

TOUT CE QUI SUIV N'EST QUE SUGGESTION ET NON DES FICHES DE LECONS. IL EST CONSEILLE AU PROFESSEUR DE FAIRE SES FICHES DE LECONS AVANT DE SE PRESENTER EN CLASSE.

UNIT 1: LIFE AT SCHOOL

LESSON 1: What did you do last holidays?

LESSON CONTENT OVERVIEW

• **Learning context**

The students of 3^e 4 from Lycée Moderne Bondoukou are back from the long vacations. They talk about their holidays in order to share their holidays experiences with their mates during an English club meeting.

- ***In session 1:*** ask the students to take their textbook on page 11 and read the learning context in silence for one minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Where are the students?*** (Ans.: *They are at an English club meeting.*)
 - ***What are they talking about?*** (Ans.: *They are talking about their holidays*)
 - ***What for? Or for which reason should they talk about their holidays*** (Ans.: *They talk about their holidays to share their holidays experience with their mates*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to talk about their holidays in a third session.

- ***In session 2:*** just recall the learning context.

• **Texts and pictures**

They can be used during the introductory activity phase. The teacher will give the students a while to go quickly through the text or look at the pictures and ask them some questions.

Text page 11:

- ***What are Penawa and Lokossué talking about?*** (Ans.: *They are talking about their last holidays.*)
- ***Where did Lokossué spend his holidays?*** (Ans.: *He spent his holidays in Dubaï.*)
- ***And Penawa?*** (Ans.: *He spent his holidays in his village.*)

Or ask any other question which doesn't need answers containing the new words to be taught.

Picture page 11 (A theme park):

- **What can you see in picture 1?** (Ans.: *I can see many people, a park, a beautiful place ...*)
- **Where can you find this?** (Ans.: *We can find this in big cities, in Abidjan, in Paris, and in New York ...*)

Picture on page 11 (New yam festival in Sakassou):

- **What can you see in picture 2?** (Ans.: *I can see four women, some women who are pounding yam, some women who are cooking at the new yam festival ...*)
- **Where is the ceremony celebrated?** (Ans.: *It is celebrated in Sakassou*)

SESSION 1

- **Time to learn**
 - **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text book on page 12, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**expressing past actions**". Then he will read the sentences on page 13, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- go to the beach (example)
- 2- unforgettable

- 3- theme parks
- 4- dance parties
- 5- go sightseeing

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- grew (example)
- 2- saw
- 3- went
- 4- had
- 5- did not pay / didn't pay (in the textbook on page 13, it is number 6 instead of number 5)

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- Where did you go during the vacation? (Example)
- 2- When did you leave Abidjan?
- 3- What did you do during the vacation?
- 4- How did you feel? (the numbers are not correct)

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**
- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 14, the textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**expressing past actions**". Then he will read the sentences on page 15, focusing on the structures. He will make the students repeat after him, in chorus first and then in groups and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- welcomed (example)
- 2- visit relatives
- 3- accompany
- 4- worked
- 5- enjoyed
- 6- celebrated

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- worked (example)
- 2- did ... like
- 3- did not ask
- 4- welcomed

5- played

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- During the vacation, I went to my village.
- 2- I helped my uncle on his farm, I went swimming with my friends and I learnt to play drums.
- 3- I spent one month in the village.
- 4- I visited my relatives.
- 5- My stay in the village was fantastic. I really enjoyed my holidays.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for feedback of the activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

During my last vacation, I travelled to Grand-Bassam to visit my uncle. I spent one month there. I took part in a football tournament. I also helped my uncle in his carpenter's workshop. I had a lot of fun with my cousins. We played scrabble and monopoly. They accompanied me to visit different places. We went to the beach. We also visited different historical sites such as the National Museum of Costumes, the lighthouse and the village of craftsmen. I really enjoyed the village of craftsmen. I saw many beautiful pieces of art. However, I disliked going to the beach. I was afraid of the sea.

UNIT 1: LIFE AT SCHOOL

LESSON 2: My school memories

LESSON CONTENT OVERVIEW

- **Learning context**

During the first meeting of the English Club of College Moderne Tanda, the chairman invites the students of 3è 2 to talk about their first days at secondary school in order to facilitate the integration of the newcomers.

- ***In session 1:*** ask the students to take their textbook on page 17 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Where are the students?*** (Ans.: *They are at the first meeting of their school English club.*)
 - ***What are they talking about?*** (Ans.: *They are talking about their first days at secondary school.*)
 - ***What for? Or for which reason should they talk about their first days at secondary school?*** (Ans.: *They talk about their first days at secondary school to facilitate the integration of the newcomers.*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about their first days at secondary school in a third session.

- ***In session 2:*** just recall the learning context.

- **Texts and pictures**

They can be used during the introductory activity phase. The teacher will give the students a while to go quickly through the text or look at the pictures and ask them some questions.

Text page 17:

- ***Where did the author go to school?*** (Ans.: *He went to school in a reputed private school in his city.*)
- ***What was his feeling about his school?*** (Ans.: *He was glad to be a student of that school.*)
- ***What was his school like?*** (Ans.: *His school was very beautiful and huge.*)
- ***Which games did the students practise in that school?*** (Ans.: *They played badminton, basketball and cricket.*)

Picture page 17:

- ***What can you see in the picture?*** (Ans.: *It is a school.*)

- *How many buildings are there in this school? (Ans.: There are three buildings.)*
- *Is it a small or a big school? (Ans.: It is a big school.)*

SESSION 1

- **Time to learn**
 - **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 18, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**expressing past habits 1**". Then he will read the sentences on page 18, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- fail (example)
- 2- punish
- 3- chatting
- 4- cheat
- 5- bully
- 6- freshers

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the

feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- used to (example)
- 2- used to
- 3- use to
- 4- used to
- 5- use to
- 6- used to

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- b (example)
- 2- a
- 3- g
- 4- e
- 5- c
- 6- f
- 7- h
- 8- d

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However, the teacher can find some expressions useful for a group or pair work or for feedback of the activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 20, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is “**expressing past habits 2**”. Then he will read the dialogue on page 20, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

• **Time to practise**

Activity 1: one word or expression from the box is not concerned.

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- national anthem (example)
- 2- promenade
- 3- school garden
- 4- to queue up
- 5- class prefect
- 6- raising the flag

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1- (example)

A: What would you do at Primary school?

B: I would play marble with friends.

A: Would you play cards too?

B: Yes, I would.

2- A: What would you do at Primary school?

B: I would go to the promenade.

A: Would you go swimming too?

B: Yes, I would.

3- A: What would you do at Primary school?

B: I would raise the flag on Monday.

A: Would you stay in the classroom too?

B: Yes, I would.

4- A: What would you do at Primary school?

B: I would sing the national anthem every Monday.

A: Would you hide from teachers too?

B: Yes, I would.

5- A: What would you do at Primary school?

B: I would work in the school garden on Saturdays.

A: Would you play at break too?

B: Yes, I would.

6- A: What would you do at Primary school?

B: I would fight in groups.

A: Would you bully freshers too?

B: Yes, I would.

7- A: What would you do at Primary school?

B: I would queue up before entering the classroom.

A: Would you collect papers on the grounds too?

B: Yes, I would.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- At lunch, the bigger boys would bully the younger ones. (example)
- 2- We would queue up before entering the classrooms.
- 3- The boys would cheat in tests.
- 4- Students would queue up before getting into class.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

I attended the public primary school of my village. It was a small and very nice school. I really spent good time in that school. Every week, we used to sing the national anthem. We also used to queue up before getting in the classroom. With my friends, we used to play in the schoolyard at break. Every Saturday, we would work in the school garden. I liked going to the promenade with my friends on Sundays. I also liked studying with them. However, I disliked bullying small students and chatting in class. And you Momodou, did you use to chat in class at primary school? Did you use to bully freshers? What would you do during weekends?

UNIT 1: LIFE AT SCHOOL

LESSON 3: Work at school

LESSON CONTENT OVERVIEW

- **Learning context**

The students of 3^e 5 of Collège Savant of KAFINE have just received their first English test papers from the teacher. After the feedback, they discuss their marks in order to improve them.

- ***In session 1:*** ask students to take their textbooks on page 23 and read the learning context in silence for one minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Where are the students?*** (Ans.: *They are at school, at the English class*)
 - ***What have they just received?*** (Ans.: *They have just received their first English test papers.*)
 - ***For which reason are they discussing their marks?*** (They are discussing their marks to improve them.)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to discuss their marks in a third session.

- ***In session 2:*** just recall the learning context.

Picture

This picture can be used during the introductory activity phase. Give students a while to look at the pictures, then ask them some questions:

- ***What can you see in the picture?*** (Ans.: *I can see two boys.*)
- ***Where are the boys?*** (Ans.: *They are at school.*)
- ***What are they doing?*** (Ans.: *They are studying.*)

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the dialogue on page 24, the textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**Expressing conditions 1**". Then he will read the dialogue on page 24, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- grades (example)
- 2- failed
- 3- improved
- 4- reward
- 5- mock exam

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- gets (example)
- 2- will pass
- 3- learns
- 4- cheat
- 5- will get up

• **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- If students refuse to learn their lessons, they will get bad averages.

- 2- Your class presentation will not be rewarded if you don't read the instructions.
- 3- If the students don't buy all their books, they will fail to the exam.
- 4- The teachers will give bonus if the students do their exercise.
- 5- If the students have good grades during the mock exam, they will have the chance to succeed at the final exam.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**
- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the text on page 26, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**expressing condition 2**". Then he will read the dialogue on page 26, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- quiz (example)
- 2- marked

- 3- reports
- 4- average
- 5- exam

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- **d** = If you worked hard at school, you'd get a good job.
- 2- **a** = If Konan behaved well, he would be the class prefect.
- 3- **b** = If you studied your lessons, your grades would be much better.
- 4- **f** = If you cheated, the teacher would punish you.
- 5- **c** = If you asked your classmates for help, they would explain the exercise to you.
- 6- **e** = If students listened to the teacher, they would understand the lessons.

• **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys: *students are not expected to give the same answers. The teacher will accept any other answer that fits.*

- 1- If all students accepted to work hard, ***they would all succeed.***
- 2- Corruption would definitely stop if ***offenders were severely punished.***
- 3- If ***she had a good behaviour,*** she would get married to him.
- 4- Success would be with him if ***he was humble.***
- 5- His parents would reward him if ***he passed his exam.***

• **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to do exactly the same thing.

- 1- In our system, if a student doesn't get the average, he will retake the school year oh he will be sacked from school.
- 2- If a student is always late at school, the administration will summon his parents.
- 3- If a girl is pregnant, she will be dismissed from school.
- 4- If you decided to come, I would tell you to be hardworking, respectful and be ready to buy all the documents demanded by the teachers.

UNIT 1: LIFE AT SCHOOL

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

Across

- 1- Farm
- 2- Quiz
- 3- Reward
- 4- Visit

Down

- 1- Assignment
- 2- Relatives

REVISION ACTIVITIES

Activity 1

- 1- visited (example)
- 2- used to be
- 3- used to play
- 4- started
- 5- used to queue

Activity 2

- 1- saw (example)
- 2- used to be
- 3- defeated
- 4- used to think
- 5- Danced

Activity 3

- 1- If I got a grade at Mathematics, *I wouldn't fail to my exam.*
- 2- If Ben failed for the third time, *he would leave school.*

- 3- I would not be ready for the mock exam, *if hadn't work so hard*.
- 4- If we played the marbles in class, *the teachers would punish us*.
- 5- If I were elected as the class prefect, *I would keep our class quiet*.

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task, will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.

UNIT 2: WOMAN AT WORK

LESSON 1: My life as a rural woman

LESSON CONTENT OVERVIEW

- **Learning context**

During the celebration of the International Women's Day, a group of students of 3^e 2 at Collège Moderne Ouereguekaha is doing a presentation on rural women's activities in order to inform their peers about these women's courage.

- ***In session 1:*** ask students to take their textbooks on page 31 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***What is the group of students doing?*** (Ans.: *They are doing a presentation*)
 - ***On which occasion are they doing that presentation?*** (Ans.: *It is on the occasion of the celebration of the International Women's Day*)
 - ***For which reason are they presenting on rural women's activities?*** (Ans.: *They are presenting on rural women's activities to inform their peers about these women's courage*)Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about rural women in a third session.
- ***In session 2:*** just recall the learning context.

- **Texts and pictures**

They can be used during the introductory activity phase. Give students a while to go quickly through the text or look at the pictures and ask them some questions.

