

COLLECTION "SUPERNOVA"

English for Ever Teacher's Guide 4^e



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TEACHERS'S GUIDE

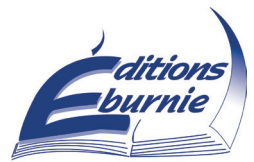
English For ever

4^E



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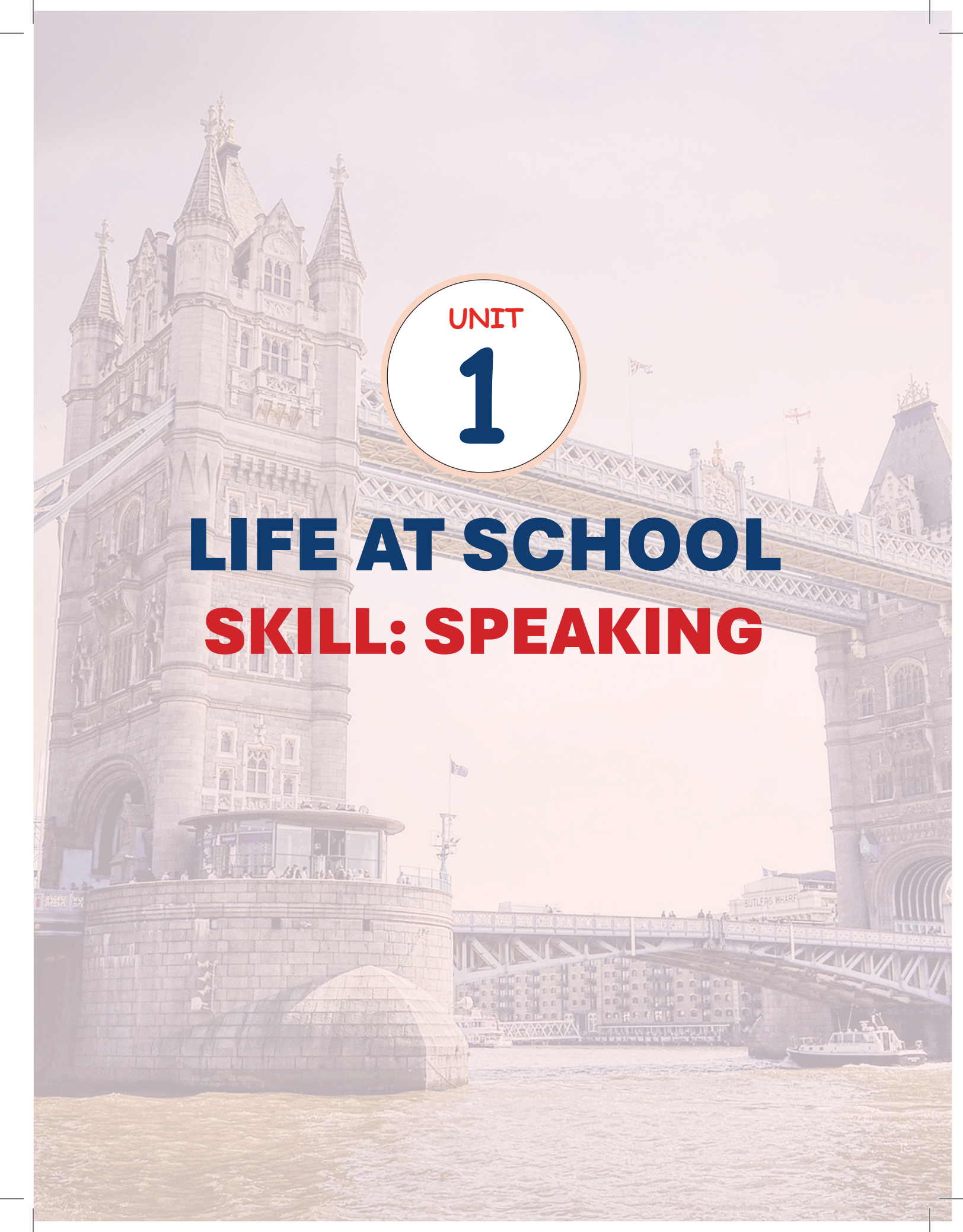
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A faded background image of the Tower Bridge in London, showing its two massive stone towers and the suspension bridge structure spanning the River Thames. The bridge's intricate Gothic-style architecture and the surrounding cityscape are visible in a light, semi-transparent overlay.

UNIT

1

LIFE AT SCHOOL
SKILL: SPEAKING

LESSON 1:**WHERE DID YOU SPEND YOUR HOLIDAYS?****LESSON CONTENT OVERVIEW**

- Vocabulary related to holiday memories
- Language function focus
 - Talking about holiday memories

Lead-in: Picture interpretation page 11

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What are these pictures about? (Answer: *They are about holidays, vacations.*)
2. Which picture is a symbol of Côte d'Ivoire? Why? (Answer: *Picture 5, it is the famous Basilica of Yamoussoukro.*)
3. Have you ever visited this place? (Answer: *Yes.*)
4. When was it? (Answer: *It was during the holidays.*)

Note: Now the students can discover the title of **lesson 1: WHERE DID YOU SPEND YOUR HOLIDAYS?**

Learning context

It is the new school year. The students of 4^e from your school are back to school. During the English class, they talk about what they did during the holidays in order to share their experiences with their classmates.

Ask a few questions about the learning context.

- Where are the students? (Ans.: They are in class.)
- What are they talking about? (Ans.: They are talking about their holidays)
- Why are they talking about their holidays?

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about their **holidays in session 3.**

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 12. Ask them to look, listen and repeat the words related to holidays. Make them repeat chorally and individually.

Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the pictures and the captions to tell the students that the people are talking about their holidays. Make them repeat the dialogues chorally and individually.

Focus on the key structure by highlighting (Where **did... spend / go...?**) and the past simple (**regular and irregular verbs**). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. My friend spent his holidays in Bouafle. (**example**)
2. Where did you spend the holidays?
3. I went to the beach during the holidays.
4. Where did you go during the holidays?
5. Henry went on a journey to Ghana.
6. Kelly went to the farms during the holidays.

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. spend / 2. spent / 3. go / 4. Went / 5. Were / 6. was

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

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

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 14. Ask them to look, listen and repeat the words related to holiday activities. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the speech bubbles on page 14 to tell the students that the people are talking about their holiday activities. Make them repeat the four captions chorally and individually. Focus on the key structures by highlighting (What did you do...? / Did you paddle...? Yes, I did. / No, I didn't.) Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | | | |
|------------|------------|------------|------------|
| 1) PADDLED | 3) TRAP | 5) FISHING | 7) RIDE |
| 2) CANOE | 4) VISITED | 6) WATCHED | 8) BICYCLE |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. watched / 2. went / 3. planted / 4. set / 5. rode / 6. was

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

1.d/ 2.a / 3. e / 4.c / 5.b

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 16.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Monitor the task and provide help if necessary
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model of talk on the board.

Suggested talk

Hello dear friends,

I'm.....and I'm here to talk about m y last holidays.

I spent the holidays in m y village (name). I was busy with different activities there. First, I went fishing in the nearby river with my cousins. I also watched a dance competition between villagers. The most interesting part for me was in the forest where I set traps to catch animals.

I t was really exciting to be in my village and I felt very happy to do all these things.

Thank you for your attention!

LESSON 2:

SCHOOL MEMORIES

LESSON CONTENT OVERVIEW

- Vocabulary related to school memories
- Language function focus
 - Expressing past habits
 - Expressing obligations in the past

Lead-in: Picture interpretation page 17

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. How many different pictures can you see on page 17? (Answer: **Four**)
2. Where are the boys and girls in the pictures? (Answer: **They are at school.**)
3. What are the students doing in pictures 2 and 3? (Answer: 2. **They are bullying/beating/brutalizing their friend.**) (Answer: 3. **They are cleaning the schoolyard**)
4. What do all these pictures remind you of? (Answer: **school memories or souvenirs**)

Note: Now the students can discover the title of **lesson 2: SCHOOL MEMORIES**

Learning context:

At a birthday party, a group of students of 4^e from your school meet a Nigerian boy who speaks only English. In order to share their school memories, they talk about the things they used to do at primary school.

Ask a few questions about the learning context.

- Where are the students? (**Ans.: At a birthday party**)
- Whom do they meet? (**Ans.: A Liberian boy who only speaks English.**)
- What are they talking about with the Liberian boy? (**Ans.: They are talking about the things they used to do at primary school.**)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about their **holidays in session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 18. Ask them to look, listen and repeat the words related to school memories. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Make the students read the passage about Zico. Remind them that it is about Zico's school memories. Focus on the key structure by highlighting (A: **What did ... use to** do at primary school? B : **I used to** cry for food) and (A: **Did ...use to** cheat in class at? B: **Yes, I did./No, I didn't.**). Make the students repeat chorally and individually. Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. cry (example)
2. fight
3. cheat
4. eat
3. sweep

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. A: Did the schoolmaster use to beat school children?
B: Yes, he did.
2. A: What did the girls use to do at break time?
B: Girls/ They used to clean the schoolyard.
3. A: Did the schoolchildren use to cheat in class?
B: No, they didn't. They used to work hard.
4. A: Did your friends use to eat in class?
B: No, they didn't./Yes, they did.
5. A: What did big boys use to do?
B: They/Big boys used to fight with their friends.
6. A : Did you use to fight with friends?
B: No, I didn't.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

1. Bad students didn't use to learn their lessons at primary school.
2. My sister used to cry before going to school.
3. I used to sleep in class at primary school.
4. Good students didn't use to cheat in class.
5. Did you use to fight with friends?

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2**Time to learn**

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

Show the students the pictures on page 20. Ask them to look, listen and repeat the words related to school memories. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

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

Make the students read the passage about ELIE. Remind them that it is about ELIE's life at primary school. Focus on the key structure by highlighting (A: What did ... have to do at primary school? B: I had to walk to school.) and (A: Did ... have to cook the dinner? B: No, he didn't.). Make the students repeat chorally and individually. Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. At primary school, we had to line up to enter the classroom.
2. When I was a child, I had to make the bed when I woke up
3. At primary school, the kids didn't have to walk long distances to school.
4. As a child, I didn't have to wash my clothes myself.
5. In the past, I had to go to bed before 9 p.m.
6. My senior sister had to wash my clothes when I was 6 years old.

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. A: Did Angela have to go to school by car?
B: No, she didn't.
2. A: What did Angela have to do at primary school?
B: She had to walk to school.
3. A: Did Antonio have to go to bed at 8. p.m
B: Yes, he did.
4. A: What did Antonio have to do at primary school?
B: He had to work in the garden.
5. A: Did Angela have to line up before entering the classroom?
B: Yes, she did.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

1. have to
4. didn't
2. had to
3. had to
5. have to/did
6. had to

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 22.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Monitor the task and provide help if necessary
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model of talk on the board.

Suggested talk

Note: The actions in the example below are suggestions.

Hello everybody,

I'm.....and I'm here to talk about my last holidays.

I spent the holidays in my village (name). I was busy with different activities there.

First, I went fishing in the nearby river with my cousins. I also watched a dance competition between villagers. The most interesting part for me was in the forest where I set traps to catch animals. It was really exciting to be in my village and I felt very happy to do all these things.

Thank you for your attention!

LESSON 3:

WORK AT SCHOOL

LESSON CONTENT OVERVIEW

- Vocabulary related to school results
- Language function focus
 - Expressing conditions
 - Asking and answering questions about conditions

Lead-in: Picture interpretation page 23

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. How many students are there in the picture? (*there are three students.*)
2. Why are the two of them happy? (*because they have good marks.*)
3. Why is the other boy sad? (*because he has a bad mark.*)

Note: Now the students can discover the title of **lesson 3: WORK AT SCHOOL**

Learning context:

The students of 4^e of your school have just received their very first English test papers. They are discussing their grades to encourage one another to do better.

Ask a few questions about the learning context.

- What have the students received? (*Ans.: English test papers.*)
- What are they doing? (*Ans.: discussing their grades*)
- Why are they discussing? (*Ans.: Encourage one another to do better*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about **school results in session 3**.

Note: This part must be conducted orally. Allow 3 minutes for that.

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 24. Ask them to look, listen and repeat the words related to school memories. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the pictures and the captions to tell the students that the people are talking about the conditions to have good school results. Make them repeat the conversation chorally and individually. Focus on the key structure by highlighting (**If you learn your lessons, you will have good marks.**) Illustrate the new structure on the board for the students to take notes in their copybooks..

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. sits (example)
2. passes
3. fails
4. hardworking
5. lazy
6. marks

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. If Zokou learns his lessons, he will pass his exams.
2. If they don't learn their lessons, they will fail the exam.
3. If Aliha is hardworking, she will have good marks.
4. If you improve your marks, the teacher will congratulate you.
5. If I'm lazy, I will not pass my exam.
6. If the teacher encourages bad students, they will improve their marks.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

1. Learns
2. will improve

3. will pass
4. is
5. will go up
6. don't

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 26. Ask them to look, listen and repeat the words related to school memories. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the dialogue and the conversation to tell the students that the people are talking about what will happen if they don't perform well in class. Make them repeat the conversation chorally and individually. Focus on the key structure by highlighting (A: What will happen **If** John **doesn't follow** in class? B: He **will have** bad marks.) Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. skips / 2. Help / 3. Results / 4. Pregnant / 5. Sent / 6. average

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. A: what will happen if you work hard?
B: If I work hard, I will go up.
2. A: what will happen if Yao skips class?
B: If Yao skips class, he will fail.
3. A: What will happen if they follow in class?
B: If they follow in class, they will have good marks.
4. A: What will happen if she doesn't follow in class?
B: If she doesn't follow in class, she will repeat her class.

5. A: What will happen if they help each other?
B: If they help each other, they will pass.
6. A: what will happen if the schoolgirl is pregnant?
B: If the schoolgirl is pregnant, she will be sent out of school.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

Positive results	Negative results
To go up – to pass – to improve – to have the average	To be sent out – to stay down – to fail – to repeat – to be expelled

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 16.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Monitor the task and provide help if necessary
- When time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model of talk on the board.

Suggested talk

Student A: Hi ..., how are you?

Student B: Hello .., I'm fine and you?

Student A: I don't want to study my lessons this week. I want to play and enjoy the week.

Student B: you are not serious! There are many consequences to that.

Student A: Really? What will happen if I don't study?

Student B: If you don't study, you will repeat your year.

Student A: oh no! I don't want to repeat my year!

Student B: Then, If you make more effort, you will go up.

Student A: Alright! Thank you for your advice.

Student B: you're welcome!

