

FICHES PEDAGOGIQUES

NIVEAU 3ème

NIVEAU 3ÈME

CE ANGLAIS /EPS CM NIEDIEKAHA

ANNEE SCOLAIRE
2024-2025



Produit par:

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UNIT 1

LIFE AT SCHOOL

SKILL: SPEAKING

FRONT PAGE			
UNIT 1 : LIFE AT SCHOOL			
LESSON 1 : My first holidays in my village			
COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS	
<p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 1 : LIFE AT SCHOOL Leçon 1 : My first holidays in my village Séance 1 Duration : 55mins</p> <p>Skill : SPEAKING</p> <p>Source : WIN SKILLS pp 9-13</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p style="text-align: center;">We are back from the long</p> <p>vacations. During an English Club meeting, the students of 3è of Collège Moderne of Niédiékaha are talking about how they spent their holidays, in order to share experiences.</p>	Connaître	- Les mots et expressions liés aux souvenirs de vacances - Les formes du prétérit	
	Prononcer	- Les mots, les expressions liées aux souvenirs de vacances - Les verbes irréguliers au prétérit	
	Construire	- Des phrases pour raconter des événements passés	
	Utiliser	- Les mots et les structures grammaticales pour décrire les souvenirs de vacances - L'intonation correcte	
	Echanger	- Des informations liées aux souvenirs de vacances	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
Session 1			
To spend holidays To rest – do gardening – to go hunting – to swim in the river – to go fishing – to tap some palm wine – to dig up yams – To set trap - to pick mangoes	Exprimer des actions passer <i>(talking about past actions)</i>	<ul style="list-style-type: none"> • Where <u>did</u> Therese go for holidays? ==>She <u>went</u> to Daloa. • When <u>did</u> Kadniel arrive? == » He <u>arrived</u> last Sunday. 	
Session 2			
To travel – to play marble – to go to the beach – to go shopping – to have fun – to miss someone – to feel homesick – to go hunting	exprimer le passé avec des marqueurs temporels pour <i>(using time markers with past actions)</i>	<ul style="list-style-type: none"> • Two month ago Kadniel <u>went</u> to Abidjan. • Last Saturday Kadniel <u>visited</u> his uncle. 	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-Show pictures -What can you see? -What are we going to do today? -Read the LC</p> <p>-What are we back from? -Which meeting is mentioned? -Who are the students? What do they talk about? -Why for?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-activities -holidays activities -they read -we are back from long holidays -English club meeting -the students of 3è -they talk about how they spend their holidays. -in order to share experiences.</p>	<p>-Song/TPR -Voice</p> <p>Pictures/ realias</p> <p>-voice</p>	<p>-Date</p> <p>Unité 4 : FASHION Leçon 2 : Fashion show Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/ realias/</p>	<p>I-VOCABULARY</p> <p><i>Relatif aux activités de vacances</i></p> <p>To spend holidays: pass vacances</p> <p>To rest ●</p> <p>do gardening ●</p> <p>to go hunting ●</p> <p>to swim in the river ●</p> <p>to go fishing ●</p> <p>to tap some palm wine ●</p> <p>to dig up yams ●</p> <p>to set trap ●</p> <p>to pick mangoes ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Exprimer des actions</i></p> <p><i>passer</i></p> <ul style="list-style-type: none"> • Where <u>did</u> Therese go for holidays? ==>She <u>went</u> to Daloa. • When <u>did</u> Kadniel arrive? == » He <u>arrived</u> last Sunday.
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p11 (5mins)</p> <p>ACTIVITY 2</p> <p>Activity 2 p11 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p><u>Correction</u> (5mins)</p> <p>Activity 1 p11</p> <p>Expected answers : 1-to rest / 2-to set a trap / 3-to tap palm wine / 4-to swim / 5-to dig up yams / 6-to go fishing</p> <p>ACTIVITY 2</p> <p>Expected answers : 1-spent / 2-set / 3-planted / 4-finished / 5-went / 6-caught</p> <p><u>Homework</u></p> <p>WIN SKILLS page 11 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous lesson</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting and ask answers from students</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Expected answers : 1-did you go / 2-I was / 3- I had / 4- were you / 5- I wasn't / 6- We were / 7- Did you meet / 8- I didn't</p> <p>UNITE 1 : LIFE AT SCHOOL Leçon 1 : My first holidays in my village <u>Session 2</u></p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p><u>I-VOCABULARY</u></p> <p><i>Relatif aux activités de vacances</i></p> <p>To travel ●</p> <p>to play marble ●</p> <p>to go to the beach ●</p> <p>to go shopping ●</p> <p>to have fun ●</p> <p>to miss someone ●</p> <p>to feel homesick ●</p> <p>to go hunting ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II- LANGUAGE FUNCTION :</p> <p>Exprimer le passé avec des marqueurs temporels</p> <ul style="list-style-type: none"> • Two month ago Kadniel went to Abidjan. • Last Saturday Kadniel visited his uncle.
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p12-13 (5mins)</p> <p>Activity 2 p12-13 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES correction (5mins)</p> <p>Activity 1 Expected answers : 1- marbles / 2-travel / 3-have fun / 4-miss / 5-go to the beach / 6-homesick</p> <p>Activity 2 Expected answers : 1- last / 2- previously / 3- ago / 4- 2023 / 5- yesterday / 6- in</p> <p>Homework</p> <p>WIN SKILLS pp12-13 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		<i>Worksheet</i>	<u>UNITE 1 : LIFE AT SCHOOL</u> <u>Leçon 1 : My first holidays in my village</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p14)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: <i>Greet your friend.</i> -Task 2: <i>answer the question below:</i> <i>(5mins)</i> -Task 3: <i>What did you do?</i> <i>(10min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

(Situation d’Evaluation)

Back from the long holidays, you meet a friend during an English Club meeting. You start a conversation about your holidays. With your neighbor, prepare and present the dialogue to the rest of the club members. In your talk

-Task 1: Greet your friend.

-Task 2: answer the question below: (5mins)

(Where did you spend your holidays?)

(with who did you spend your holidays?)

-Task 3: What did you do? (10min)

(A-make a list of 5 activities)

(A-List 2 games you played)

-Task 4: Present your work to the rest of the class? (10min)

Example of dialogue:

Bertine : Hi, Sali !

Sali : Hello, Bertine !

Bertine : Tell me, my friend, where did you spend your holidays ?

Sali : I spend my holidays in my village.

Bertine : Nice. Were you with your parents or some friends ?

Sali : I was with my parents, naturally. And you ?

Bertine : I spent my holidays in Abidjan with my aunt Cathy. By the way, did you enjoy your holidays? What did you do ?

Sali : I spent all my time working on farm. I help my parents digging yams and planting tomatoes. What about you ?

Bertine : Cool. I spent much time having fun : I listened to music, I went to the beach every Saturday, etc. I met new friends there. And you, who did you meet ?

Sali : I met my cousins from nearby villages.

Bertine : I think that you had a good time.

Sali : You too !

FRONT PAGE			
UNIT 1 : LIFE AT SCHOOL			
LESSON 2 : My School Memories			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 1 : LIFE AT SCHOOL Leçon 2 : My School Memories Séance 1 Duration : 55mins</p> <p>Skill : SPEAKING</p> <p>Source : WIN SKILLS pp 15-19</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>You received your Liberian pen friend at home during the long holidays. You talked about your past habits when you were in primary school in order to exchange souvenirs.</p>	HABILETES	CONTENUS	
	Connaître	- Les mots, les expressions et structures grammaticales pour exprimer des souvenirs d'école	
	Prononcer	- Les mots et expressions exprimant des souvenirs d'école	
	Construire	- Des phrases pour exprimer des souvenirs d'école	
	Utiliser	- Les mots et les structures grammaticales pour parler des souvenirs d'école - L'intonation correcte	
	Echanger	- Des informations liées aux souvenirs d'école	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	To attend – to weep – to clean – to collect rubbish – to do homework – to take part in – to queue up – to respect – to stay -	exprimer les habitudes du passé avec « used to »	<ul style="list-style-type: none"> • What <i>did</i> you <i>use to do</i> ? == »I <i>used to chat</i> in class when I was in primary school
Session 2			
To bully – to be punished – to quarrel – to fight – to skip school – to chat in class – to cheat – to be rude	Exprimer les habitudes dans le passé avec « would »	<ul style="list-style-type: none"> • When Marc was in primary school, =he would skip school 	

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Exprimer les habitudes dans le passé avec « used to »</i></p> <p>• What <i>did</i> you <i>use to do</i> ?</p> <p>== »I <i>used to chat</i> in class when I was in primary school</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p17 (5mins)</p> <p>ACTIVITY 2 Activity 2 p17 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES <u>Correction</u> (5mins)</p> <p>Activity 1 p11 Expected answers : 1 - sport tournaments / 2 - to sweep the schoolyard / 3 - to collect rubbish / 4 - to queue up / 5-to do homework / 6-to clean the board.</p> <p>ACTIVITY 2 1- A- What did you use to do in primary school ? B- In primary school, I used to attend class regularly. 2- A- What did you use to do in 6eme ? B- In 6e I used to be on time in class. 3- A- What did you use to do in 4e ? B- In 4e I used to take part in sport tournaments. 4- A- What did you use to do in primary six ? B- In primary six I used to respect the school rules.</p> <p><u>Homework</u> WIN SKILLS page 17 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous lesson</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting and ask answers from students</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Expected answers : 1- I used to bully school girls. 2- Apo used to go to school on foot. 3- She used to be very rude with teachers. 4- Girls used to fetch water from the well.</p> <p>UNITE 1 : LIFE AT SCHOOL Leçon 2 : My School Memories Séance 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p><u>I-VOCABULARY</u></p> <p><i>Relatif aux souvenirs d'école</i></p> <p>To bully: to brutalize to be rude: to be impolite to cheat: to fraud to break the rules: Not to respect the regulation to chat in class: to talk during the lesson to fight: to combat to be punished: receive punishment to quarrel: to have dispute to skip school: to miss class deliberately</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Exprimer les habitudes dans le passé avec « would »</i></p> <ul style="list-style-type: none"> • When Marc was in primary school, =he would skip school
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p19 (5mins)</p> <p>Activity 2 p19 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES correction (5mins)</p> <p>Activity 1 Expected answers : 1- b / 2- d / 3- e / 4- a / 5- f / 6- g / 7- c</p> <p>Activity 2 Expected answers : 1- A : What would you do when you were at primary school ? B : I would attend school regularly. 2- A : Ok ! And what would you do when you were in the classroom ? B : I would follow attentively the teacher's explanations. 3- A : What would you eat at breaktime ? B : At breaktime I would eat bread and drink juice.</p> <p>Homework</p> <p>WIN SKILLS p19 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		<i>Worksheet</i>	<u>UNITE 1 : LIFE AT SCHOOL</u> <u>Leçon 2 : My School Memories</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p20)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	- Task 1: complete the dialogue below by answering the different questions: (20min)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d’Evaluation)

You are having a discussion with you Liberian friend, John, about your school memories. With the help of your partner, write down the dialogue and present it to the rest of the class. In your conversation:

-Task 1: complete the dialogue below by answering the different questions:

You : Hi, John ! What did you use to do in primary school ? (4 activities)

John : Hello, And you ?

You : I would also play at school.

John : Ok ! But how would you behave with your classmates and teachers ? (your behavior)

You And you were you calm too ?

John : No, But I would respect my teachers.

Possible answers

Kimber : Hi, John ! What did you use to do in primary school ?
John : Hello, Kimber ! In primary school I used to play a lot in the schoolyard. And you ?
Kimber : I would also play at school.
John : Ok ! But how would you behave with your classmates and teachers ?
Kimber : I would be very shy and respectful towards my teachers ! And you were you calm too ?
John : No, I would sometimes bully my friends and quarrel with them. But I would respect my teachers.