Picture page 31

- ***What can you see in this picture?*** (Ans.: *I can see a woman and her baby, a hut, a bush, the sun ...*)
- ***Where is the woman? Or what is the place where the woman is?*** (Ans.: *The woman is in a village, she is next to a hut*)
- ***What is the woman doing?*** (The woman is walking, she is carrying her baby on her back, She is carrying firewood)

Text page 31: As the instructions state, ask the students to go through the text and list some of the difficulties faced by rural women. (Ans.: *they face problems like unemployment, limited job security, low wages ...*)

SESSION 1

- **Time to learn**
 - **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the pictures and the small texts on page 32, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is “**expressing abilities**”. Then he will read the dialogue on page 32, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- farming (example)
- 2- farmers
- 3- wages
- 4- unemployment
- 5- plot of land
- 6- agriculture

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

a)

What rural women can do	What rural women can't do
- to rear chicken	- to drive a car
- to fetch water from the river	- to earn high wages
- to carry heavy loads	- to teach at school

<ul style="list-style-type: none"> - to do farming - to ride a bicycle - to breastfeed children 	<ul style="list-style-type: none"> - to play tennis - to fly a plane
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b)

Example: A: What can rural women do? / What are rural women able to do?

B: They can rear chicken. / They are able to rear chicken.

The questions remain the same for all the elements. Only the answers will vary.

A: What can rural women do? / What are rural women able to do?

B: They can fetch water from the river. / They are able to fetch water the river.

They can carry heavy loads. / They are able to carry heavy loads.

They can do farming. / They are able to do farming.

They can ride a bicycle. / They are able to ride a bicycle.

They can breastfeed children. / They are able to breastfeed children.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

As a village woman, Binta **is able to** do several things. For example, she **is able to** work hard on farm; she is also able to collect her farm crops under the sun. She **is** also **able to** cook and look after her children at the same time. Binta's husband **is not able to** work like her. He **can't** do several things at a time. He **is not able to** / **is unable to** cook and can't also look after children carefully.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the dialogue on page 35, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the

board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**Reporting speeches**". Then he will present the sentences from the different tables on page 36, focusing on the structures.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Picture 1: to pound (example)

Picture 2: to winnow rice

Picture 3: to be illiterate

Picture 4: to carry firewood

Picture 5: to carry a baby on the back

Picture 6: to fetch water

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1- The village woman said that she didn't speak French.

2- The woman told her neighbour that she was going to say hello to her relatives.

3- He informed the journalist that the harvest began in September.

4- She told him that the river where they fetched water from was very far.

5- He said that he never made mistakes.

• **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- The rural woman declared, 'I am obliged to wake up very early every morning'.
- 2- Another woman added, 'my land belongs to my husband'.
- 3- An NGO manager recognized, 'men do not facilitate things to women'.
- 4- I met a woman who said, 'I haven't had holidays since last year'.
- 5- African women generally tell their husbands, 'we rely on you'.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

I travelled to a Liberian village next to the Ivorian border. I met some brave Liberian rural women. They wake up very early in the morning their activities. They start by fetching water from the well. Then they cook their families' breakfast while sweeping their houses. Besides all their domestic chores, rural women have various activities. Some women work on farm. They grow crops and fetch firewood. Some others sell buy farm products and sell them at the market. Rural women are hardworking women but they face some difficulties. Not only they do many tasks at a time but their husbands don't help them. In addition, they are illiterate and they don't earn a lot of money. Some women told me that they were completely dependent on their husband because they are illiterate while their husband can read and write.

UNIT 2: WOMEN AT WORK

LESSON 2: Do African women have rights and duties?

LESSON CONTENT OVERVIEW

- **Learning context**

A student at Lycée Moderne 1 Adzopé receives his Ghanaian pen friend during the long holidays. When discussing one day, they mention women's rights and duties in their different countries and decide to compare them.

- ***In session 1:*** ask students to take their textbooks on page 39 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- ***Who does the student of LM1A receive?*** (Ans.: *He receives his Ghanaian pen friend*)
- ***What do they mention in their discussion?*** (Ans.: *They mention women's rights and duties in their different countries*)
- ***For which reason do they talk about women's rights and duties in their different countries?*** (Ans.: *They talk about women's rights and duties in their different countries to compare them*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able discuss African women rights and duties in a third session.

- ***In session 2:*** just recall the learning context.

- **Picture**

This picture can be used during the introductory activity phase. Give students a while to look at the picture and ask them some questions.

- ***What can you see in this picture?*** (Ans.: *I can see a scale, a scale used to weigh rights and duties*)
- ***What does this picture mean to you? / How do you understand this picture?*** (Ans.: *I can see that we all have duties and rights, rights and duties are equal, duties and rights have the same importance*)

SESSION 1

- **Time to learn**

- **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the text on page 40, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and

then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**comparing (superiority)**". Then he will present the structures through the dialogues, the chart and the tables on pages 40, 41. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1-e (example), 2-h, 3-d, 4-b, 5-g, 6-c, 7-f, 8-a

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Women's skill level in application is higher than men's.
- 2- Women's level of technological competence is lower than men's.
- 3- Men's ability to learn new things is more significant than women's.
- 4- Women's creativity is more developed than men's.
- 5- Women's ability to communicate is better than men's.

• **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- In my city, women's rights are more violated than men's. (Example)

- In my city, men's rights are more respected than women's.
- In village men's rights are more guaranteed than women's.
- In my village, men's rights are better than women's.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the information from the table on page 43, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**comparing**". Then he will go through the dialogue on page 43, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

RIGHTS	DUTIES
<ul style="list-style-type: none"> - To get education - To receive medical care - Not to be victim of genital mutilation 	<ul style="list-style-type: none"> - To take care of children - To respect men's rights - To respect the country's constitution

- To have pets	- To pay taxes
- To live in a household	- To treat children equally

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

NB: While setting the task, the teacher will tell the students that the words number 7 and 8 are not concerned.

Answer keys:

- 1- Taltio's work is less stressful than Lucie's.
- 2- Lucie's work is less hard than Taltio's.
- 3- Lucie's work is as long as Taltio's.
- 4- Lucie's work is less tiring than Taltio's.
- 5- Lucie's work is less physical than Taltio's. (Example)
- 6- Taltio's work is less intellectual than Lucie's.

• Time to extend

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- Men have less duties at home than women.
- 2- Village women should be as respected as city's women.
- 3- Office work is less tiring than farm work.
- 4- Girls don't have as many duties as mothers.
- 5- Paying children's school fees is as important as paying taxes.

• My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

I have recently conducted a study about women's rights and duties in a village in the north of Côte d'Ivoire. One thing that I really appreciated in that village is that all the girls have the right to be educated. The women of the village have access to housing and medical care. But they also have some duties. They have the duty to do the domestic chores. They also the duty to take care of their children and respect their husband. Unfortunately, girls in some families are victims of genital mutilation. At the end of my study, I concluded that the men and women of the village have rights and duties. However, not only women's rights are less respected than men's but also, women's duties are more numerous than men's.

UNIT 2: WOMEN AT WORK

LESSON 3: My daughter should go to school

LESSON CONTENT OVERVIEW

- **Learning context**

During an English club meeting, the students of 3^e of Lycée Moderne of Dimbokro discuss the importance of girls' education in order to sensitize their parents at home.

- ***In session 1:*** ask students to take their textbooks on page 39 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Who are the students?*** (Ans.: *They are at the English club meeting*)
 - ***What do they discuss?*** (Ans.: *They discuss the importance of girls' education*)
 - ***For which reason do they discuss the importance of girls' education?*** (Ans.: *They discuss the importance of girls' education in order to sensitize their parents at home*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to discuss the importance of girls' education in a third session.

- ***In session 2:*** just recall the learning context.

- **Picture**

This picture can be used during the introductory activity phase. Give students a while to look at the picture and ask them some questions.

- ***What can you see in this picture?*** (Ans.: *I can see some children, a boy and some girls ...*)
- ***How many boys are there?*** (Ans.: *there is one boy*)
- ***How many girls are there?*** (Ans.: *There are four girls*)
- ***Where are the children going?*** (Ans.: *They are going to school, they are coming from school*)

SESSION 1

- **Time to learn**

- **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the text on page 48, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and

then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**expressing opinions**". Then he will read the sentences on page 49, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- go to school (example)
- 2- send
- 3- drop from school
- 4- school tuition
- 5- be educated
- 6- gives birth
- 7- proud
- 8- schooling

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- To me (example)
- 2- In my opinion / in my view point
- 3- I Think
- 4- Believe
- 5- in my view point / In my opinion

6- I think that

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

OTHER STUDENT'S OPINIONS	AGREE	DISAGREE
1- Girls should be sent to school at the age of 6.		
2- Girls should not go to the same schools as boys.		
3- Girls' schooling should be free.		
4- Girls should not study subjects like Mathematics and Chemistry.		
5- Girls should go to school beyond 3 ^e .		
6- Girls should be kept at home for house chores.		
7- Pregnant girls should be expelled from school.		

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the table on page 51, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**agreeing and disagreeing with someone's opinion**". Then he will read the sentences and present the table on page 52, focusing on the structures. He will make the students repeat after him in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Situation 2
- 2- Situation 6
- 3- Situation 1
- 4- Situation 5
- 5- Situation 4
- 6- Situation 3

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

The teacher will allow the students to give their opinion and justify it. Different answers are possible.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

This activity is a discussion. Each pair of students can have their own classification provided that they justify their choices.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

Yeo: To me, girls' education is unnecessary.

Gonto: I agree with you Yeo. Girls should not go to school.

Konan: Are you joking? How can you say that?

Yeo: No, I am not joking at all. I believe that girls' place is at home.

Sery: I don't think so. Girls are as intelligent as boys. Like boys, girls can succeed at school too.

Gonto: I don't agree with you. Girls are lazy. They don't like studying.

Konan: Not all of them. Today we have many examples of successful educated women.

Yeo; Compared to men, their number is rather low. However, all the girls will become mothers. It is important for them to stay at home and learn to take care of the family.

Sery: As far as I am concerned, I prefer an educated mother. She is more likely to give her children a much better education.

Gonto: Indeed! You are right.

Yeo: Yes Gonto, I didn't think of that aspect but now I can see that they are right. Girls should be educated.

UNIT 2: WOMEN AT WORK

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

Mention that some white squares will be left empty after writing all the words. The students have to focus on the definitions or synonyms of the words to find them.

Across

- 1- Duties
- 2- Unemployment
- 3- Iron
- 4- Drop

Down

- 1- Firewood
- 2- Winnow
- 3- Farmer

REVISION ACTIVITIES

Activity 1

- 1- Is able to (example)
- 2- Can
- 3- Can
- 4- Is not able / can't
- 5- Can

Activity 2

- 1- The village woman said that her rights were not respected.
- 2- The woman told her neighbour that she was going to complain to the government.
- 3- He informed the journalist that school began in September.
- 4- She told him that the river where they fetched water from was very far.
- 5- He said that he was for girls' education.

Activity 3

- 1- more challenging (example)
- 2- easier
- 3- more tiring
- 4- better
- 5- more pitiful
- 6- worse

Activity 4

While setting the task, the teacher will tell the students to put an “s” to winnow.

- 1- wages (example)
- 2- send
- 3- winnows
- 4- school tuition
- 5- be educated
- 6- pregnant
- 7- proud
- 8- girls’ schooling

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task, will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.

UNIT 3: TRAVELLING

LESSON 1: How do people travel?

LESSON CONTENT OVERVIEW

- **Learning context**

A student from Lycée Moderne Bouaflé writes an email to his American pen friend to describe the different means of transport used in Côte d'Ivoire.

- ***In session 1:*** ask students to take their textbooks on page 59 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- ***What does the student of LMB write?*** (Ans.: *He writes an email*)
- ***Who does he write to?*** (Ans.: *He writes to his American pen friend*)
- ***For which reason does he write that email?*** (Ans.: *He writes to describe the different means of transport used in Côte d'Ivoire*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to write about the means of transport used in our country in a third session.

- ***In session 2:*** just recall the learning context.

- **Pictures**

The pictures can be used during the introductory activity phase. Give students a while to look at the pictures and ask them some questions:

- ***How many pictures are there?*** (Ans.: *There are eleven pictures*)
- ***What can you see in these pictures?*** (Ans.: *I can see some means of transport*)
- ***What do they permit to do?*** (Ans.: *They permit to travel*)

SESSION 1

- **Time to learn**

- **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the pictures on page 59 and the dialogue on page 60 in the student's book. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**Expressing preferences**". Then he will read the sentences on page 60, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- To go on foot (example)
- 2- To ride a bicycle
- 3- To fly a plane
- 4- To sail a boat
- 5- To ride a horse
- 6- To drive a bus
- 7- To drive a train
- 8- To drive a taxi

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Ike gives the reasons why he is writing his email in paragraph 1.
- 2- In paragraph 2, he writes about the different means of transport people use in his city. He quotes cars, taxis, trains, buses and tricycles.
- 3- To talk about people's preferences, he uses: prefer travelling, would rather travel, prefer to.
- 4- In the last paragraph, he ask his friend about the means of transport that are in his city and the ones he prefers.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- on (example)
- 2- in
- 3- in
- 4- in
- 5- by
- 6- by

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (vocabulary)**

The teacher will present vocabulary through the pictures and the text on pages 59 and 62, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**Expressing preferences and giving reasons**". Then he will read the sentence on page 63, focusing on the structures. He will make the students repeat the structures after him in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the

feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Balloon (example)
- 2- Helicopter
- 3- Ship
- 4- Yacht
- 5- Tram(way)
- 6- (Underground) train
- 7- Rollers
- 8- skateboard

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Workers go to work by underground because it is faster.
- 2- John goes to school on rollers because it is easier to skate.
- 3- People in developing countries prefer to travel by bus because it is cheaper.
- 4- Tourists cross the lagoon on yacht because it is comfortable.
- 5- Scientists travel in balloon to make research because it is slower.