UNIT 1 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. EXAM | 4. IMPROVE |
| 2. PASS | 5. HARDWORKING |
| 3. SIT | 6. FAIL |

• REVISION ACTIVITIES

Exercise 1

1. Yamoussoukro
2. Wozo Vacances
3. Paris.
4. the Zoo
5. waterfall

Exercise 2

- | | |
|------|------|
| 1. B | 4. E |
| 2. D | 5. C |
| 3. F | 6. A |

Exercise 3

1. will pass
2. is
3. are
4. will be
5. will congratulate

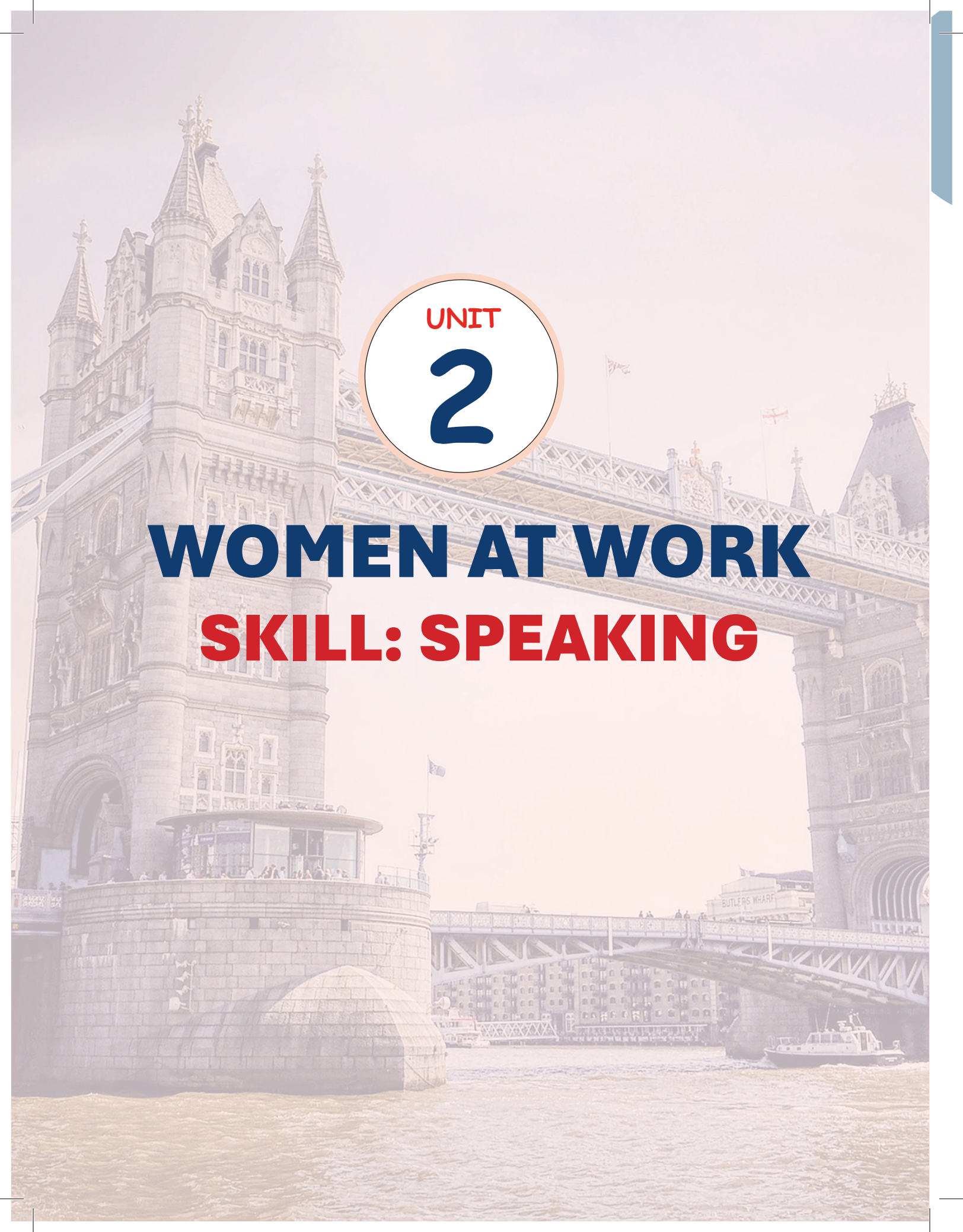
• WHAT I CAN DO

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.

A faded background image of the Tower Bridge in London, showing its two towers and suspension cables over the River Thames. A small boat is visible in the water at the bottom right.

UNIT

2

WOMEN AT WORK

SKILL: SPEAKING

LESSON 1:

RURAL WOMEN

LESSON CONTENT OVERVIEW

- Vocabulary related to rural women's activities
- Language function focus
 - Expressing abilities
 - Reporting what a person said

Lead-in: Picture interpretation page 33

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *A woman*)
2. Where is the woman coming from? (Answer: *from the farm*)
3. What is she carrying? (Answer: *A bundle of wood*)
4. Is she in the city or the village? (Answer: she is *in the village*)
5. What do you call a woman who lives in the village? (Answer: *A rural woman*)

Note: Now the students can discover the title of **lesson 1: RURAL WOMEN**

Learning context:

During the celebration of the International Day of Rural Women, the students of 4^e 2 of Lycée Moderne Adzopé deliver a speech to the US Ambassador about rural women's activities in order to show their merits and value.

Ask a few questions about the learning context.

- What is the event celebrated?
- What do the students of 4^e do on this occasion?
- Why do they deliver a speech?

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about **school results in session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 34. Ask them to look, listen and repeat the words related to women's activities. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the pictures and the captions to tell the students that the people are talking about rural women's abilities. Make them repeat the conversations chorally and individually. Focus on the key structure by highlighting (A: What **can** rural women do? B: Rural women **can till** the land.) Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

They can	They can't
till the land – iron clothes – collect firewood – grow cassava – fetch water – educate children	Teach English – write – read books – sit for an exam

Presentation with your partner:

Student A: What can rural women do? **Student B:** They can till the land.

Student A: What can't rural women do? **Student B:** They can't teach English.

Student A: What can rural women do? **Student B:** They can iron clothes.

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Hi, Yao!
2. No, they can't.
3. They can till the land and iron clothes.
4. No, they can't.
5. They can't teach English.
6. You're welcome!

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

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

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2**Time to learn**

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

Show the students the pictures on page 36. Ask them to look, listen and repeat the words related to rural women's activities. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

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

Use the speech bubbles to tell the students that they are going to report what these people said about rural women. Make them repeat the question and the three speech bubbles and their answers chorally and individually. Focus on the key structures by highlighting (**Direct speech: Adjoua said: «I can walk long hours to the field.»**) / (**Indirect speech: Adjoua said that she could walk long hours to go to the field.**) Draw students' attention to the pronoun and tense changes from direct speech to indirect speech. Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Maize / 2. Pound / 3. Grow / 4. Make / 5. Read / 6. Calculate

Activity 2: (p.35)

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Emilie said that she was a rural woman. Life was not easy for her.
2. Aya said that they worked hard to make money.
3. Henriette said that she could grow cassava to make attiéké.
4. Germaine said that she pounded the dry maize for the meal of the family.
5. Sita said that every day she carried heavy loads on her head.
6. Abou said that his wife was courageous but she couldn't make a lot of money.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

1. Zongo said that rural women were brave and courageous
2. Agnero said that rural women from Dabou could make delicious attiéké.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 38.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Monitor the task and provide help if necessary.
- When time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model of talk on the board.

Suggested talk

Good morning ladies and gentlemen! I amfrom 4^e .. Today I am here to talk about the activities of rural women in my area. Rural women are women who live in villages and rural areas in general. They are courageous.

They can do different activities. Rural women can till the land and grow crops.

They can also raise their children. Unfortunately, there are some activities they cannot do. Many of them cannot read or write. They can't calculate either. In my opinion, rural women play an important role in our society because they work to provide their families with food. Thank you for your attention.

LESSON 2: WOMEN'S RIGHTS AND DUTIES

LESSON CONTENT OVERVIEW

- Vocabulary related to women's rights and duties
- Language function focus
 - Expressing women's rights and duties
 - Making comparisons

Lead-in: Picture interpretation page 39

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *I can see many women.*)
2. What are they doing? (Answer: *They are claiming their rights.*)
3. **Do women only have rights?** (Answer: *No, they also have duties.*)

Note: Now the students can discover the title of **lesson 1: WOMEN'S RIGHTS AND DUTIES**

Learning context:

During the celebration of the International Women's Day, the schoolgirls of the English club of your school discuss their rights and duties in order to learn more about them.

Ask a few questions about the learning context.

- What is the event celebrated? (Ans.: *International Women's Day*)
- What do the schoolgirls of the English club do? (Ans.: *They discuss their rights and duties*)
- Why do they discuss them? (Ans.: *To learn more about them*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them discuss **women's rights and** duties in session 3.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 40. Ask them to look, listen and repeat the words related to women's rights and duties. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Make the students read the conversation between a schoolgirl and her aunt.

Remind them that it is about women's rights and duties in Côte d'Ivoire. Focus on the key structure by highlighting (A: What rights do women have? B: Women have the right to be happy) and (A: What duties do women have? B: Women have the duty to feed the family). Make the students repeat chorally and individually. Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | |
|--|------------------|
| 1. A: Vote | B: women's right |
| 2. A: be well-paid | B: women's right |
| 3. A: prepare food for the family | B: women's duty |
| 4. A: respect their husbands | B: women's duty |
| 5. A: get married | B: women's right |
| 6. A: things women legally enjoy | B: women's right |
| 7. A: things women are legally obliged to do | B: women's duty |
| 8. A: responsibilities | B : women's duty |
| 9. A: be educated | B: women's right |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Have the right
2. Has the duty
3. Has the right
4. Have the right
5. Have the right
6. Has the duty

Time to extend

Ask students to do it as homework or follow up if time permits.

1. Vote
2. Duties
3. Respect
4. Read
5. Rights
6. Enjoy

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2**Time to learn**

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

Show the students the pictures on page 42. Ask them to look, listen and repeat the words related to women's rights and duties. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

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

Make the students study the pictures and information on page 42. Remind them that they are about comparisons. Focus on the key structure by highlighting (John is **older than** Anne.) and (Some women are **more courageous than** men.) Make the students repeat chorally and individually. Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. C
2. D
3. E
4. F
5. A
6. B

Activity 2:

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Bigger than
2. Taller than
3. More dangerous than
4. More hardworking than
5. More expensive than
6. Easier....than

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

1. Some women are stronger than men.
2. Village life is more difficult than city life.
3. City women are prettier than village women.
4. Rural women are more hardworking than city women.
5. The weather in the village is better than the weather in the city.
6. Office work is easier than farm work.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 44.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Monitor the task and provide help if necessary
- When time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model of talk on the board.

Suggested presentation

Hello everybody!

Today I'm going to give you a presentation on women's rights and duties.

Women's rights are all the things they are legally permitted to do. Their duties are things they are legally obliged to do. So, women have different rights that include the right to vote and the right to be well-paid at work. In the family, women have the duty to respect their husbands. They also have the duty to feed the family. But in our country, women face various discrimination. Sometimes for the same job they are paid less than men. This is a form of discrimination.

People also consider that women are weaker than men. So, they sometimes refuse to hire them.

LESSON 3:

GIRLS AT SCHOOL

Collection "English for ever" / 4^e

SESSION 1**Time to learn****• Look, listen and repeat (Vocabulary)**

Show the students the pictures on page 46. Ask them to look, listen and repeat the words related to girls' education. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the captions on page 46 to tell the students that the people are giving their opinions about the schooling of girls. Make them read and repeat the questions and opinions chorally and individually. Focus on the key structure by highlighting (In my opinion / For me / I think that / I believe that) Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. C
2. D
3. A
4. E
5. F
6. B

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. B
2. F
3. A
4. E
5. C
6. D

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

2. I think that sexual harassment is not good for girls' education.
3. I believe that domestic work prevents girls from going to school.

4. In my opinion, school fees are an obstacle to girls' education.
5. For me, poverty is the major obstacle to girls' education.
6. I believe that girls must go to school.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 48. Ask them to look, listen and repeat the words related to girls' education. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the captions on page 48 to tell the students that the people are making suggestions about the schooling of girls. Make them read and repeat the questions and suggestions chorally and individually. Focus on the key structure by highlighting (Parents **should send** girls to school.) and (Parents **shouldn't neglect** girls' education.) Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. D
2. E
3. F
4. A
5. C
6. B

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Hello Agnès
2. Why doesn't he want to send you to school?
3. You should denounce him to the school director.
4. They can sensitize him about the importance of girls' education.

5. Yes, I do.
6. You're welcome!

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

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

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 49.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Monitor the task and provide help if necessary
- When time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model of talk on the board.

Suggested speech:

Hello everybody! It's a pleasure for me to be here today on this International Day of Women to talk about the importance of sending girls to school. Sending girls to school is very important for communities. But there are many obstacles to girls' education. One major obstacle to girls' education is poverty. Without money, it is difficult for parents to ensure their girls' education. At school, there is also sexual harassment that often is a problem to girls' education. To me, school is very important for girls because it allows them to have a bright future. To facilitate girls' education, states should build more boarding schools. We should also sensitize parents about the importance of sending girls to school. Never forget to encourage the education of girls. Thank you for listening.

UNIT 2 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. right | 8. respect |
| 6. rural women | 5. a boarding school |
| 7. duties | |

• REVISION ACTIVITIES

Exercise 1

- Angela said that she didn't like her job.
- Steve said that rural women were brave and courageous.
- Fofana said that his son didn't like school.
- Zokou said that rural women could do many things.
- Rural women said that they could make attiéké from cassava.

Exercise 2

- | | |
|------|------|
| 1. T | 4. T |
| 2. F | 5. F |
| 3. F | |

Exercise 3

- harder than
- weaker than
- stronger than
- prettier than
- more difficult than

Exercise 4

- Yes, for me it is very important to send girls to school.
- Three obstacles to girls' education: early pregnancy/school fees/sexual harassment.
- Three solutions to the education of girls:
 - Sensitize parents about the importance of school for girls.
 - Don't send girls out of school because of pregnancy.
 - Please, do not sexually harass school girls.
- No, I personally think that pregnant schoolgirls should not be sent out of school. They should be given a second chance.
- In my opinion, to definitively put an end to sexual harassment, the government must take strong measures to punish those who harass school girls.

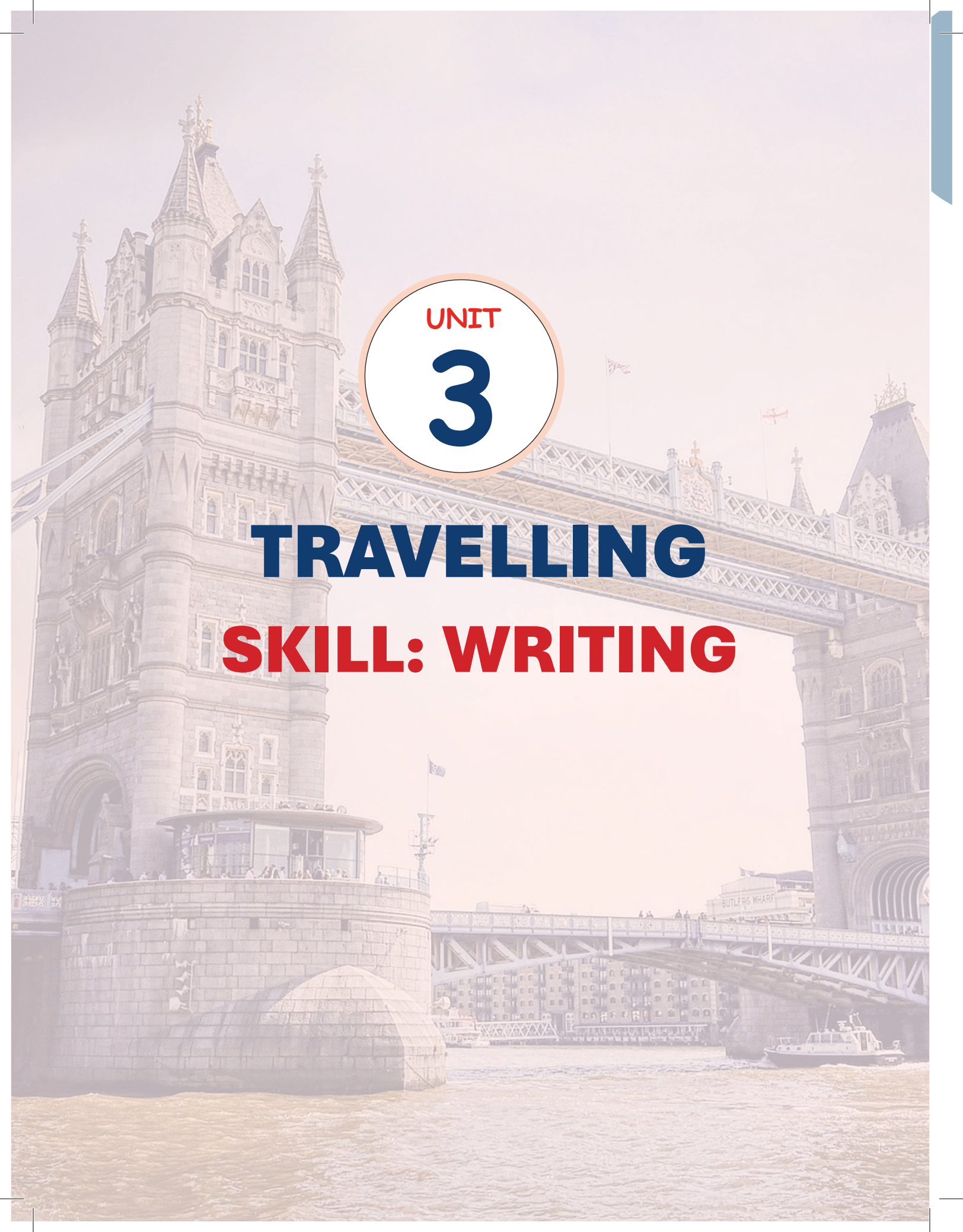
- **WHAT I CAN DO**

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.

A faded background image of the Tower Bridge in London, showing its two massive stone towers and the suspension bridge structure spanning the River Thames. The bridge's intricate Gothic-style architecture, including turrets and flags, is visible. A small boat is seen on the water in the foreground.