FRONT PAGE UNIT 1 : LIFE AT SCHOOL LESSON 3: My School Results			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 1 : LIFE AT SCHOOL Leçon 2 : My School Results Séance 1 Duration : 55mins</p> <p>Skill : SPEAKING</p> <p>Source : WIN SKILLS pp 15-19</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p style="text-align: center;">After their two weeks of English lessons, The students of 3^{ème}..... have just received the marks of their first English test . They discuss about their results(scores) in order to improve.</p>	HABILETES	CONTENUS	
	Connaître	- Les mots et les expressions exprimant la condition - Les mots et les expressions relatifs aux rendements scolaires	
	Prononcer	- Les mots et les expressions exprimant la condition - Les mots et les expressions relatifs aux rendements scolaires	
	Construire	- Des phrases pour exprimer la condition -Des phrases pour exprimer les rendements scolaires	
	Utiliser	-Les mots et les structures grammaticales pour exprimer la condition - L'intonation correcte	
	Echanger	- Des informations sur les rendements scolaires	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	<p>School year - term - half term - mock exam - examination - to pass the exam - to succeed - to move up - to fail/a failure</p>	<p>Exprimer la condition avec "if"</p> <p style="text-align: center;">Expressing condition with « if »</p>	<ul style="list-style-type: none"> • If he works hard, he will get good grades. • He would get good grades if he studied well.
Session 2			
<p>A report card - an oral test - a presentation - an average - a grade - a rank</p>	<p>Exprimer la condition avec "unless"</p> <p style="text-align: center;">Expressing condition with « unless »</p>	<p>Unless you revise the irregular verbs, you will have bad marks</p>	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
c-Lead in Activity & Learning Context (8min)	Prepares students to the learning process	-Show pictures - What can you see? - Read the LC - How many week has passed? - Who are the students? - What did they receive? - What did they discuss and why for?	- a mark - they read - 2 weeks - the students of 3è - they received their first marks - they discuss about their scores in order to improve	Pictures/realias -voice	UNITE 1 : LIFE AT SCHOOL Leçon 2 : My School Results Séance 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures/realias/	I-VOCABULARY <i>Relatif aux résultats scolaires</i> School year : 2024-2025 Term : trimester Half term : middle trimester Mock exam: white Examination To pass the exam : to sit for an exam To succeed : to prosper To move up : to go up To fail: to loose a failure: a lost

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Exprimer la condition avec "if"</p> <ul style="list-style-type: none"> • If he <u>works</u> hard, he <u>will get</u> good grades. • He <u>would get</u> good grades if he <u>studied</u> well.
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p25 (5mins)</p> <p>ACTIVITY 2 Activity 2 p25 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES <u>Correction</u> (5mins)</p> <p>Activity 1 Expected answers : 1- taking / 2-examination / 3- mock exam / 4-school year / 5-terms / 6-passed.</p> <p>ACTIVITY 2 Expected answers : 1- learnt / 2- would get / 3- will not fail / 4- start / 5- would be</p> <p><u>Homework</u> WIN SKILLS page 25 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p>	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
<p>b-Revision (3min)</p>	Review previous lesson	Start correcting and ask answers from students	Provide answers	BB	<p>Expected answers :</p> 1- If you revise well, you will have good results. 2- If you played all the time, you would fail your exam. 3- If I didn't study, I would stay down. 4- If you skip school, you will have problems with your parents.
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	Learning phase that introduces new items	-Presents the items and make students repeat		Pictures	<p>I-<u>VOCABULARY</u></p> <p><i>Relatif aux résultats scolaires</i></p> <p>A report card ●</p> <p>an oral test ●</p> <p>a presentation ●</p> <p>an average ●</p> <p>a grade ●</p> <p>a rank ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer</p>	<p>-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer</p>	<p>demonstration -individual and choral repetition</p>	<p><u>II-LANGUAGE FUNCTION :</u> Exprimer la condition avec <i>“unless”</i> <i>Unless</i> you revise the irregular verbs, you <i>will have</i> bad marks</p>
<p>II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p19 (5mins) Activity 2 p19 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing -Ask for the answers</p>	<p>-Do the activity -they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES <u>correction</u> (5mins) Activity 1 Expected answers : 1 - oral / 2 - quiz / 3 - grade / 4 - average / 5 - tests / 6 - ranked / 7 - report card Activity 2 Expected answers : 1- Unless you have good grades, you will not have the average. 2- Unless you have a good rank, you will not be rewarded. 3- Unless you come on time, you will stay out of the classroom. 4- Unless you work hard, you will stay down. 5- Unless you prepare the presentation, you will have a bad grade. <u>Homework</u> WIN SKILLS p19 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train) -Revision	Set a stress-free atmosphere Review	-Greet the student. -Initiate the activity. Start correcting	Sing with teacher provide answer	In chorus		Day's date Expected answers : 1- c / 2- d / 3- a / 4- e / 5- b
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		<i>Worksheet</i>	<u>UNITE 1 : LIFE AT SCHOOL</u> <u>Leçon 2 : My School Memories</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p20)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	- Task 1: <i>complete the dialogue below by answering the different questions:</i> <i>(20min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d’Evaluation)

After the first English test you receive your papers from the teacher. You inquire about your neighbour’s grade. Unfortunately, he/she has got a bad grade. So you want to give him / her advice to improve his / her results next time. Write down your conversation and practice it.

-Task 1: Complete dialogue below by answering the different questions.(20 mins)

Hereka : Tell me Meh, what is your grade in this test ?

Meh : I’ve got a mark. I’ve got

Hereka : Oh ! that’s pretty bad. If you, you would

Meh : Yes, you are right. I’ll do

Hereka : Unless you study, you will always

Meh : Yes, if, I

POSSIBLE ANSWERS

Hereka : Tell me Meh, what is your grade in this test ?

Meh : I’ve got a bad mark. I’ve got five out of twenty.

Hereka : Oh ! that’s pretty bad. If you worked hard, you would get a good grade

Meh : Yes, you are right. I’ll do better next time.

Hereka : Unless you study regularly your lessons, you will always have bad grades.

Meh : Yes, if I study my lessons, I will have a better grade.

UNIT 2

WOMEN AT WORK

SKILL: SPEAKING

FRONT PAGE			
UNIT 2 : WOMEN AT WORK			
LESSON 1 : Village women activities			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :/...../.....</p> <p>Nombre d'élèves :</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 1 : WOMEN AT WORK</p> <p>Leçon 1 : Village women activities (Rural women)</p> <p>Séance 1</p> <p>Duration : 55mins</p> <p>Skill : SPEAKING</p> <p>Source : WIN SKILLS pp 29-33</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>On the occasion of the international women's day, during an English club meeting of their school, the students of 3è from Collège moderne of Niédiékaha decide to give a presentation on rural women's activities so as to show their courage and honour them.</p>	HABILETES	CONTENUS	
	Connaître	- Les structures grammaticales pour exprimer la capacité à faire quelque chose - Les mots et expressions relatifs aux activités de la femme rurale - Les structures grammaticales pour rapporter un énoncé ou un discours	
	Prononcer	- Les mots et expressions relatifs aux activités de la femme rurale	
	Construire	- Des phrases pour exprimer la capacité à faire quelque chose	
	Utiliser	- Les mots et structures grammaticales pour exprimer la capacité à faire quelque chose - L'intonation correcte - Les structures grammaticales pour rapporter un énoncé ou un discours.	
	Echanger	-Des informations relatives aux activités de la femme rurale	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	To feed a baby – to breastfeed – to take care of the family – to do the cooking – to fetch water – knitting – handicraft – wickerwork	Exprimer la capacité <i>(Expressing capacity)</i>	<ul style="list-style-type: none"> ➤ Rural women can do the work by themselves. they are able to do the work by themselves. ➤ Rural women were able to help their friends yesterday ➤ Rural women will be able to develop cooperative organization skills
Session 2			
To grind cereal – to spin cotton into thread – to grow crops – to winnow – to pound yam – to weave baskets – to smoke fish -to sew clothes – to carry firewood	Reporter ce que disait une personne <i>(using time markers with past actions)</i>	<ul style="list-style-type: none"> • <<I can do the work by myself>>, she told me. • she told me that she could do the work by herself • << we are able to read and write >>, they claimed • they claimed that they were able to read and write 	

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Exprimer la capacité</i></p> <p>➤ Rural women can do the work by themselves. they are able to do the work by themselves.</p> <p>➤ Rural women were able to help their friends yesterday</p> <p>Rural women will be able to develop cooperative organization skills</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p31 (5mins)</p> <p>ACTIVITY 2 Activity 2 p31 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES <u>Correction</u> (5mins)</p> <p>Activity 1 p11 Expected answers : 1- d / 2- f / 3- e / 4- a / 5- b / 6- c</p> <p>ACTIVITY 2 Expected answers : 1- can / 2- were able / 3- could / 4- was able / 5- will be able</p> <p><u>Homework</u></p> <p>WIN SKILLS page 31 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous lesson</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting and ask answers from students</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Expected answers : 1- Rural women can now make important decisions. 2- Women could take care of large families. 3- These girls will be able to achieve great things tomorrow. 4- Mum was not able to understand it before, but now she can accept it.</p> <p>UNITE 1 : WOMEN AT WORK Leçon 1 : Village women activities Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p><u>I-VOCABULARY</u></p> <p><i>Relatif aux activités de vacances</i></p> <p>To grind cereal ●</p> <p>to pound yam ●</p> <p>to winnow ●</p> <p>to grow crops ●</p> <p>to smoke fish ●</p> <p>to sew clothes ●</p> <p>to weave baskets ●</p> <p>●</p> <p>to spin cotton into thread</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II- LANGUAGE FUNCTION :</p> <p><i>Reporter ce que disait une personne</i></p> <ul style="list-style-type: none"> • <<I can do the work by myself>>, she told me. • she told me that she could do the work by herself • << we are able to read and write >>, they claimed • they claimed that they were able to read and write
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p33 (5mins)</p> <p>Activity 2 p33 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES correction (5mins)</p> <p>Activity 1 Expected answers : 1- grow crops / 2- smoke fish / 3- firewood / 4- carry / 5- spin cotton / 6- winnow the cereals / 7- sew clothes</p> <p>Activity 2 Expected answers : 1- A : What did the chairperson of women of values say ? B : He said that women could be really emancipated if they gave them a chance. 2- A : What did Mr Meh comment ? B : Mr Meh commented that even though women are vulnerable, they played an important role.</p> <p style="text-align: center;">Homework</p> <p>WIN SKILLS p33 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		<i>Worksheet</i>	<u>UNITE 1 : LIFE AT SCHOOL</u> <u>Leçon 1 : My first holidays in my village</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p34)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: <i>What can rural women do?</i> <i>(list 5 activities and capacities)</i> -Task 2: <i>What can government do to help women?</i> <i>(list 5 thing government can do)</i> -Task 3: <i>Report government's statements about these measures.</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d’Evaluation)

On the occasion of the International Day of Rural Women, you have to interview Mister Kwasi Johnson, the Ghanaian Minister in charge of Rural Affairs. Beforehand, prepare the interview with your partner and get ready to roleplay it in front of the class. Answer the questions below.

- Task 1: What can rural women do? (list 5 activities and capacities) 5mins**
- Task 2: What can government do to help women? (list 5 thing government can do)**
- Task 3: Report government’s statements about these measures.**

Possible dialogue

Student : Hello, Mr Kwasi ! What can you say about rural women’s activities and abilities ?

Mr Kwasi Rachel : Well, I can say that rural women are able to do many activities such as fetching water, taking care of large families. And they are able to do the same jobs as men.

Student : So, what do you think the government can do to help them ?

Mr Kwasi Rachel : In the past, the government could only sensitize people to respect women’s right, but now the government can encourage and provide funds for women activites. And I am sure it will be able to do better in the future.

Student : I get you. Now can you tell us what are the concrete measures taken by the government.

Mr Kwasi Rachel : The minster in charge of women affair said that the government would provide training and assistance to rural women to develop their activities.

Student : Thanks a lot for your time and answers.

Mr Kwasi Rachel : you’re welcome.