• **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- because (example)
- 2- because
- 3- because of
- 4- because
- 5- because of

• **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a

group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to do exactly the same thing.

Hello Dave

How are you doing! I have received your email. I am writing to tell you the different means of transport in my country and the ones people prefer.

People use different means of transport to move around the city and to move a city to another one in the country. In cities, people use cars, taxis, buses, motorcycles and bicycles. From cities to cities, they use planes, buses and trains.

To move around the city, people prefer going by taxi. From cities to cities, they prefer travelling by bus. These are the cheapest means of transport in my country.

As far as I concerned, I prefer going by motorbike. Not only it is cheaper but also it guarantees an easier access to many places.

Lots of love, Kouman.

UNIT 3: TRAVELLING

LESSON 2: Travelling by plane is so exciting!

LESSON CONTENT OVERVIEW

- **Learning context**

A student of 3^e 8 from Lycée Modene 2 Bouaflé has been invited by his British pen pal, Smith. It is the first time for that student to travel by plane. After coming back home, he writes an email to Smith to explain how the travel was.

- ***In session 1:*** ask students to take their textbooks on page 65 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Who has invited the student of LM2B?*** (Ans.: *He has been invited by his British pen pal*)
 - ***Which means of transport did he use?*** (Ans.: *He travelled by plane*)
 - ***Who does he write to?*** (Ans.: *He writes to his pen pal Smith*)
 - ***For which reason does he write the email?*** (Ans.: *He writes the email to explain how the travel was*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to write about a travel by plane in a third session.

- ***In session 2:*** just recall the learning context.

- **Pictures**

The pictures can be used during the introductory activity phase. Give students a while to look at the pictures and ask them some questions:

- ***How many pictures are there?*** (Ans.: *there are fourteen pictures*)
- ***What can you see in these pictures?*** (Ans.: *I can see a plane, an airport, people who want to travel, some travelling papers, some luggage...*)

SESSION 1

- **Time to learn**
 - **Vocabulary**

The teacher will present vocabulary through the pictures on page 65 and the dialogue on page 66 in the student's book. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration

(picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Language function**

The teacher will set a context to arouse the students' awareness of the language function which is "**comparing**". Then he will provide the students with some sentences, focusing on the structures: **more + long adjective + than and short adjective- er + than**. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- A visa
- 2- A passport
- 3- A traveller
- 4- A plane ticket
- 5- The luggage
- 6- An airport
- 7- Check-in desk
- 8- Departure lounge

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- London airport is larger than Abidjan Airport. / Abidjan Airport is narrower than London Airport.
- 2- Passengers at London Airport are more numerous than passengers at Abidjan Airport. / Passengers in Abidjan Airport are fewer than passengers in London Airport.

- 3- The traffic in London is denser than the traffic in Abidjan. / The traffic in Abidjan is more relaxed than the traffic in London.
- 4- Planes in London are newer than planes in Abidjan. / Planes in Abidjan are older than planes in London.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- d (example)
- 2- e
- 3- c
- 4- f
- 5- a
- 6- b

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However, the teacher can find some expressions useful for a group or pair work or for feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the dialogue on page 68, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness to the language functions which are "**emphasizing feelings**" and "**using double comparative**". Then he will read the sentences on page 68, focusing on the structures. He will make the students repeat the structure after him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- This paragraph is going to be about a travel by plane.
- 2- The writer describes his travel by plane.
- 3- The writer was very happy to travel by plane.

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Nowadays, air travels are safer and safer. (example)
- 2- Today, there are more and more people in cities.
- 3- The streets are more and more dangerous now.
- 4- Our classroom evaluation are easier and easier.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

These people are at the airport. They are boarding the plane to travel. Before that, they first booked their seats from travel agencies. Then they went to airport to let customs officers and policemen check their visa, passport and luggage. Finally they filled in the boarding pass and waited in the departure lounge.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

When my pen pal Smith invited to London, I was really excited. I called a travel agency to book a seat. The day of the travel, I went to the F.H. Boigny Airport. It was my first time to get there. It was amazing. I found the airport huge and crowded. There were many travellers and there were also other people who came to welcome their relatives or see them off. As for, I had my visa and my passport checked. Then I waited in the departure lounge until they announced our departure on the departure board. When we boarded, I was a bit scared because it was my first time but finally, everything went well. On board, stewards and stewardess brought us food and drinks. I really enjoyed the journey.

UNIT 3: TRAVELLING

LESSON 3: Let's visit London

LESSON CONTENT OVERVIEW

- **Learning context**

A British student wrote a message on WhatsApp to his pen pal in 3^e 8 of Lycée Moderne 2 Bouaflé to invite him to London. During his stay, he visited many places. Once back home, his English teacher asks him to write a paragraph about the tourist attractions he visited there in order to inform his mates about his travel.

- ***In session 1:*** ask students to take their textbooks on page 71 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- ***Where did the student of LM2B travel? (Ans.: He travelled to London)***
- ***Once back home, what did his English teacher ask him to do? (Ans.: His teacher asked him to write a paragraph)***
- ***For which reason should he write the paragraph? (Ans.: He should write the paragraph to inform his mates about his travel)***

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to write about tourist attractions in a third session.

- ***In session 2:*** just recall the learning context.

- **Pictures**

They can be used during the introductory activity phase. Give students a while to look at the pictures and ask them some questions

- ***How many pictures are there? (Ans.: There are sixteen pictures)***
- ***What can you see in these pictures? (Ans.: I can see different places)***
- ***What are these places? (Ans.: there are places tourists like to visit, tourist attractions)***

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 71 and the dialogue on page 72, the textbook. He will draw the students' attention to the name of the different places. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write

on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language functions which are “**making suggestions**”, “**accepting**” and “**refusing**”. Then he will read the sentences on page 72, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Tower Bridge
- 2- Greenwich meridian
- 3- London Eye
- 4- Trafalgar Square
- 5- Wembley Stadium
- 6- University of Oxford
- 7- Buckingham Palace
- 8- Emirates Stadium

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- e
- 2- h
- 3- g
- 4- f
- 5- c

- 6- b
- 7- a
- 8- d (example)

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- Neighbour: let's go to visit the London eye today.
You: I'm afraid I can't. I'm so tired.
- 2- Neighbour: We could go to see the Meridian in Greenwich.
You: Great idea. It will be my first time to see it.
- 3- Neighbour: Shall we go to watch a football match at Wembley?
You: That's a good idea. I love football.
- 4- Neighbour: Let's go for a walk at Trafalgar Square.
You: I'm sorry. There are too many people there.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for feedback on the activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 71 and the dialogue on page 75 in the student's book. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness to the language function which is "making suggestions", "accepting" and "refusing". Then he will read the sentences on page 76, focusing on the structures. He will make the

students repeat the structures after him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Tower of London
- 2- London Underground
- 3- River Thames
- 4- National Gallery
- 5- Hyde Park
- 6- Big Ben
- 7- Westminster Palace
- 8- Museum of London

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Neighbour: Why don't we go to visit the Tower of London?
You: No way! It's too far from here.
- 2- Neighbour: How about taking a bus to Manchester?
You: That would be nice. I like to travel by bus.
- 3- Neighbour: How about drinking a cup of tea at home?
You: No way. I prefer coffee.
- 4- Neighbour: Why don't we visit the Museum of London?
You: It's a waste of time. Visiting a museum is so boring.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- Westminster Palace
- 2- Big Ben
- 3- Tower of London
- 4- National Gallery
- 5- London underground
- 6- Hyde Park
- 7- Museum of London (example)
- 8- River Thames

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for feedback on the activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

I am in London to continue my studies. London is very big and very beautiful, with many tourist attractions. As school has not started yet, I have had the opportunity to visit the city. So far I have visited the Museum of London and the National Gallery. I have also visited Westminster Palace in central London. There I had the opportunity to see Big Ben which a huge clock hung in the tower of Westminster Palace. I have watched some football matches at the Emirates stadium where Arsenal FC plays. Last week, I even went to Hyde Park which is a royal park in the city of Westminster. Now, I am planning to visit the Greenwich Meridian. I am excited to live in London, it is so wonderful.

UNIT 3: TRAVELLING

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

- 1- Bicycle
- 2- Horse / Camel / Donkey
- 3- Plane
- 4- Motorbike/motorcycle
- 5- Ship
- 6- Train
- 7- Scooter/tricycle
- 8- Canoe

REVISION ACTIVITIES

Activity 1

1- A plane	2- A yacht	3- A van	4- A tram(way)
5- A Lorry	6- A canoe	7- A motorbike	8- A car
9- A bus	10-A bicycle	11-A helicopter	12-A police car
13-A cab/ taxi	14-A coach	15-A train	16-A fighter plane

Activity 2

- 1- To drive a car / a truck / a bus
- 2- To go on foot
- 3- To row a boat
- 4- To paddle a canoe
- 5- To ride a bicycle / a horse /
- 6- To fly a balloon / a plane / a helicopter
- 7- To pilot a yacht
- 8- To skate on rollers

Activity 3

- 1- on
- 2- on
- 3- in
- 4- in
- 5- by
- 6- on
- 7- on

Activity 4

- 1- It is a plane.
- 2- The plane is on a runway.
- 3- It can be parked in an airport.
- 4- It is flown by a pilot.
- 5- It is used for long distances.

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.

UNIT 4: FASHION

LESSON 1: Look at my clothes

LESSON CONTENT OVERVIEW

- **Learning context**

During an English class, the students of 3è from Lycée Moderne 2 Bouaflé watch a video on fashion in order to write a paragraph about different clothing items.

- ***In session 1:*** ask students to take their textbooks to page 81 and read the learning context in silence for one minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- ***What do the students watch?*** (Ans.: *They watch a video*)
- ***What is the video about?*** (Ans.: *it is on fashion*)
- ***For which reason do they watch that video?*** (Ans.: *They watch that video to write a paragraph about different clothing items*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to write about fashion in a third session.

- ***In session 2:*** just recall the learning context.

- **Pictures**

The pictures can be used during the introductory activity phase. Give students a while to look at the pictures and ask them some questions.

- ***How many pictures are there?*** (Ans.: *There are twenty pictures*)
- ***What can you see in these pictures?*** (Ans.: *I can see different clothes*)

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 81 and the text on page 82, of the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language functions which are “**expressing preferences**” and “**giving reasons**”. Then he will read the sentences on page 82, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Jeans (example)
- 2- A jacket
- 3- A bow tie
- 4- Trainers
- 5- A vest
- 6- A T-shirt
- 7- A mini-skirt
- 8- Tights

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- because (example)
- 2- because of
- 3- for this reason
- 4- because
- 5- for this reason

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- because (example)
- 2- Because
- 3- Because of
- 4- For this reason
- 5- For this reason

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However, the teacher can find some expressions useful for a group or pair work or for feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 81 and the text on page 84, of the textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language functions which are “**expressing preferences**” and “**giving reasons**”. Then he will read the sentence on page 84, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Kita (example)

- 2- Kilt
- 3- Madiba shirt
- 4- Djellaba
- 5- Kente
- 6- Kimono
- 7- Agbada
- 8- Sari

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- As she is going to a marriage, she wears an embroidered bazin dress.
- 2- Since they must do a class presentation, students did research on Google.
- 3- My grandfather likes African clothing that is why he always dresses in Kita cloth.
- 4- As new clothes are very expensive, young people cannot afford them.
- 5- Since I'm an Ivorian designer, I'll keep on promoting the Ivorian culture.
- 6- Elderly people want to preserve their cultural heritage. That is why they would rather wear traditional clothes.

• Time to extend

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- As / Since
- 2- That is why
- 3- As / Since
- 4- That is the reason why
- 5- As / Since

• My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However, the teacher can find some expressions useful for a

group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

People wear different types of clothes. All over the world, young people have the same dress code. They prefer wearing modern clothes. For example, boys like wearing jeans, shorts t-shirts, short-sleeve-shirts, and trainers. Girls like wearing body t-shirts, mini-skirts and dresses. They dress such a way because those types of clothes are cheap and also because of the hot weather. To follow they trend and be fashionable, some of them wear baggy clothes and caps. In contrast, older men like wearing suits, trousers, long-sleeved shirts, jackets with ties or bow-ties and shoes. Older women prefer long skirts and blouses. Older people wear such clothes because of professional, religious or social reasons. As far as elderly people are concerned, they prefer wearing traditional clothes as a way of preserving their cultural heritage.

UNIT 4: FASHION

LESSON 2: Come to the fashion show!

LESSON CONTENT OVERVIEW

- Learning context

The 3^e 3 students from Lycée Moderne 2 Daloa have just attended a fashion show organised by the American Cultural Centre. To share what they learnt with their friends of the English Club, some of them decide to write a paragraph to be published in the magazine of the club.