UNIT

3

TRAVELLING

SKILL: WRITING

LESSON 1:

GO TO SCHOOL BY TAXI

LESSON CONTENT OVERVIEW

- Vocabulary related to means of transport
- Language function focus
 - Making comparisons
 - Asking and answering questions about means of transport
 - Expressing likes and dislikes

Lead-in: Picture interpretation page 53

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in this picture? (Answer: *A coach or bus station*)
2. Who are these people? (Answer: *passengers / travellers*)
3. How do they travel? (Answer: *By coach / bus*)
4. How do you go to school? (Answer: *By taxi*)

Note: Now the students can discover the title of **lesson 1: GO TO SCHOOL BY TAXI**

Learning context:

For the school English club magazine, the students of 4^e 5 of Collège Moderne Plateau write a paragraph about the means of transport people use in their country in order to share information with their pen-friends in Ghana. The best

paragraph will receive a price.

Ask a few questions about the learning context.

- Where do the students come from? (Answer: *Collège Moderne Plateau 4^e 5*).
- What are they going to do? (Answer: *Write a paragraph about the means of transport*).
- Why should they write a paragraph? (Answer: *To share information with their pen-friends in Ghana*).

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about **means of transport** in session 3.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 54. Ask them to look, listen and repeat the words related to means of transport. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the pictures of the red and white cars and information related to the price and speed to make comparisons. Make them repeat the comparisons in the box chorally and individually. Focus on the key structure by highlighting (cheaper than / more expensive than / as fast as). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | |
|---------------------|----------------|
| 1. Lorry. (example) | 7. Boat |
| 2. Car | 8. Ferryboat |
| 3. Bus | 9. Seaplane |
| 4. Taxi | 10. Yacht |
| 5. Plane | 11. Train |
| 6. Coach | 12. Helicopter |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. A car is smaller than a bus (example)
2. A plane is bigger than a helicopter
3. A plane is more comfortable than a coach
4. A black helicopter is faster than a coach
5. A boat is heavier than a car.
6. A plane is more expensive than a bus

Time to extend

Ask students to do it as homework or follow-up if time permits.

Expected answers:

1. The lorry is slower than the helicopter.
2. The lorry is cheaper than the helicopter.
3. The helicopter is more expensive than the lorry.

4. The helicopter is more comfortable than the lorry.
5. The helicopter is more colourful than the lorry.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 56. Ask them to look, listen and repeat the words related to means of transport. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the pictures and the captions to tell the students that Aya and Ali are talking about means of transport. Make them repeat the conversation and the message in the captions chorally and individually. Focus on the key structures by highlighting (A: **How do ...go** to school?/**How does ...go** to Paris? B: go to school on foot/go to Paris **by** plane.) and (like/**enjoy going** to school **by** taxi / Hate / dislike going to school **on** foot). Illustrate the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | | | | |
|---------------|------------|---------------|------------|--------------|
| 1. Canoe (ex) | 3. Scooter | 5. Camel | 7. Bike | 9. Motorbike |
| 2. Horse | 4. Donkey | 6. Motorcycle | 8. Bicycle | |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Yeo likes travelling by bus but he dislikes travelling by coach.
2. Mariam likes travelling by plane but she dislikes travelling by boat.
3. Koffi likes travelling by train but he dislikes travelling by car.
4. Marta likes travelling by car but she dislikes travelling on foot.
5. Mary likes travelling by ferryboat but she dislikes travelling by canoe.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

To drive	To sail	To fly	To ride	To paddle
a taxi a bus a lorry	a boat a yacht	a plane a helicopter a seaplane	a scooter a donkey a camel a motorcycle a bike a motorbike a horse a bicycle	a canoe a kayak

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 57.
- Tell them that they are going to write a paragraph.
- Elicit ideas about the plan of a paragraph.
- Ask them to read the instruction carefully.
- Set the task according to the plan elaborated.
- Monitor the task and provide help if necessary.
- When time is over, ask them to stop writing for correction.
- Ask them to exchange their copies with their partners and correct an aspect of the writing according to the checklist.
- Conduct feedback according to the checklist.
- Ask students to take back their production and correct the incorrect part.
- Encourage a strong student to write his paragraph on the board.
- Conduct feedback.
- Suggest a model of paragraph on the board.

Suggested paragraph

Dear friend.

Good How are you? I am writing to inform you about the means of transport available in my country. There are different means of transport. People move around in Abidjan by buses, cars, taxis, coaches, tricycles, etc. I generally go to school by bus and sometimes by taxi when I'm late. However, many Ivorians commute by van, locally called "Gbaka". I dislike going to school in those vans because the drivers are not careful. I personally like going to school by bus because they are safer than the other means of transport.

LESSON 2:**BACK FROM LONDON****LESSON CONTENT OVERVIEW**

- Vocabulary related to air travel
- Language function focus
 - Expressing preferences
 - Making comparisons

Lead-in: Picture interpretation page 58

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *planes*)
2. Where are the planes? (Answer: *at the airport*)
3. Have you ever travelled by plane? (Answer: *No, I haven't. / Yes, I have.*)

Note: Now the students can discover the title of **lesson 2: BACK FROM LONDON**

Learning context:

Back from a short stay in London, the students of 4^e 3 of Lycée Moderne Cocody write a paragraph about their flight on the Facebook page of their English club in order to share experiences.

Ask a few questions about the learning context.

- Where are the students back from? (Answer: *London*)
- What do they do on the Facebook page of their English club? (Answer: *write a paragraph about their flight*)
- Why do they write a paragraph? (Answer: *to share experiences*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about travel by plane in session 3.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1**Time to learn****• Look, listen and repeat (Vocabulary)**

Show the students the pictures on page 59. Ask them to look, listen and repeat the words related to air travel. Make them repeat chorally and individually.

Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Show the picture on page 59 to the students and tell them that Mary and Peter are talking about the means of transport they prefer. Make them repeat the conversation chorally and individually. Focus on the key structures by highlighting (I prefer travelling by plane. / I would rather travel by plane).

Illustrate the new structures on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. plane. (example) / 2. airport / 3. take off / 4. land / 5. runway / 6. board / 7. flight ticket

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. I prefer riding a horse. / I would rather ride a horse. (example)
2. They prefer going home on foot. / They would rather go home on foot.
3. We prefer travelling by coach. / We would rather travel by coach.
4. Mary prefers going to the market by taxi. / Mary would rather go to the market by taxi.
5. Paul prefers driving a lorry. / Paul would rather drive a lorry.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

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

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Make the students study the conversation on page 61. Ask them to look, listen and repeat the words related to travel by plane. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Ask the students to study the two buses and the related information. Make them figure out that the language function is about making comparisons using the superlative. Focus on the key structure by highlighting (the fastest. / the least fast / the most comfortable / the least comfortable). Make the students repeat chorally and individually. Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | | |
|------------------|--------------------|------------|
| 1. Passport (ex) | 3. check-in clerk | 5. customs |
| 2. Boarding pass | 4. customs officer | |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. The plane is the most expensive. The car is the least expensive.
2. The car is the least long. The bus is the longest.
3. The canoe is the least fast. The yacht is the fastest.
4. The boat is the heaviest. The seaplane is the least heavy.
5. The helicopter is the most comfortable. The canoe is the least comfortable.
6. The horse is the least slow. The camel is the slowest.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

- | | | | | |
|------|------|------|------|-------|
| 1. f | 3. h | 5. i | 7. b | 9. d |
| 2. a | 4. g | 6. j | 8. e | 10. C |

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 63.
- Tell them that they are going to write a paragraph.
- Elicit ideas about the plan of a paragraph.
- Ask them to read the instruction carefully.
- set the task according to the plan elaborated.
- Monitor the task and provide help if necessary.
- When time is over, ask them to stop writing for correction.
- Ask them to exchange their copies with their partners and correct an aspect of the writing according to the checklist.
- Conduct feedback according to the checklist.
- Ask students to take back their production and correct the incorrect part.
- Encourage a strong student to write his paragraph on the board.
- Conduct feedback.
- Suggest a model of paragraph on the board.

Suggested paragraph

Dear friends,

Good How are you doing? Great, I hope. I am writing to you to inform you about my travel to London by plane last month. At the airport, there was a plane on which I boarded. But before that, I presented my passport to the check-in clerk. At the airport, customs officers controlled our luggage. I took the Economy class for my flight. When I got to London, I was happy. The airport in London is very beautiful and it's bigger than the airport in Abidjan.

LESSON 3:**COME AND VISIT
CÔTE D'IVOIRE!****LESSON CONTENT OVERVIEW**

- Vocabulary related to tourism
- Language function focus
 - Making suggestions
 - Accepting or refusing suggestions

Lead-in: Picture interpretation page 64

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in this picture? (answer: *a beach*)
2. Who often visits a beach during holidays? (answer: *tourists*)
3. Do tourists often visit your country? (answer: *Yes, they do. / No, they don't*)

Note: Now the students can discover the title of **lesson 3: COME AND VISIT CÔTE D'IVOIRE!**

Learning context:

The students of 4^e1 of Lycée Djibo Soukalo in Bouaké take part in a contest organized by the American Embassy. They have to design a tourism brochure to promote the region.

Ask a few questions about the learning context.

- Where do the students come from? (Answer: *Lycée Djibo Soukalo in Bouake*)
- What do they take part in? (Answer: *a competition organized by the American Embassy*)
- Why should they design a tourism brochure? (Answer: *promote the region*)

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1**Time to learn****• Look, listen and repeat (Vocabulary)**

Show the students the pictures on page 65. Ask them to look, listen and repeat the words related to tourism. Make them repeat chorally and individually.

Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the people on page 65 are making suggestions about holiday resorts. Make them repeat the conversation chorally and individually.

Focus on the key structure by highlighting (Why don't you go to the beach? / How about going to the zoo?) Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | | | |
|------|-------|------|------|
| 1. d | 3. e. | 5. a | 7. h |
| 2. c | 4. f | 6. g | 8. b |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. Why don't we visit the museum today? / How about visiting the museum? (example)
2. Why don't we go to the bar tonight? / How about going to the bar tonight?
3. Why don't we pray at the Cathedral? / How about praying at the Cathedral?
4. Why don't we play scrabble? / How about playing scrabble?
5. Why don't we travel to the USA? / How about travelling to the USA?
6. Why don't we try to ride a camel? / How about trying to ride a camel?

Time to extend

Ask students to do it as homework or follow-up if time permits.

Expected answers:

- | | | | |
|-------------|--------------|-----------------|-----------|
| 1. Zoo | 3. Cathedral | 5. Basilica | 7. Beach |
| 2. Fountain | 4. Waterfall | 6. Liana bridge | 8. Museum |

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Ask students to read the text on page 67. Ask them to look, listen and repeat the words related to tourism. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the conversation to tell the students that the people are making suggestions about tourist sites. Make them repeat the conversation chorally and individually.

Focus on the key structure by highlighting (A: **Why don't we ...?** B: **That's a good idea.** / **I'm afraid I can't.**) Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | | |
|------------------------------|----------------------|------------------------|
| 1. To have fun in a bar (ex) | 3. To swim | 5. To take a boat tour |
| 2. To relax on the beach | 4. To go on a safari | |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. That's a good idea!
2. I am afraid I can't
3. That's a very bad idea
4. That's great!
5. That's not interesting

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

Acceptance	Refusing
Excellent; that's interesting, great; I'd love that, why not; yes, that is a good idea; yes, thanks a bunch; that's good	Bad idea; no, thanks; that's not a good idea; I'm afraid I can't; sorry, but...

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 68.
- Tell them that they are going to write a paragraph.
- Elicit ideas about the plan of a paragraph.
- Ask them to read the instruction carefully.
- set the task according to the plan elaborated.
- Monitor the task and provide help if necessary.
- When time is over, ask them to stop writing for correction.
- Ask them to exchange their copies with their partners and correct an aspect of the writing according to the checklist.
- Conduct feedback according to the checklist.
- Ask students to take back their production and correct the incorrect part.
- Encourage a strong student to write his paragraph on the board.
- Conduct feedback.
- Suggest a model of paragraph on the board.

Suggested paragraph

Good morning, everybody. Today, I am happy to talk about tourism in my country. Côte d'Ivoire is a very good tourist destination. In my country, tourists can visit places like the Basilica of Yakro, the Liana Bridge of Man, the National Museum of Plateau, the beaches of Assinie... During the stay of the tourists, they can have a boat tour, go on a safari, have fun on a beach, etc. I suggest they visit especially the Basilica and the Liana Bridge of Man ...

UNIT 3 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

Bicycle, coach, helicopter, seaplane, plane, motorcycle, canoe, donkey...l

• REVISION ACTIVITIES

Exercise 1

1. A plane 2. A boat 3. a camel 4. A coach 5. a donkey 6. a motorbike

Exercise 2

- | | |
|---------------------|--------------------|
| 1. A steward | 6. Customs officer |
| 2. A passenger | 7. A fountain |
| 3. A tourist | 8. A beach |
| 4. A check-in clerk | 9. A museum |
| 5. A n air hostess | 10. Customs |

Exercise 3

- | | |
|----------------------|---------------------|
| 1. To ride a bicycle | 4. To walk |
| 2. To drive a car | 5. To pilot a yacht |
| 3. To paddle | 6. To ride a horse |

Exercise 4

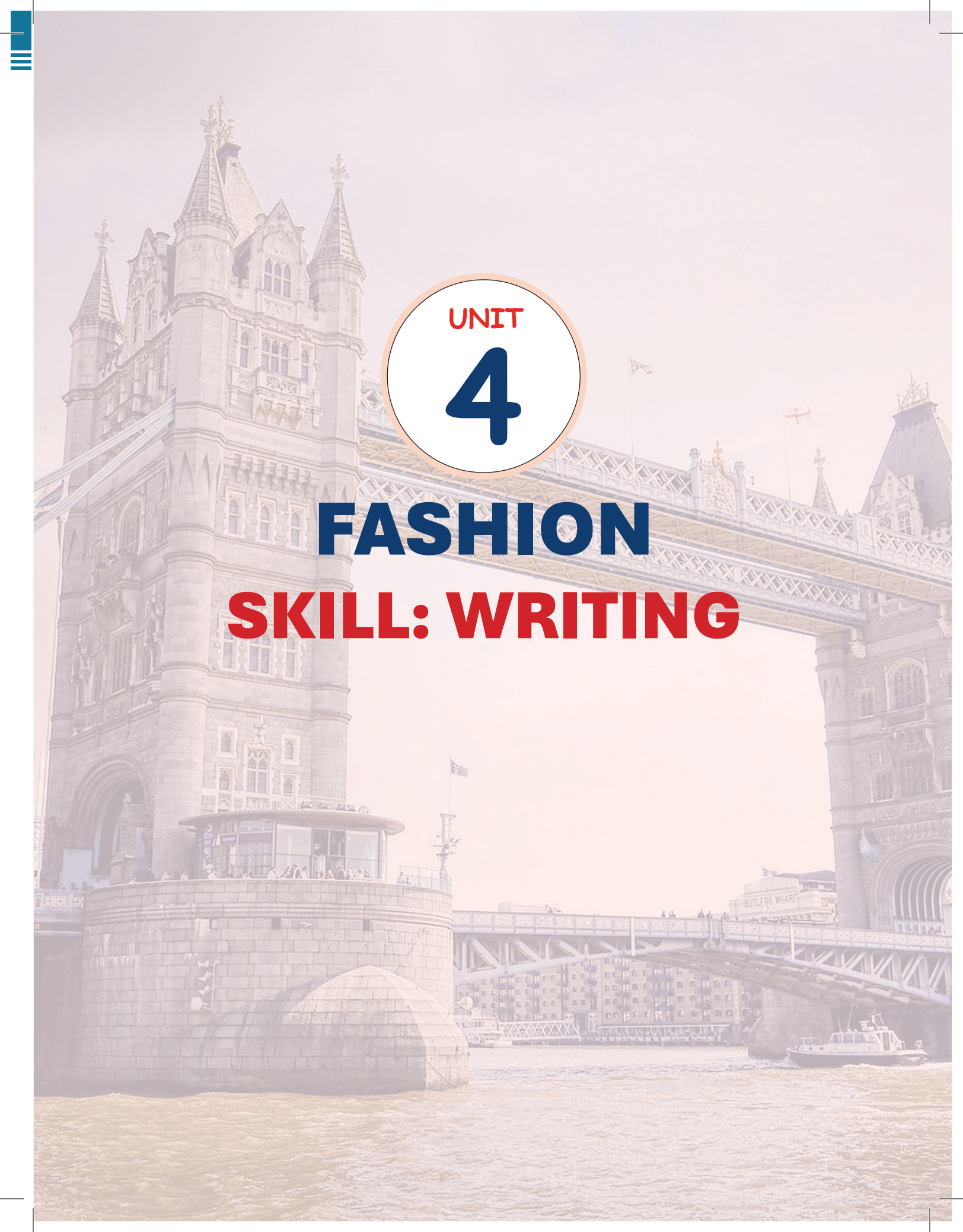
1. Jack is the tallest.
2. Steve is the oldest.
3. Jack is the heaviest.
4. Jack is the youngest.
5. Marta is the shortest.
6. Steve is the most handsome.
7. Marta is the most beautiful.