FRONT PAGE			
UNIT 2 : WOMEN AT WORK			
LESSON 2 : Women rights and duties			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 1 : WOMEN AT WORK</p> <p>Leçon 2 : Women rights and duties</p> <p>Séance 1</p> <p>Duration : 55mins</p> <p>Skill : SPEAKING</p> <p>Source : WIN SKILLS pp 15-19</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>During an English class, the teacher asks a group of his students of 3è to prepare and give a presentation, in order to better inform the rest of the class about women's rights and duties</p>	HABILETES	CONTENUS	
	Connaître	- Les mots, expressions relatifs aux droits et devoirs de la femme - Les structures grammaticales exprimant la comparaison	
	Prononcer	- Les mots et les expressions relatifs aux droits et devoirs de la femme - Les mots et les formules de comparaison	
	Construire	- Des phrases pour exprimer les droits et devoirs de la femme - Des phrases exprimant la comparaison	
	Utiliser	- Les mots et structures grammaticales pour parler des droits et devoirs de la femme - Les formules grammaticales exprimant la comparaison - L'intonation correcte	
	Echanger	- Des informations sur les droits et devoirs de la femme	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	Rights – duties - gender equality – sexual harassment – to own property – fair and equal pay – to be free – to work in an office	exprimer les droits et devoirs <i>(expressing rights and duties)</i>	<ul style="list-style-type: none"> • All human being have the right to life • It is parents' duty to send their daughters to school • It is parents' responsibility to send their daughters to school
Session 2			
Breadwinner – role division – to take part in an election – to earn money – qualification – to raise children – positive discrimination – women's leadership	Faire des comparaisons <i>(Making comparisons)</i>	<p><u>Superiority</u> : women are more courageous than men</p> <p><u>Inferiority</u> : some people think that women are less important than men</p> <p><u>Equality</u> : a girl is as intelligent as a boy</p>	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-Women have the right to Education -What other rights and duties?</p> <p>-Read the LC</p> <p>-Which lesson do you attend? -What does the teacher ask to do ?</p> <p>-What is this presentation about?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Mention as many as they can</p> <p>-they read</p> <p>-English class</p> <p>-He ask a group of stdts of 3è to prepare a presentation -It is about women's rights and duties</p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p>UNITE 1 : WOMEN AT WORK Leçon 2 : Women rights and duties Séance 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/realias/</p>	<p>I-VOCABULARY</p> <p><i>Relatif aux droits et devoir de la femme</i></p> <p>1-Rights: privileges 2-Duties : obligations 3-Gender equality: Parity in sex 4-Equal and fair pay: equality in treatment 5-To be free: dispose of liberty 6-To own property: possess property 7-Household management: house work managing 8-To work in an office: to work in a bureau. 9-Sexual harassment: sexual annoyance.</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p style="text-align: center;"><i>exprimer les droits et devoirs</i></p> <ul style="list-style-type: none"> • All human being have the right to life. • It is parents' duty to send their daughters to school. • It is parents' responsibility to send their daughters to school.
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS</p> <p>Activity 1 p37</p> <p>(5mins)</p> <p>ACTIVITY 2</p> <p>Activity 2 p37</p> <p>(5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p><u>Correction</u> (5mins)</p> <p>Activity 1 p11</p> <p>Expected answers :</p> <p>1- equal and fair pay / 2- be free / 3- own a property / 4- harassment / 5- household management</p> <p>ACTIVITY 2</p> <p>Expected answers :</p> <p>1- It is women's responsibility to manage the household.</p> <p>2- It is women's duty to keep the house clean.</p> <p>3- Women have the right to equal and fair pay.</p> <p>4- Women have the right to gender equality.</p> <p>5- Women have the right to be free from sexual harassment.</p> <p style="text-align: center;"><u>Homework</u></p> <p>WIN SKILLS page 37 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p>	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
<p>b-Revision (3min)</p>	Review previous lesson	Start correcting and ask answers from students	Provide answers	BB	<p>Expected answers : A - Women's Rights : gender equality / sexual harassment / own a property / equal and fair pay / to be free B - Women's Duties : to keep the house clean / household management</p> <p>UNITE 1 : LIFE AT SCHOOL Leçon 2 : My School Memories Séance 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	Learning phase that introduces new items	-Presents the items and make students repeat		Pictures	<p><u>I-VOCABULARY</u></p> <p><i>Relatif aux droits et devoirs de la femme</i></p> <p>1-Role division: set role for each person</p> <p>2-to raise children: educate children</p> <p>3-Breadwinner: bread gainer</p> <p>4-to earn money: to gain money</p> <p>5-positive discrimination: positive treatment</p> <p>6-women's leadership: women's capacity to lead.</p> <p>7-Healthcare: effort to maintain wellbeing</p> <p>8-Qualification: quality or ability</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Faire des comparaisons</i></p> <p>Superiority : women are more courageous than men.</p> <p>Inferiority : some people think that women are less important than men.</p> <p>Equality : a girl is as intelligent as a boy.</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p39 (5mins)</p> <p>Activity 2 p39 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES correction (5mins)</p> <p>Activity 1 Expected answers : 1- raising the children/ 2- breadwinner / 3- earns money / 4- getting involved / 5- positive discrimination / 6- qualification / 7- role division</p> <p>Activity 2 Expected answers : 1- more / 2- more / 3- less / 4- less / 5- more</p> <p>Homework</p> <p>WIN SKILLS p39 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		<i>Worksheet</i>	<u>UNITE 1 : LIFE AT SCHOOL</u> <u>Leçon 2 : My School Memories</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p40)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	- Task 1: List 3 women's duties: (5mins) -Task 2: Compare women's rights and duties to those of men. (10min) -Task 3: Make a presentation in 5 lines. (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	- Task 4: Present your work to the rest of the class. (10mins) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d’Evaluation)

It’s the international Women’s Day and you have to make a presentation on women’s rights and duties at the English Club meeting. In your presentation

- Task 1: List 3 women’s duties: (5mins)**
- Task 2: Compare women’s rights and duties to those of men. (10min)**
- Task 3: Make a presentation in 5 lines. (5mins)**
- Task 4: Present your work to the rest of the class. (10mins)**

Possible answers

It is important to talk about women’s right, but it is also important to know women’s duties. For example, it is women’s duty to breastfeed the babies. It is also their duty to manage the household. But today women’s tend to have the same rights and duties as men. We can see some women who play the role of breadwinners as men. And in public services men are not more paid than women.

FRONT PAGE			
UNIT 2: WOMEN AT WORK			
LESSON 3: Girls at school			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :/...../.....</p> <p>Nombre d'élèves :</p> <p>Garçons : Filles :</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 2 : WOMEN AT WORK</p> <p>Leçon 3 : Girls at school</p> <p>Séance 1</p> <p>Duration : 55mins</p> <p>Skill : SPEAKING</p> <p>Source : WIN SKILLS pp 15-19</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>During an English class, the teacher asks a group of his students of 3è to prepare and give a presentation on the importance of girls' schooling, in order to sensitize their friend about its importance.</p>	HABILETES	CONTENUS	
	Connaître	- Les mots et expressions relatifs à la scolarisation de la jeune fille - Les formules et expressions pour exprimer une opinion	
	Prononcer	- Les mots et expressions relatifs à la scolarisation de la jeune fille - Les mots les expressions exprimant une opinion	
	Construire	- Des phrases relatives à la scolarisation de la jeune fille - Des phrases pour exprimer une opinion	
	Utiliser	- Les mots et les structures grammaticales pour échanger sur la scolarisation de la jeune fille - Les mots et les expressions exprimant une opinion - L'intonation correcte	
	Echanger	- Des informations sur la scolarisation de la jeune fille	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	School fees – compulsory – to reduce illiteracy – vocational school – practical – school-aged child – to be educated	Exprimer les opinions <i>(Expressing opinions)</i>	<ul style="list-style-type: none"> • I think that girls' education is a necessity. • I believe girls should go to school • In my opinion, school should prepare girls to choose their future jobs
Session 2			
To be pregnant – orphan – to be expelled – to face challenges – to make up one's mind – forced marriages – early pregnancies – drop out of school	Exprimer les opinions <i>(Expressing opinions)</i>	<p>From my point of view, it is possible to help all rural girls to read and write</p> <p>To my mind, all human beings are equal. Girls should go to school</p> <p>As far as i am concerned, education must be compulsory for all little girls.</p>	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
c-Lead in Activity & Learning Context (8min)	Prepares students to the learning process	- <i>What can you see?</i> - <i>where are they</i> - <i>so.....</i> - <i>Read the LC</i> - <i>What lesson?</i> - <i>What does the teacher asks?</i> - <i>What is it about?</i> - <i>why for?</i>	- <i>some girls</i> - <i>at school</i> - <i>Girls at school</i> - <i>they read</i> - <i>English class</i> - <i>he asks them to give a presentation</i> - <i>on the importance of girls' schooling</i> - <i>In order to sensitize their friends.</i>	Pictures/realias -voice	UNITE 2 : WOMEN AT WORK Leçon 3 : Girls at school Séance 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures/realias/	I-VOCABULARY <i>Relatif à la scolarisation de la jeune fille</i> 1-School-aged child : Child in age to go to school 2-School fees: money paid at school. 3-Compulsory: obligatory 4-to be educated: to receive school education 5-To reduce illiteracy: pull down analphabetism 6-Vocational school: professional school 7-Practical skills: pratctical abilities

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p style="text-align: center;"><i>Exprimer des opinions</i></p> <ul style="list-style-type: none"> • I think that girls' education is a necessity. • I believe girls should go to school • In my opinion, school should prepare girls to choose their future jobs
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p43 (5mins)</p> <p>ACTIVITY 2 Activity 2 p43 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES <u>Correction (5mins)</u></p> <p style="text-align: center;">Activity 1</p> <p>Expected answers : 1- c / 2- a / 3- e / 4- d / 5- f / 6- b</p> <p style="text-align: center;">ACTIVITY 2</p> <p>Expected answers : 2- A : What is your opinion about the creation of vocational schools ? B : In my opinion, vocational schools give girls practical skills.</p> <p>3- A : What do you think about girls' schools ? B : I believe that it increases the number of school girls.</p> <p>4- A : What do you think about compulsory education in your country ? B : I think that it obliges parents to send girls (daughters) to school.</p> <p style="text-align: center;"><u>Homework</u></p> <p>WIN SKILLS page 43 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous lesson</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting and ask answers from students</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Expected answers : 1- I believe that girls should go to school to be independent. 2- In my opinion girls should go to school to be independent. 3- I think that girls should go to school to reduce illiteracy. 4- I believe that girls should go to school to be educated. 5- In my opinion girls should go to school to get a good job.</p> <p>UNITE 2 : WOMEN AT WORK Leçon 3 : Girls at school Séance 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p><u>I-VOCABULARY</u> <i>Relatif à la scolarisation de la jeune fille</i></p> <p>1- to face challenges: encounter difficulties</p> <p>2- orphan: a child with no parent or one parent dead</p> <p>3- to make up one's mind: take decision</p> <p>4- drop out of school: abandon school</p> <p>5- forced marriages: obliged to get married</p> <p>6- early pregnancies: pregnancies before 18years</p> <p>7- To be pregnant: to get pregnant</p> <p>8- to be expelled: to be banish from school</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p><u>II-LANGUAGE FUNCTION :</u></p> <p><i>Exprimer des opinions</i></p> <p>-From my point of view, it is possible to help all rural girls to read and write</p> <p>-To my mind, all human beings are equal. Girls should go to school</p> <p>-As far as i am concerned, education must be compulsory for all little girls.</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p45 (5mins)</p> <p>Activity 2 p45 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES <u>correction</u> (5mins)</p> <p>Activity 1 Expected answers : 1- c / 2- b / 3- g / 4- f / 5- e / 6- a / 7- d</p> <p>Activity 2 Expected answers : 2- From my point of view, the creation of vocational schools guarantees girls a job. 3- As far as I am concerned, girls schools increase the number of school girls. 4- To my mind compulsory education in my country increases the number of school girls. 5- I think that paying school fees before sending children to school reduces the chances for poor families.</p> <p><u>Homework</u></p> <p>WIN SKILLS p45 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train) -Revision	Set a stress-free atmosphere Review	-Greet the student. -Initiate the activity. Start correcting	Sing with teacher provide answer	In chorus		Day's date Expected answers : 1- opinion / 2- me / 3- point / 4-eyes
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		Worksheet	<u>UNITE 1 : LIFE AT SCHOOL</u> <u>Leçon 2 : My School Memories</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p46)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	- Task 1: <i>Give three (3) advantages of sending girls to school.</i> (5mins) - Task 2: <i>Give two (2) reasons why girls should be educated.</i> (5mins) - Task 3: <i>Suggest three (3) ways to reduce girls' illiteracy.</i> (5mins) - Task 4: <i>Write a 8 lines presentation.</i> (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	worksheet	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d’Evaluation)

As a UNICEF’s expert, you have to deliver a talk in a Kenyan grammar school, on the advantages of sending girls to school. In your presentation:

- Task 1: Give three (3) advantages of sending girls to school. (5mins)
- Task 2: Give two (2) reasons why girls should be educated. (5mins)
- Task 3: Suggest three (3) ways to reduce girls’ illiteracy. (5mins)
- Task 4: Write a 8 lines presentation. (5mins)

POSSIBLE ANSWERS

*Ladies and Gentlemen,
Sending girls to school is very important. This will permit them to study and get some diplomas to expect a good job. In addition, I believe that girls should be educated because it will help them to be more emancipated. Therefore to reduce girls’ illiteracy, the government can favour positive discrimination. The authorities could also sensitize and encourage parents to send their daughters to school.
Thank you for your attention.*

UNIT 3

TRAVELLING

SKILL: WRITING

FRONT PAGE			
UNIT 3 : TRAVELLING			
LESSON 1 : Different means of transport			
<p>COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 3 : TRAVELLING</p> <p>Leçon 1 : Different means of transport</p> <p>Séance 1</p> <p>Duration : 55mins</p> <p>Skill : WRITING</p> <p>Source : WIN SKILLS pp 29-33</p> <p>SITUATION D'APPRENTISSAGE</p> <p>Your Nigerian pen friends are planning to visit you soon. They send you a message, via whatsapp, to get some information about the means of transport in your country. You write back, in order to reply them.</p>	<p>HABILETES</p>		
	Connaître	<p>- Les techniques de l'expression écrite</p> <p>- Les mots et expressions relatifs aux moyens de transport</p> <p>- Les structures grammaticales pour exprimer des comparaisons</p> <p>- Les mots et expressions pour exprimer les goûts et les préférences en matière de transport</p>	
	Ecrire	- Les mots et expressions relatifs aux moyens de transport	
	Construire	<p>- Des phrases pour exprimer les goûts et les préférences</p> <p>- Des phrases pour faire des comparaisons</p>	
	Appliquer	- La syntaxe et les techniques de l'expression écrite	
	Rédiger	- Des phrases, paragraphes et des textes relatifs aux moyens de transport	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	<p>Bicycle – van – bus – motorbike – personal car – tricycle – train – lorry</p>	<p>Faire des comparaisons</p> <p><i>(making comparisons)</i></p>	<p>Superiority : a bus is more expensive than a van More+adjective+than</p> <p>Equality : a bus is as dangerous as a van As+Adjective+as</p> <p>Inferiority : riding a bicycle is less interesting than riding a motorbike Less+adjective+than</p> <p>Superiority : a train is longer than a lorry Adjective+er+than</p> <p>Equality : some motorbikes are as fast as cars As+Adjective+as</p> <p>Inferiority : a train is less short than a lorry Less+adjective+than</p>
Session 2			
<p>A yacht – to fly a plane – a coach – subway train – hoverboard – railway- to sail a boat</p>	<p>Exprimer des préférences</p> <p><i>(Expressing preferences)</i></p>	<p>-I prefer the plane to the lorry</p> <p>-I prefer riding a horse to riding a bicycle</p> <p>-I prefer to travel by boat</p>	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I-INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmoosp here</p> <p>Prepare s student s to the learnin g process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-Show pictures -What can you see? -what are they?</p> <p>-Read the LC</p> <p>-Who is planning to visit you? -What do they do?</p> <p>-Why?</p> <p>-What do you do?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-some vehicule -Diff means of transport</p> <p>-they read</p> <p>-My Nigerian penfriends</p> <p>-they send a message by Whatsapp -to gest information about..... -I write them back</p>	<p>-Song/TPR -Voice</p> <p>Pictures/ -voice</p>	<p>-Date</p> <p>UNITE 3 : TRAVELLING Leçon 1 : Different means of transport Séance 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learnin g phase introdu cing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/</p>	<p>I-VOCABULARY</p> <p><i>Relatif aux moyens de transport</i></p> <p>A motorbike ●</p> <p>A tricycle ●</p> <p>A van ●</p> <p>A bus</p> <p>A personal car ●</p> <p>A bicycle ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- <i>demonstration</i></p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Exprimer la capacité</i></p> <p><u>Long adjectives</u></p> <p><i>Superiority</i> : a bus is more expensive than a van More+adjective+than</p> <p><i>Equality</i> : a bus is as dangerous as a van As+Adjective+as</p> <p><i>Inferiority</i> : riding a bicycle is less interesting than riding a motorbike Less+adjective+than</p> <p><u>Short adjectives</u></p> <p><i>Superiority</i> : a train is longer than a lorry Adjective+er+than</p> <p><i>Equality</i> : some motorbikes are as fast as cars As+Adjective+as</p> <p><i>Inferiority</i> : a train is less short than a lorry Less+adjective+than</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p31 (5mins)</p> <p>ACTIVITY 2 Activity 2 p31 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES <u>Correction (5mins)</u></p> <p>Activity 1 p11 Expected answers :</p> <p>1- A car is faster than a bicycle.</p> <p>2- Travelling by public means of transport is less marvellous than travelling by personal car.</p> <p>3- Two motorbikes are as expensive as a small car.</p> <p>4- Travelling by a van is more dangerous than travelling by a "Sotra" bus.</p> <p>ACTIVITY 2 Expected answers :</p> <p>1- b / 2- c / 3- a</p> <p><u>Homework</u></p> <p>WIN SKILLS page 31 <i>Let's take home</i></p>
<p>Note taking (10mins)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous lesson</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting and ask answers from students</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Expected answers : 1- My father's car is bigger than that of my uncle's. 2- My new bicycle is less big than my previous one. 3- You must use a smaller key to open the door. 4- This car is as cheap as the other one.</p> <p>UNITE 3 : TRAVELLING Leçon 1 : Different means of transport</p> <p>Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p>I-VOCABULARY <i>Relatif aux moyens de transport</i></p> <p>A yacht ●</p> <p>To fly a plane ●</p> <p>a coach ●</p> <p>A lorry ●</p> <p>A hoverboard ●</p> <p>A railway ●</p> <p>to sail a boat ●</p> <p>A subway train ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p><u>II-LANGUAGE FUNCTION :</u></p> <p><i>Exprimer des préférences</i></p> <p>-I prefer the plane to the lorry</p> <p>-I prefer riding a horse to riding a bicycle</p> <p>-I prefer to travel by boat</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p53 (5mins)</p> <p>Activity 2 p53 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES <u>correction</u> (5mins)</p> <p>Activity 1 Expected answers : 1- plane / 2- fly / 3- train / 4- coach / 5- lorry / 6- ship</p> <p>Activity 2 Expected answers : 1- I prefer the plane to the helicopter. 2- Prisca prefers the ship to the yacht. 3- Eureka and Venance prefer travelling by subway to travelling by ship. 4- Thomas and Ousmane prefer riding a motorcycle to sailing a yacht. 5- Evaflore and Carlin prefer flying a plane to flying a helicopter. 6- We prefer a scooter to a hoverboard.</p> <p><u>Homework</u> WIN SKILLS p53 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		<i>Worksheet</i>	<u>UNITE 1 : LIFE AT SCHOOL</u> <u>Leçon 1 : My first holidays in my village</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p54)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: <i>Complete the paragraph with the appropriate parts. (5mins)</i> -Task 2: Write a 12 lines paragraph A- Name the means of transports used in your city. (5mins) B- Present the negative aspects of others means of transports. (5mins) C- Express your preferences between the means of	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

		<i>transports. D- Write you full paragraph using connectors</i>				
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PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d’Evaluation)

Below is a paragraph on means of transports. Go quickly through it and choose the following part of paragraph to complete it.

-Task 1: Complete the paragraph with the appropriate parts. (5min)

A : topic sentence

B : supporting sentences or ideas

C : concluding sentence

-Task 2: Write a 12 lines paragraph.

A- Name the means of transports used in your city. (5mins)

B- Present the negative aspects of others means of transports. (5mins)

C- Express your preferences between the means of transports. (2mins)

D-Write you full paragraph using connectors. (3mins)

-Task 2: Present your work to the rest of the class. Accept student’s answers to draw a final draft.

Possible answer

There are many means of transport in my city. For example, we can use a van, ride a motorbike or use public cars. But travelling by motorbike or tricycle can be very dangerous because of the numerous accidents they can cause. That is why I prefer using cars, coach or public cars.

FRONT PAGE UNIT 3 : TRAVELLING LESSON 2 : Travelling by plane			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :/...../.....</p> <p>Nombre d'élèves :</p> <p>Garçons : Filles :</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 3 : TRAVELLING</p> <p>Leçon 2 : Travelling by plane</p> <p>Séance 1</p> <p>Duration : 55mins</p> <p>Skill : WRITING</p> <p>Source : WIN SKILLS pp 55-59</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p style="text-align: center;">Your British pen friend</p> <p>invites you to visit London. Once</p> <p>back home in, Côte d'Ivoire, you</p> <p>write a letter to thank him and</p> <p>describe your travel</p>	HABILETES	CONTENUS	
	Connaître	- Les mots, expressions relatifs aux droits et devoirs de la femme - Les structures grammaticales exprimant la comparaison	
	Prononcer	- Les mots et les expressions relatifs aux droits et devoirs de la femme - Les mots et les formules de comparaison	
	Construire	- Des phrases pour exprimer les droits et devoirs de la femme - Des phrases exprimant la comparaison	
	Utiliser	- Les mots et structures grammaticales pour parler des droits et devoirs de la femme - Les formules grammaticales exprimant la comparaison - L'intonation correcte	
	Echanger	- Des informations sur les droits et devoirs de la femme	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	Airport – trolley – to weigh luggage – flight ticket – travel costs – flight schedule – flight booking – suitcase - flight	exprimer le superlatif <i>(expressing superlative)</i>	<ul style="list-style-type: none"> • For me, the plane is the fastest means of transport.. (short adjective) • Travelling is the most exciting experience (long adjective)
Session 2			
Check-in-desk – flight attendant – to board flight – to disembark – departure – lounge – carousel – control tower	Utiliser la comparaison progressive <i>(Making comparisons)</i>	-Airport are safer and safer (short adjectives) - Means of transport are more and more sophisticated -Planes are less and less gigantic .	

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>exprimer le superlatif</i></p> <ul style="list-style-type: none"> • For me, the plane is the fastest means of transport.. (<i>short adjective</i>) • Travelling is the most exciting experience (<i>long adjective</i>)
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS</p> <p>Activity 1 p57</p> <p>(5mins)</p> <p>ACTIVITY 2</p> <p>Activity 2 p57</p> <p>(5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p><u>Correction</u> (5mins)</p> <p>Activity 1 p11</p> <p>Expected answers :</p> <p>1- flight booking / 2- flight costs / 3- flight ticket / 4- flight / 5-airport / 6- suitcase / 7- luggage / 8- flight schedule.</p> <p>ACTIVITY 2</p> <p>Expected answers :</p> <p>1- the most expensive / 2- schedule / 3- luggage / 4- the lowest</p> <p><u>Homework</u></p> <p>WIN SKILLS page 57 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p>	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
<p>b-Revision (3min)</p>	Review previous lesson	Start correcting and ask answers from students	Provide answers	BB	<p>Expected answers : 1- flight cost / 2- flight booking / 3- flight ticket / 4- flight / 5- suitcase / 6- trolley / 7- weigh your luggage</p> <p>UNITE 3 : TRAVELLING Leçon 2 : Travelling by plane Séance 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	Learning phase that introduces new items	-Presents the items and make students repeat		Pictures	<p>I-VOCABULARY</p> <p><i>Relatif au voyage en avion</i></p> <p>A Check-in-desk ●</p> <p>A lounge ●</p> <p>A carousel ●</p> <p>To board flight ●</p> <p>A control tower ●</p> <p>to disembark ●</p> <p>A flight attendant ●</p> <p>A departure ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p style="text-align: center;"><i>Utiliser la comparaison progressive</i></p> <p>-Airport are safer and safer (short adjectives)</p> <p>- Means of transport are more and more sophisticated</p> <p>-Planes are less and less gigantic .</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p39 (5mins)</p> <p>Activity 2 p39 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES correction (5mins) Activity 1</p> <p>Expected answers :</p> <p>2- Carousels are becoming more and more performant.</p> <p>3- Flight attendants are becoming less and less sympathetic.</p> <p>4- Check-in desk is more and more warmful.</p> <p>5- Control tower is becoming less and less crowded.</p> <p>Activity 2</p> <p>Expected answers :</p> <p>A. Signature : 7</p> <p>B. Salutation : 4</p> <p>C. Sender's email id : 1</p> <p>D. Ending statement : 6</p> <p>E. Subject or the reason of writing mail : 3</p> <p>F. Main body (content of the email) : 5</p> <p>G. Recipient email id : 2</p> <p style="text-align: center;">Homework</p> <p>WIN SKILLS p39 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
Revision	Review previous lesson	-start correcting	-provide answers	-in Peers	BB	Expected answers 1-T / 2-F / 3-T / 4-T / 5-F
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		<i>Worksheet</i>	UNITE 3 : TRAVELLING Leçon 2 : Travelling by plane Session 3 COMMUNICATION ACTIVITY (See Win Skill p60)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	- Task 1: List three (3) Jobs at the airport and on a plane: (5mins) -Task 2: Describe the obligatory step in process to travel in plane. -Task 3: Give four (4) changings in modern airports.(Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	- Task 4: Present your work to the class. (10mins) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d’Evaluation)

Back from a travel by plane from Ghana, where you spent your holidays, the English Club of your school asks you to write a paragraph about what you saw at the airport and during your flight. Your paragraph will be published in the English Club magazine of your school.