- ***In session 1:*** ask students to take their textbooks on page 87 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Which ceremony did the students attend?*** (Ans.: *They attended a fashion show*)
 - ***Who organised that ceremony?*** (Ans.: *It was organised by the American Cultural Centre*)
 - ***What did some students decide to do after the show? For which reason?*** (Ans.: *They decided to write a paragraph to share what they've learnt with their friends of the English club*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to write about a fashion show in a third session.

- ***In session 2:*** just recall the learning context.

- Pictures

The pictures can be used during the introductory activity phase. Give students a while to look at the pictures and ask them some questions.

- ***What can you see in these pictures?*** (*I can see some clothes, people...*)
- ***What are these people doing?*** (Ans.: *they are walking / parading to presenting new clothes*)

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 87 and the text on page 88, of the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the

teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**expressing likes**". Then he will read the sentences on page 88, focusing on the structures. He will make the students repeat after him in chorus first and then in group and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- b (example)
- 2- e
- 3- d
- 4- a
- 5- c

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- a- Designers like designing models of clothes.
b- Designers love designing models of clothes.
c- Designers are fond of designing models of clothes.
d- Designers are crazy about designing models of clothes.
- 2- a- Women like attending fashion shows.
b- Women love attending fashion shows.
c- Women are fond of attending fashion shows.
d- Women are crazy of attending fashion shows.

- 3- a- Buyers like buying the collections.
b- Buyers love buying the collections.
c- Buyers are fond of buying the collections.
d- Buyers are crazy about buying the collections.
- 4- a- Girls like watching fashion exhibitions on TV.
b- Girls love watching fashion exhibitions on TV.
c- Girls are fond of watching fashion exhibitions on TV.
d- Girls are crazy about watching fashion exhibitions on TV.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- F
- 2- T
- 3- F
- 4- T
- 5- F
- 6- T

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the text on page 90, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which are "**expressing dislikes**". Then he will read the sentence on page

90, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- fashion weeks
- 2- creators
- 3- tendency
- 4- in accordance with
- 5- convey
- 6- sellers (example)
- 7- brands
- 8- advertise

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- My father dislikes fashion shows on TV. (example)
- 2- John is not fond of practising sports.
- 3- Ramatou hate to be a fashion designer.
- 4- Some youngsters don't like wearing brand new clothes.
- 5- The buyer does not like articles of bad quality.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- d

- 2- f
- 3- a
- 4- g
- 5- c
- 6- b
- 7- e

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

Last week, I attended a fashion show held at Hotel Sofitel in Abidjan. It was a very interesting event. The room of the ceremony was well decorated and fairly crowded. I met many people there. Designers came to display many creations worn by very skilful top models. The audience was composed of buyers, sellers, journalists and fashion lovers. We discovered new designs of trousers, shirts, skirts and dresses. Everything was brilliant. I felt so excited and glad to take part in such an event. I wish I were there with all my mates of the English Club. The next Fashion Week is in South Africa, I encourage all of you to attend it. You will not regret it.

UNIT 4: FASHION

LESSON 3: Keep your skin natural

LESSON CONTENT OVERVIEW

- **Learning context**

The 3^e students of lycée Moderne Akoupé have just taken part in a conference in English on the misuse and bad effects of cosmetics. In order to inform their friends about what they learnt at that conference, they decide to write a paragraph to be published in the magazine of the English Club of their school.

- ***In session 1:*** ask students to take their textbooks on page 93 and read the learning context in silence for one minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- ***Which ceremony have the students just taken part in?*** (Ans.: *They have taken part in conference*)
- ***What was the conference about?*** (Ans.: *It was about the misuse and bad effects of cosmetics*)
- ***What did the students decide to do after the conference? For which reason?*** (Ans.: *They decided to write a paragraph to inform their friends about what they've learnt at that conference*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to write about the consequences of some cosmetics in a third session.

- ***In session 2:*** just recall the learning context.

- **Pictures**

The pictures can be used during the introductory activity phase. Give students a while to look at the pictures and ask them some questions.

- ***What can you see in these pictures?*** (Ans.: *I can see different sorts of cosmetics ...*)
- ***What do we use these for?*** (Ans.: *we use them on the skin, the face or the hair to become more attractive*)

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 93 and the text on page 94, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them

enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**giving advice**". Then he will read the sentence on page 94, focusing on the structures. He will make the students repeat after the structures him, in chorus first and then in groups and/or individually.

• **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- c (example)
- 2- f
- 3- a
- 4- g
- 5- e (in the student book, it is written "beaching" instead of bleaching). The teacher should correct it while setting the task.
- 6- b

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- should (example)
- 2- should
- 3- shouldn't
- 4- should
- 5- shouldn't

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

1-d, 2-f, 3-b, 4-a, 5-c, 6-e

My sisters use a variety of cosmetics. They used to have a dark complexion. But now, they all have a fair complexion. However, some cosmetics are very harmful. They are exposed to many dangers. In fact, bleaching creams can cause skin cancer.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 93 and the text on page 97 in the student's book. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which are "**expressing causes and effects**". Then he will read the sentences on page 97, focusing on the structures. He will make the students repeat after the structures him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the

feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- False eyelashes
- 2- tattoos
- 3- side effects
- 4- skin cancer / spots
- 5- mascara
- 6- body lotion
- 7- hair extensions

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- If she uses bleaching creams, she will destroy the colour of her skin.
(example)
- 2- If you use too much bleaching creams, you will have many pimples all over your body.
- 3- If you use cosmetics moderately, you will have a beautiful skin.
- 4- If you bleach your skin, you will have side effects.
- 5- If you use lightening creams, it will cause you skin cancer.

• **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- c: If you wear false eyelashes too often, you will have problems of sight.
- 2- d: If women use hair spray often, they will be more attractive.
- 3- e: If people use perfume, they will smell good.
- 4- g: The boy will be punished if he makes too much noise.
- 5- f: If she doesn't study hard, she won't pass her exam.
- 6- b: The headmaster will punish the students if they fight at school.
- 7- a: We will win prizes if we study seriously.
- 8- h: If you use bleaching products too much, you will get side effects like dots and pimples on your skin.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

The production below is a suggestion, students are not supposed to make exactly the same.

Today people use different sorts of cosmetics for the skin, their hair or their face. However, some cosmetics products can be very harmful to their health. Among the dangerous products, we have the false eyelashes. A frequent use of false eyelashes can provoke problems of sight. Other dangerous cosmetic products are the bleaching creams. Indeed, bleaching creams have many side effects. They can destroy the colours of the skin and cause dots and pimples on the skin. They can even lead to skin cancer.

Since cosmetics have side effects on people's life, people should pay attention to their use. Generally speaking, they should use cosmetic products moderately. But as for bleaching creams, they should simply avoid to use them.

UNIT 4: FASHION

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

- a- Kente
- b- Boubou (example)
- c- Habesha kemis
- d- Kita
- e- Kanzu
- f- Djellaba
- g- Iro ati buba
- h- Agbada
- i- Isidwaba
- j- Shuka
- k- Toghu

REVISION ACTIVITIES

Activity 1

- 1- Trousers
- 2- Bra
- 3- Hat
- 4- Dress
- 5- Cap
- 6- T-shirt (example)
- 7- Sunglasses
- 8- Shoes
- 9- Belt
- 10- Shorts
- 11- Wrapper
- 12- socks

Activity 2

- 1- because of (example)
- 2- because
- 3- because of
- 4- because of
- 5- because of
- 6- because of
- 7- because

Activity 3

- 1- d
- 2- f
- 3- e
- 4- g (example)
- 5- a
- 6- c
- 7- b

Activity 4

- 1- shouldn't
- 2- shouldn't (example)
- 3- should
- 4- should
- 5- shouldn't
- 6- should
- 7- shouldn't
- 8- should
- 9- should
- 10- shouldn't

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task, will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.

UNIT 5: CITY OR VILLAGE?

SKILL: LISTENING

LESSON 1: LIFE IN ABIDJAN

LESSON CONTENT OVERVIEW

✓ LEARNING CONTEXT:

At the English club meeting, the students of 3è1 of Lycée Moderne Pogo listen to an audio recording related to city life in order to take part in the debate of the day.

- What do the students listen to? (*They listen to an audio recording*)
- What is the audio recording about? (*It's about city life*)
- Why are they listening to the audio? (*They will take part in the debate of the day*)

- **Texts and pictures**

They can be used during the introductory activity phase. The teacher will give the students a while to go quickly through the text or look at the pictures and ask them some questions.

Picture page 103):

- What can you see in the picture? (*Many houses and buildings, a lot of cars and lorries, many people in the streets, a roundabout, etc...*)

Where do you think we are? In a city or a village? (*In a city*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about village and city life in the third session

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 104, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words using the appropriate teaching techniques: use of pictures, drawings. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write, on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**expressing past preferences**". Then he will read the sentences on page 110, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individual

The teacher can make a deductive or inductive presentation of expressing preferences.

Time to practise

Activity 1:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible

Answer keys

- 1- Town (example)
- 2- Crossroads
- 3-Skyscrapers
- 4- Shanty town
- 5- Tarred road
- 6- Office
- 7- Factory
- 8- Mall
- 9- Highway

- 10- Traffic lights
- 11- Traffic jam
- 12- Toll bridge

Activity 2:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible

Answer keys

- 1- I prefer living in the city. Or I would rather live in the city. (Example)
- 2- I prefer travelling to the nearby town. Or I'd rather travel to the nearby town.
- 3- My sister prefers working in a factory. Or my sister would rather work in a factory.
- 4- My dad prefers working in an office. Or my dad would rather work in an office.
- 5- My classmates prefer speaking English. Or my classmates would rather speak English.
- 6- Mary prefers going shopping in a mall. Or Mary would rather go shopping in a mall.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available. Here there is no correct or wrong answer, because it's a problem of preferences. What is at stake here is the correct use of the expressions of preferences.

Answer keys

- 1. Example.
- 2. B: I prefer playing tennis / I would rather play tennis.
B: I prefer playing golf / I would rather play golf.
- 3. B: I prefer living in town/ I would rather live in town.
B: I prefer living in a village/ I would rather live in town.
- 4. B: I prefer eating apples/ I would rather eat apples. (Students will give the types of fruit they prefer.)
- 5. B: I prefer speaking French (my mother tongue...)/ I'd rather speak French (my mother tongue...)

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback

This part is meant to help learners built their vocabulary, their language skills by keeping a notebook of expressions, phrases, lexical items of value for them.

The teacher demonstrates meaning of these expressions and asks students to keep them in their notebook for use in their speaking, writing...

SESSION 2

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 106, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words using the appropriate teaching techniques: use of pictures, drawings,. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write, on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

The teacher should prompt students to find out advantages and disadvantages of city life.

- 1- Advantages of city life.
 - Access to electricity and water supply.
 - Access to both education and health facilities
 - Access to shopping centers.
 - Existence of many entertainment facilities (cinemas pubs...).
- 2- Disadvantages of city life.
 - Expensive city life (housing, food, transportation...)
 - Overpopulation that creates crowded places, rush hours, and traffic jams.

High level of pollution due to factory wastes or exhausts, car fumes.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**expressing wishes**". Then he will read the sentences on page 114, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individual

The teacher can make a deductive or inductive presentation of expressing wishes.

Time to practise

Activity 1:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to read the passage of the activity , then he/she will read the passage twice as they complete the task; (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will

then conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible

Answer keys

1- city dwellers 2- rush hours 3-expensive 4-people 5- entertainment 6- cinemas and pubs

Listening passage

City life is not easy at all. To go their work places, **city dwellers** have to wake up very early to avoid the traffic jams of the morning **rush hours**. In addition transport fees are really **expensive** despite the availability of various means of transport. **People** are also exposed to the noise pollution due to **entertainment** facilities such as **cinemas and pubs**

Activity 2:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible

Answer keys

- 1- Example
- 2- Mary wishes she ate at this European restaurant.
- 3- Madou wishes he had a good job in Paris.
- 4- Jack and Jill wish they visited a mall.
- 5- My parents wish they bought a big house in the city.
- 6- City dwellers wish they got less traffic jams.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys

1-c (example), 2-d, 3-f, 4-a, 5-h, 6-g, 7-b, 8-e.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback

This part is meant to help learners built their vocabulary, their language skills by keeping a notebook of expressions, phrases, lexical items of value for them.

The teacher demonstrates meaning of these expressions and asks students to keep them in their notebook for use in their speaking, writing...

SESSION 3

COMMUNICATION ACTIVITY

The teacher will through the instructions carefully to make students understand what they must do. They he will play the recording each time for the students complete the different tasks or read the text aloud (A, B and C).

A. 3

B. 1.c, 2.c, 3.b, 4.b.

C. Although city life is expensive and polluted, I'd rather live in the city because we can easily have access to electricity and water supply, education and health facilities like schools, universities and hospitals. We can also have shopping centers, and there are many entertainment facilities like, cinemas, pubs where we can have good times with friends.