• 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.

A faded background image of the Tower Bridge in London, showing its two massive stone towers and the suspension bridge structure spanning the River Thames. The bridge's intricate Gothic-style architecture and the surrounding cityscape are visible in the background.

UNIT

4

FASHION

SKILL: WRITING

LESSON 1:**TEENAGERS PREFER MODERN CLOTHES****LESSON CONTENT OVERVIEW**

- Vocabulary related to clothing items
- Language function focus
 - Expressing preferences
 - Giving reasons

Lead-in: Picture interpretation page 73

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in this picture? (Answer: *Clothing items*)
2. Name two clothing items people wear in your country. (Answer: *Bubu, Mini skirt*)
3. Which clothing item is modern or traditional: Bubu or mini skirt? (Answer: *mini skirt*)

Note: Now the students can discover the title of **lesson 1: TEENAGERS PREFER MODERN CLOTHES**

Learning context:

As a student of 4^e from Lycée Moderne Dominique Ouattara of Séguela, your American pen-friend needs your help with his presentation on African clothing items. In order to give him more information, you write a paragraph to describe the clothing items people wear in your area.

Ask a few questions about the learning context:

- From which form and school is the student? (Answer: 4^e from Lycée Moderne Dominique Ouattara of Séguela)
- What does his American pen-friend need? (Answer: help for his presentation on African clothing items)
- What must the student do to give his pen-friend more information?

(Answer: write a paragraph to describe the clothing items people wear in his area Tell the students that they are going to learn appropriate vocabulary items and language functions to help them write a paragraph describing clothing items in session 3 .

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Ask the students to study the conversation on page 74. Tell them that Dave and N'goran are talking about clothing items and their origins. Ask them to look, listen and repeat the words related to clothing items and their origins. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Show the students the pictures of cell phones. Tell them the conversation is about the clothing items young people prefer. Make them repeat it chorally and individually. Focus on the key structure by highlighting (**prefer wearing** / **prefer to wear** / **'d rather wear**). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. c 2. h ; 3. e 4. g 5. a 6. Muslims 7. j 8. d 9. b 10. e

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

1. prefer 2. would rather ; 3. prefer ; 4. would rather ; 5. prefer.

Time to extend

Ask students to do it as homework or follow-up if time permits.

Expected answers:

2. – North Africans would rather wear djellaba.
 – North Africans prefer wearing djellaba.
 – North Africans prefer to wear djellaba.
 – North Africans prefer djellaba.
3. – The Bamileke would rather choose Toghu clothes.
 – The Bamileke prefer choosing Toghu clothes.
 – The Bamileke prefer to choose Toghu clothes.
4. – The Indians would rather promote the sari cloth.
 – The Indians prefer promoting the sari cloth.
 – The Indians prefer to promote the sari cloth.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2**Time to learn**

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

Ask the students to read silently the passage on page 76. Tell them that it is about modern clothes. Ask them to look, listen and repeat the words in bold.

Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

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

Tell the students that the conversation on page 76 is about the reasons why young people prefer modern clothes. Make them repeat it chorally and individually. Focus on the key structure by highlighting (A: Why do young people prefer modern clothes? B: They prefer modern clothes because of their price.). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- | | | | |
|-----------|-------------|-----------------------|----------|
| 2. tights | 3. suit | 4. long-sleeved shirt | 5. dress |
| 6. tie | 7. trousers | 8. skirt. | |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

- Yao wears a long-sleeved shirt because of the weather.
- The man puts on a suit because he works in an office in Plateau.
- The girls are wearing beautiful dresses because they are going to a birthday party.
- Young boys wear long-sleeved shirts because they are in fashion.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

- | | | | |
|---------------|---------------|---------------|------------|
| 2. because of | 3. Because of | 4. because of | 5. because |
|---------------|---------------|---------------|------------|

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 77.
- Tell them that they are going to write a paragraph.
- Elicit ideas about the plan of a paragraph.
- Ask them to read the instruction carefully.
- set the task according to the plan elaborated.
- Monitor the task and provide help if necessary.
- When time is over, ask them to stop writing for correction.
- Ask them to exchange their copies with their partners and correct an aspect of the writing according to the checklist.
- Conduct feedback according to the checklist.
- Ask students to take back their production and correct the incorrect part.
- Encourage a strong student to write his paragraph on the board.
- Conduct feedback.
- Suggest a model of paragraph on the board.

Suggested paragraph

Dear friend, / Hi Henry, / Hello Henry,

I'm so happy you're coming to visit me in Cote d'Ivoire. There are a lot of clothes from different countries in Cote d'Ivoire. You can find the kente cloth from Ghana and the iro ati buba from Nigeria. There is the djellaba from Morocco too. These are just some examples.

In addition to these traditional outfits, Ivorians wear modern clothes. Jeans, T-shirts and dresses are the most popular.

Personally, I prefer wearing jeans and T-shirts because they are cheaper and more practical.

I hope I've answered the questions you asked me about clothes in my country.

You can wear any clothes when you come.

All the best, Ariel.

(Layout of an informal Email – optional)

LESSON 2:

ATTENDING A FASHION SHOW

LESSON CONTENT OVERVIEW

- Vocabulary related to fashion shows
- Language function focus
 - Describing what people are wearing
 - Persuading and dissuading

Lead-in: Picture interpretation page 78

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *a fashion show*)
2. What do people do during a fashion show? (Answer: *They parade and exhibit new clothes.*)
3. Have you ever attended a fashion show? (Answer: *No, I haven't. / Yes, I have.*)

Note: Now the students can discover the title of **lesson 2: TENDING A FASHION SHOW**

Learning context:

A student of 4^e1 from College Moderne Guiende has been sent to Ghana to attend the Accra Fashion Week on behalf of the English Club. Once back, the chairman asks him to write a paragraph about the event for the club's magazine.

Ask a few questions about the learning context.

- Who has been sent to Ghana? (Answer: *A student from 4^e1 from College Moderne Guiende*)
- Why has he been sent to Ghana? (Answer: *to attend the Accra Fashion Week on behalf of the English Club*)
- Once back, what does the chairman ask him to do? (Answer: *Write a paragraph about Accra Fashion Week for the club's magazine*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them write a paragraph on **Accra Fashion Week** in session 3.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Ask the students to read silently the passage on page 79. Tell them that it is about a fashion show. Ask them to look, listen and repeat the words in bold in the text. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the conversation on page 79 is about what top models are wearing. Make them repeat it chorally and individually. Focus on the key structure by highlighting (A: **What are** top models wearing? B: They **are wearing** dresses, hats, and boots.). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

2. a top model; 3. a barber; 4. a fashion designer; 5. a collection;
6. a hairdresser; 7. a catwalk; 8. an audience

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

2. A: What is the top model wearing?
B: She is wearing trousers and a long-sleeved shirt.
3. A: What are the teenagers wearing?
B: They are wearing baggy clothes.
4. A: What is the man wearing?
B: He is wearing a suit.

Time to extend

Ask students to do it as homework or follow-up if time permits.

Expected answers:

2. T; 3. F ; 4. T; 5. T

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Ask the students to read silently the passage on page 81. Tell them that it is about a fashion show. Ask them to look, listen and repeat the words in bold in the text. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the three lines on page 81 are an attempt to persuade or dissuade people about Indian Fashion Week. Make them repeat it chorally and individually. Focus on the key structure by highlighting (**I can assure you that .../ I am sorry this ...**). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

2. j ; 3. i; 4. g; 5. a; 6. h; 7. f; 8. b; 9. c

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

2. I am afraid / I am sorry you are making the worst decision.
3. I can assure you that fashion helps develop society.
4. I am sorry / I am afraid this garment is not fashionable.
5. I can assure you that African traditional clothes are eye-catching.

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

2. glamorous; 3. drape; 4. fashionable; 5. colourful ; 6. eye-catching.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 83.
- Tell them that they are going to write a paragraph.
- Elicit ideas about the plan of a paragraph.
- Ask them to read the instruction carefully.
- set the task according to the plan elaborated.
- Monitor the task and provide help if necessary.
- When time is over, ask them to stop writing for correction.
- Ask them to exchange their copies with their partners and correct an aspect of the writing according to the checklist.
- Conduct feedback according to the checklist.
- Ask students to take back their production and correct the incorrect part.
- Encourage a strong student to write his paragraph on the board.
- Conduct feedback.
- Suggest a model of paragraph on the board.

Suggested production

The Paris Fashion Week - A Never-to-be-Forgotten Celebration

The English Club of my school sent me to Paris last week to participate in The Paris Fashion Week. It was a marvellous celebration of the French and the world cultures. Many people came from different countries in the world to take part in that event. Fashion designers, glamorous top models, barbers, hairdressers, and journalists attended that fashion week. For a week, famous designers exhibited their collections of colourful and eye-catching garments. The top models paraded on the catwalk in stylish and fashionable dresses, trousers and shirts. They also wore traditional cloth like sari and Kente. The audience clapped their hands noisily every time the top models appeared on the catwalk.

The next Fashion Week will take place in Accra. I can assure you that it is an event to see.

Note: Depending on your objectives, you may teach your students the layout of an email.

LESSON 3:**BLACK COMPLEXION IS BEAUTIFUL****LESSON CONTENT OVERVIEW**

- Vocabulary related to fashion cosmetics
- Language function focus
 - Giving advice
 - Asking for advice

Lead-in: Picture interpretation page 84

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *cosmetics*)
2. Why do women use cosmetics? (Answer: *to look more attractive / beautiful*)
3. Have you ever changed your complexion? (Answer: *No, I haven't / Yes, I have*)

Note: Now the students can discover the title of **lesson 3: BLACK COMPLEXION IS BEAUTIFUL**

Learning context:

For the celebration of the International Health day organized by the British Council, the students of 3^e from College Moderne of Assindi are asked to write a paragraph to sensitize girls about the misuse of cosmetic products

Ask a few questions about the learning context:

- Which event is celebrated? (Answer: *The International Health Day*)
- What are the students of 4^e of Assindi asked to do? (Answer: *Write a paragraph*)
- Why do they have to write the paragraph? (Answer: *to sensitize girls about the misuse of cosmetic products.*)

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Ask the students to read silently the passage on page 85. Tell them that it is about cosmetics. Ask them to look, listen and repeat the words in bold in the text. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the doctor on 85 is giving advice to women on the use of cosmetics. Make them repeat it chorally and individually. Focus on the key structure by highlighting (Women should keep their natural skin colour. / They shouldn't bleach their skin.). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. Bleaching products:

2. Fair complexion
- 3 . Skin dots
- 4 . Dark complexion
5. Skin cancer
6. To bleach the skin
7. Bleaching product
8. Bleaching soap

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. should

2. shouldn't
3. should
4. should
5. shouldn't

Time to extend

Ask students to do it as homework or follow up if time permits.

Expected answers:

1. Complexion
2. Bleaching
3. Skin cancer
4. Shouldn't
5. Should

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2**Time to learn**

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

Ask the students to read silently the small passage on page 87. Tell them that it is about beauty products. Ask them to look, listen and repeat the words in bold in the text. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

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

Tell the students that on page 87 a woman is asking a doctor for advice on what to do to have healthy skin. Make them repeat it chorally and individually. Focus on the key structure by highlighting (A: What **should I do to have** a healthy skin? B: You **should** buy skin products

A: **Should I use** bleaching creams?

B: **No, you shouldn't** use bleaching creams.). Illustrate the new structure on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:**Example: 1. lipstick**

- | | | | |
|--------------------|----------------|--------------------|--------------|
| 2. wig; | 3. hair brush; | 4. eyebrow brush ; | 5. perfume ; |
| 6. fake eyelashes; | 7. eyeliner; | 8. fake nails | |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:**Example: 1. What should Malika do?**

2. What should Annick not do?
3. Should black women be proud of the colour of their skin?
4. Should Aline use too much cosmetics?
5. What should young ladies do?

Time to extend

Ask students to do it as homework or follow-up if time permits.

Expected answers:**Example: 1. Fragrance**

2. Nail polish
3. Fake eyelashes
4. Hairbrush
5. Eyeliner
6. Lipstick
7. Wig

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 88.
- Tell them that they are going to write a paragraph.
- Elicit ideas about the plan of a paragraph.
- Ask them to read the instruction carefully.
- set the task according to the plan elaborated.
- Monitor the task and provide help if necessary.
- When time is over, ask them to stop writing for correction.
- Ask them to exchange their copies with their partners and correct an aspect of the writing according to the checklist.
- Conduct feedback according to the checklist.
- Ask students to take back their production and correct the incorrect part.
- Encourage a strong student to write his paragraph on the board.
- Conduct feedback.
- Suggest a model of paragraph on the board.

Suggested production

Cosmetic products, should we use them at all?

This International Health Day is a good opportunity to share some ideas with you about what can be now considered a public health problem: the misuse of cosmetics.

For different reasons, people use cosmetic products today. Among the variety of these products that we find everywhere today, the users like bleaching creams and soap. These bleaching products have consequences like skin cancer and skin dots to mention only a few. To avoid these drawbacks, the right thing to do is that you should keep your natural skin. If you can't resist the temptation to make use of cosmetics, then you shouldn't use them too much.

UNIT 4 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

2. Kente 3. Suit 4. Perfume 5. Wig 6. Lipstick 7. Boot

• REVISION ACTIVITIES

Exercise 1

1. Thogu 2. Kente 3. Iro atibuba 4. Shuka 5. Habesha kemis
6. Djellaba 7. Sari

Exercise 2

1. shouldn't 2. Should 3. Should 4. Should 5. shouldn't

Exercise 3

1. Sneakers 2. Isidwaba 3. Computer 4. Book 5. Trousers

Exercise 4

1. would prefer 2. prefer 3. Prefer
4. would rather 5. would rather 6. prefer

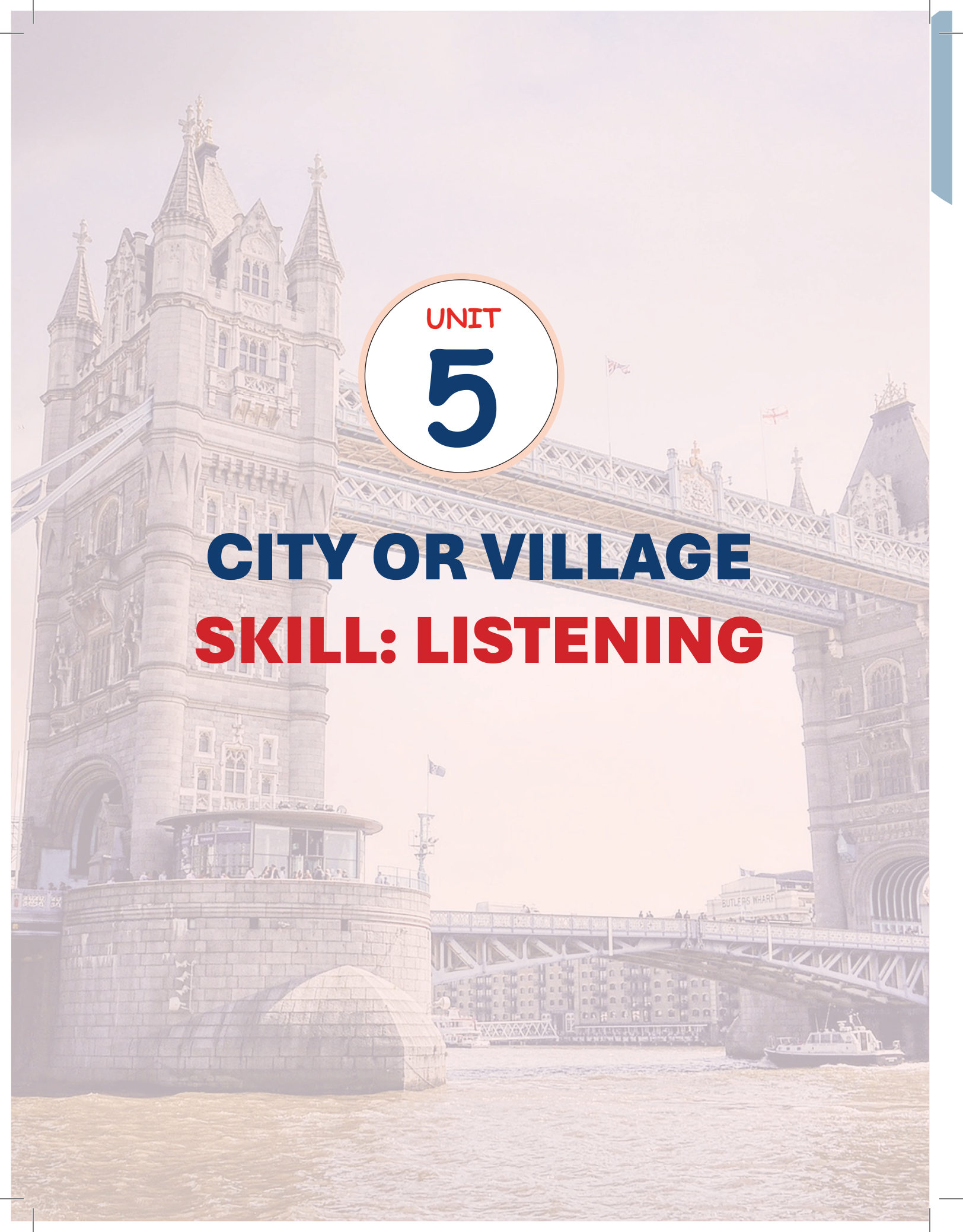
• WHAT I CAN DO

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.