-Task 1: List three (3) Jobs at the airport and on a plane: (5mins)

Example: check-in officer.....

-Task 2: Describe the obligatory step in process to travel in plane.

Example; First you go to the check-in-desk to information about your flight ticket. (10min)

-Task 3: Give four (4) changings in modern airports.(5mins)

-Task 4: Present your work to the class. (10mins)

Possible answers

At the airport there are many departments. When you arrive, you first go to the check-in desk to have information about your flight ticket. Then you go to weigh the luggage. After this step, you can go and wait for your departure time in the lounge. When the time of the flight comes, before you board the plane, you go through the customs officer checking point. After this, you can queue-up in front of the plane where the flight attendants will guide you to your seat. But you will remark that there are fewer persons waiting at the airport today than in the past, and the control is stricter than in the past.

FRONT PAGE UNIT 3: TRAVELLING LESSON 3: Let's visit Grand Bassam			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>UNITE 2 : TRAVELLING Leçon 3 : Let's visit America! Séance 1</p> <p>Duration : 55mins</p> <p>Skill : WRITING</p> <p>Source : WIN SKILLS pp 61-65</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p style="text-align: center;">Some students in your school were given the opportunity to visit the USA. Once back, the chairperson of the English club asks them to write a paragraph about the tourist places they visited, in order to share experiences.</p>	HABILETES	CONTENUS	
	Connaître	<ul style="list-style-type: none"> - Les techniques de l'expression écrite - Les mots et expressions relatifs au tourisme - Les mots et expressions pour faire des suggestions - Les mots et expressions pour accepter/refuser des suggestions 	
	Ecrire	<ul style="list-style-type: none"> - Les mots et les expressions relatifs au tourisme - Les mots et les formules relatifs aux suggestions de façon correcte 	
	Construire	<ul style="list-style-type: none"> - Des phrases, paragraphes pour décrire des sites touristiques - Des phrases exprimant la suggestion 	
	Appliquer	<ul style="list-style-type: none"> - La syntaxe et les techniques de l'expression écrite 	
	Rédiger	<ul style="list-style-type: none"> - Des phrases, paragraphes et des textes relatifs au tourisme 	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	Tourist attractions – amusement parks – tourist sites – wonderful – resorts – ecotourism – leaflet – to discover – green spaces	Faire des suggestions <i>(Making suggestions)</i>	<ul style="list-style-type: none"> • Let's visit the basilica. • Shall I go to the zoo? • How about visiting the museum? • What about going to the beach?
Session 2			
The status of liberty; the golden gate – the metropolitan museum – the Niagara's fall; the white house Virginia beach; Mannathan skyscrapers; florida tourist site	Accepter ou refuser des suggestions <i>(Accepting and refusing suggestions)</i>	<ul style="list-style-type: none"> -It sounds like a good idea -Sorry, I can't 	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
c-Lead in Activity & Learning Context (8min)	Prepares students to the learning process	-Show pictures - What can you see? - Read the LC - Which opportunity were given? - Once back what does the chairperson ask them? - What is it about? - Why for?	- they give some name - they read - the opportunity to visit America. - He ask them to write a paragraph - It's about the sites they visited - to share experiences	Pictures/ -voice	UNITE 2 : TRAVELLING Leçon 3 : Let's visit America! Séance 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures/realias/	I-VOCABULARY <i>Relatif au tourisme</i> 1-Tourist sites and attractions: attractive places to visit 2- Wonderful: Magnificent 3- To discover: to detect new places 4-Amusement parks : places we go to play 5- Resorts: recreation places 6-Green spaces: ecological places 7- Leaflet: foliage paper 8-Ecotourism – ecological tourism (tourism that respect the nature)

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p style="text-align: center;"><i>Faire des suggestions</i></p> <ul style="list-style-type: none"> • Let's visit the basilica. • Shall I go to the zoo? • How about visiting the museum? <p>What about going to the beach?</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p63 (5mins)</p> <p>ACTIVITY 2</p> <p>Activity 2 p63 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet / Blackboard / Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p><u>Correction (5mins)</u></p> <p>Activity 1</p> <p>Expected answers :</p> <p>1- tourist sites / 2- a leaflet / 3- a resort / 4- tourist attractions / 5- ecotourism / 6- an amusement park.</p> <p>ACTIVITY 2</p> <p>Expected answers :</p> <p>1- a. Let him go to an amusement park. b. How about going to an amusement park ?</p> <p>2- a. What about reading a leaflet ? b- Shall he read a leaflet?</p> <p>3- a. Let him do some research on internet. b. What about doing some research on internet ?</p> <p><u>Homework</u></p> <p>WIN SKILLS page 63 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous lesson</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting and ask answers from students</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Expected answers : 1- tourists / 2- resorts / 3- amusement parks / 4- green spaces / 5- tourist sites / 5- wonderful</p> <p>UNITE 2 : TRAVELLING Leçon 3 : Let's visit America! Séance 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p>I-VOCABULARY <i>Relatif aux sites touristiques</i></p> <p>IN COTE D'IVOIRE</p> <p>Basilica of Yamoussoukro Crocodile lake; Banco National Park; Costumes Museum; Man's cascade; Kong's Mosques</p> <p>IN USA</p> <p>The status of liberty ●</p> <p>the golden gate ●</p> <p>the metropolitan museum ●</p> <p>the Niagara's fall ●</p> <p>the white house ●</p> <p>Virginia beach ●</p> <p>Mannathan skyscrapers ●</p> <p>Florida tourist site ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer</p>	<p>-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer</p>	<p>demonstration -individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION : <i>Accepter ou refuser des suggestions</i> Let's visit the Zoo ! (Accept) -It sounds like a good idea -Why not! Yes; with pleasure! (Refuse) -Sorry, I can't. -Thanks, but I'm not interested -I would rather not</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p45 (5mins)</p> <p>Activity 2 p45 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets/ Give pages and set the timing -Ask for the answers</p>	<p>-Do the activity -they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES correction (5mins) Activity 1 Expected answers : 1. You : How about visiting the old post office of Grand-Bassam ? Partner : Thanks, but I'm not interested. 2. You : How about going to the beach ? Partner : Yes, with pleasure. 3. You : Let's go to Assinie Mafia. Partner : Sorry, I can't. My parents will never accept to leave me go there. Activity 2 Expected answers : A. Signature : 6 B. Date : 2 C. Closing word : 5 D. Greeting : 3 E. Body : 4 F. Address : 1 Homework WIN SKILLS p45 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date QUIZ (10min)
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		<i>Worksheet</i>	UNITE 2 : TRAVELLING Leçon 3 : Let's visit America! Session 3 <u>COMMUNICATION</u> <u>ACTIVITY</u> (See Win Skill p46)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	- Task 1: <i>Mention 4 places you visited.</i> (5mins) Task 2: <i>Say if you accept or refuse his invitation.</i> (5mins) -Task 3: <i>Make suggestion to him to come and visit USA next time.</i> (5mins) -Task 4: <i>Write a complete letter with your ideas.</i> (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: <i>Present your work to the rest of the class? (10min)</i> Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d'Evaluation)

Your Ghanaian friend Appiah is visiting England and you are visiting USA. He has written you a letter to describe the places he has already visited in order to share memories. Read the letter and answer him back. In your letter:

- Task 1: Mention 4 places you visited. (5mins)
- Task 2: Say if you accept or refuse his invitation. (5mins)
- Task 3: Make suggestion to him to come and visit USA next time. (5mins)
- Task 4: Write a complete letter with your ideas. (5mins)

Possible production (Accept any correct answer from the students)

Dear Appiah,
I hope you are fine. I am very well, too. I am very happy to write you back to tell you about my visit in USA.
In fact, I am visiting wonderful places here in USA. Yesterday, I went to see the Statue of Liberty in New York and the Metropolitan Museum of art. These are quite amazing and famous sites. Today, I am going to the Virginia Beach to relax with some friends.
Unfortunately, I can't join you in England because of lack of time. But why don't we plan a visit to USA together next time ? I am sure it will be great.
I hope to read you again.