Listening passage

There are many advantages and disadvantages in city life. In the city, people have an easy **access to electricity and water supply**. They also have an **easy access to both education and health facilities** Another advantage of city life is **access to malls and shopping centers**. In addition, city dwellers have many entertainment facilities where they can go to enjoy and relax. City life also has many **disadvantages**. Firstly, life in cities is **expensive**. Then, cities are overpopulated. Streets, work places and shopping centers are crowded, mainly at rush hours. The huge numbers cars provoke traffic jams and a high level of noise. As a consequence, city dwellers face air and noise pollution.

LESSON 2: MY WONDERFUL VILLAGE (Pages 109-114)

LESSON CONTENT OVERVIEW

At the English club meeting, the students of 3ème of Lycée Municipal 2 Koumassi listen to a passage related to village life in order to collect information for a competition organised by the British Council.

- **In session 1:** ask the students to take their textbook on page 109 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
- What do the students of 3è 4 of Lycée Municipal 2 Koumassi do? (*They listen to a passage*)
- What is the listening passage about?(*It's about village life*)
- Why are they listening to the passage?(*To collect information for a competition*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about life in the village in the third session.

In session 2: just recall the learning context

- **Texts and pictures**

They can be used during the introductory activity phase. The teacher will give the students a while to go quickly look at the picture on page 109 and ask them some questions.

- ***What can you see in the picture?*** (Answer: Houses and huts, trees.)
- Where do you think we are? In a town or a village?(Answer :We are in a village)
- For you, is village life difficult or easy? Why? (Answers may vary)

SESSION 1 (Page 110-111).

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 110, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**expressing feelings**". Then he will read the sentences on page 110, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read some expressions for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- (example)
- 2- bumpy road
- 3- 3- farmer
- 4- something that is not expensive is
- 5- place in a village where people meet
- 6- leader of a village
- 7- someone who likes to receive people is..

Listening passage

1- someone who lives in the village 2- very bad road 3- farmer 4- something that is not expensive is.. 5- place in a village where people meet 6- leader of a village 7- someone who likes to receive people is..

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. *Look sad (Example),*

2. *What's wrong?*

3. *I'm sad because,*

4. *Why are you so happy?*

5. *I feel happy*

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

1. **Huts (example),**

2. Quiet,

3. Peaceful,

4. Hospitable,

5. Cheap,

6. Farm work

- **My own notebook**

At the end of the class, before setting homework, the teacher can draw students' attention on the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2.

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 112, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is “**making comparisons**”. Then he will read the sentences on page 112, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read some expressions for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- village (example)
- 2- cockrow
- 3- hunt
- 4- grow
- 5- weed
- 6- harvest
- 7-fetch water
- 8-smoke fish
- 9- feed poultry
- 10- firewood

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Village life is more peaceful than city life. (Example).**
- 2- Village life is quieter than city life.
- 3- The city is more crowded than the village.
- 4- The city is bigger than the village.
- 5- Village life is more interesting than city life.
- 6- City life is more expensive than village life.
- 7- Village life is better than city life.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

1.b (Example), 2- d, 3- e, 4- f, 5- g, 6- c, 7- a.

My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

The teacher demonstrates meaning by asking the question: What time do we have class tomorrow? Then ask them to take their timetable to check and say the time.

SESSION 3.

COMMUNICATION ACTIVITY

The teacher will through the instructions carefully to make students understand what they must do. They he will play the recording each time for the students complete the different tasks or read the text aloud (A, B and C).

A- It is about

B-

1- My village is located in the ... of Cote d'Ivoire

2- Life in Kouakoussekro is...

3- Traditional ceremonies are... in the village

4- Conflicts and... are solved under a palaver tree.

C- Here is a sample production

Grand Pin is the name of my village. It is a big village in the West of the country. I like it very much because living there is very interesting. My village is very quiet. It is better to live there than in the city. There is not noise like in cities. There is a real solidarity among the villagers. The villagers are more hospitable and more supportive than city dwellers. They are as smart as city dwellers. Farm work is the most practised activity. Each villager has his own house to live in and his own plot of land to grow food or feed poultry.

Listening text

It is commonly said that God made the village and human-beings made the town. This shows much of the difference between village life and city life. Here are some advantages of village life.

- Life is cheap in the village
- The environment is clean, so people can breathe pure air
- Villages are quiet and peaceful places, good for studies and mental development
- Villagers have opportunities to enjoy nature
- Villagers are hospitable and supportive
- Villagers eat organic foods

Unfortunately, village life also has disadvantages. Villagers miss the conveniences and opportunities of cities dwellers. Villages lack entertainment facilities such as cinemas and bars. Villages also lack good school and health infrastructures. And job opportunities are far less than in the city.

LESSON 3: RURAL EXODUS

LESSON CONTENT OVERVIEW

During an English class, the students of 3ème of Lycée Municipal 1 Bondoukou listen to a passage about rural exodus to discuss its consequences.

In session 1: ask the students to take their textbook on page 115 and read the learning context in silence for one minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- **What do the students of 3ème do?**(Answer: *They listen to an audio passage*)
- **What is the listening passage about?** (Answer: *It's about Rural exodus*)
- **Why are they listening to the passage?** (*They want to discuss its consequences*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about life in the village in the third session.

In session 2: just recall the learning context

- **Pictures**

They can be used during the introductory activity phase. The teacher will give the students a while to look at the picture on page 115 and ask them some questions.

- What can you see in the picture? (*Answer: People with their children and loads.*)
- **What's the picture about?**(*Movement of people from village to town*)
- **Where are the people going?**(*To the town*)
- **Why are they going there?** (*To settle there, to look for a well-being, to look for a job...*)

SESSION 1 (Page 115-123).

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 116, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (pictures, illustrative sentences, synonyms, antonyms ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**Making suggestions**". Then he will read the sentences on page 110, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read the text or play a recording for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- better life (example)
- 2- difficult/ hard
- 3- improve
- 4- wealthy
- 5- jobless
- 6- qualification

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. **Example.**
2. How about going to the cocoa farm?/Why don't we go to the cocoa farm?
3. What about feeding the poultry?/ How about feeding the poultry?
4. Why don't you stay in the village?/What about staying in the village?
5. How about spending the holidays in the village?/ What about spending the holidays in the village?
6. How about going hunting tomorrow?/ What about going hunting tomorrow?

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1-b, 2-j, 3-h, 4-I, 5-d, 6-e, 7-c, 8-g, 9-k, 10-f, 11-a

My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that

case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2.

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 112, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**making comparisons**". Then he will read the sentences on page 112, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read some expressions for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- (example)
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-
- 9-

Listening Text for Activity 1

Many **school leavers** find village life too **hard**. They **dream** of city life. They believe that if they move to the city they will **improve** their living conditions and become **wealthy**. However, the reality is that in the cities, many people

are **jobless** despite all their **qualifications**. There is no need to travel to cities for **welfare**. Even in the village, one can live a better life

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys

Task A

1. **Example.**
2. They didn't study their lessons. As a result, they failed their exam.
3. I worked too hard this morning. Consequently/ Therefore, I am tired.
4. She is a hardworking businesswoman. As a result, she is wealthy.
5. You are a good student. As a result, you have succeeded.
6. He drank too much wine. Consequently, he is drunk.

Task B.

1. **Example.**
2. John drove his car too fast. _____ As a result, he had a car accident.
3. We studied our lessons. _____ Therefore, we had good marks.
4. You drank too much alcohol. _____ Consequently, you are sick.
5. He practises sport every day. _____ As a result, you are healthy.
6. He left the village for the city. _____ As a result, he has become a thief.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

1. **drawbacks (Example),**
2. hardships,
3. nightmare,
4. juvenile delinquency,
5. thief,
6. manpower.

My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

The teacher demonstrates meaning by asking the question: What time do we have class tomorrow? Then ask them to take their timetable to check and say the time.

SESSION 3.

COMMUNICATION ACTIVITY

The teacher will through the instructions carefully to make students understand what they must do. They he will play the recording each time for the students complete the different tasks or read the text aloud (A, B and C).

A- The passage is about (3) the consequences of rural exodus

B-

1- Rural exodus has a lot of drawbacks

2- Many young people who leave the village face a lot of hardships in the city

3- Most of the time, they are jobless and homeless

4- Another consequence of rural exodus is juvenile delinquency

C- Here are some consequences of rural exodus

- The young people who go to the cities may face joblessness and homelessness, thus creating overpopulation

They may fall in juvenile delinquency

- The villages may lack of manpower which may cause as a consequence lack of food.

Here are some suggestions to stop rural exodus

- Two consequences of rural exodus are: juvenile delinquency, becoming a thief.

Three suggestions to stop this issue:

- The government should help school dropouts by putting them in vocational schools

- They should modernise farming methods, help farmers with fertilisers/ propose better prices for farm products

- Authorities should create entertainment centres in villages

Listening Passage

Journalist : Good morning sir, thanks for accepting to answer our questions.

Mayor : Good morning sir, you're welcome !

Journalist : What is rural exodus ?

Mayor : Rural exodus is the movement of people from rural areas to cities.

Journalist : Do you face that phenomenon here in your region ?

Mayor : Yes of course, here in our region and everywhere in Liberia.

Journalist : In your opinion what lead young people to move from their villages?

Mayor : I think that they hope to a have better life in the city. They seek for welfare. In fact, life in our villages is not easy. There is a lack of electricy and water supply in 80% of the villages. There is also a lack of entertainment facilities. As a result, there are very few job opportunities and enjoyment places for those young people.

Journalist : Alright, but does rural exodus have drawbacks on your region ?

Mayor : Yes, rural exodus has many bad consequences on our cities and villages. Going to the city without any qualification at all is very harmful for young people themselves. They become jobless for a long period. As a result, most of them become homeless and get exposed to juvenile delinquency. This situation provokes overpopulation and insecurity in our cities. Meanwhile, our villages lack manpower for farm works and the whole country suffer from foods shortage.

Journalist : Ok ! Thank you sir !

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

Across

1- Villages 2- factories 3- skyscrapers 4- palaver tree 5- crossroads 6- farm work 7- office 8- to weed 9- fetch water 10- traffic jam 11- fish 12- harvest 13- pubs 14- traffic 15- highway

REVISION ACTIVITIES

Activity 1

- 6- A tarred road (example)
- 7- A highway
- 8- A crossroads
- 9- Shanty town
- 10- Skyscrapers
- 11- Factory

Activity 2

- 6- A hut (example)
- 7- A palaver tree
- 8- Firewood
- 9- To grow rice
- 10- To harvest
- 11- To hunt

Activity 3

- 6- John is more intelligent than Peter (Example).
- 7- She is more beautiful than her sister.
- 8- I am better at scrabble than my brother (*Erratum: ajouter "my brother" à la phrase*).
- 9- Korhogo is farther from Abidjan than Bouaké.
- 10- A city is bigger than a village.
- 11- My bag is heavier than yours.

Activity 4

- 1- This man feels hungry
- 2- He looks scared
- 3- He feels sick
- 4- This boy looks sad
- 5- Sekongo looks/feels very happy.

Activity 5

Sample production
Dear friends,

It's a pleasure for me to be in your village today. My mission is to talk with you about the rural exodus and its consequences.

Let me say what rural exodus is. Rural exodus is the movement of people, mainly young people towards the city. They move to cities for many reasons: many go to cities for a better living. They expect to find jobs because life in the village is hard and there's no entertainment centres. But moving to the city has a lot of consequences: there is the reduction of the manpower in farms, which in turn can reduce the food production. Then, when they reach the city, they can face joblessness, insecurity, drug addiction, and juvenile delinquency and live in chancy towns. In order to avoid these problems I suggest to young people to stay in their village where there is security. I also encourage them to help parents in farms to produce a lot of food that can be sold and make them get money.

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task, will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.

UNIT 6: HUMAN RIGHTS

SKILL: LISTENING

LESSON 1: MY RIGHTS (Pages 125- 132)

LESSON CONTENT OVERVIEW

✓ LEARNING CONTEXT:

During an English class, the students of 3è2 from Lycée Moderne Abobo 1 Abidjan listen to a tape recording about Human Rights Violation in order to discuss the Issue.

- What do the students listen to? (*They listen to a tape recording*)
- What is the tape recording about? (*It's about Human Rights Violation*)
- Why are they listening to the audio? (*In order to discuss the issue*)

• Texts and pictures

They can be used during the introductory activity phase. The teacher will give the students a while to go quickly through the text or look at the pictures and ask them some questions.

Picture page 125):

- What can you see in the picture? (*Many hands raised*)

What is written on the hands? (*Freedom, Equality, Dignity, Peace, Justice, Rule or law, Hope*)

What do these words refer to? (*To Human Rights*).

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about village and city life in the third session

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 126, the textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words using the appropriate teaching techniques: use of pictures and drawings. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write, on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**expressing opinions**". Then he will read the dialogue on page 127, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individual

The teacher can make a deductive or inductive presentation of expressing preferences.

Time to practise

Activity 1:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible

Answer keys

- 1- d (example)
- 2- f
- 3- b
- 4- a
- 5- c
- 6- e

Activity 2:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible.

Answer keys

- 1- In my opinion human rights are important. (Example)
- 2- To me, the governments must enforce the existing laws.