A faded background image of the Tower Bridge in London, showing its two towers and suspension cables over the River Thames. A small boat is visible in the water in the foreground.

UNIT

5

CITY OR VILLAGE
SKILL: LISTENING

LESSON 1:

LIVING IN THE BIG CITY OF ABIDJAN

LESSON CONTENT OVERVIEW

- Vocabulary related to city life
- Language function focus
 - expressing wishes
 - expressing purposes

Lead-in: Picture interpretation page 93

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in this picture? (Answer: *A young lady*)
2. What is she doing? (Answer: *she's dreaming.*)
3. What is she dreaming of? (Answer: *She's dreaming of living in Abidjan.*)

Note: Now the students can discover the title of **lesson 1: LIVING IN THE BIG CITY OF ABIDJAN**

Learning context:

For the preparation of their presentation on African modern cities, the students of 4^e 1 from Collège Moderne of Anuassué listen to an audio about the topic on BBC in order to get more information.

Ask a few questions about the learning context.

- What are the students asked to do? (answer: *they are asked to listen to an audio.*)
- What is the topic of the presentation? (answer: *African modern cities*).
- Why do they listen to an audio about that topic? (answer: *to have more information*).

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about **life in the city in session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 94. Ask them to look, listen and repeat the words related to city life. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture and the speech bubble to tell the students that the boy in the picture currently lives in a village. But, he dreams or wishes to live in Abidjan.

Make the students repeat the key structures after you. Point out the structure that is used to express wishes by highlighting (I **wish I lived** in Abidjan). Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. university

2. airport 3. crossroads 4. traffic lights 5. roundabout.

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. had

2. met 3. went 4. saw 5. were 6. built.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. I wish I lived in Abidjan

2. Yao **wishes** he **studied** at university.

3. We **wish** we **saw** the high buildings of Plateau.

4. They **wish** they **visited** the international Felix Houphouët-Boigny airport.

5. I **wish** I **travelled** to the capital.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 96. Ask them to look, listen and repeat the words related to facilities and problems of city life. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture and the speech bubble on page 96 to explain that the objective or purpose of this family at the beach is to relax, not to swim. Make the students repeat the key structures after you. Point out the structures that are used to express purpose by highlighting (We go to the beach **to relax**. / We go to the beach **in order to relax**. / We go to the beach **for relaxing**). Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. beach

2. stadium 3. bridge 4. crowd 5. fire brigade

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. a) I go to the beach **in order to relax**.

b) I go to the beach **for relaxing**.

2. a) We go to the stadium **in order to see** a football match.

b) We go to the stadium **for seeing** a football match.

3. a) They pass by HKB Bridge **in order to avoid** the traffic jam.

b) They pass by HKB Bridge **for avoiding** the traffic jam.

4. a) The patients go to the hospital center **in order to receive** treatment.

b) The patients go to the hospital center **for receiving** treatment.

5. a) Amidou travels to Abidjan **in order to visit** his uncle.

b) Amidou travels to Abidjan **for visiting** his uncle.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. in order to

2. for 3. for 4. in order to 5. in order to

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 98.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Tell the students to stop everything and listen carefully to the audio.
- Play the tape or read out the listening passage.
- For feedback, play again the audio and stop where the correct answer is, to help the students.
- Time the post-listening activity.
- Move around to monitor and provide help if necessary.
- When time is over,
- Ask them to exchange their productions and make remarks
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.

Listening passage

Abidjan is the biggest and most important city in Côte d'Ivoire. It gathers all the facilities of the modern cities of Africa. There are **crossroads** and **traffic lights** everywhere.

In Marcory, you can find one of the most amazing **roundabouts** in West Africa.

Plateau is the pride of the city with its **high buildings** and **bridges**.

I wish any Ivorian citizen **visited** Abidjan.

Expected answers.

A– crossroads -stadium - traffic lights -sidewalk- fire brigade

B– 1. crossroads 2. traffic lights 3. roundabout 4. high buildings 5. bridges

C– **Possible paragraph.**

San Pedro is one of the most amazing cities in Côte d'Ivoire. There are many facilities there. For example, there are hospitals, a port, an airport, a university two stadiums etc. In addition, there are many tarred roads with traffic lights at some crossroads. The pride of San Pedro is its beautiful beaches where people go for relaxing at weekends. The port is used for exporting cocoa and coffee mainly. Students who live in this city can go to university in order to receive higher education. If you like football you can go to the new stadium to see football matches. It's a lovely city. I wish I lived in San Pedro!

Note: Accept any good production from the students.

LESSON 2:**MY BEAUTIFUL VILLAGE****LESSON CONTENT OVERVIEW**

- Vocabulary related to village life
- Language function focus
 - Expressing feelings
 - Giving reasons

Lead-in: Picture interpretation page 99

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in this picture? (Answer: *Two men*)
2. What are they doing? (Answer: *they are talking about life in the village*)
3. According to the man, how is life in the village? (Answer: *not easy, but they live in a clean and quiet place.*)

Note: Now the students can discover the title of **lesson 2: MY BEAUTIFUL VILLAGE**

Learning context:

During one of the meetings of the English club of Lycée Moderne of Man, the chairman makes the students of 4^e6 listen to an audio recording on African village in order to help them be familiar with life in the village.

Ask a few questions about the learning context:

- What does the chairman make the students do? (Answer: *listen to an audio recording*)
- What is the audio recording about? (Answer: *about African village*)
- Why do the students listen to the audio recording? (Answer: *to help them be familiar with life in the village*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about life in the village in session 3.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 100. Ask them to look, listen and repeat the words related to village life. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture and the speech bubble to tell the students that the farmer is happy or feels glad about his plantation. Make the students repeat the key structures after you. Point out the structures that are used to express feelings (Use facial expressions or flashcards with pictures expressing different moods and feelings). Illustrate and highlight the new structure (I **am glad / feel happy** to see my farm growing so well) on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. c 2. e 3. g 4. f 5. a 6. b 7. d

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. Traoré feels happy

2. Kanga feels sorry 3. Koné feels pleased
4. Aurelie feels confused 5. I feel sad.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. River

2. Fishermen 3. Plantation 4. Farmers 5. Hunter

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 102. Ask them to look, listen and repeat the vocabulary words about village life. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture and the caption to make it clearer that the woman is tired or feels tired and she gives the reason. Make the students repeat the key structures after you. Point out the structures that are used for giving reasons by highlighting (Due to farm work, I feel tired. / As there is lack of rain, my plantation fails to produce. / There is lack of rain, so my plantation fails to produce.). Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. bird's song

2. food crops 3. tired 4. cash crops 5. glad

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. As

2. Due to 3. so 4. Due to 5. As

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. c

- 2.d 3.e 4.a 5. b

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 102.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Tell the students to stop everything and listen carefully to the audio.
- Play the tape or read out the listening passage.
- For feedback, play again the audio and stop where the correct answer is, to help the students.
- Time the post-listening activity.
- Move around to monitor and provide help if necessary.
- When time is over,
- Ask them to exchange their productions and make remarks
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.

Expected answers.

A – The audio is about life in Abema, a Ghanaian Village

B – 1. Abema 2. 6 kilometers far 3. farmers 4. yam and cassava
5. Okra, pepper and tomatoes 6. cashew.

C – Possible paragraph.

My village is Zokolilie. It is 10 kilometers far from Lakota. Most of the houses in this village are huts covered with thatched roofs and iron sheets. People living there are mainly farmers. They grow food crops such as rice, plantain and cassava and women grow vegetables like okra, pepper and aubergines. Men grow cash crops such as cocoa and coffee. In spite of the hardship of farm work, people always feel happy to live in this village. Village life is really pleasant.

Note: *Accept any good production from the students.*

Listening passage

My village is Abéma. It is six kilometres far from Bondoukou. Most of the houses in this small village are huts covered with thatched roofs. The people living there are all farmers. They grow food crops such as yam and cassava and women grow vegetables like okra, pepper, tomatoes and aubergines. The only cash crop people grow in this savannah's region is cashew. Despite the tiresome farm work, we love our village and we are always glad to meet a parent who we greet warmly.

LESSON 3:**LEAVING THE VILLAGE FOR THE CITY****LESSON CONTENT OVERVIEW**

- Vocabulary related to rural exodus
- Language function focus
 - Expressing results

Lead-in: Picture interpretation page 105

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *a man sitting with his yam harvest*)
2. What is he thinking of? (Answer: *He is thinking of the difficulties faced in the village*)
3. Which decision is he about to take? (Answer: *He is about to leave the village for the city*)

Note: Now the students can discover the title of **lesson 3: LEAVING THE VILLAGE FOR THE CITY**

Learning context:

The students of 4^e 3 from Lycée Moderne of Aboisso are attending a conference organized by the U.S Embassy on the topic of 'Rural exodus and its implications in order to have more information and sensitize their fellows about the issue.

Ask a few questions about the learning context:

- What are the students attending? (Answer: *a conference*)
- What is the topic of the conference? (Answer: *rural exodus and its implications*)
- Who organizes the conference? (Answer: *The US Embassy*)
- Why do the students attend the conference? (Answer: *have more information and sensitize their fellows*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about **the implications of rural exodus in session 3.**

Note: This part must be conducted orally. Allow 3 minutes for that.

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the picture and the text on page 106. Tell them that it is the story of a young man leaving the village for a better future in the city. Ask them to look, listen and repeat the vocabulary words about rural exodus. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture and the caption to make it clearer that the man actually lives in the village with his family, but now they have decided to quit their village for the city because of so many difficulties. Make the students repeat the key structures after you. Point out the structure that is used to express results by highlighting (Life is **so** difficult **that** we have to leave the village for the city).

Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. c

2. e 3. f 4. a 5. b 6. d

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. Farm work is so difficult that young people leave the village for the cities.

2. He is *so old that* he cannot walk anymore on his farm

3. Madoché is *so young that* his father does not want him to go to the city.

4. The plantation is *so vast that* the owner needs many workers.

5. Hope is *so intelligent that* her father loves her so much.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. The rain was so rare that the harvest is bad.

2. Life in the village is so *restful that* city workers come here to spend the holidays.

3. Air is *so pure* in the village *that* people are in good health.

4. Farming is *so tiring that* teenagers develop other activities.
5. I was *so tired that* I slept for six hours

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the picture and the text on page 108. Tell them that they are about the temptations and difficulties people face in the city. Ask them to look, listen and repeat the vocabulary words about temptations and difficulties people face in the city. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture and the caption to make it clearer that as the population grows rapidly it can result in overpopulation. Make the students repeat the key structures after you. Point out the structure that is used to express result and consequence by highlighting (City population grows so difficult that there is an overpopulation). Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. cinema

2. hardships 3. rural exodus 4. job opportunity 5. night club

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. The population grows so rapidly in the cities that they are overpopulated today.

2. Crimes are committed so excessively in the cities that policemen have a lot of jobs.
3. Food production reduces so rapidly that there is famine.
4. The police intervene so immediately that they caught the criminal.
5. Some kids in Abidjan behave so badly that they are referred to as «children in conflict with the law».

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:**Example: 1. c**

Village	City	
– poverty	– night club	– job opportunities
– hardships	– prostitution	– temptations
– famine	– slums	– overpopulation
	– homeless	– cinema
	– juvenile delinquency	– drug addiction

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 110.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Tell the students to stop everything and listen carefully to the audio.
- Play the tape or read out the listening passage.
- For feedback, play again the audio and stop where the correct answer is, to help the students.
- Time the post-listening activity.
- Move around to monitor and provide help if necessary.
- When time is over,
- Ask them to exchange their productions and make remarks
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.

Expected answers.

A– The audio is about rural exodus in Ghana and its drawbacks.

B– a) F b) T c) F d) T e) T f) F

C– 1. happy 2. hardships 3. work 4. hungry 5. better

Listening passage

Assamoh is a young man who had a quiet and happy life in his small village Assuamkrom. Despite the hardships of farm work, he had a home and he never slept hungry. One day, he decided to leave his village for the big city of Accra for better living conditions. His mind was full of dreams about city life.

Unfortunately, things didn't go the way he expected. He didn't find a job and he became homeless. He was obliged to attack people to steal their goods. He fell into the temptations of drugs and alcoholism. One day, he was caught by the police and sent to prison for his crimes.

UNIT 5 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

Expected answers

Example: 1. a village

2. rural exodus 3. cockcrow 4. a city 5. food crops

6. cash crops 7. temptation.

• REVISION ACTIVITIES (109)

Exercise 1

Expected answers

Food crops	Cash crops
tomatoes – yam – cassava – okra – aubergine – pepper.	cocoa – coffee – cotton – sugar – cane

Exercise 2

Expected answers

Example: 1. As

2. so 3. Due to 4. So 5. As

Exercise 3

Expected answers

Example: 1. Deborah feels proud

2. I am confused 3. My father is glad
4. They are happy 5. The elders feel furious.

Exercise 4

Expected answers

Example: 1. happy

2. Sorry 3. glad 4. sad 5. proud 6. confused

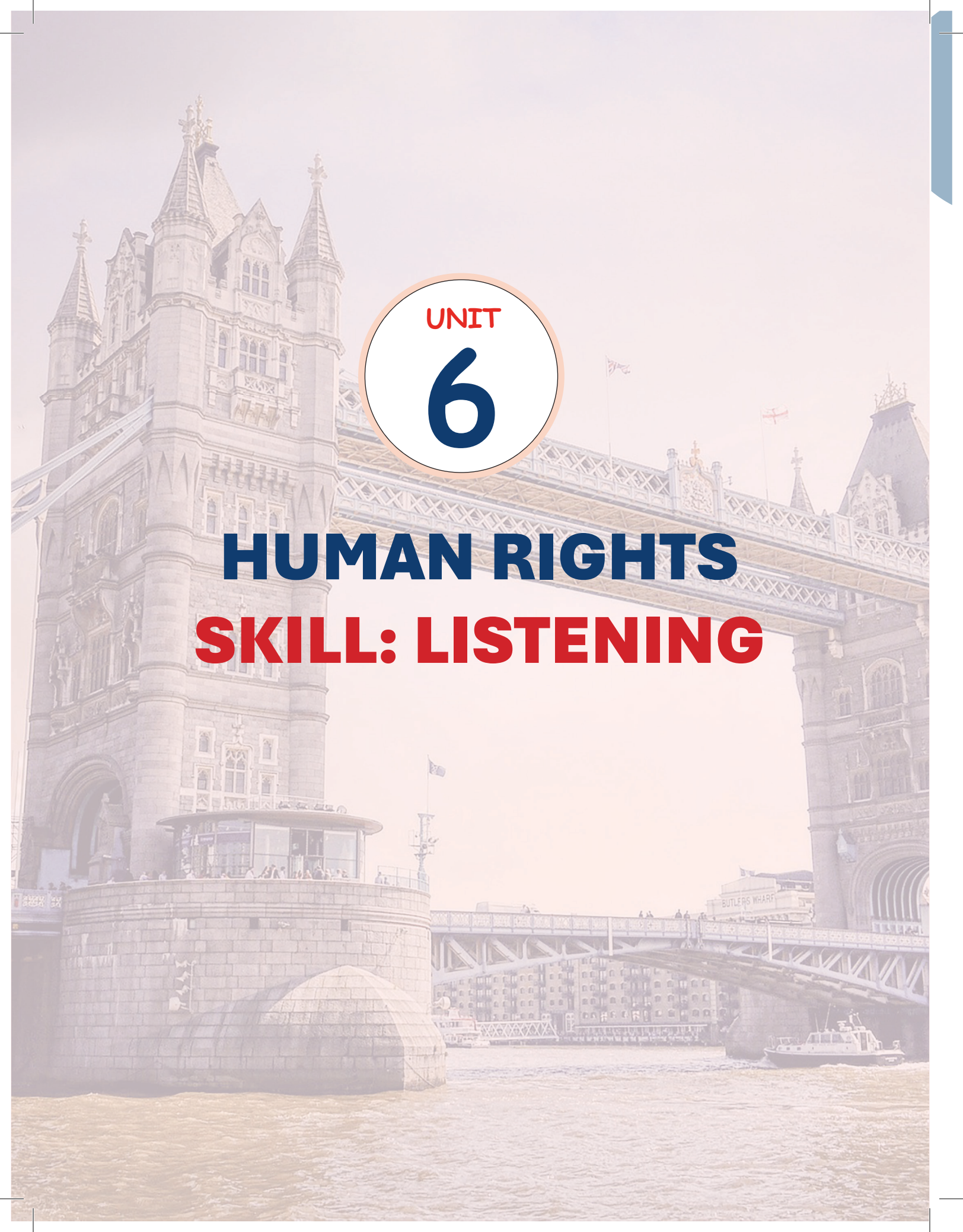
• WHAT I CAN DO

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.