UNIT 4

FASHION

SKILL: WRITING

FRONT PAGE			
UNIT 4 : FASHION			
LESSON 1 : Modern and traditional clothes			
<p>COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>Unité 4 : FASHION</p> <p>Leçon 1 : Modern and traditional clothes</p> <p>Session 1</p> <p>Duration : 55mins</p> <p>Skill : WRITING</p> <p>Source : WIN SKILLS</p> <p>SITUATION D'APPRENTISSAGE</p> <p>On the occasion of The Cultural Day organized in CMN, the students of 3è decide to write a paragraph on modern and traditional clothes with a view to publish it in the English club magazine.</p>	HABILETES	CONTENUS	
	Connaître	- Les techniques de l'expression écrite - Les mots et expressions relatifs aux habits modernes et traditionnels - Les mots et structures grammaticales pour donner des raisons	
	Ecrire	- Les mots et expressions relatifs aux habits modernes et traditionnels	
	Construire	- Des phrases, paragraphes pour décrire les habits modernes et traditionnels - Des phrases exprimant des raisons	
	Appliquer	- La syntaxe et les techniques de l'expression écrite	
	Rédiger	- Des phrases, des paragraphes et des textes relatifs aux habits modernes et traditionnels	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	Traditional outfits – bazin – kaftan bubu – batik short-sleeved shirt – vlisco fabric – kente cloth dashiki – long-sleeved shirt	Donner des raisons avec “as” et “that’s the reason why” <i>(Giving reasons with “as” and “that’s the reason why”)</i>	<ul style="list-style-type: none"> I like Tapa cloth as it’s a man-made fabric It’s the “paquinou” festival, that’s the reason why we’re wearing traditional clothes
Session 2			
Sandals sweater second-hand clothes bow tie – off shoulder dress – high-heel shoes	Donner des raisons avec “because” et “that’s why” <i>Giving reasons with “because” and “that’s why”</i>	<p>-I wear modern clothes because they are fashionable</p> <p>-I don’t have money, that’s why I buy second-hand clothes</p>	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-Showing picture clothing -What can see on this picture? -so we have</p> <p><i>-good read the LC</i></p> <p>-What occasion is mentioned? -What do the students decide to do?</p> <p>-Why for?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Some clothes -Modern and traditional clothes</p> <p><i>-They read</i></p> <p><i>-Cultural day they decide to write a paragraph on modern and traditional clothes.</i></p> <p><i>-in order to publish it in the Club's magazine</i></p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p>Unité 4 : FASHION Leçon 1 : Modern and traditional clothes Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p>1-VOCABULARY</p> <p><i>Relatif aux vêtements traditionnels</i></p> <p>1-A dashiki –long-sleeved</p> <p>2-A kaftan bubu</p> <p>3-A visco fabric</p> <p>4-Raffia clothes</p> <p>5-Kente cloth shirt</p> <p>6-A bazin</p> <p>7-Batik short-sleeved shirt</p> <p>8-Women in traditional outfits</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p><u>II-LANGUAGE FUNCTION :</u></p> <p><i>Donner des raisons avec "as" et "that's the reason why"</i></p> <ul style="list-style-type: none"> • I like Tapa cloth as it's a man-made fabric • It's the "paquinou" festival, that's the reason why we're wearing traditional clothes
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS</p> <p>(5mins)</p> <p>ACTIVITY 2</p> <p>(5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p><u>correction</u></p> <p>(5mins)</p> <p>ACTIVITY 1</p> <p>Expected answers :</p> <p>1- batik short-sleeved shirt / 2- a dashiki long-sleeved shirt / 3- kente cloth / 4- raffia cloth / 5- kaftan bubu / 6- bazin</p> <p>ACTIVITY 2</p> <p>Expected answers :</p> <p>1- I like bazins as they are comfortable.</p> <p>2- Our traditional clothes value our culture, that's the reason why I like them.</p> <p>3- I prefer wearing batik shirts as they are beautiful.</p> <p>4- Fashion changes all the time, that's the reason why I hate being fashionable.</p> <p>5- My father wears kente cloth as he goes to the traditional wedding.</p> <p><u>Homework</u></p> <p>WIN SKILLS page 71 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Check previous lesson assimilation</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p>	<p>-Date</p> <p>Answers Expected answers : 1. Kaftan bubu / 2. Batik shirt / 3. Kente cloth / 4. Vlisco fabric / 5. Bazin</p> <p>Unité 4 : FASHION Leçon 1 : Modern and traditional clothes Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p>I-VOCABULARY <i>Relatif aux vêtements modernes</i></p> <p>1-High-heel shoes ●</p> <p>2-Off shoulder dress ●</p> <p>3-Bow tie ●</p> <p>4-Sweater ●</p> <p>5-Second-hand clothes ●</p> <p>6-Sandals ●</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Donner des raisons avec "because" et "that's why"</i></p> <p>-I wear modern clothes because they are fashionable</p> <p>-I don't have money, that's why I buy second-hand clothes</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>WIN SKILLS</p> <p>Activity 1 p 79 (5mins)</p> <p>Activity 2 p 79 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p><u>correction</u></p> <p>(5mins)</p> <p><u>Activity 1</u></p> <p>Expected answers : 1-second-hand clothes / 2-sandals / 3-off shoulder dress / 4- high-heeled shoes / 5- bow tie / 6- sweaters</p> <p><u>Activity 2</u></p> <p>Expected answers</p> <p>1- a. Tights are fashionable, that's why young girls wear them.</p> <p>b. Young girls wear tights because they are fashionable.</p> <p>2- a. Second-hand clothes are less expensive, that's why the youth prefer them.</p> <p>b. The youth prefer second-hand clothes because they are less expensive</p> <p><u>Homework</u></p> <p>WIN SKILLS page 79 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date QUIZ (10min)
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working with peers		<i>Worksheet</i>	Unité 4 : FASHION Leçon 1 : Modern and traditional clothes Session 3 <u>COMMUNICATION</u> <u>ACTIVITY</u> (See Win Skill p74)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	- Task 1: <i>Work in groups and complete the dialogue below.(15 mins)</i> -Task 2: <i>Exchange you work with other groups to compare them. (5mins)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 3: <i>Present your work to the rest of the class?</i> (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

(Situation d'Evaluation)

You met Abel, a Ghanaian boy, at a Yam festival in Daoukro. He was very impressed by the way festival-goers and some guests were dressed. He wants you to help him understand things. So he is asking you some questions.

-Task 1: Work in groups and complete the dialogue below.(15mins)

-Task 2: Exchange you work with other groups to compare them.(5mins)

Expected answers :

- 1- Welcome Abel and nice to meet you.
- 2- Well, people are wearing traditional clothes.
- 3- No, they are not suitable for the occasion. But special guest can wear them.
- 4- Yes, they are very original.
- 5- We will be very glad to have you.
- 6- Yes, of course such a ceremony is always accompanied by a mask performance.
- 7- Yes, of course! You can.
- 8- You're welcome. Enjoy the rest of the show.

FRONT PAGE UNIT 4 : FASHION LESSON 2 : FASHION SHOW			
COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS	
<p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>Unité 4 : FASHION</p> <p>Leçon 2 : Fashion show</p> <p>Session 1</p> <p>Duration : 55mins</p> <p>Skill : WRITING</p> <p>Source : WIN SKILLS</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>You attended the last fashion show organized by Gilles Touré. During an English class, your teacher asks you to write an article for your English Club magazine in order to describe it and promote the Ivorian culture.</p>	Connaître	- Les techniques de l'expression écrite - Les mots et expressions relatifs au défilé de mode - Les mots et structures grammaticales pour : exprimer ce que l'on aime persuader/dissuader	
	Ecrire	- Les mots et les expressions relatifs au défilé de mode	
	Construire	Des phrases, des paragraphes et des textes pour : Décrire un défilé de mode Exprimer ce que l'on aime Persuader ou dissuader	
	Appliquer	- La syntaxe et les techniques de l'expression écrite	
	Rédiger	- Des phrases, paragraphes et des textes relatifs au défilé de mode	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<p><u>Session 1</u></p> <p>fashion Show; to showcase; fashion week fashion brand the fashion industry the latest trend ready-to-wear the must-haves</p>	Exprimer des préférences <i>(Expressing like and dislikes)</i>	<ul style="list-style-type: none"> • Camille is fond of traditional outfits/ Camille is fond of wearing traditional outfits • Fatou can't bear miniskirts, / Fatou can't bear wearing miniskirts
	<p><u>Session 2</u></p> <p>Fashionistas; to parade ; fashion victims; accessories; spotlights; runway; catwalk; super models;</p>	Persuader et dissuader une personne <i>(Persuading and dissuading a person)</i>	<ul style="list-style-type: none"> • I can assure you of my full support. • I can absolutely certain you can • I would strongly advise you against that. • I'm afraid you can't do it

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity</p> <p>-Checks Class list</p> <p>-Asks for the date</p> <p>-Showing picture of model and clothing.</p> <p>-What can see on this picture?</p> <p>-What are they doing?</p> <p><i>-good read the LC</i></p> <p>-Who organized the show?</p> <p>-What does the teacher ask you?</p> <p>-What is the article about?</p>	<p>-Participate to the activity</p> <p>-Answer to their names</p> <p>-Give the date</p> <p>-some models</p> <p>-they are parading</p> <p><i>-They read</i></p> <p><i>-Gilles Touré</i></p> <p><i>-he ask the students to write an articles</i></p> <p><i>-in order to promote Ivorian culture</i></p>	<p>-Song/TPR</p> <p>-Voice</p> <p>Pictures/</p> <p>-voice</p>	<p>-Date</p> <p>Unité 4 : FASHION Leçon 2 : Fashion show Session 1</p>
II-INPUT PHASE A-VOCABULARY (13min)	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definitions</p>	<p>I-VOCABULARY</p> <p>Relatif au défilé de mode</p> <ol style="list-style-type: none"> 1- fashion Show=Ceremony organized to present new clothes 2- to showcase = to expose 3- fashion week= dedicated week to fashion 4- Fashion brand= new mode mark. 5- The fashion industry= everything referring to fashion. 6- the latest trend= the newest style 7- ready-to-wear = clothes we wear directly 8- the must-haves= something essential to have

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p><i>Exprimer des préférences</i></p> <ul style="list-style-type: none"> • Camille is fond of traditional outfits/ Camille is fond of wearing traditional outfits • Fatou can't bear miniskirts, / Fatou can't bear wearing miniskirts 								
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p76-77 (5mins)</p> <p>ACTIVITY 2 Activity 2 p76-77 (5mins)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES correction (5mins)</p> <p>ACTIVITY 1</p> <p>Expected answers : 1- d / 2- e / 3- b / 4- f / 5- g / 6- a</p> <p>ACTIVITY 2</p> <p>Expected answers :</p> <table border="1" data-bbox="1182 1395 1544 1599"> <thead> <tr> <th>Likes</th> <th>Dislikes</th> </tr> </thead> <tbody> <tr> <td>I don't mind</td> <td>I don't really feel like</td> </tr> <tr> <td>I really love it</td> <td>I can't bear it</td> </tr> <tr> <td>I'm also fond of</td> <td></td> </tr> </tbody> </table> <p>Homework</p> <p>WIN SKILLS page 76-77 <i>Let's take home</i></p>	Likes	Dislikes	I don't mind	I don't really feel like	I really love it	I can't bear it	I'm also fond of	
Likes	Dislikes												
I don't mind	I don't really feel like												
I really love it	I can't bear it												
I'm also fond of													
<p>NOTE TAKING (10min)</p>													

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Check previous lesson assimilation</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>They provide answers</p>	<p>-Song/TPR -Voice</p>	<p>-Date</p> <p>Expected answers : 1- railroad / 2- rubbish / 3- flash card / 4- movie industry.</p> <p>Unité 4 : FASHION Leçon 2 : Fashion show Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definitions or synonyms</p>	<p>I-VOCABULARY</p> <p><i>Relatif au défilé de mode</i></p> <p>1- Fashionistas – designer/ promoter</p> <p>2- to parade – to expose</p> <p>3- fashion victims – a victim of mode</p> <p>4- accessories – ornaments</p> <p>5- spotlights – projectors</p> <p>6- runway – a platform on which model walk</p> <p>7- catwalk – platform on which model present clothes</p> <p>8- super models – Top model/ mannequin</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II- LANGUAGE FUNCTION :</p> <p>Persuading or dissuading someone</p> <p style="text-align: center;"><u>PERSUADING</u></p> <ul style="list-style-type: none"> • I can assure you of my full support. • I am absolutely certain you can <p style="text-align: center;"><u>DISSUADING</u></p> <ul style="list-style-type: none"> • I would strongly advise you against that. • I'm afraid you can't do it
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>WIN SKILLS</p> <p>Activity 1 p78-79 (5mins)</p> <p>Activity 2 p78-79 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p><u>correction</u></p> <p>(5mins)</p> <p style="text-align: center;"><u>ACTIVITY 1</u></p> <p>Expected answers :</p> <p>1 = D. The headline</p> <p>2 = E. The introduction</p> <p>3 = C. The body</p> <p>4 = A. The concluding sentence</p> <p>5 = B. Author or writer of the article.</p> <p style="text-align: center;"><u>ACTIVITY 1(answers)</u></p> <p>2. I'm thin and tall. I think, I can be a model.</p> <p>a. I am absolutely certain you can.</p> <p>b. I would strongly advise you against that.</p> <p>3. Céline is poor but she wants to wear the most expensive clothes.</p> <p>a. I am afraid She can't afford it.</p> <p>b. I can assure her my full support (I can even lend her money)</p> <p><u>Homework</u></p> <p>WIN SKILLS page 78-79 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date QUIZ (10min)
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working in group		<i>Worksheet</i>	<u>Unité 4 : FASHION</u> <u>Leçon 2 : Fashion show</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (See Win Skill p80)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	Task 1: <i>Mention six (6) outfits showed by the designer. (5mins)</i> -Task 2: <i>List (2) two you liked or (2) you disliked. (5mins)</i> -Task 3: <i>Give to reason to persuade you pen friend to come for the next show (5mins)</i> -Task 4: <i>write a full paragraph of 10 lines. (5mins)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 5: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d'Evaluation)

After attending a fashion show organized by the Ministry of culture in your region, you decide to write an article of (10) lines in order to report it to your Nigerian pen friend

Work in group:

- Task 1: Mention four (6) outfits showed by the designer.(5mins)
- Task 2: List (2) two you liked or (2) you disliked. (5mins)
- Task 3: Give to reason to persuade you pen friend to come for the next show.(5mins)
- Task 4: write a full paragraph of 10 lines. (5mins)

Example :
A wonderful show !

The fashion show organized by the Ministry of Culture was wonderful. The designers showcased some new fashion brands that people appreciated a lot(give some example of clothes). Many persons were fond of the clothes made with traditional materials. But some people said that they can't bear some of the accessories on male models. Actually, I am absolutely certain you will be impressed by all these new collections and parades if you assist.

