

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 4e
UNIT: INTRODUCING MYSELF, THE ENVIRONMENT AND SPORT

Classe	4e
Année scolaire	2026–2027
Durée	3 séances × 2 heures = 6 heures
Période	Septembre
Thèmes	Personal information – Environment – Sport
Compétences	Oral introduction, written introduction, reading, oral discussion, writing, remediation

I. ANCRAGE DANS LA PROGRESSION NATIONALE

Ce cours est construit à partir des six leçons de la progression nationale 2026–2027 de 4e visible sur le document de référence : (1) oral introductions from an information form; (2) written introductions using the information provided in the information form; (3) remediation through correction of recorded oral and writing errors; (4) reading a 5e text about environment and discussing it orally; (5) reading a 5e text about sport and writing about it; (6) remediation through correction of recorded oral and writing errors.

Les six éléments sont regroupés pédagogiquement en trois séances de deux heures afin de permettre une véritable séquence d'initiation, de réactivation et de remédiation.

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'informations, de comprendre un texte simple sur l'environnement, d'en discuter oralement, de comprendre un texte sur le sport, d'écrire une réaction personnelle et de corriger les erreurs relevées.

III. OBJECTIFS SPÉCIFIQUES

- Se présenter à partir d'informations personnelles.
- Poser et répondre à des questions sur l'identité, l'âge, l'origine, le lieu de résidence, la famille et les goûts.
- Transformer les informations d'une fiche en phrases correctes.
- Lire et comprendre un court texte sur l'environnement.
- Exprimer oralement une opinion simple sur la protection de l'environnement.
- Lire un court texte sur le sport et identifier ses informations essentielles.
- Rédiger un paragraphe simple sur son sport préféré.
- Identifier et corriger les erreurs grammaticales, lexicales et orthographiques.

IV. LANGUAGE FUNCTIONS AND STRUCTURES

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

Family: I live with ... / I have got ... brothers and sisters.

Likes and dislikes: I like ... / I don't like ... / My favourite sport is ...

Environment: We should protect the environment. / We must not litter. / We should plant trees.

Opinion: I think ... / In my opinion ... / I agree. / I don't agree.

Sport: I play ... / I practise ... / I watch ... / Sport is good for our health.

SÉANCE 1 – ORAL AND WRITTEN INTRODUCTION

Durée : 2 heures | Leçons couvertes : 1 et 2

Objectif : amener l'apprenant à utiliser une fiche d'informations pour se présenter oralement puis à produire une courte présentation écrite.

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?

Learners answer individually and in pairs. The teacher records recurring difficulties on the board for later remediation.

2. INFORMATION FORM

INFORMATION	EXAMPLE
First name	Koffi
Age	13 years old
Nationality	Ivorian
Town / City	Grand-Bassam
School	Collège Léon Robert
Family	Parents, one brother, two sisters
Favourite subject	English
Favourite sport	Football
Hobby	Listening to music

3. ORAL INTRODUCTION FROM AN INFORMATION FORM

Model: Hello! My name is Koffi. I am 13 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 two sisters. My favourite subject is English. My favourite sport is football. In my free time, I listen to music.

Pair work: Student A asks questions and Student B answers from the information form. Then learners exchange roles.

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 favourite sport? What do you do in your free time?

4. WRITTEN INTRODUCTION

Task: Use the information form to write a paragraph of 6–8 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 favourite sport is _____. In my free time, I _____.

Expected production: My name is Koffi. I am 13 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 two sisters. My favourite subject is English. My favourite sport is football.

5. QUICK CHECK

Learners underline the verbs BE, LIVE, HAVE GOT and LIKE in their production and check subject–verb agreement.

SÉANCE 2 – REMEDIATION + READING AND ORAL DISCUSSION ON THE ENVIRONMENT

Durée : 2 heures | Leçons couvertes : 3 et 4

Objectif : corriger les erreurs enregistrées lors de la séance 1, puis comprendre et discuter oralement d'un texte simple sur l'environnement.

1. REMEDIATION: CORRECTION OF RECORDED ERRORS

Common errors: I have 13 years old. X → I am 13 years old. ✓ | I am live in Grand-Bassam. X → I live in Grand-Bassam. ✓ | He live in Abidjan. X → He lives in Abidjan. ✓ | She like football. X → She likes football. ✓

Pronunciation focus: years / live / from / favourite / sport.

Activity: learners correct five sentences individually, compare answers in pairs and justify their corrections.

2. READING – OUR ENVIRONMENT

Our Environment

Our environment is very important. We need clean air, clean water and a clean school. Unfortunately, some people throw plastic bottles and papers on the ground. This makes the environment dirty.

Students can help to protect the environment. They should put rubbish in bins, keep the classroom clean and avoid wasting water. They can also plant trees and protect animals. If everyone acts responsibly, our schools and communities can become cleaner and healthier.