A faded background image of the Tower Bridge in London, showing its two towers and suspension cables over the River Thames. A small boat is visible in the water in the foreground.

UNIT

6

HUMAN RIGHTS

SKILL: LISTENING

LESSON 1:

I KNOW MY RIGHTS

LESSON CONTENT OVERVIEW

Vocabulary related to human rights

- Language function focus
 - expressing rights

Lead-in: Picture interpretation page 115

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: four people (women))
2. What are they doing? (Answer: They are claiming their rights.)
3. Name the human rights they are claiming. (Answer: right to equality / right to freedom / right against exploitation / right to freedom of religion / cultural and educational rights)

Note: Now the students can discover the title of **lesson 1: I KNOW MY RIGHTS**

Learning context:

The students of 4^e1 from Lycée Moderne Bad of Koun-Fao attend a conference organized by the United Nations Organization in Côte d'Ivoire (UNOCI) in order to learn more about human rights and sensitize their fellows about them.

Ask a few questions about the learning context.

- What is the event attended by the students of 4^e1? (Answer: *a conference organized by UNOCI*)
- What is the conference about? (Answer: *human rights*)
- Why do the students attend the conference? (Answer: *to learn more about human rights and sensitize their fellows*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them sensitize their fellows on **human rights in session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures on page 116. Tell them they are related to human rights. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture and the conversation next to it to tell the students that the boy and girl on page 116 are talking about their rights. Make the students repeat the key structures after you. Point out the structure that is used to express rights by highlighting (I **have the right to** education.) Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. education

2. life 3. nutrition 4. health 5. love.

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. The baby **has the right to** life.

2. People have the right to protection. 3. She has the right to education.
4. Children have the right to be loved. 5. Old people have the right to healthcare
6. We don't have the right to disobey adults.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

I have the right to		I don't have the right to	
– education	– be protected	– insult people	– disobey my parents
– be fed	– love	– bully small boys	– discriminate others.
– live with my parents	– live	– take other people's things	

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the picture and the speech bubble on page 118. Tell them that the man is talking about human fundamental rights. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the pictures and the speech bubbles to tell the students that the boy and girl on page 118 are talking about their rights. Make the students repeat the key structures after you. Point out the structure that is used to express rights by highlighting (**It's my right to** work. / **I have the right to** vote). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. leisure

2. work 3. freedom freedom 4. security 5. vote.

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. It's my right to speak freely. / **I have the right to** speak freely.

2. **It's my right to** work. / **I have the right to** work.

3. **It's my right to** vote. / **I have the right to** vote.

4. **It's my right to** have leisure. / **I have the right to** have leisure.

5. **It's my right to** be secured. / **I have the right to** be secured.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. 1. The right to justice/ the right to equity

2. The right to vote

3. The right to freedom

4. The right to work

5. The right to leisure

6. The right to security.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 120.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Tell the students to stop everything and listen carefully to the audio.
- Play the tape or read out the listening passage.
- For feedback, play again the audio and stop where the correct answer is, to help the students.
- Time the post-listening activity.
- Move around to monitor and provide help if necessary.
- When time is over,
- Ask them to exchange their productions and make remarks
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.

Expected answers.

A– b.

B–

1	c) The right to life
2	a) The right to liberty
3	d) The right to freedom from torture
4	e) The right to freedom of opinion and expression
5	f) The right to work
6	b) The right to education

C–

- The right to life means no one should be killed.
- The right to education means that everyone should go to school.
- The right to freedom of opinion and expression means that everyone should think and say what they think freely.
- The right to work means that everyone should have a job.

Listening passage

Human rights are the rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.

Everyone is entitled to these rights, without discrimination.

Adapted from <https://www.un.org/en/global-issues/human-rights>

LESSON 2:

HAVE DUTIES TOO

LESSON CONTENT OVERVIEW

- Vocabulary related to duties
- Language function focus
 - Expressing results

Lead-in: Picture interpretation page 121

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

4. What can you see in the picture? (Answer: *Students attending a conference.*)
5. What is the topic of the conference? (Answer: *duties.*)
6. Apart from your rights, do you have duties? (Answer: *Yes, I have duties too.*)

Note: Now the students can discover the title of **lesson 2: HAVE DUTIES TOO**

Learning context:

The students of 4^e1 from Collège Moderne of Sorobango are attending a conference held by an expert of the United Nations about human duties in order to be good citizens.

Ask a few questions about the learning context:

- What are the students attending? (Answer: *a conference*)
- What is the conference about? (Answer: *human duties*)
- Why are the students attending the conference? (Answer: *in order to be good citizens*)

Tell the students that they are going to learn appropriate vocabulary items and language functions on **human duties** in order to become good citizens **in session 3**.

Note: This part must be conducted orally. Allow 3 minutes for that.

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the picture and the speech bubble on page 122. Tell them that the man is talking about children's duties. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the pictures and the speech bubbles to tell the students that the boy and girl on page 122 are talking about their duties. Make the students repeat the key structures after you. Point out the structures that are used to express duties by highlighting (**We have to** respect the school regulations. / **I must** work hard to get good grades. / **I have the duty to** help at home.). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. obey

2. help 3. respect 4. tidy 5. wash 6. work.

Activity 2

Ask students to follow the example and express duties. Tell them that some changes are required.

Expected answers:

Example: 1. **It's my duty to** obey my parents. / **It's my responsibility to** obey my parents. / **I have the duty to** obey my parents.

2. **It's my duty to** help my parents with the housework/ **It's my responsibility to** help my parents in the housework. / **I have the duty to** help my parents in the housework.

3. As a student, **It's my duty to** respect the school regulations and my teachers. / As a student, **It's my responsibility to** respect the school regulations and my teachers. / As a student, **I have the duty to** respect the school regulations and my teachers.

4. **It's my duty to** tidy my bedroom myself. / **It's my responsibility to** tidy my bedroom myself. / **I have the duty to** tidy my bedroom myself.

5. **It's my duty to** wash my father's car. / **It's my responsibility to** wash my father's car. **I have the duty to** wash my father's car.

6. **It's my duty to** work hard at school. / **It's my responsibility to** work hard at school. / **I have the duty to** work hard at school.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. Wash the family's car

- | | | |
|---------------------|------------------------|-----------------|
| 2. Respect parents | 3. Work hard at school | 4. Obey parents |
| 5. Tidy the bedroom | 6. Help other people | |

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2**Time to learn**

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

Show the students the picture and the speech bubble on page 124. Tell them that the young man is happy to talk about his parents' duties. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

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

Use the pictures of a mother and her son and the speech bubble on page 124 to tell the students that the mother is telling her son his duties and obligations. Make the students repeat the key structures after you. Point out the structures that are used to express duties by highlighting (You **must** respect older people. / You **don't have to** disobey them.). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. assist people in need

- | | | |
|---------------------------|--------------------|--------------|
| 2. provide housing | 3. feed the family | 4. pay taxes |
| 5. take care of the house | 6. cook the meal. | |

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. **must**

- | | | | |
|------------|---------|---------|------------|
| 2. mustn't | 3. must | 4. must | 5. mustn't |
|------------|---------|---------|------------|

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. Inzata must clean the house.

2. The boys mustn't leave their bedroom untidy.
3. The girls must cook the meal.
4. Blanchard must wash his father's car.
5. Citizens mustn't refuse to pay taxes.
6. Citizens must help with the housework.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 126.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Tell the students to stop everything and listen carefully to the audio.
- Play the tape or read out the listening passage.
- For feedback, play again the audio and stop where the correct answer is, to help the students.
- Time the post-listening activity.
- Move around to monitor and provide help if necessary.
- When time is over,
- Ask them to exchange their productions and make remarks
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.

Expected answers.

A – c (Children and parents' duties)

B – 1. T 2. F 3. F 4. T 5. F 6. T

C. Possible answer.

In my country children and parents have different duties. As a child, it's my duty to respect my parents and help in the housework. Also, I have the duty to work hard at school. As for my parents, they must feed the family and care for their education and medical treatment. In addition, it's my parents' responsibility to provide housing for us.

Listening passage

In society, any individual has some rights and some duties. In the family, parents have the responsibility to bring their children up, feed them, and provide housing, education and medical treatment for them. In return, children must respect their parents, obey them, help them with the housework and work hard at school to give moral satisfaction to their parents as well as respect the teachers and the school regulations.

Adapted from <https://www.facs.nsw.gov.au/families/parenting/responsibility-and-rights/parents-duties>

LESSON 3:

LET'S PROMOTE TOLERANCE!

LESSON CONTENT OVERVIEW

- Vocabulary related to tolerance
- Language function focus
 - Expressing obligations

Lead-in: Picture interpretation page 127

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *two young men*)
2. Do they have the same skin colour? (Answer: *No, they don't*)
3. Why are they holding each other? (Answer: *To promote tolerance and acceptance*)
4. Are you tolerant? (Answer: *Yes, we are*)

Note: Now the students can discover the title of **lesson 3: LET'S PROMOTE TOLERANCE!**

Learning context:

The students of 4^e 4 from Collège Moderne of Bobi attend a conference held by an expert in conflict resolution in order to have information about how to live in a harmonious and tolerant society.

Ask a few questions about the learning context.

- Where are the students from? (Answer: *4^e 4 Collège Moderne of Bobi*)
- What do they do? (Answer: *attend a conference held by an expert in conflict resolution*)
- Why do they attend this conference? (Answer: *to have information about how to live in a harmonious and tolerant society*)

Tell the students that they are going to learn appropriate vocabulary items and language functions on **the promotion of tolerance** in order to resolve conflicts **in session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the pictures and the text on page 128. Tell them that they are about cases of intolerance in the world. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the speech bubble on page 128 to tell the students that the boy is sad because of intolerance in the world. He wants people to be more tolerant. Make the students repeat the key structure after you. Point out the structure that is used to express obligation (You **mustn't** be intolerant with others.). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. terror

2. wound 3. conflict 4. hatred 5. war 6. violence

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. mustn't

2. must 3. mustn't 4. mustn't 5. mustn't

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. War

2. hatred 3. conflict 4. terror 5. enemy

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the quote about Nelson Mandela and the short text on page 129. Tell them that they are about how to promote tolerance in the world. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Use the picture of the lady and the speech bubble on page 130 to tell the students that the lady is talking about why we must promote tolerance in the world. Make the students repeat the key structure after you. Point out the structure that is used to express obligation (We've **got** to promote tolerance.). Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. peace

2. Reconciliation 3. Brotherhood 4. Peacemaker 5. Solidarity 6. Love

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. We've got to promote peace in the world.

- | | |
|---|---|
| 2. We've got to forgive one another. | 5. You've got to encourage solidarity. |
| 3. People have got to promote brotherhood for a better world. | 6. The world has got to make the promotion of love. |
| 4. Everyone has got to be a peacemaker. | |

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. Peacemaker

2. peace 3. brotherhood 4. reconciliation 5. love 6. forgiveness
7. solidarity.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 131.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Tell the students to stop everything and listen carefully to the audio.
- Play the tape or read out the listening passage.
- For feedback, play again the audio and stop where the correct answer is, to help the students.
- Time the post-listening activity.
- Move around to monitor and provide help if necessary.
- When time is over,
- Ask them to exchange their productions and make remarks
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.

Expected answers.

A – It's about Nelson Mandela's life

B – a) F b) F c) T d) T e) F

C – To promote peace in my country, I must be tolerant, I've got to forgive my enemies and I must promote love. In addition, I mustn't hate my fellows or promote violence. And finally, I mustn't be intolerant with others.

Listening passage

Mandela's name is a synonym of forgiveness. He will be remembered to have lived and died loving and forgiving. Mandela said that «Forgiveness liberates the soul; it removes fear. That's why it's such a powerful weapon». It is forgiveness toward his nation's wrongdoers that he used as a weapon against the oppressive apartheid regime, which enabled transformation of relationships, positive change and peace in his beloved country, South Africa.

Adapted from <https://blogs.shu.edu/diplomacyresearch/2013/12/11/an-exemplar-of-forgiving-prisoner-nelson-mandela/>

UNIT 6 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

Expected answers

ACROSS: 1. RECONCILIATION 2. WAR 3. HATRED

DOWN: a) FORGIVENESS b) PEACE c) SOLIDARITY d) LOVE

• REVISION ACTIVITIES (109)

Exercise 1

Expected answers

Example: 1. Children must respect the school regulations

2. Children must wash the car

3. Children must help a person in need.

Exercise 2

Expected answers

Example: 1. P

2. C 3. P 4. P 5. P

6. C 7. C 8. C

Exercise 3

Expected answers

Example: 1. have got

2. have got 3. mustn't

4. have got 5. have got 6. mustn't

Exercise 4

Expected answers

Food crops	Cash crops
– forgiveness	– conflict
– reconciliation	– misunderstanding
– love	– fight
– solidarity	– enemy
– peacemaker	– hatred
– tolerance	– wound

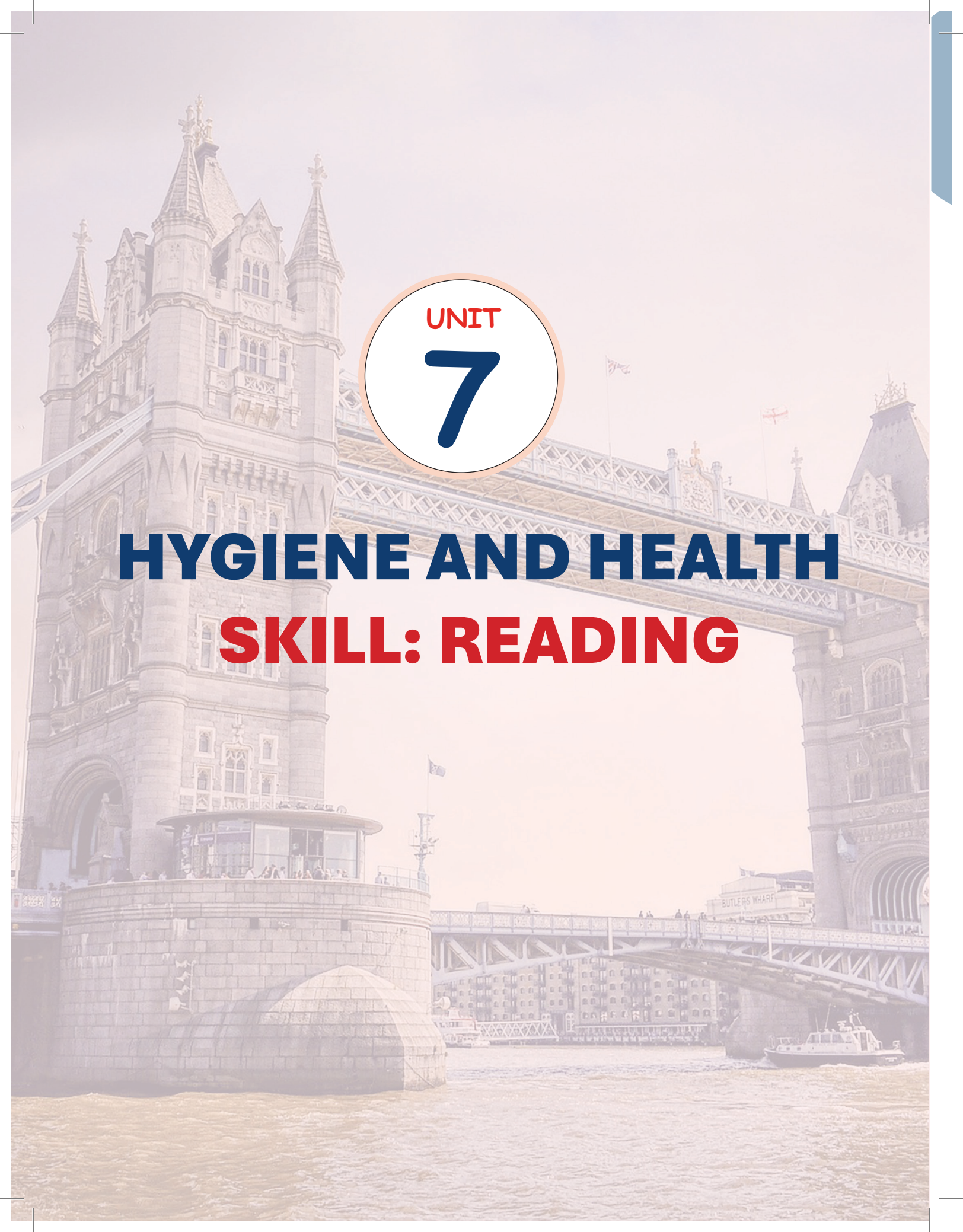
• WHAT I CAN DO

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.