- 3- From my point of view men and women have the same rights.
- 4- I think human rights must be protected.
- 5- As far as I'm concerned, human beings are born equal.
- 6- I personally have a different opinion.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available. Here there is no correct or wrong answer, because it's a problem of preferences. What is at stake here is the correct use of the expressions of opinion.

Answer keys

- 1- Example.
- 2- In my opinion, Article 2 is about the right to justice.
- 3- For me, Article 3, is about the right to life, liberty and security.
- 4- As far as I'm concerned, Article 4 is about the right to freedom of opinion and expression
- 5- To me, Article 5 is about the right to marriage and to raise a family
- 6- I personally think that Article 6 is about the right to education

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback

This part is meant to help learners built their vocabulary, their language skills by keeping a notebook of expressions, phrases, lexical items of value for them.

The teacher demonstrates meaning of these expressions and asks students to keep them in their notebook for use in their speaking, writing...

SESSION 2

TIME TO LEARN

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 129, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new

words using the appropriate teaching techniques: use of pictures and drawings. He will make the students repeat them enough, in chorus first and then in groups and/or individually. After that, the teacher will write, on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**Agreeing and disagreeing**". Then he will read the sentences on page 129, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individual

The teacher can make a deductive or inductive presentation of expressing wishes.

Time to practise

Activity 1:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to reading the passage of the activity, then he/she will read the passage twice as they complete the task; (timing for individual work and for pair or group work in case students have to compare their answers with their neighbours). The teacher will then conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible

Answer keys

1- **violated (example)** 2- above the law 3- claim 4- persecuted 5- tortured 6- abused 7- stand up for

Listening passage

What is happening in the world? Do human rights still exist? According to the Universal Declaration of Human Rights, we are born equal and must enjoy our rights fully. Unfortunately, this is not what we can see in the world today. Human rights are **violated** everywhere and there is no exception. Some leaders think that they are above the law. So they kill and there's no punishment. When citizens try to **claim** their rights, they are **persecuted**. If they are lucky, they can run away from their native country. When they can't leave their countries, they are arrested and **tortured** in prisons. Torture is not the only way they are **abused**. Victims sometimes suffer in silence because nobody can access the prisons. The only organisations and individuals that try **to stand up** for citizen's rights are banned from some countries

Activity 2:

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and he/she should speak as less as possible

Answer keys

1- Example

- 2- No way!
- 3- Agree.
- 4- I partly agree
- 5- Totally agree.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys

- 1- (example),
- 2- I totally agree that individuals and organisations can make the situation of human rights change for the best.
- 3- I agree with those who say that the battle for human rights is the right one.
- 4- I disagree with the people who think that some rights are more important than others.
- 5- No way! Human Rights are not an illusion.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback

This part is meant to help learners built their vocabulary, their language skills by keeping a notebook of expressions, phrases, lexical items of value for them.

The teacher demonstrates meaning of these expressions and asks students to keep them in their notebook for use in their speaking, writing...

SESSION 3

COMMUNICATION ACTIVITY

The teacher will through the instructions carefully to make students understand what they must do. They he will play the recording each time for the students complete the different tasks or read the text aloud (A, B, C and D).

A. 3

B. 2, 3, 4, 6.

C.

1- T 2- F 3 -F 4 -F 5-F 6 -T

D. Production

Human rights and people's wellbeing go hands in hands. In my country, you can notice that people live in peace. But most of the time, one can see that many people are complaining about the fact that their rights are violated. For example, many women are beaten by their husbands. And some parents don't send their children, mainly girls to school. For them it is useless to send their daughters to school. Many other parents give corporal punishment to their kids. All this violation of Human Rights should stop.

UNIT 6 LESSON 1 SESSION 3 LISTENING TEXT

Criminals, heads of states, children, women, men, Africans, Americans, refugees, stateless persons ... absolutely everyone has human rights. Indeed, human rights are moral entitlements every individual possesses simply because of the fact that he or she is a human being. Some countries are highly concerned in promoting and protecting human rights which include, the right to life and liberty, freedom from slavery and torture, the right to shelter, the right to health, the right to work and education, the right to food, the right to freedom of opinion and expression and many more. Unfortunately, in many areas of the world, people still have to fight for their rights because those rights are not protected. In fact, acting in favour of human rights is not a task for governments only. So, where governments don't work efficiently, non-governmental organizations and even simple individuals can do something. Here, the first step to succeed in protecting human rights is to denounce all kinds of violations.

LESSON 2: MY DUTIES (Pages 133-138)

LESSON CONTENT OVERVIEW

During an English class in Lycée Moderne Bondoukou, the teacher makes the students of 3è 3 listen to a tape recording from Voice Of Africa (VOA) about Human duties in order to discuss the issue.

- ***In session 1:*** ask the students to take their textbook on page 133 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
- **What do the students of 3è 4 of Lycée Moderne Bondoukou do?** (*They listen to a tape recording*)
- **What is the listening passage about?** (*It's about human duties*)
- **Why are they listening to the passage?** (*In order to discuss the issue*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about life in the village in the third session.

In session 2: just recall the learning context

- **Texts and pictures**

They can be used during the introductory activity phase. The teacher will give the students a while to go quickly look at the pictures on page 133 and ask them some questions.

- *What can you see in the pictures? (Answers: 1. Declaration of human duties and responsibilities, 2. A man holding a duty sphere, 3. A young boy helping a disabled person, 4 hands holding the globe.)*

SESSION 1 (Page 134-135).

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 134, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**expressing necessity**". Then he will read the sentences on page 134, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read some expressions for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- to ensure (example)
- 2- responsible for (**Erratum: In this sentence women instead of "woman"**)
- 3- duty
- 4- in charge of

Listening passage:

- 1- Parents have **to ensure** the physical growth of children
- 2- In a family, women are **responsible for** breastfeeding the babies
- 3- It is children's **duty** to respect their parents
- 4- Men are **in charge of** the financial welfare of families in Africa

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their

neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1. I need to eat everyday to be in good health

2. To be healthy I must wash my hands before eating

3. I have to follow my parents' orders.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

1. Parents must take care of children (Erratum "have" is useless in the sentence)

2. Women have to breastfeed their babies

3. Children have to respect their parents

4. Every citizen must respect the laws

5. Teachers need to ensure good learning conditions

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2.

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 112, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**making comparisons**". Then he will read the sentences on page 112, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read some expressions for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- care (example)
- 2- bear
- 3- respect
- 4- elder???
- 5- take

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1- because of. (Example)'Erratum: the correct answer is "because".

2- because.

3- As.

4- as.

5- because of.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

1.education (Example), 2- tomato, 3- exploitation, 4- claimate, 5- abuse.

My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

The teacher demonstrates meaning by asking the question: What time do we have class tomorrow? Then ask them to take their timetable to check and say the time.

SESSION 3.

COMMUNICATION ACTIVITY

The teacher will through the instructions carefully to make students understand what they must do. They he will play the recording each time for the students complete the different tasks or read the text aloud (A, B and C).

A- It is about child labour

1- F

2- F

3- T

4- T

5- F

C-

1- Child labour

2- poor

3- agriculture

4- factories

5- developing

6- responsible

7- Poverty

8- lack of school

Listening passage:

Child labour has existed to varying extents throughout history. During the 19th and early 20th centuries, many children from 5-14 from **poor** families worked in Western nations and their colonies alike. These children mainly worked in **agriculture**, home-based assembly operations, **factories**, mining, and services such as news boys.

In the world's **developing** countries, around one in four children are engaged in child labour, the highest number of whom (29 percent) live in Sub-Saharan Africa. In 2007, four African nations (Mali, Benin, Chad and Guinea-Bissau) witnessed over 50 percent of children aged 5-14 working. Worldwide agriculture is the largest **responsible** of child labour. The vast majority of child labour is found in rural setting and informal urban economies; children are predominantly employed by their parents rather than factories. **Poverty** and **lack of school** are considered the primary cause of child labour

LESSON 3: TOLERANCE (Pages 139-143)

LESSON CONTENT OVERVIEW

During an English class, the teacher makes his students of 3ème1 listen to a recording about tolerance and violence in order to promote tolerance and non-violence.

In session 1: ask the students to take their textbook on page 139 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- **What do the students of 3ème1 do?** (Answer: *They listen to a recording*)
- **What is the recording about?** (Answer: *It's about tolerance and violence*)
- **Why are they listening to the passage?** (*in order to promote tolerance and non-violence*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able talk about life in the village in the third session.

In session 2: just recall the learning context

- **Text and Pictures**

They can be used during the introductory activity phase. The teacher will give the students a while to look at the picture on page 1 and ask them some questions.

- Who can you see in the picture? (Answer: *Nelson Mandela.*)
- What is he famous for? (*For his fight against injustice, imprisoned for 28 years, first black President of South Africa*)
- What's the text about? (*Tolerance, the definition of tolerance*)
- What is tolerance? (*Tolerance is the inclusion and acceptance of others*)

SESSION 1.

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 140, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (pictures, illustrative sentences, synonyms, antonyms ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**Making suggestions**". Then he will read the sentences on page 141, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read the text or play a recording for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- integration (example)(**Erratum: the example is missing in the exercise**)
- 2- tolerance
- 3- acceptance
- 4- inclusion
- 5- respect
- 6- unity.

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

Positive attitudes	Negative attitudes
- <i>together as one(example)</i> - solidarity - love - peace keeping - brotherhood	- promote violence - conflict - war

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- We have to respect the principles of the United Nations.
- 2- The promotion of acceptance is good for social cohesion.
- 3- What does tolerance mean?
- 4- You have to be peaceful towards everyone.
- 5- Impotent people deserve inclusion and respect.
- 6- I have got to sensitize my community about solidarity.

My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that

case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2.

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 141, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**Expressing prohibition**". Then he will read the sentences on page 142, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will read some expressions for students to complete the activity. The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- F They have to promote peace (example)
- 2- T
- 3- T
- 4- F (Racism is a key to discrimination/ injustice)
- 5- F (Tolerance is to accept others' opinion)
- 6- T
- 7- F (Hatred consists in hating/rejecting someone else)

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours't). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys

1- Example.

- 2- John and his sister mustn't offend their parents.
- 3- Governments must draft laws against xenophobia in their constitutions.
- 4- Unity in diversity must be accepted all nations.
- 5- Villagers must respect traditions for harmony.
- 6- We mustn't promote tribalism.

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

1. **have (Example),**
2. must,
3. must,
4. have,
5. Can't,
6. for.

My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

The teacher demonstrates meaning by asking the question: What time do we have class tomorrow? Then ask them to take their timetable to check and say the time.

SESSION 3.

COMMUNICATION ACTIVITY

The teacher will through the instructions carefully to make students understand what they must do. They he will play the recording each time for the students complete the different tasks or read the text aloud (A, B and C).

A- The passage is about (b) Tolerance

B-

1- Invitation

2- Frustration

3- for attending

C- This is a sample production. Encourage students to produce their own

- In my opinion, tolerance is important in a society. If you are tolerant, you can live a good life because you won't be in conflict with other people. If you show tolerance in your daily life you will be able to accept other people's opinions. Then we can be in peace with others. I also think that tolerance is the basis of better community life.

Listening text.

Hello, Ladies and gentlemen

I'd like to thank you for responding to our **invitation**. It is an honour for me to talk about tolerance, a situation that can help us avoid **frustration** among the citizens. What is tolerance? In fact tolerance is the fact of showing respect for essential humanity in every person, the fact of respecting others people' point of view. If you practice tolerance life will be harmonious in our country. It is very important for people to show tolerance in all aspects of our life. I urge everyone, I encourage you all to show tolerance toward anybody. To finish this speech, I'd like thank you **for attending** this meeting.

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

Across

1- Responsibilities 2- ensure 3- citizenship 4- freedom 5- intolerance

REVISION ACTIVITIES

Activity 1

Expressions close to rights protection	Expressions close to rights violation
Equality, guarantee, enforce, respect, freedom of speech, acceptance, enjoy	Discrimination, persecution, abuse, torture, rejection

Activity 2

Agreeing	Disagreeing
I totally agree, You've got a point here, Too true, That's right, That's my opinion exactly	I disagree, No way, I don't agree, I have a different view, I'm afraid I can't agree with you

Activity 3

1. Me to my friend: I totally disagree with you, you should eat the food they give you. I have a different view when you say your rights to food are not respected. I think your parents do their best to give you food.
2. Me to my friend: That's right, you are free to choose what you want to be. In this I can't agree with your mother. But I don't think she's violating any right, she wants the best for you.

Activity 4

- 1- in charge of
- 2- duty/responsibility
- 3- rights
- 4- go hand in hand

5- ensure

6- responsibility

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task, will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.

UNIT 7: HYGIENE AND HEALTH

LESSON 1: Epidemics or pandemics (Pages-154)

LESSON CONTENT OVERVIEW

- **Learning context**

To launch its local campaign against the Covid-19 in Côte d'Ivoire, the World Health Organisation has decided to meet with schools English Clubs first. At Jean Piaget, the members of the English club receive brochures about pandemics and epidemics. They read them in order to sensitize their friends during the next meeting of their English club.