FRONT PAGE UNIT 4 FASHION LESSON 3 Don't misuse cosmetics			
COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS	
<p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>Unité 4 : FASHION</p> <p>Leçon 3 : Don't misuse cosmetics!</p> <p>Session 1</p> <p>Duration : 55mins</p> <p>Skill : WRITING</p> <p>Source : WIN SKILLS</p> <p>SITUATION D'APPRENTISSAGE</p> <p>The students of 3è from your school attended a conference on the misuse of cosmetics. They decide to write a paragraph about the bad effects of bleaching creams in order to sensitize their fellow students on this phenomenon.</p>	Connaître	- Les techniques de l'expression écrite - Les mots et expressions relatifs aux effets des produits cosmétiques - Les mots et structures grammaticales pour : <ul style="list-style-type: none"> • demander/donner des conseils • persuader/dissuader • donner des raisons • interdire/ permettre 	
	Ecrire	- Les mots et expressions relatifs aux effets des produits cosmétiques	
	Construire	- Des phrases, des paragraphes et des textes pour : <ul style="list-style-type: none"> • décrire/dénoncer les effets des produits cosmétiques • demander/donner des conseils • persuader/dissuader • donner des raisons • interdire/ permettre 	
	Appliquer	- La syntaxe et les techniques de l'expression écrite	
	Rédiger	- Des phrases, paragraphes et des textes relatifs aux effets des produits cosmétiques	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<p>Session 1</p> <p>Fair complexion – cosmetics - lipsticks – braids – make up – dark complexion – facial cleanser - Shea butter</p>	Expressing causes and effects	<ul style="list-style-type: none"> • They have a beautiful natural skin because they don't misuse cosmetics. • Since they don't misuse cosmetics, they have a beautiful natural skin. • Due to their good use of cosmetics, they have a beautiful natural skin.
	<p>Session 2</p> <p>Side effects – bleaching cream – whitening products – skin cancer – dermatologist – harmful – spots – to bleach.</p>	Giving advice	<ul style="list-style-type: none"> • Clara should stop using bleaching creams / Clara ought to stop using bleaching creams. • Clara shouldn't use bleaching creams / Clara ought not to use bleaching creams.

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-Showing bleached girl. -What can you see? -So is it good to bleach?</p> <p>-Read the learning -Who are the students? -What did they attend?</p> <p>-What do thye decide?</p> <p>-Why for?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>- answer may vary. - No Sir</p> <p>-they read</p> <p>-The stdts of 3è -A conference on the misuse of cosmetics. -They decide to write a paragraph... ...creams. -In order to sensitize.....</p>	<p>-Song/TPR -Voice</p> <p>Pictures</p> <p>-voice</p>	<p>-Date</p> <p>Unité 4 : FASHION Leçon 3 : Don't misuse cosmetics! Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definition Antonyms or synonyms</p>	<p>I-VOCABULARY</p> <p>Relatif aux produits cosmétiques</p> <p>1- Fair complexion= light skin colour. 2- Dark complexion= black skin colour. 3- Cosmetics= all body products. 4- Lipsticks= maquillage 5- Braids 6- Make ups= all maquillage products. 7- Facial cleanser= face cleaning. 8- Shea butter= natural Sheanut butter.</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Expressing causes and effects</p> <ul style="list-style-type: none"> • They have a beautiful natural skin because they don't misuse cosmetics. • • Since they don't misuse cosmetics, they have a beautiful natural skin. • • Due to their good use of cosmetics, they have a beautiful natural skin.
<p>II-ACTIVATION PHASE (15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS Activity 1 p 83</p> <p>ACTIVITY 2 Activity 2 83</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Exercisebook</p>	<p>BLACKBOARD TRACES Correction (5mins)</p> <p>ACTIVITY 1 Expected answers : 1- d / 2- c / 3- f / 4- b / 5- a / 6- e / 7- g</p> <p>ACTIVITY 2 Expected answers : 1- Since we rarely use bleaching creams, we don't have dots on our skins. 2- Betty looks old today because she didn't make-up. 3- Due to the excessive use of bleaching creams, she got some dermal infections. 4- Since women want to be more attractive, they bleach their skins.</p> <p style="text-align: center;"><u>Homework</u></p> <p>WIN SKILLS page 83 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

FICHES PEDAGOGIQUES

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous session</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Answers Expected answers : 1- I went to the doctor's. 2- Her new shoes were too small. 3- I had nothing to wear. 4- Mrs Ayereby uses excessively cosmetics / he has skin worries (the latter can be accepted)</p> <p>Unité 4 : FASHION Leçon 3 : Don't misuse cosmetics! Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures Definition Antonyms or synonyms</p>	<p>I-VOCABULARY Related to the misuse of cosmetic products</p> <p>1- To bleach= to change skin colour. 2- Bleaching cream= products that change skin colour. 3- Whitening products= bleaching products. 4- Side effects= secondary effects 5- Spots= white task on the skin. 6- Harmful= dangerous 7- skin cancer= skin malady 8- dermatologist= skin's doctor</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>- demonstrati on</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Giving advice</p> <ul style="list-style-type: none"> • Clara should stop using bleaching creams / Clara ought to stop using bleaching creams. • Clara shouldn't use bleaching creams / Clara ought not to use bleaching creams.
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p 85 (5mins)</p> <p>Activity 2 p 85 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p><u>Correction</u> (5mins)</p> <p><u>Activity 1</u> Expected answers : 1- bleaching creams / 2- side effects / 3- skin cancer / 4- skin whitening / 5- depigment / 6- bleach / 7- harmful</p> <p><u>Activity 2</u> Expected answers : 1- She should use natural creams like shea butter. 2- Women shouldn't harm their skin health with whitening creams. 3- She should consult a dermatologist for a prescription. 4- People shouldn't neglect skin whitening side effects. 5- We should go to a dermatologist when we discover spots on our skin.</p> <p><u>Homework</u> WIN SKILLS page 85 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQU ES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date QUIZ (10min)
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1- Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1- Listen to teacher's instructions 2- Start working in group		<i>Worksheet</i>	Unité 4 : FASHION Leçon 2 : Fashion show Session 3 COMMUNICATION ACTIVITY (See Win Skill p86)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	Task 1: Define bleaching creams and give some examples. Task 2: Mention four (4) diseases and consequences linked to the misuse of cosmetics. (5mins) Task 3: Mention four (4) advices to young people to avoid bleaching. (5mins) Task 4: write a full paragraph of 10 lines. (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>workbooks</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 5: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d'Evaluation)

The American NGO “Black is Beautiful” is organizing a writing competition. The aim is to sensitize your people about the dangers of bleaching cream. You decide to participate in the competition and you have to write a paragraph in which you have to:

Work in group

- Task 1:** Define bleaching creams and give some examples.(5mins)
- Task 2:** Mention four (4) diseases and consequences linked to the misuse of cosmetics. (5mins)
- Task 3:** Mention four (4) advices to young people to avoid bleaching. (5mins)
- Task 4:** write a full paragraph of 10 lines. (5mins)

Example :

Bleaching creams are creams used to change the colour of people’s skin. Some examples of bleaching creams are “Carro white” and “Gold skin”. These bleaching creams are very dangerous, because they can cause diseases like spots on the skin and even skin cancer. That’s why young people should avoid using them.

UNIT 5
CITY OR VILLAGE
SKILL: LISTENING

FRONT PAGE			
UNIT 1 : CITY OR VILLAGE			
LESSON 1 Life in the city			
<p>COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>Unité 5 : CITY OR VILLAGE</p> <p>Leçon 1 : Life in the city</p> <p>Session 1</p> <p>Duration : 55mins</p> <p>Skill : LISTENING</p> <p>Source : WIN SKILLS pp92-95</p> <p><u>SITUATION D'APPRENTISSAGE</u></p> <p>During an English class. The students of 3ème from College modern of Niédiékaha listen to an audio recording in order to talk about city life advantages and disadvantages.</p>	HABILETES	CONTENUS	
	Connaître	- Les mots et expressions relatifs à la vie en zone urbaine - Les mots et structures grammaticales pour : • exprimer des goûts et des préférences • exprimer des souhaits, des intentions, des buts	
	Ecouter	- Les prononciations des mots et expressions relatifs à la vie en zone urbaine	
	Identifier	-Les mots-clés d'un message oral - Une information précise dans un message oral	
	Distinguer	- L'intonation correcte	
	Comprendre	- Un message oral relatif à la vie en zone urbaine	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	Urban life Building; shopping mall shop; skyscrapers; shanty town; tarred road	Expressing preferences	<ul style="list-style-type: none"> • I prefer going to the city • My grandpa prefers living in his village to staying in a big city
Session 2			
Town; factory; Entertainment; Expensive; city dweller; litter; to rent	Expressing preferences	<p>A. Where would you rather live?</p> <p>B. I would/ I'd rather live in a town.</p>	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-What can see on this picture? -Read the LC</p> <p>-What is the occasion? -Who are the students? -What do they do? -What for?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-a city -They read</p> <p>-An English class. -The students of 3è. -They listen to an audio recording. -In order to talk about city life advantages and disadvantages</p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p>Unité 5 : CITY OR VILLAGE Leçon 1 : Life in the city Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures Definition Antonyms or synonyms</p>	<p>I-VOCABULARY</p> <p>Relatif à la vie en ville</p> <p>1-Urban life: life in a city or city life.</p> <p>2-Skyscrapers: very tall buildings</p> <p>3-A man in a shop: small commercial establishment.</p> <p>4-A shanty town: poor city</p> <p>5-Buildings: edifices</p> <p>6-A shopping mall: urban shopping place.</p> <p>7-A tarred road: banded route</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask two to put each other the question and answer</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Expressing preferences</p> <ul style="list-style-type: none"> • I prefer going to the city. • My grandpa prefers living in his village to staying in a big city.
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>ACTIVITY 1</p> <p>WIN SKILLS</p> <p>Activity 1 p 92-93</p> <p>ACTIVITY 2</p> <p>Activity 2 93</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p>Correction</p> <p>(5mins)</p> <p>ACTIVITY 1</p> <p>Expected answers :</p> <ol style="list-style-type: none"> 1- A <i>building</i> 2- A <i>shanty</i> 3- The <i>entertainments</i> 4- A <i>shopping mall</i> 5- <i>Skyscraper</i> 6- <i>Shop</i> 7- <i>tarred road</i> <p>ACTIVITY 2</p> <p>Expected answers :</p> <ol style="list-style-type: none"> 1- I prefer playing scrabble. 2- He prefers speaking English. 3- Akou prefers working in a skyscraper. 4- We prefer visiting the zoo. 5- They prefer revising the lessons after dinner. 6- You prefer listening to music. <p>Homework</p> <p>WIN SKILLS page 93</p> <p><i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p> <p>-Review previous session</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-star correcting</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p>Expected answers :</p> <ol style="list-style-type: none"> 1. I prefer living in the city. 2. Mr. Ourega prefers working in the city / in the village. 3. Oria and Kadniel prefer visiting a building / a shanty town. 4. Meh and I prefer doing shopping in a shopping mall / buy articles in a shop. 5. Thérèse prefers speaking English / French. <p>Unité 5 : CITY OR VILLAGE Leçon 1 : Life in the city Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures</p>	<p>I-VOCABULARY</p> <p><i>Relatif à la vie en ville</i></p> <p>Town: City</p> <p>Litter: trash; garbage</p> <p>House to rent: house in location</p> <p>Factory: industry; manufactory</p> <p>Entertainment: amusement</p> <p>city dwellers: cities' inhabitants</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer</p>	<p>-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer</p>	<p>- demonstration -individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION : Expressing preferences A- Where would you rather live? B- I would/ I'd rather live in a town.</p>
<p>II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 95 (5mins) Activity 2 p 95 (5mins)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing -Ask for the answers</p>	<p>-Do the activity -they provide answers</p>	<p>Worksheet/ blackboard</p>	<p>BLACKBOARD TRACES <u>Correction</u> (5mins) Activity 1 Expected answers : 1- city dwellers ; / 2- urban life / 3- rent / 4- entertainment / 5- factories / 6-litter / 7 - town Activity 2 Expected answers 1-Exciting 2-Entertainment 3-Would rather live 4-shanty towns. <u>Homework</u> WIN SKILLS page 95 (let's take home)</p>
<p>NOTE TAKING (10min)</p>					

Listening passage

City life is very *exciting*. In fact, city dwellers enjoy various facilities such as hospitals, schools and universities. They can go for *entertainment* to the cinema. That's why cities are crowded. Nevertheless city life is very expensive and noisy. Therefore, many poor people *would rather live* in *shanty towns*. These people generally don't have access to good healthcare. They must daily struggle to find a job with a few job opportunities offered in these overcrowded big cities

Séance 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQU ES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date QUIZ (10min)
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working in group		<i>Worksheet</i>	Unité 5 : CITY OR VILLAGE Leçon 1 : Life in the city Session 3 COMMUNICATION ACTIVITY (See Win Skill p96)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	Task 1: <i>listen and choose the general idea among the options. (5mins)</i> Task 2: <i>listen again and choose the correct ending to the sentences (5mins)</i> Task 3: <i>Give your opinion about the advantages of living in the city. Answer the questions Mensah asks you (10mins)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>workbooks</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: Present your work to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

(Situation d'Evaluation)

After his holidays, in Cote d'Ivoire, Mensah, your Ghanaian friend, sent you a voice message on Whatsapp in which he is giving you his impression about the different cities he has visited during his stay. Listen to the recording and do all the activities that follow.