A faded background image of the Tower Bridge in London, showing its two towers and suspension cables over the River Thames. A small boat is visible in the water in the foreground.

UNIT

7

HYGIENE AND HEALTH

SKILL: READING

LESSON 1:

PREVENTING DISEASES

LESSON CONTENT OVERVIEW

- Vocabulary related to hygiene and health
- Language function focus
 - Giving advice
 - expressing passive actions

Lead-in: Picture interpretation page

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. How many pictures are there on page 135? (Answer: *ten (10)*)
2. What are they about? (Answer: *hygiene and health*)
3. What is the best way to avoid disease? (Answer: *prevention*)

Note: Now the students can discover the title of **lesson 1: PREVENTING DISEASES**

Learning context:

On the International Hygiene and Health Day, the Ambassador of the USA gives some brochures to the English Club members of Lycée Départemental of Abengourou. They read them in order to get enough information about preventing diseases.

Ask a few questions about the learning context.

- Where are the students from? (Answer: *Lycée Départemental of Abengourou*)
- What does the Ambassador give the students? (Answer: *some brochures*)
- What are the brochures about? (Answer: *They are about the prevention of diseases.*)
- Why should the students read these brochures? (Answer: *to get enough information about preventing diseases*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about **hygiene and health** in session 3.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Show the students the picture of the doctor and the speech bubble on page 136. Tell them that the doctor is talking about the causes of diseases people suffer from. Ask them to look, listen and repeat the words related to hygiene and health. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that in the conversation, the doctor is giving some pieces of advice to a patient. Make the students repeat the key structure after you. Point out the structure that is used to give advice by highlighting (You **should** take these medicines and rest a lot). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers: Example: 1. e

2. c 3. g 4. f 5. a 6. d 7. b

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. You **should eat** some fruit and vegetables

2. You **should take** your medicine to recover quickly

3. You **should follow** preventive measures to avoid malaria

4. You **should check** your temperature

5. You should wash fruit before eating them

6. You should see a doctor regularly.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. d

2. e 3. f 4. a 5. b 6. c

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Ask students to read silently the conversation between the doctor and Abou on page 138. Tell them that they are talking about Abou's health. Ask them to look, listen and repeat the words related to hygiene and health. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that in the picture on page 138, the patient is taking some pills... Make the students repeat the two sentences. Highlight the passive statement (Active: The patient takes the pills. Passive: The pills are taken by the patient.). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. thermometer

2. patient 3. drugstore 4. injection S-to recover

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. A prescription is being given to the patient by the doctor.

2. An aspirin was swallowed by Ali.
3. The medicines will be sold by the pharmacist.
4. An injection is made by the nurse.
5. Jeremiah has been cared about by Mirabelle.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. Temperature

2. thermometer 3. prescription 4. drugstore 5. recover

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 140.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Ask them to read the text and do the activities,
- Move around to monitor and provide help if necessary.
- Ask them to compare their answers with their partners.
- When time is over, conduct feedback.
- Make the feedback interactive by allowing students to ask and answer questions.
- Set the post-reading activity, monitor students' work, and conduct feedback.
- Take notes of any language problem for remedial work.
- Encourage a strong student to propose his answer on the board.

Expected answers.

A – 2. (The symptoms and treatment of cholera)

B – Example: 1. F (11)

2. T (12) 3. T (13-4) 4. F (14) 5. F (14-5)

C – Possible answer

Cholera is a serious disease which kills over 100,000 people each year. It is caused by contaminated food or water or the poo and vomit of an infected person. When you are infected by Cholera, you can have severe diarrhoea and vomiting. Fortunately, Cholera is very simple to treat. Patients can take oral rehydration salts or intravenous fluids in more serious cases.

Note: Accept any good production from the students.

LESSON 2:

TAKE CARE OF YOUR SCHOOL ENVIRONMENT

LESSON CONTENT OVERVIEW

- Vocabulary related to school salubrity
- Language function focus
 - Expressing opinions
 - Making suggestions

Lead-in: Picture interpretation page 141

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What can you see in the picture? (Answer: *schoolchildren in a schoolyard*)
2. What are they doing? (Answer: *cleaning the schoolyard*)
3. Why are they cleaning the schoolyard? (Answer: *to take care of their school environment*)

Note: Now the students can discover the title of **lesson 2: TAKE CARE OF YOUR SCHOOL ENVIRONMENT**

Learning context:

The American ambassador is visiting Collège Satama Sokoura on the National Hygiene and Salubrity Day. He gives some leaflets about Hygiene to 4^e students to help them be well-informed on the topic and sensitize their fellows.

Ask a few questions about the learning context.

- Who is visiting the Collège of Satama Sokoura? (Answer: *The American Ambassador*)
- What does the ambassador give the 4^e students? (Answer: *some leaflets about hygiene*)
- Why does the ambassador give these leaflets to the students? (Answer: *to inform them on hygiene and health and sensitize their friends.*)

Tell the students that they are going to learn appropriate vocabulary items and language functions on **hygiene and health** in order to sensitize their fellows in **session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Ask students to read silently the text on page 142. Tell them that the words in bold are related to salubrity. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that in the conversation on page 142, the two men are giving their opinions about school salubrity. Make the students repeat the two sentences. Highlight the structures used to give opinions (**in my opinion** / **as for me** / **for me** / **I think**). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers: Example: 1. machetes

2. spade forks 3. wheelbarrow 4. brooms 5. messy 6. mop

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. In my opinion, students must keep their classroom clean.

2. According to me, salubrity at school is very important.
3. I think that a machete is the suitable tool for cleaning bushes.
4. For me, the Mayor must reward the cleanest school in his district.
5. I believe that we should clean the school each week.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. d

2. In my opinion, students must throw trashes into a dustbin.
3. I think that there should be a salubrity club in each school.
4. According to me, students do well when they study in a clean environment.
5. For me, the head teachers should reward the cleanest classrooms of their schools.

Note: Accept any different opinions from students, provided the key structures are used accurately.

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2**Time to learn**

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

Ask students to read silently the text on page 144. Tell them that the words in bold are related to hygiene and health. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

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

Tell the students that in the three pictures on page 144, the students are making suggestions to take care of their environment... Make the students repeat the suggestions. Highlight the structures used to make suggestions (**How about** collecting rubbish? **Why don't we** disinfect the toilets with detergent?). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks

Time to practise**Activity 1**

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. d

2. e 3. b 4. f 5. a 6. c

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. How about

2. Why don't 3. Why don't 4. How about 5. How about

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. a) How about cleaning them? b) Why don't we clean them?

2. a) **How about tidying it?**

b) **Why don't we tidy it?**

3. a) **How about mopping it?**

b) **Why don't we mop it?**

4. a) **How about going out to breathe fresh air?**

b) **Why don't we go out to breathe fresh air?**

5. a) **How about taking him to a hospital?**

b) **Why don't we take him to a hospital?**

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 146.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Ask them to read the text and do the activities,
- Move around to monitor and provide help if necessary.
- Ask them to compare their answers with their partners.
- When time is over, conduct feedback.
- Make the feedback interactive by allowing students to ask and answer questions.
- Set the post-reading activity, monitor students' work, and conduct feedback.
- Take notes of any language problem for remedial work.
- Encourage a strong student to propose his answer on the board.

Expected answers.

A – The text is about hygiene programs in schools.

B – Expected answers

Example: 1. hygiene

2. various 3. waste 4. vital 5. improve 6. quit 7. include

C – Possible answer

1. It consists in teaching children, teachers and parents about the various aspects of hygiene.
2. Hygiene is of vital importance in Congo.
3. The objective is to ameliorate hygiene in schools.
4. When they start menstruating.
5. They include the construction of separate toilets, the installation of running water and a hand washing station.

D – Good morning/afternoon dear friends.

Today, I'm very pleased to talk to you about the importance of a clean environment.

Let's say that salubrity is the best prevention against poor health. In fact, many students in our school are often sick, just because our school and homes are not clean. Diseases such as malaria, flu and cholera are caused or favoured by unclean environments.

So, why don't we sweep and mop our classrooms and bedrooms from time to time? How about cleaning the bush in our schoolyard and home compounds?

Dear friends, as you can see, when we take care of our living environment, we also take care of our health. I hope that you agree with me and will join the School Environment Club for a start. Thank you!

Note: Accept any good production from the students

LESSON 3:**BEWARE OF AIDS!****LESSON CONTENT OVERVIEW**

- Vocabulary related to HIV/AIDS
- Language function focus
 - Giving strong advice
 - Making recommendations

Lead-in: Picture interpretation page 147

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. What is the picture about? (Answer: ***AIDS***)
2. What can you read as messages about AIDS? (Answer: ***Let's help end AIDS! / Make HIV history / Get tested***)
3. What is the aim of all these messages? (Answer: ***To raise awareness on HIV- AIDS***)

Note: Now the students can discover the title of **lesson 3: BEWARE OF AIDS!**

Learning context:

The representative of the World Health Organisation (WHO) in Côte d'Ivoire has given some booklets about HIV/ AIDS to the English club of Lycée Mamie Adjoua of Yamoussoukro. The chairman asks the students of 4^e to read them in order to get enough information to sensitize their fellows about the dangers of AIDS and the precaution to take.

Ask a few questions about the learning context:

- What has the English Club of Mamie Adjoua of Yamoussoukro received?
(Answer: booklets about HIV - AIDS)
- What does the chairman ask the students of 4^e to do? (Answer: read the booklets)
- Why should they read the booklets? (Answer: to get more information and sensitize their fellows on the dangers of AIDS and the precautions to take.)

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Ask students to read silently the text on page 148. Tell them that the words in bold are related to HIV - AIDS. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the conversation on page 148 is about giving strong advice. Make the students repeat the conversation and focus on how to give strong advice. Highlight the structure used to give strong advice (You'd better have one sexual partner.). Illustrate and highlight the new structure on the board for the students to take notes in their copybooks

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. HIV

2. blood transfusion 3. blade 4. AIDS 5. syringe 6. virus 7. contamination

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers: Example: 1. You'd better avoid using contaminated sharp tools.

2. You'd better do your blood test.
3. You'd better have protected sex.
4. You'd better sterilize any tool before using it.
5. You'd better be faithful to your partner.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. I'd better stay safe from AIDS.

2. We'd better beware AIDS.
3. She'd better sterilise the needle before using it.
4. They'd better have a sleep now.
5. We better have to stay faithful.

My own notebook

Tell students that this expression is used for asking giving advice.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Ask students to read silently the text on page 150. Tell them that the words in bold are related to HIV - AIDS. Ask them to look, listen and repeat. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the conversation on page 150 is about making recommendations. Make the students repeat the conversation and focus on how to make recommendations. Highlight the structure used to make recommendations (I recommend you (to) get tested for AIDS.). Illustrate and highlight the new structure on the board for the students to take notes in their copybooks.

Time to practise

Activity 1 (p.151)

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. antiretroviral therapy

2. loss of appetite 3. skinny 4. loyalty 5. condoms 6. tested 7. abstinence

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. How about

2. **I recommend** an HIV positive person to take the ART.
3. **I recommend** men to be faithful to their wives.
4. **I recommend** Souleymane to use condoms during sexual intercourse.
5. **I recommend** people to avoid multiple sexual partners.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. **I recommend you to observe abstinence before marriage.**

2. I recommend you to get tested for HIV.
3. I recommend you to use condoms during sexual intercourse
4. I recommend you to avoid using contaminated sharp tools
5. I recommend you to be faithful to your sexual partner

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 152.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Ask them to read the text and do the activities,
- Move around to monitor and provide help if necessary.
- Ask them to compare their answers with their partners.
- When time is over, conduct feedback.
- Make the feedback interactive by allowing students to ask and answer questions.
- Set the post-reading activity, monitor students' work, and conduct feedback.
- Take notes of any language problem for remedial work.
- Encourage a strong student to propose his answer on the board.

Expected answers.

A – b) HIV/AIDS.

B – a) AIDS is a disease caused by a virus known as HIV.

b) HIV (Human Immunodeficiency Virus)

c) The virus destroys the body's defence system, targeting in particular the blood cells known as CD4 lymphocytes.

d) No, they don't. Because you cannot know if you are HIV-positive or not until you get tested for it.

e) No, they can't.

C – Possible answer

AIDS stands for Acquired Immunodeficiency Syndrome. It's a disease caused by a virus called HIV. It is an infectious disease which has three main ways of propagation: through unprotected sexual intercourse, from an infected mother to her baby and through blood contact. To prevent HIV/AIDS, I recommend you to get tested to know your status. If you are tested HIV negative, you'd better avoid using contaminated sharp tools. Also, I recommend you to use condoms during sexual intercourse or simply observe abstinence before marriage. However, if you are tested HIV-positive, I recommend you to take the ART.

Note: Accept any good production from the students

UNIT 7 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

Expected answers

Example: 1. COVID-19

2. fever 3. cholera 4. dysentery 5. malaria

• REVISION ACTIVITIES (109)

Exercise 1

Expected answers

Example: 1. You should go to the hospital

2. You should see a specialist
3. You should follow the doctor's recommendations.
4. You should check your temperature
5. You should wash your hands and wear a face mask

Exercise 2

Expected answers

Example: 1. You'd better go to the hospital.

2. You'd better see a specialist
3. You'd better follow the doctor's recommendations
4. You'd better check your temperature
5. You'd better wash your hands and wear a face mask.