- ***In session 1:*** ask the students to take their textbook on page 147 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Which organisation decide to meet with English clubs? (Ans.: It is the World Health Organisation)***
 - ***What does the members of the English club of Jean Piaget receive? (Ans.: They receive brochures about pandemics and epidemics)***
 - ***What do they use the brochures for? (Ans.: They read them to sensitize their friends during the next meeting of their English club)***

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able read and understand a text on pandemics and epidemics in a third session.

- ***In session 2:*** just recall the learning context.

- **Text**

The text can be used during the introductory activity phase. The teacher will give the students a while to go quickly through the text on page 147 and ask them some questions.

- **What does CDC stand for?** (Ans.: CDC stands for Center for Disease Control.)
- **What is the text about?** (Ans.: The text is about diseases/ the text is about pandemics and epidemics)
- **What is the difference between a pandemic and an epidemics?** (Ans.: An epidemic is a sudden outbreak of a disease in a certain geographical area while a pandemic is an outbreak of a disease that has spread across several countries or continents)
- **Is Covid-19 an epidemic or a pandemic?** (Ans.: It is a pandemic).

Ask any other question which doesn't necessarily need answers containing the new words to be taught.

NB: This text can also be used in class, as a reading activity during the application phase or as a homework.

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 148, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "expressing the passive". Then he will read the sentences on page 149, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 6- prevalent (example)
- 7- spread across

- 8- an epidemic
- 9- occurred
- 10- outbreak
- 11- Pandemics

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- New vaccines were invented by doctors. (example)
- 2- All the students were sensitized by the school administration.
- 3- All the patients around here will be vaccinated by the doctor.
- 4- A new medicine is being taken by mum.
- 5- Many things about pandemics are known by my friends.
- 6- Malaria is caused by mosquitoes.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- was created (Example)
- 2- is being initiated
- 3- will be bought
- 4- was spread
- 5- are supervised
- 6- a) was given; b) was given

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a

group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 151, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**using the impersonal passive**". Then he will read the sentences from the box on page 151, focusing on the structures. He will make the students repeat after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1- leads (example)

2- human-to-human

3- pathogen

4- get sick

5- organisms

6- community-level

7- eventually

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- It is said that they wear face masks. (example)
- 2- Students are said to be vaccinated.
- 3- It is said that Clara is very smart.
- 4- Ana is said to cook delicious meals.
- 5- It is said that Mum is too strict.
- 6- It is said that Adjoua and Koffi are married.
- 7- American movies are said to be interesting.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- organisms (example)
- 2- pathogen
- 3- get
- 4- human-to-human
- 5- lead to
- 6- are said

NB: The teacher must tell the students that one word from the box is concerned. In addition, he should draw their attention on the fact that the numbers of the gaps are not correctly ordered.

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a

group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

Before starting, the teacher will tell the students to number the lines of the text. This will lead to an easier exploitation of the text in case they need to quote sentences from the text to justify some of their answers.

The teacher will follow the normal process of a reading lesson (Pre, while, post reading activities).

Answer keys:

A- c: the outbreak of a cholera epidemic in Zimbabwe.

B-

- 1- Cholera is caused by the bad quality of the water people drink.
- 2- If cholera is not treated rapidly, it can kill within hours.
- 3- No, it began on 1 September, line 4.
- 4- After one week, the epidemic became prevalent in more than five other cities.
- 5- No, there were inadequate supplies of safe piped water so people started using water from the well and the river, lines 6 to 8.
- 6- The authorities used an intensify health education and a massive vaccination campaign to stop the epidemic.

C- Discussion

The production below is a suggestion, students are not supposed to make exactly the same.

Ebola and Covid-19 are dangerous pandemics. However they can be stopped. For that, the authorities should intensify health sensitization among the communities. They should also undertake massive vaccination campaign. In addition, people should follow hygiene rules and obey protective measures.

UNIT 7: HYGIENE AND HEALTH

LESSON 2: Let's promote hygiene at school (P155- 162)

LESSON CONTENT OVERVIEW

- **Learning context**

The US Embassy in CI has initiated a campaign to help reduce the spread of the Covid-19 in schools. They give school English Clubs some recommendations brochures. As members of the club, the students of 3è from Lycée Municipal Yopougon Andokoi read them in order to write a paragraph about Covid-19.

- ***In session 1:*** ask the students to take their textbook on page 155 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- ***Where has the US Embassy in CI initiated?*** (Ans.: *The US Embassy has initiated a campaign to help reduce the spread of the Covid-19 in schools.*)
- ***What did they give the school English clubs?*** (Ans.: *They give school English Clubs some recommendations brochures.*)
- ***What do the students of 3è from LMYA do?*** (Ans.: *They read the brochures to write a paragraph about Covid-19.*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to understand a text and write about Covid-19 in a third session.

- ***In session 2:*** just recall the learning context.

- **Text**

The text can be used during the introductory phase. The teacher will give the students a while to go quickly through the text on page 155 and ask them some questions.

- ***What is the text about?*** (Ans.: *The text is about coronavirus, the text is about the protection measures against coronavirus*)
- ***What is the No 1 defense against infections?*** (Ans.: *It is keeping our hands clean and using handkerchief*)
- ***What is the CDC recommendation among hand washing and hand sanitizer?*** (Ans.: *The CDC recommendation is to wash hands whenever possible*).

Ask any other questions which don't necessarily need answers containing the new words to be taught.

NB: This text can also be used in class, for reading activities during the application phase or as a homework.

SESSION 1

- **Time to learn**
 - **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 156, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

(Erratum: the picture for Okito is spitting on the ground is not accurate. Isn't it vomitting? The picture for "littering" too)

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**expressing a purpose**". Then he will read the dialogue on page 157, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in groups and/or individually. The teacher will present the structures with their negative form.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

1- c (example)

2- f

3- d

4- a

5- b

6- e

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 7- Students learn irregular verbs in order to speak good English. (example)
- 8- I wear face masks not to get the Covid-19.
- 9- Ahoua takes some medicines so as to treat malaria.
- 10- Most people use hand sanitizers in order not to get in contact with germs.
- 11- I always exercise so as not to lose my shape.
- 12- My friends study a lot not to fail their exams.

• Time to extend

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 9- litter (example)
- 10- spits
- 11- in order (**Erratum: Margareta not margareta**)
- 12- rid of – dustbin
- 13- germs
- 14- cough
- 15- to
- 16- as to

• My own notebook

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- Time to learn**
- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on pages 158 and 159, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**expressing purpose 2**". Then he will read the dialogue on page 159, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

• **Time to practise**

Activity 1: one word or expression from the box is not concerned.

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 7- school (example)
- 8- include
- 9- so
- 10- limiting
- 11- taking
- 12- enhance

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Clara coughs in her elbow so that she can avoid the spread of germs.
- 2- We used hand gel for eliminating bacteria.
- 3- People sweep their houses for (having) a cleaner place. (**Erratum: add have before a cleaner place**)

- 4- Students should sweep their classroom so that they can study in a clean environment.
- 5- We send him a letter for inviting him.
- 6- We send him a letter so that he can have the authorization to come.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 5- include (example)
- 6- involve
- 7- personnel
- 8- rules(**Erratum: delete 2 squares**)
- 9- improve
- 10- tissue

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

Before starting, the teacher will tell the students to number the lines of the text. This will lead to an easier exploitation of the text since the students need to quote sentences from the text to justify their answers in task B. The teacher will follow the normal steps of a reading lesson (Pre, while, post reading activities). (Erratum: The vocabulary activity is missing in all sessions 3)

Answer keys:

A- c: Hand hygiene at school

B-

- 1- True (line 1)
- 2- False (line 2)
- 3- False (line 3)
- 4- False (lines 4-5)
- 5- False (lines 6 to 8)
- 6- True (line 9)

- 7- True (lines 10-11)
- 8- True (line 13)
- 9- False (line 14)
- 10- False (line 16)

C- Production

The production below is a suggestion, students are not supposed to make exactly the same.

Hygiene at school is very important. A school with a clean environment and important hygiene instructions permit everybody to be healthy. Therefore, our school needs some hygiene measures. First, the administration should provide the school with hand washing facilities so as to permit everybody to wash their hands. Then, tissue paper boxes should be given to the students for blowing their nose or coughing in. Thus, the administration should put dustbins in different places of the school so that the students and all the school personnel can get rid of their garbage in them. Finally, penalties should be taken against all the students who do not keep the environment clean.

UNIT 7: HYGIENE AND HEALTH

LESSON 3: We can be an HIV-free generation! (Pages 163- 170)

LESSON CONTENT OVERVIEW

- Learning context

The British Council in Abidjan has initiated an awareness campaign for the International Day of AIDS. Its officials are visiting Lycée Boga Doudou of Lakota, where students are given handouts about this pandemic. The students of 3è read them in order to discuss the issue during a meeting of their English Club.

- *In session 1*: ask the students to take their textbook on page 163 and read the learning context in silence for one minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- *Where has the British Council in Abidjan initiated?* (Ans.: The British Council in Abidjan has initiated an awareness campaign for the International Day of AIDS)
- *What did its officials give the students from LBDL?* (Ans.: They give students some handouts about AIDS.)
- *What do the students of 3è from LBDL do, and why?* (Ans.: They read them to discuss the issue later on, at a meeting of their English club.)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to read a text and talk about AIDS in a third session.

- *In session 2*: just recall the learning context.

Text (dialogue)

The text can be used during the introductory phase. The teacher will give the students a while to go quickly through the dialogue on page 163 and ask them some questions.

- *What are Stacey and Sara talking about?* (Ans.: They are talking about AIDS)
- *Is there any cure for AIDS?* (Ans.: No / Not yet)
- *Is there any vaccine against AIDS?* (Ans.: No / Not yet).

Ask any other question which doesn't necessarily need answers containing the new words to be taught.

NB: *This text can also be used in class, for reading activities during the application phase or as homework.*

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 164, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**seeking confirmation 1**". Then he will read the dialogue on page 164, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 6- addicts (example)
- 7- recover
- 8- abstinence
- 9- blood tests
- 10- intercourse
- 11- cure
- 12- AIDS

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 6- aren't they? (example)
- 7- isn't he?
- 8- didn't she?
- 9- don't they?
- 10- will they?
- 11- haven't I?

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 6- Recover (example)
- 7- Practising abstinence
- 8- blood tests
- 9- Drug addicts
- 10- HIV
- 11- Sexual intercourse

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**
- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 167, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**seeking confirmation 2**". Then he will read the dialogue on page 168, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 6- immune (example)
- 7- unaware
- 8- HIV positive
- 9- ARV pills
- 10- weaken
- 11- confined
- 12- bedridden

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 7- will you?
- 8- aren't I?
- 9- didn't they?
- 10- shall we?
- 11- will you?
- 12- wouldn't it?
- 13- shouldn't they?

- **Time to extend**

This activity can be used as a homework, but it can also be done in class depending on the time available.

Answer keys:

- 6- Positive (example)
- 7- Bedridden
- 8- Weakens

- 9- Pills
- 10- immune
- 11- unaware

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

Before starting, the teacher will tell the students to number the lines of the text. This will lead to an easier exploitation of the text in case they need to quote sentences from the text to justify some of their answers.

Answer keys:

A- b: some strategies of the UNICEF for an AIDS-free generation.

B-

- 1- T lines 1-2
- 2- F lines 2-5
- 3- T lines 3-4
- 4- T lines 6-7
- 5- F lines 7-8
- 6- F line 10

C- Discussion

The production below is a suggestion, students are not supposed to make exactly the same.

We believe that it is possible to reduce the spread of AIDS in our country. The national health authorities should lead many sensitization campaigns among the communities to make the more people possible aware of the pandemic. They should also take a policy of free distribution of condoms in all the drug stores, hospitals and hotels. Infested people should be identified and have access to the best care.

UNIT 7: HYGIENE AND HEALTH

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

- 5- Organism
- 6- Garbage
- 7- Improve
- 8- Weaken
- 9- germ
- 10- Epidemic
- 11- Unaware
- 12- spit

REVISION ACTIVITIES

Activity 1

- 12- This medical center was built in 1960. (example)
- 13- The office has been cleaned by the cleaner.
- 14- Masks are worn by people in my area.
- 15- A new vaccine against the COVID-19 will be invented by scientists.
- 16- A new campaign is being started by them.
- 17- New shoes must be bought by these kids.
- 18- Children are said to be more vulnerable to epidemics.
- 19- The risk of contamination can be reduced by face masks.

Activity 2

- 12- c
- 13- f
- 14- e
- 15- b
- 16- a
- 17- d

Activity 3

- 1- prevalent
- 2- recovered
- 3- cough
- 4- handkerchief
- 5- spread across
- 6- HIV positive

Activity 4

- 1- don't I?
- 2- did they?
- 3- shall we?
- 4- didn't they?
- 5- will you?
- 6- will you?
- 7- will she?

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task, will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.

UNIT 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 1: The computer revolution

LESSON CONTENT OVERVIEW

- **Learning context**

During a conference about the importance computer science at the American Embassy of Abidjan, the students of 3è 3 of EAJP/ENS are given some leaflets about computers. They read them in order to share the information with the other members of their school English club.

