRODUCTION FORM

INFORMATION	EXAMPLE
First name	Koffi
Age	14 years old
Nationality	Ivorian
Town / City	Grand-Bassam
School	Collège Léon Robert
Family	Parents, one brother, one sister
Favourite subject	English
Hobby	Reading
Future ambition	Teacher

3. ORAL INTRODUCTION FROM AN INTRODUCTION FORM

Model: Hello! My name is Koffi. I am 14 years old. I am Ivorian. I live in Grand-Bassam. I study at Collège Léon Robert. I live with my parents, my brother and my sister. My favourite subject is English. My hobby is reading. In the future, I would like to become a teacher.

Useful questions: What's your name? How old are you? Where are you from? Where do you live? Where do you study? Who do you live with? What's your favourite subject? What's your hobby? What would you like to become?

4. WRITTEN INTRODUCTION

Task: Use the information form to write a paragraph of 8–10 sentences.

Writing frame: My name is _____. I am _____ years old. I am from _____. I live in _____. I study at _____. I live with _____. My favourite subject is _____. My hobby is _____. In the future, I would like to _____.

Expected production: My name is Koffi. I am 14 years old. I am Ivorian. I live in Grand-Bassam. I study at Collège Léon Robert. I live with my parents, my brother and my sister. My favourite subject is English. My hobby is reading. In the future, I would like to become a teacher.

5. REMEDIATION – INITIAL ERROR LOG

The teacher records errors heard during oral presentations and found in written paragraphs under four headings: Grammar – Vocabulary – Pronunciation – Spelling. Learners correct selected examples collectively.

SÉANCE 2 – HYGIENE, HEALTH AND ORAL DISCUSSION

Durée : 2 heures | Leçons couvertes : 3 et 4

Objectif : corriger les principales erreurs de la séance 1, puis lire un texte de niveau 4e sur l'hygiène et la santé et en discuter oralement.

1. REMEDIATION OF SESSION 1

Common errors: I have 14 years old. X → I am 14 years old. ✓ | I am live in Grand-Bassam. X → I live in Grand-Bassam. ✓ | He live in Abidjan. X → He lives in Abidjan. ✓ | My hobby are reading. X → My hobby is reading. ✓

Question forms: Where do you live? / What do you study? / What are your hobbies? / What would you like to become?

2. READING – HYGIENE AND HEALTH

Good Hygiene, Good Health

Good hygiene is important for our health. We should wash our hands with soap before eating and after using the toilet. We should also brush our teeth at least twice a day and take regular baths or showers.

A healthy life also depends on what we eat and how we live. We should eat a balanced diet, drink enough clean water and exercise regularly. We should avoid too much sugar and unhealthy food. Keeping our homes, classrooms and school surroundings clean also helps prevent diseases.

Everyone has a role to play in protecting their health. Good hygiene and healthy habits can help us live better lives.

3. VOCABULARY

English	French
hygiene	hygiène
health	santé
soap	savon
to wash	laver
tooth / teeth	dent / dents
balanced diet	alimentation équilibrée
clean water	eau potable/propre
exercise	faire de l'exercice
disease	maladie
healthy habits	habitudes saines
surroundings	environnement immédiat

4. READING COMPREHENSION

A. True or False: 1. We should wash our hands before eating. 2. We should brush our teeth once a week. 3. Exercise is part of a healthy life. 4. We should drink clean water. 5. Clean surroundings can help prevent diseases.

B. Answer: 1. When should we wash our hands? 2. How often should we brush our teeth? 3. What should we eat? 4. Why should we exercise? 5. How can cleanliness help us?

5. ORAL DISCUSSION

Questions: What do you do to keep healthy? How often do you brush your teeth? Do you wash your hands before eating? What healthy food do you eat? Why is exercise important? How can students keep the school clean?

Useful expressions: We should ... / We shouldn't ... / We must ... / We mustn't ... / I think ... / In my opinion ... / I agree because ...

6. GROUP TASK

In groups, learners prepare five rules for good hygiene and health. Example: Wash your hands regularly. Drink clean water. Eat healthy food. Exercise regularly. Keep your classroom clean. One representative presents the rules.

SÉANCE 3 – INFORMATION TECHNOLOGIES, WRITING AND FINAL REMEDIATION

Durée : 2 heures | Leçons couvertes : 5 et 6

Objectif : lire un texte de niveau 4e sur les technologies de l'information, produire un texte écrit et corriger les erreurs enregistrées lors des séances 1 et 2.