Exercise 3

Expected answers

Example: 1. Fever

2. Health 3. Medicine 4. AIDS 5. Headache 6. Hygiene 7. Disease

Exercise 4

Expected answers

Example: 1. The fruits are washed by the girls

2. A pineapple is being eaten by Dad
3. The drugstore was opened by the pharmacist
4. The sick man has been driven to the hospital by Illias
5. Malaria is transmitted by mosquito bites
6. Malaria can be cured by quinine

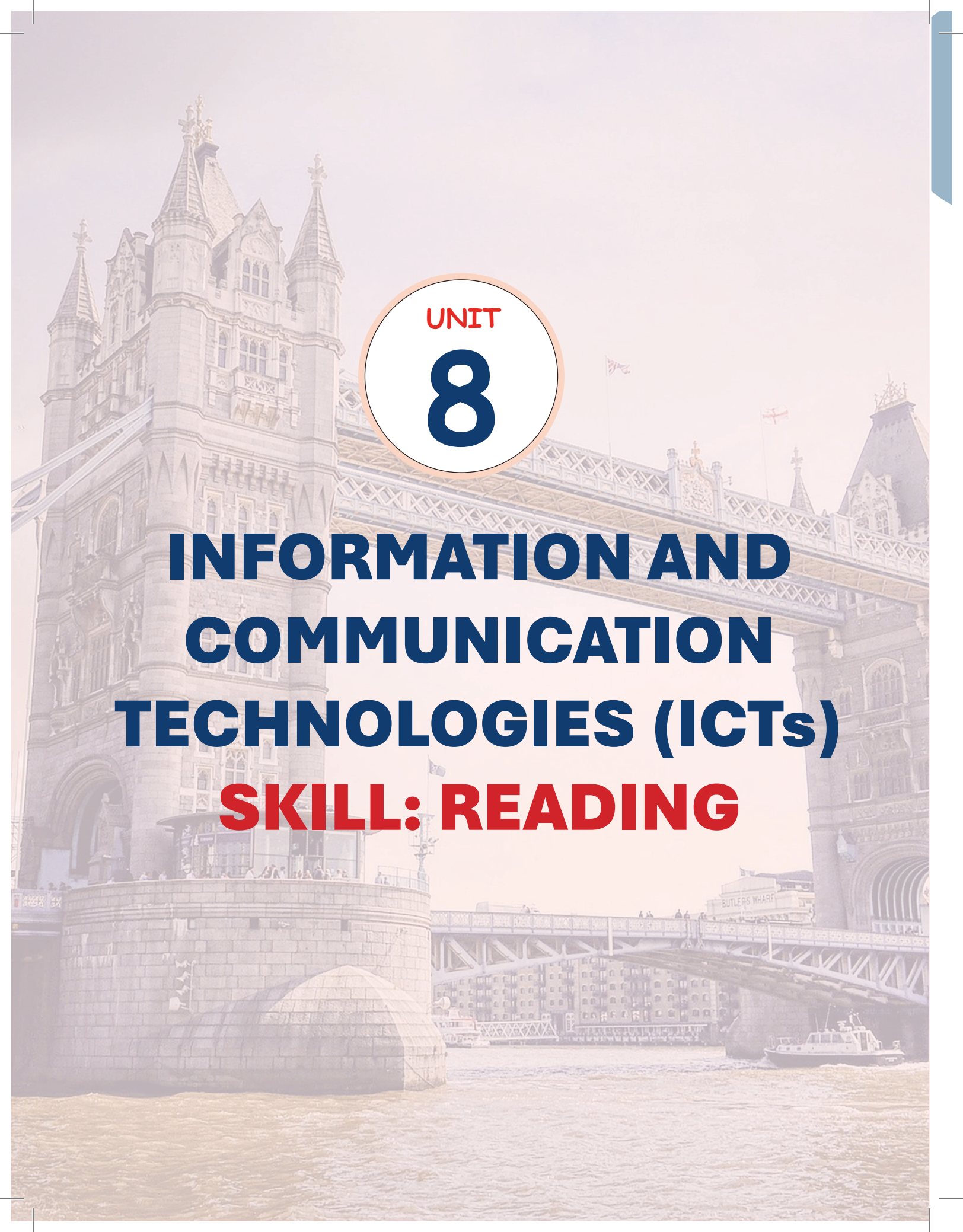
- **WHAT I CAN DO**

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.

A faded background image of the Tower Bridge in London, showing its two towers and suspension cables over the River Thames. A small boat is visible in the water at the bottom right.

UNIT

8

**INFORMATION AND
COMMUNICATION
TECHNOLOGIES (ICTs)**
SKILL: READING

LESSON 1:

WHAT DO YOU KNOW ABOUT COMPUTERS?

LESSON CONTENT OVERVIEW

- Vocabulary related to parts of computers and their uses.
- Language function focus
 - Talking about the use of objects.
 - Describing people's actions.

Lead-in: Picture interpretation page 157

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. How many pictures are there on page 157? (Answer: *Twenty (20)*)
2. What are they about? (Answer: *I.T pictionary / computer science*)
3. Do you have a computer? (Answer: *Yes, I do. / No, I don't.*)

Note: Now the students can discover the title of **lesson 1: WHAT DO YOU KNOW ABOUT COMPUTERS?**

Learning context:

It's a special day dedicated to ICTs at Lycée Moderne of Abengourou. The students of 4^e3 are reading a text on the use of computers in order to debate about their necessity in modern society.

Ask a few questions about the learning context.

- What Day is celebrated at Lycée modern of Abengourou? (Answer: *a special day dedicated to ICTs*)
- What are the students of 4^e3 doing that day? (Answer: *reading a text on the use of computers*)
- Why are the students reading the text? (Answer: *to discuss the necessity of computers in modern society*)

Tell the students that they are going to learn appropriate vocabulary items and language functions to help them talk about the necessity of **computers** in today's society **in session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Use the pictures in the student's book on page 158. Ask the students to look, listen and repeat the words related to parts of computers and their uses. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that in the conversation, Sandrine and Faustin are talking about the use of different parts of a computer. Make the students repeat the key structure after you. Highlight the structure that is used to talk about the use of something (A: What is the keyboard used for? B: It is used for typing a text).

Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. A printer

2. case 3. scanner 4. speakers 5. mouse 6. keyboard.

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers: Example: 1. to

2. for 3. to 4. for 5. for 6. to 7. to.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. e (The keyboard is used for typing texts and figures.)

2. d (The mouse is used to move the cursor on the screen.)

3. g (The scanner is used for scanning texts and pictures)

4. h (The printer is used to print texts and pictures)

5. c (The screen is used for displaying texts and images.)

6. b (The webcam is used to take photos and videos)

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Use the pictures in the student's book on page 160. Ask the students to look, listen and repeat the words related to parts of computers and their uses. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that in the conversation, Sandrine and Faustin are talking about the function of different parts of a computer. Make the students repeat the key structure after you. Highlight the structure that is used to talk about the function of an object (A: What is the function of the mouse? B : The mouse points and moves the cursor on the screen). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. print

2. hardware 3. cables 4. laptop 5. store 6. desktop

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. enters

2. controls 3. provide 4. takes 5. displays 6. moves 7. connect

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. laptop

2. store 3. print 4. webcam 5. speakers 6. display

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 162.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Ask them to read the text and do the activities,
- Move around to monitor and provide help if necessary.
- Ask them to compare their answers with their partners.
- When time is over, conduct feedback.
- Make the feedback interactive by allowing students to ask and answer questions.
- Set the post-reading activity, monitor students' work, and conduct feedback.
- Take notes of any language problem for remedial work.
- Encourage a strong student to propose his answer on the board.

Expected answers.

A – The text is about parts of a computer and their uses.

B – Example: 1. d 2. g 3. e 4. f 5. h 6. c 7. b 8. a

C – Expected answers.

Example: 1. b 2. c 3. b 4. c 5. b

D – **Possible answer**

1. For me, a computer is an electronic machine that manipulates information or data.
2. Of course, I can. Software is a program used to operate a computer. And the hardware includes the screen, the mouse, the speakers, the printer etc.
3. Yes, they are.
4. Computers are very useful in our daily activities. For example, they are used for typing and printing texts, making calculations, going on the internet, storing, and retrieving information or data etc.

Note: Accept any good production from the students.

LESSON 2:

MOBILE PHONES

LESSON CONTENT OVERVIEW

- Vocabulary related to mobile phones
- Language function focus
 - Expressing alternative choices
 - Making comparisons

Lead-in: Picture interpretation page 164

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. How many types of telephones are there on page 164? (Answer: *Three types*)
2. What are they? (Answer: *Landline, cell phones, and smartphones*)
3. What do cell phones and smartphones have in common? (Answer: *They are mobile phones.*)

Note: Now the students can discover the title of **lesson 2: MOBILE PHONES**

Learning context:

During a workshop at the American corner of Cocody, the lecturer asks the students of 4^e5 from Lycée Classique to read a text on mobile phones in order to discuss their uses at school.

Ask a few questions about the learning context.

- Where are the 4^e5 students from? (Answer: *Lycée Classique*)
- What does the lecturer ask them to do? (Answer: *to read a text on mobile phones*)
- Why should the students read the text? (Answer: *to discuss the uses of mobile phones at school*)

Tell the students that they are going to learn appropriate vocabulary items and language functions on **mobile phones** in order to discuss their uses in **session 3**.

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Use the pictures in the student's book on page 165. Ask the students to look, listen and repeat the words related to parts of mobile phones. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the language function is about expressing alternative choices. Make the students repeat the key structure after you. Highlight the structure that is used to express alternative choices (You can **either** call your friend **or** send him a message. / I like **neither** calling **nor** messaging. I will visit you.). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. d

2. e 3. a 4. f 5. b 6. c

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. People use their mobile phones **either** to call **or** check the time.

2. Text messages use **either** abbreviations **or** symbols.

3. Mobile phones in the past have **neither** two SIM cards **nor** WhatsApp.

4. You need **neither** a passport **nor** an identity card to buy a cell phone.

5. Sarah may **either** call **or** write a text message.

6. People in the 1960's had **neither** cell phones **nor** smartphones.

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. Smartphone

2. either 3. neither 4. airtime 5. network 6. entertainment

My own notebook

Tell the students to repeat and keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Use the pictures in the student's book on page 167. Ask the students to look, listen and repeat the words related to parts of mobile phones. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the language function is about making comparisons. Make the students repeat the key structures after you. Highlight the structures that are used to make comparisons (A: Smartphones are more popular than mobile phones. / B: MTN network is as performant as Orange network. / C: Landlines are less used than smartphones nowadays). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. icons

2. keypad 3. download 4. password 5. SIM card 6. ringtone

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. Smartphones are **more expensive than** cell phones

2. Your new password is **as strong as** the last one.
3. Sending messages is **cheaper than** calling.
4. Cell phones are **less sophisticated than** smartphones.
5. Children are **less careful** of mobile phones **than** adults.
6. Teenagers are **more addicted** to smartphones **than** adults.
7. Mobile phones **are as heavy as** smartphones.

Time to extend (p.168)

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. F

2. F 3. T 4. F 5. F 6. T 7. T

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3**COMMUNICATION ACTIVITY**

- Tell the students to turn to page 169.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Ask them to read the text and do the activities,
- Move around to monitor and provide help if necessary.
- Ask them to compare their answers with their partners.
- When time is over, conduct feedback.
- Make the feedback interactive by allowing students to ask and answer questions.
- Set the post-reading activity, monitor students' work, and conduct feedback.
- Take notes of any language problem for remedial work.
- Encourage a strong student to propose his answer on the board.

Expected answers.

A – The text is about hygiene programs in schools.

B – **Example: 1. b**

2. e 3. f 4. d 5. a 6. c

C – **Expected answers.**

Example: 1. False (L2-3)

2. True (L2-3) 3. False (L5) 4. False (L3) 5. True (L5-6)

D – **Possible answer**

Mobile phones

Mobile phones have been one of the most amazing technological inventions of the 21st century. Today this device plays an important role in our everyday life.

For example, we use the mobile phone to text messages or make voice calls; it is also used for saving money, playing games or doing online shopping. At school, mobile phones are generally forbidden for students. In fact, it is seen as a source of distraction during lessons and a means of cheating during exams. When students use their mobile phones to cheat during exams, they are very often caught and expelled from exam centers. As a result, they fail their exams. So, please dear friends, let's not use mobile phones at school and especially during exams. If we do so, I'm sure we will probably learn in a safe environment.

Note: Accept any good production from the students.

LESSON 3:

THE INTERNET MAGIC!

LESSON CONTENT OVERVIEW

- Vocabulary related to the internet
- Language function focus
 - Asking and answering Yes/ No questions
 - Asking and answering WH-questions

Lead-in: Picture interpretation page 170

Ask any questions likely to have learners say what they see or know about the support picture. The following are suggestions:

1. Where are the students on page 170? (Answer: *in a computer room*)
2. What are they doing there? (Answer: *They are browsing the internet.*)
3. Can you do great things with the Internet? (Answer: *Yes, we can*)

Note: Now the students can discover the title of **lesson 2: THE INTERNET MAGIC!**

Learning context:

During a competition organized by the British Council at Lycée Moderne of Abengourou, the students of 4^e3 are asked to read a text about the internet in order to discuss its advantages and disadvantages.

Ask a few questions about the learning context.

- Where are the 4^e3 students from? (Answer: *Lycée Moderne Abengourou.*)
- What are they asked to do? (Answer: *They are asked to read a text about the Internet.*)
- Why should the students read the text? (Answer: *to discuss its advantages and disadvantages*)

Tell the students that they are going to learn appropriate vocabulary items and language functions on **The internet** in order to discuss its advantages and disadvantages **in session 3.**

Note: *This part must be conducted orally. Allow 3 minutes for that.*

SESSION 1

Time to learn

• Look, listen and repeat (Vocabulary)

Use the pictures in the student's book on page 171. Ask the students to look, listen and repeat the words related to the Internet. Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that Mariam and Kadi are asking and answering Yes / NO questions on the Internet. Make the students repeat the key structures after you. Highlight the structures that are used to ask Yes / No questions (A: Do you have an e-mail address? / B: Yes, I do. / No, I don't). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. A printer

2. d 3. f 4. b 5. a 6. e

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers: Example: 1. to

2. Have you visited some Webpages?
3. Can the cyber manager copy the link for me?
4. Does your mother go camping?
5. Have you saved your documents on Google drive?
6. Do you often send messages to your friends?

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. Website

2. online 3. e-mail 4. Wi-Fi 5. offline 6. search engines

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 2

Time to learn

• Look, listen and repeat (Vocabulary)

Use the pictures in the student's book on page 173. Ask the students to look, listen and repeat the words related to the Internet (social networks). Make them repeat chorally and individually. Illustrate the new lexical items on the board (drawing, picture, illustrative sentence, synonym, antonym, realia...) for the students to take notes in their copybooks.

• Listen and repeat (language function)

Tell the students that the language function is about asking and answering Wh-questions on the Internet. Make the students repeat the key structures after you.

Highlight the structures that are used to ask Wh-questions (A: Which social network do you prefer? / B: I prefer WhatsApp). Illustrate and highlight the new structures on the board for the students to take notes in their copybooks.

Time to practise

Activity 1

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. Facebook

2. Twitter 3. YouTube 4. Instagram 5. WhatsApp 6. TikTok

Activity 2

Set the task, ask students to do it, monitor their work, and conduct feedback.

Expected answers:

Example: 1. enters

2. e 3. f 4. g 5. h 6. a 7. b 8. c

Time to extend

This activity can be used as homework or reserved activity depending on time availability.

Expected answers:

Example: 1. What

2. Where 3. When 4. Who 5. How 6. What

My own notebook

Tell the students to keep in mind the expressions in this section.

SESSION 3

COMMUNICATION ACTIVITY

- Tell the students to turn to page 175/176.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Ask them to read the text and do the activities,
- Move around to monitor and provide help if necessary.
- Ask them to compare their answers with their partners.
- When time is over, conduct feedback.
- Make the feedback interactive by allowing students to ask and answer questions.
- Set the post-reading activity, monitor students' work, and conduct feedback.
- Take notes of any language problem for remedial work.
- Encourage a strong student to propose his answer on the board.

Expected answers.

A – The text is about the importance of the Internet in education.

B – Expected answers.

Example: 1. d

2. g

3. h

4. a

5. b

6. c

7. e

8. f

C – **Possible answer**

The educational purpose of the internet	Advantages of the internet in education	Means of interactions among students
– Gathering information and doing research – Adding to the knowledge of various subjects	– Improves the quality of education – It's a major tool for effective teaching and learning	– Social media – Messaging Apps Chat forums

D – **possible answers**

1. WhatsApp or Facebook or Instagram etc.
2. Yes, I will / No, I won't
3. Yes, I do / No, I don't
4. I can be offline

UNIT 8 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

Expected answers

		M	O	U	S	E							
P													
R													
I													
N							S	C	R	E	E	N	
T													
E	L	A	P	T	O	P							
R													

• REVISION ACTIVITIES (109)

Exercise 1

Expected answers

Example: 1. **airtime**

2. speaker 3. flash drive 4. landline 5. WhatsApp 6. Webcam 7. Software

Exercise 2

Expected answers

Example: 1. **Laptop**

2. speakers 3. Keyboard 4. Mouse 5. Printer 6. Webcam

Exercise 3

Expected answers

Example: 1. **I use Facebook.**

2. I'm downloading videos and music.

3. Yes, you can. / No you can't.

4. It's 200.000 FRF.

5. I go twice a week, on Wednesdays and Saturdays in the afternoon.

Note: This part must be conducted orally. Allow 3 minutes for that.

Exercise 4**Expected answers**

Example: 1. Neither Mali nor Ghana is in Europe.

2. Let's meet on **either** Monday **or** Friday.
3. His shorts were **either** too large **or** too small for him.
4. **Neither** fruit **nor** vegetable is sold in this supermarket.
5. We can have dinner **either** tonight **or** tomorrow? I will be available.
6. **Neither** your mother **nor** your father will accept your attitude.

• 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.



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