3. VOCABULARY

English	French
environment	environnement
clean	propre
dirty	sale
rubbish	ordures/déchets
bin	poubelle
plastic bottle	bouteille en plastique
waste	gaspiller
protect	protéger
plant trees	planter des arbres
healthy	en bonne santé
responsibly	de manière responsable

4. READING COMPREHENSION

A. True or False: 1. The environment is important. 2. Some people throw rubbish on the ground. 3. Students cannot help the environment. 4. Students should put rubbish in bins. 5. Planting trees can help the environment.

B. Answer the questions: 1. What do we need? 2. What makes the environment dirty? 3. How can students protect the environment? 4. Why should we keep the school clean?

5. ORAL DISCUSSION

Questions: Is your school clean? What environmental problems do you see around you? What should students do? What should they not do? Do you agree that everybody must protect the environment? Why?

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

6. ORAL TASK

In groups of four, learners make a short list of three environmental problems and three solutions. A group representative presents the ideas to the class.

SÉANCE 3 – READING ABOUT SPORT, WRITING AND FINAL REMEDIATION

Durée : 2 heures | Leçons couvertes : 5 et 6

Objectif : lire et comprendre un texte de niveau 5e sur le sport, rédiger une réaction personnelle, puis réaliser une remédiation finale sur les erreurs orales et écrites.

1. READING – SPORT IS GOOD FOR US

Sport Is Good for Us

Sport is an important part of a healthy life. Many young people in Côte d'Ivoire enjoy football, basketball, athletics and other sports. I like football because it is exciting and I can play it with my friends.

I usually play football after school and at weekends. Sport helps me to stay fit and healthy. It also teaches us teamwork, discipline and respect. We should practise sport regularly, but we must also respect the rules and take care of our bodies.

2. VOCABULARY

healthy = en bonne santé | fit = en forme | teamwork = travail d'équipe | discipline = discipline | respect = respect | regularly = régulièrement | rules = règles | body = corps | weekend = week-end

3. COMPREHENSION

A. True or False: 1. Sport is part of a healthy life. 2. The writer hates football. 3. The writer plays football after school. 4. Sport teaches teamwork and discipline. 5. We do not need to respect rules.

B. Answer: 1. What sports are mentioned? 2. Why does the writer like football? 3. When does the writer play football? 4. What does sport teach us? 5. What should we do when practising sport?

4. WRITING ABOUT SPORT

Task: Write 8–10 sentences about your favourite sport.

Writing guide: My favourite sport is ... / I play/practise it ... / I play with ... / I usually play ... / I like it because ... / It helps me ... / It teaches me ... / In my opinion, sport is ...

Model: My favourite sport is football. I play it with my friends after school. I usually play on Saturdays. I like football because it is exciting. It helps me to stay fit and healthy. It also teaches teamwork and discipline. I enjoy watching football matches. In my opinion, sport is very important for young people.

5. FINAL REMEDIATION – ORAL AND WRITING ERRORS

Grammar: I am 14 years old. / I live in Grand-Bassam. / He lives in Abidjan. / She likes football. / We should protect the environment.

Question forms: What's your name? / Where do you live? / What's your favourite sport? / Do you like football? / Why do you like it?

Writing checklist: capital letter at the beginning; full stop at the end; correct spelling; subject + verb agreement; correct use of BE, HAVE GOT, LIVE, LIKE; logical order of ideas.

6. CORRECTION EXERCISE

Correct the sentences: 1. I have 14 years old. 2. I am live in Grand-Bassam. 3. He like football. 4. She live in Abidjan. 5. We must to protect the environment. 6. Where you do live? 7. What is your favourite sports?

Answers: 1. I am 14 years old. 2. I live in Grand-Bassam. 3. He likes football. 4. She lives in Abidjan. 5. We must protect the environment. 6. Where do you live? 7. What is your favourite sport?

7. FINAL COMMUNICATIVE TASK

Learners work in pairs. Student A interviews Student B about identity, residence, family, environment and sport. Student B answers in complete sentences. Then each learner presents his/her partner to the class.

Model: This is Yao. He is 13 years old. He is Ivorian and he lives in Grand-Bassam. He has got two sisters. He likes football. He thinks sport is important. He also thinks students should keep their school clean.

V. FINAL ASSESSMENT

Area	Criteria	Points
Oral	Introduction, pronunciation, interaction, relevant answers	10
Reading	Understanding the environment and sport texts	5
Writing	Content, grammar, vocabulary, coherence and presentation	10
Remediation	Ability to identify and correct errors	5

VI. SYNTHÈSE DES 3 SÉANCES

Séance	Leçons de la progression	Contenu	Production attendue
1	1–2	Oral introduction + written introduction from an information form	Présentation orale et paragraphe écrit
2	3–4	Remediation + reading and oral discussion on environment	Corrections + discussion orale
3	5–6	Reading about sport + writing + final remediation	Texte écrit + correction des erreurs

VII. DEVOIRS / EXTENSION

Homework after Session 1: complete an information form and prepare a 6-sentence oral introduction.

Homework after Session 2: write five actions students can take to protect the environment.

Homework after Session 3: write a final corrected paragraph entitled “Myself, My Environment and My Favourite Sport”.