1. READING – INFORMATION TECHNOLOGIES

Information Technologies in Our Lives

Information technologies are part of our daily lives. Many students use smartphones, computers and the Internet to communicate, study and find information. With a computer or a smartphone, a learner can read documents, watch educational videos and communicate with teachers and classmates.

Technology can make learning easier, but it must be used responsibly. Students should check information before sharing it and should protect their personal information. They should also limit screen time and avoid using technology during lessons when it is not allowed.

Used wisely, information technology can be a useful tool for education and communication.

2. VOCABULARY

information technology = technologie de l'information | smartphone = téléphone intelligent | computer = ordinateur | Internet = Internet | communicate = communiquer | educational video = vidéo éducative | personal information = informations personnelles | screen time = temps d'écran | useful tool = outil utile

3. COMPREHENSION

A. True or False: 1. Information technologies are part of daily life. 2. Students can use technology to study. 3. Technology should never be used responsibly. 4. Students should protect personal information. 5. Technology can be useful for education.

B. Answer: 1. What technologies are mentioned? 2. Why do students use the Internet? 3. What can learners do with a smartphone or computer? 4. How should students use technology? 5. Why should students protect personal information?

4. WRITING ABOUT INFORMATION TECHNOLOGIES

Task: Write 8–10 sentences about how you use information technologies.

Writing guide: I use ... / I use it to ... / I usually ... / Technology helps me ... / I can ... / However, I should ... / I must not ... / In my opinion, technology is ... because ...

Model: I use a smartphone and a computer. I use the Internet to study and find information. I sometimes watch educational videos. I also communicate with my classmates online. Technology helps me learn new things. However, I should use it responsibly. I must protect my personal information. I should also limit my screen time. In my opinion, information technology is a useful tool for education.

5. FINAL REMEDIATION – ERRORS FROM SESSIONS 1 AND 2

Grammar focus: I am 14 years old. / I live in Grand-Bassam. / He lives in Abidjan. / We should wash our hands. / Students must protect their personal information.

Question forms: What's your name? / Where do you live? / What should we do to stay healthy? / How do you use the Internet? / Why is technology useful?

Writing checklist: capital letter; punctuation; correct spelling; subject–verb agreement; correct use of BE, HAVE GOT, LIVE, LIKE, SHOULD and MUST; clear organisation of ideas.

6. CORRECTION EXERCISE

Correct the sentences: 1. I have 14 years old. 2. I am live in Grand-Bassam. 3. He use the Internet every day. 4. She brush her teeth twice a day. 5. We should to wash our hands. 6. Students must protects their personal information. 7. Technology are useful.

Correction: 1. I am 14 years old. 2. I live in Grand-Bassam. 3. He uses the Internet every day. 4. She brushes her teeth twice a day. 5. We should wash our hands. 6. Students must protect their personal information. 7. Technology is useful.

7. FINAL COMMUNICATIVE TASK

In pairs, Student A interviews Student B about personal information, hygiene/health and information technologies. Student B answers in complete sentences. Then each learner presents his/her partner to the class.

Model: This is Yao. He is 14 years old and he lives in Grand-Bassam. He likes reading. He thinks students should wash their hands regularly and keep their school clean. He uses the Internet to study and find information. He thinks technology is useful but students must use it responsibly.

V. FINAL ASSESSMENT

Area	Criteria	Points
Oral	Introduction, pronunciation, interaction, relevant answers, discussion	10
Reading	Understanding hygiene/health and technology texts	5
Writing	Content, grammar, vocabulary, coherence and presentation	10
Remediation	Ability to identify and correct recorded errors	5

VI. SYNTHÈSE DES 3 SÉANCES

Séance	Leçons	Contenu	Production attendue
1	1–3	Oral introduction + written introduction + initial remediation	Présentation orale et paragraphe écrit
2	3–4	Remediation + reading and oral discussion on hygiene and health	Corrections + discussion orale
3	5–6	Reading about information technologies + writing + final remediation	Production écrite + correction des erreurs

VII. DEVOIRS / EXTENSION

After Session 1: complete an introduction form and prepare an oral self-introduction.

After Session 2: write five rules for good hygiene and health.

After Session 3: write a final paragraph entitled “Myself, My Health and Information Technologies” using at least two expressions with should/must.