- ***In session 1:*** ask the students to take their textbook on page 175 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- ***Where was the conference held?*** (Ans.: *It is held at the American Embassy of Abidjan*)
- ***What was the conference about?*** (Ans.: *it was about the importance of computer science*)
- ***What are the students of EAJP/ENS given?*** (Ans.: *They are given some leaflets*)
- ***What do they use the leaflets for?*** (Ans.: *They read them to share the information with their friends of the English club*)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able read and understand a text on computer science and share information in a third session.

- ***In session 2:*** just recall the learning context.

- **Text**

The text can be used during the introductory activity phase. The teacher will give the students a while to go quickly through the text on page 175 and ask them some questions.

- ***What is the text about?*** (Ans.: *The text is about the different parts of a computer*)
- ***Mention some parts of a computer in the text*** (Ans.: *the monitor, the mouse, the keyboard, the hard disk...*)

Ask any other question from the text.

NB: This text can also be used in class, as a reading activity during the application phase or as a homework.

SESSION 1

- **Time to learn**
 - **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 176, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**describing a routine and an action in progress**". Then he will read the sentences on page 176, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- b
- 2- a
- 3- c
- 4- b
- 5- b

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- is (example)
- 2- help

- 3- favours
- 4- implies
- 5- is impacting
- 6- produce
- 7- are replacing

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- F
- 2- F
- 3- F
- 4- T
- 5- T
- 6- F

- **My own notebook**

At the end of the class, before setting homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the picture and the text on page 179 the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the language function which is "**using gerunds after prepositions**". Then he will read the sentences on page 180, focusing on the structures. He will make the students repeat after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- type (example)
- 2- process
- 3- scan
- 4- chat
- 5- data
- 6- computerized

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- after driving (example)
- 2- in complaining
- 3- on studying
- 4- before eating
- 5- about visiting

• Time to extend

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- hardware (example)
- 2- physical
- 3- utilities
- 4- input
- 5- pointer
- 6- motherboard
- 7- programs
- 8- applications

- **My own notebook**

At the end of the class, before setting homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

Before starting, the teacher will tell the students to number the lines of the text. This will lead to an easier exploitation of the text in case they need to quote sentences from the text to justify some of their answers.

Answer keys:

A- c: the computer revolution

B-

- 1- It is new influence of computers on our daily life.
- 2- We can see signs of this revolution in shops, banks and offices.
- 3- No, they aren't.
- 4- The first computers were bigger and less efficient in processing data than those of today.
- 5- Computers can receive information, keep it in their memory, use them and display the results of that calculation on the monitor.
- 6- The output stage of the computer is the fact that the computer displays the results of its different calculations on the monitor.

C- Discussion

The production below is a suggestion, students are not supposed to make exactly the same.

Computers hold an important place in our daily lives. They are useful to everyone. Therefore, everybody should learn how to use them. As for students, they have different reasons to learn how to use a computer. A computer can have very positive impacts on students' work. They can permit students to store many dictionaries and documents and have an easy access to them. They can permit students to do some research on different topics. Students can also use the computer to do different type of exercises. In addition, they can relax safely, playing games on computers.

UNIT 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 2: The cellphone (Page 185-190)

LESSON CONTENT OVERVIEW

- **Learning context**

The members of the English Club of Lycée de Garçons Bingerville are invited to the US Embassy in Abidjan. They must participate in a campaign for a better use of mobile phones by students. As members of the club, the students of 3è are given a written document about the reality of mobile phones in the USA. They read the document in order to be well-informed and talk about it during a meeting of their club.

- ***In session 1:*** ask the students to take their textbook on page 183 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:
 - ***Where are the members of the English Club invited to?*** (Ans.: They are invited to the US Embassy in Abidjan.)
 - ***Which event should they participate in?*** (Ans.: They should participate in a campaign for a better use of mobile phones by students.)
 - ***For which purpose should they read the document?*** (Ans.: They read the document in order to be well-informed and talk about it during a meeting of their club.)

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to read, understand a text and talk about cellphones in a third session.

- ***In session 2:*** just recall the learning context.

- **Text and Picture**

They can be used during the introductory activity phase. The teacher will give the students a while to look at the picture and go quickly through the text on page 183 and ask them some questions.

- ***What can you see in the picture?*** (Ans.: I can see a cellphone)
- ***What do we use the cellphone for?*** (Ans.: We use it for calling people, playing games, listening to music, watching video ...)
- ***What is the text about?*** (Ans.: It is about what people feel about cellphones)

Ask any other question from the text.

NB: This text can also be used in class, as a reading activity during the application phase or as a homework.

SESSION 1

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures and the text on page 184, textbook. He will draw the students' attention on the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is "**making comparisons**". Then he will read the dialogue on page 185, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually. The teacher will present the structures with their negative form.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- A cellphone (example)
- 2- A memory card
- 3- A landline phone
- 4- A SIM card
- 5- A keypad
- 6- A smartphone

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the

feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- A tablet is bigger than a smartphone. (example)
- 2- A cellphone is as important as a landline.
- 3- An iPhone takes better pictures than the other phones.
- 4- A keypad phone is less expensive than a smartphone.
- 5- A 5G network is faster than a 3G network.
- 6- Some smartphones are as expensive as computers.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

A: This text is about the different uses of a mobile phone

B:

- 1- F (lines 1-2)
- 2- F (lines 3-4)
- 3- T (line 5)
- 4- F (line 6)
- 5- T (line 7)

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**

- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on pages 187, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness on the language function which is “**expressing alternatives**”. Then he will read the sentences on page 187, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1: one word or expression from the box is not concerned.

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- tool (example)
- 2- SIM card
- 3- calls
- 4- messages
- 5- airtime
- 6- iPads

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Neither Sifolo nor Aaron will help you today. They are both busy.
- 2- Mum needs either your tablet or your smartphone to take pictures.
- 3- Either you give back the phone you have stolen or I'll call the police.
- 4- My grandfather can neither read nor write. He is illiterate.
- 5- You can neither use this iPad nor the other one. They both need to be repaired.

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- b

- 2- d
- 3- g
- 4- e
- 5- f
- 6- a
- 7- c

- **My own notebook**

At the end of the class, before setting homework, the teacher can draw students' attention on the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

Before starting, the teacher will tell the students to number the lines of the text. This will lead to an easier exploitation of the text since the students need to quote sentences from the text to justify of their answers in task B.

Answer keys:

- A- It is about the misuse of cellphones at school.
- B-
 - 1- True (line 1)
 - 2- False (line 3)
 - 3- False (lines 3-4)
 - 4- True (lines 6-7)
 - 5- True (lines 9-10)
 - 6- True (11-12)

C- Production

The production below is a suggestion, students are not supposed to make exactly the same.

Cellphones are important tools in our daily life. Not only they permit to call and communicate with other people but they also permit to listen to music, watch video and do many other tasks. They can be useful to students in and outside the classroom. However, I don't think that students should use a cellphone in a classroom. In the classroom, a cellphone is more a distraction than a learning tool. If a cellphone rings during a class, this can disturb both students and teachers. In addition, if a student uses a cellphone during a class, he can be disturbed and not follow the class correctly. Students can also be tempted to cheat with the cellphone during tests and quizzes. For all these reasons, I would advise that students switch

off their cellphones when they are in the classroom and switch them on when they get out.

UNIT 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 3: The magic of internet (Page 191-200)

LESSON CONTENT OVERVIEW

- Learning context

The students of 3è from Lycée Moderne Cocody Abidjan are attending an international event about ICTs in Johannesburg. To get prepared for the debate, they are given a prospectus about the magic of the internet they read it in order to get more information about the use of the internet.

- *In session 1:* ask the students to take their textbook on page 191 and read the learning context in silence in 1 minute or less. Then read it aloud or make a student read it aloud. Next, ask one question or more among the followings:

- *Which ceremony are the students from LMCA attending? (Ans.: They are attending an international event about ICTs in Johannesburg.)*
- *What is the prospectus they are given about? (Ans.: It is about the magic of the internet.)*
- *What do they do with the prospectus? (Ans.: They read it to get more information about the use of the internet.)*

Finally, tell the students that, for two sessions, they will be taught the appropriate vocabulary and language functions to be able to read and understand a text about ICTs in a third session.

- *In session 2:* just recall the learning context.

Text and pictures

They can be used during the introductory activity phase. The teacher will give the students a while to look at the picture and go quickly through the text on page 191 and ask them some questions.

- *What can you see in the pictures? (Ans.: I can see a laptop, the world ball in connection with cellphones and computers, a man who is speaking.)*
- *What does the man on the picture mean? (Ans.: He means that the Internet has connected the whole world together)*
- *What is the text about? (Ans.: it is about the importance of internet)*

Ask any other question on the text.

NB: This text can also be used in class, as a reading activity during the application phase or as a homework.

SESSION 1

- **Time to learn**
 - **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 192, the textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the structure which is "asking and answering yes/no questions". Then he will read the dialogue on page 1192, focusing on the structures. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- websites
- 2- forum – networks
- 3- download
- 4- internet
- 5- Wi-Fi
- 6- browse

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- Q: Are you using a laptop to browse?

- 2- Q: Does he play the piano very well?
- 3- Q: Will they come to the party?
- 4- Q: Have you seen the teacher today?
- 5- Q: Were you at the last summit about the importance of the internet?
- 6- Q: Did you meet the teacher yesterday?

- **Time to extend**

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- mobile phones
- 2- fax
- 3- online
- 4- research
- 5- criminals

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 2

- **Time to learn**
- **Look, listen and repeat (Vocabulary)**

The teacher will present vocabulary through the pictures on page 195, textbook. He will draw the students' attention to the new words. He will elicit the meaning of those new words. He will make the students repeat them enough, in chorus first and then in group and/or individually. After that, the teacher will write on the board, each new word with an illustration (picture, illustrative sentence, synonym, antonym ...) for the students to copy them in their copybook.

- **Listen and repeat (language function)**

The teacher will set a context to arouse the students' awareness of the structure which is "using wh- questions". Then he will read the dialogue on page 168, focusing on the structures. He will also draw the students' attention on the structures in the picture. He will make the students repeat the structures after him, in chorus first and then in group and/or individually.

- **Time to practise**

Activity 1

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- share
- 2- friends
- 3- tweet
- 4- looking
- 5- followers
- 6- profile
- 7- track

Activity 2

The teacher will set the task, going through the instructions in the student's book. Then he will tell them the time dedicated to the completion of the activity (timing for individual work and that for pair or group work in case students have to compare their answers with their neighbours'). The teacher will conduct the feedback as a monitor, letting the floor to the students and speaking as less as possible.

Answer keys:

- 1- How does he go to school?
- 2- Where do you live?
- 3- Why do you use Facebook?
- 4- Who invented Facebook?
- 5- When did you go to Australia?
- 6- What is father looking for?

• Time to extend

This activity can be used as homework, but it can also be done in class depending on the time available.

Answer keys:

- 1- What
- 2- How many
- 3- Which
- 4- Who
- 5- How much

6- Where

- **My own notebook**

At the end of the class, before setting the homework, the teacher can draw students' attention to the expressions with a reading, a short explanation and students' repetition. However the teacher can find some expressions useful for a group or pair work or for the feedback of an activity. In that case, he will present them to the students while setting the task of the activity or before the feedback.

SESSION 3

A- b: some advantages of the internet for students.

B-

1- T (lines 1-2) example

2- T (line 3)

3- F (lines 6-7)

4- F (lines 7-8)

5- T (lines 9-11)

6- T (lines 14-15)

C- Discussion

The production below is a suggestion, students are not supposed to make exactly the same. Moreover this a position on the issue. Some students can have other positions

The internet is magic as it is very useful and beneficial for an unlimited number of people. However it is not always magic. The internet also has some bad aspects. Indeed, young people can have an easy access to some inappropriate contents such as pornographic films and bet sites. In addition, some wicked people use the internet to steal or do many bad things.

UNIT 8: INFORMATION AND COMMUNICATION TECHNOLOGIES

UNIT SUMMARY

The game and the activities of this section can be given to the students as homework or done in class during the time dedicated to remediation.

REVISION GAME

- 1- A cellphone
- 2- Wi-Fi
- 3- A mouse
- 4- Facebook

REVISION ACTIVITIES

Activity 1

- 1- cybercafé
- 2- social network
- 3- sending SMS
- 4- buy
- 5- cellphone

Activity 2 (Erratum: example is missing)

- 1- download
- 2- plant
- 3- cooker
- 4- letter
- 5- me

Activity 3 (Erratum: example is missing)

- 1- printer
- 2- mouse
- 3- cable
- 4- camera
- 5- laptop

Activity 4 (Erratum: example is missing)

- 1- are
- 2- use
- 3- doesn't
- 4- is scanning
- 5- believe

WHAT I CAN DO

The teacher guides the students to evaluate themselves by filling in the table. The Feedback of this task, will permit the teacher to take measures for further remediation.

EVALUATION

In pairs or in groups the students discuss the questions. The Feedback of this task will permit the teacher to take measures for further remediation.