-Task 1: listen and choose the general idea among the options. (5mins)

Answer: The recording is about : 1 – visit in some cities of Côte d'Ivoire.

-Task 2: listen again and choose the correct ending to the sentences. (5mins)

Answer:: 1- b ; 2- c ; 3- b ; 4- a

-Task 3: Give your opinion about the advantages of living in the city. Answer the questions Mensah asks you. (12 lines maximum) 10mins

John : Hi, my friend. How are you today ?

You : Hey, John. I'm fine, thanks. And you ?

John : I'm fine too. Do you like the city ?

You : Yes,

John : Nice. In your opinion, what are the advantages of city life ?

You :

.....

John : Yes, that's right.

You : Do you like the city too ?

John : Yes. I really appreciate the city !

LISTENING PASSAGE

I recently visited some cities in Cote d'Ivoire during my last holidays. It was really an amazing experience going round different exciting places. I do remember well, when I went to Abidjan I discovered various malls. My visit in Plateau was exciting as well. I was impressed by the buildings everywhere. At the end of my stay there, I went for shopping in one of those famous malls in Marcory. To tell you the truth, I enjoyed spending time in Marcory because there were lots of entertainments there.

FRONT PAGE UNIT 5: CITY OR VILLAGE LESSON 2: Life in the village			
<p style="text-align: center;">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>Unité 5 : CITY OR VILLAGE</p> <p>Leçon 2 : Life in the village</p> <p>Session 1</p> <p>Duration : 55mins</p> <p>Skill : LISTENING</p> <p>Source : WIN SKILLS pp97-101</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>During an English Club meeting, the students of 3ème..... from Collège Moderne of Niédiékaha are discussing the difference between the life in the village and city life. In order to have more information they listen to a VOA audio recording about an African village.</p>	HABILETES	CONTENUS	
	Connaître	- Les mots et expressions relatifs à la vie en zone rurale - Les mots et structures grammaticales pour : <ul style="list-style-type: none"> • exprimer des sentiments / des désirs / des souhaits • exprimer des raisons, des intentions, des buts 	
	Ecouter	- Les prononciations des mots et expressions relatifs à la vie en zone rurale	
	Identifier	- Les mots-clés d'un message oral - Une information précise dans un message oral	
	Distinguer	- L'intonation correcte	
	Comprendre	- Un message oral relatif à la vie en zone rurale	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	Village life - A village chief - to fetch water - a bumpy road - a hut - a hunter - to sow - to harvest	Expressing wishes	<ul style="list-style-type: none"> • I wish I had a big farm
Session 2			
Hardworking - peaceful - palm wine - to date - moonlight - supportive - hospitable - cheap	Expressing purposes	- The girls go to the river in order to/ so as to fetch water. -farmers grow crops so that they can feed their families	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-What can see on this picture? -Now read the Learning context.</p> <p>-Where are the students? -Who are they? -What are they doing? -Why for? -What do they do so?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p><i>-They're at a EC meeting</i> <i>-They're the students of 3è</i> <i>-they're discussing the difference between city and village life.</i> <i>-In order to have more information</i> <i>-To do so they listen to a VOA audio record</i></p>	<p>-Song/TPR -Voice</p> <p>Pictures/ realias</p> <p>-voice</p>	<p>-Date</p> <p>Unité 5 : CITY OR VILLAGE Leçon 2 : Life in the village Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/ Definition Antonyms or synonyms</p>	<p>I-VOCABULARY</p> <p><i>Relatif à la vie au village</i></p> <p>1-Village life: rural life</p> <p>2- A village chief: the village authority</p> <p>3- to fetch water : to carry water away</p> <p>4- a bumpy road : bad/ difficult road</p> <p>5- a hut : Traditional house</p> <p>6- a hunter : a bush animal killer</p> <p>7-to sow: to plant</p> <p>8-to harvest: to collect product from farm</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask stdts to highlight the differences in the sentence and make them understand</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Stdts give the highlight words</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Expressing wishes</p> <ul style="list-style-type: none"> • I wish I had a big farm
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>WIN SKILLS</p> <p>Activity 1 p 99</p> <p>ACTIVITY 2</p> <p>Activity 2 99</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p>Correction</p> <p>(5mins)</p> <p><u>Activity 1 p99 (5mins)</u></p> <p>1-e</p> <p>2-g</p> <p>3-a</p> <p>4-b</p> <p>5-c</p> <p>6-f</p> <p>7-d</p> <p><u>Activity 2 p99 (5mins)</u></p> <p>1- I wish it rained a lot this year.</p> <p>2- I wish the road to my willage was tarred.</p> <p>3- I wish I had a big plantation.</p> <p>4- I wish they liked farm work.</p> <p>5- I wish they didn't drink too much palm wine.</p> <p>Homework</p> <p>WIN SKILLS page 99 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIE S	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (5min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous session</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>Start correcting</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>Provide answers</p>	<p>-Song/TPR -Voice</p>	<p>-Date</p> <p>Expected answers : 1- village chief ; 2- sow ; 3- hunter ; 4- bumpy road</p> <p>Unité 5 : CITY OR VILLAGE Leçon 1 : Life in the Village Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/ Definition Antonyms or synonyms</p>	<p>I-VOCABULARY <i>Relatif à la vie au village</i></p> <p>1-Hardworking : hard workers</p> <p>2-peaceful : calm and quite</p> <p>3-palm wine : palm drink</p> <p>4-to date : to have a rendez-vous</p> <p>5-moonlight : light of the moon</p> <p>6-supportive : helpful</p> <p>7-hospitable : sociable</p> <p>8-cheap ≠ expensive</p>

Séance 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQU ES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date QUIZ (10min)
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working in group		<i>Worksheet</i>	Unité 5 : CITY OR VILLAGE Leçon 1 : Life in the village Session 3 COMMUNICATION ACTIVITY (See Win Skill p102)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	Task 1: listen say what is his speech about. Choose the appropriate answer among the option below (5mins) Task 2: listen again and choose the correct options. (5mins) Task 3: listen again and choose the write options about some details of this passage. (10mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>workbooks</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: In a dialogue with your partner discuss the advantages and inconveniences of living in a village and present it to the rest of the class? (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY
(Situation d'Evaluation)

The English Club of your school is organizing a campaign on the importance of respecting traditions. During the event, the chairperson of the English Club tells the audience about his stay in his village. Your attend the campaign.

-Task 1: listen say what is his speech about. Choose the appropriate answer among the option below. (5mins)

Expected answer : The recording is about : 3 – A description of village life.

-Task 2: listen again and choose the correct options. (5mins)

Expected Answers : 1- a (quiet) / 2- b (hut) / 3- b (fetch) / 4- a (hospitable)

-Task 3: listen again and choose the write options about some details of this passage. (5mins)

Expected answers : 1- b (the village is quiet) / 2- c (fetch water) / 3- a (firewood) / 4- c (hospitable)

-Task 4: In a dialogue with your partner discuss the advantages and inconveniences of living in a village. (10mins)

(Give three (3) advantages of living in the village and three (3) inconveniences.

LISTENING PASSAGE

This is the first time I am spending the holidays in my village. Life here is so quiet that in the morning you only hear birds singing. Here I sleep in a hut but it is very comfortable. Every morning I can see the women going to fetch water in group. In the afternoon you'll see these same women coming back from farm, where they went to fetch firewood for cooking. What I like in village life is that life is joyful and people are so hospitable. Usually when there is a problem it is solved peacefully under the authority of the village chief.

FRONT PAGE

UNIT 5 : CITY OR VILLAGE

Lesson 3 : Rural Exodus

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS	
<p>Date :/...../.....</p> <p>Nombre d'élèves :</p> <p>Garçons : Filles :</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p>	Connaître	- Les mots et expressions liés à l'exode rural - Les mots et expressions pour décrire les changements liés à l'exode rural - Les mots et les structures grammaticales appropriés pour : <ul style="list-style-type: none"> • faire des suggestions • exprimer des conséquences 	
	Ecouter	- Les prononciations des mots et expressions relatifs à l'exode rural	
	Identifier	- Les mots-clés d'un message oral - Une information précise dans un message oral	
	Distinguer	- L'intonation correcte	
	Comprendre	- Un message oral relatif à l'exode rural	
	TEACHING POINTS		
<p>Unité 5 : CITY OR VILLAGE</p> <p>Leçon 3 : Rural Exodus</p> <p>Session 1</p> <p>Duration : 55mins</p> <p>Skill : LISTENING</p> <p>Source : WIN SKILLS pp103 - 107</p> <p>SITUATION D'APPRENTISSAGE</p> <p>During an English Club meeting, the students of 3ème listen to an audio recording from the British Broadcasting Corporation (BBC) about rural exodus in order to sensitize their friends on its consequences.</p>	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	School leavers – drought – lack of – flood – manpower – hardship – backbreaking – to find a job	Exprimer des conséquences <i>(Expressing consequences)</i>	<ul style="list-style-type: none"> • I want a good job ; as a result, I'm going to the city • I want a good job. Therefore, I'm going to the city
	Session 2		
Drawback – unemployment – overpopulation – to improve – disappointment – robbery – drug addiction - begging	Faire des suggestions <i>(Making suggestions)</i>	- What about going back to the village ? - How about going back to the village ?	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-What can see on this picture? -Now read the Learning context. -Ask question about the Learning context -Where are the students? -Who are they? -What are they doing? -Why for? -What do they do so?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context -expected answers <i>-They're at a EC meeting</i> <i>-They're the students of 3è</i> <i>-they listen to an audio recording on rural exodus</i> <i>-In order sensitize their friends on its consequences</i></p>	<p>-Song/TPR -Voice</p> <p>Pictures/ realias</p> <p>-voice</p>	<p>-Date</p> <p>Unité 5 : CITY OR VILLAGE Leçon 3 : rural exodus Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definitions / synonyms</p>	<p>I-VOCABULARY</p> <p><i>Relatif aux causes de l'exode rurale</i></p> <p>1-School leavers: students who abandon school</p> <p>2-drought : arid soil</p> <p>3-lack of : deficiency</p> <p>4-flood : inundation</p> <p>5-manpower : exploitable hands</p> <p>6-hardship : difficulty</p> <p>7-backbreaking : difficult job</p> <p>8-to find a job: search for employment</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask stdts to highlight the differences in the sentence and make them understand</p>	<p>-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Stdts give the highlight words</p>	<p>demonstration -individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION : Expressing consequences</p> <ul style="list-style-type: none"> • I want a good job ; as a result, I'm going to the city • I want a good job. Therefore, I'm going to the city
<p>II-ACTIVATION PHASE (15min)</p> <p>WIN SKILLS Activity 1 p 99</p> <p>ACTIVITY 2 Activity 2 99</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers</p>	<p>-Do the activity -they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES Correction (5mins) <u>Activity 1 p105 (5mins)</u> 1-hardships 2-harvest 3-As a result 4-school leaver 5-backbreaking</p> <p><u>Activity 2 p105 (5mins)</u> 1. I want better job opportunities ; as a result, I move to the city. 2. There are regular floods. Therefore, my cousins in the village have abandoned farming. 3. Her father wanted her to marry Babou ; as a result, Aisha left the village. 4. Akou finds farm work backbreaking. Therefore, he goes to Abidjan. 5. The company needs new workers ; as a result, it is hiring. Homework WS page 99 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (5min)</p>	<p>Set a stress free atmosphere</p> <p>Review previous session</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-Start correcting</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Provide their answers</p>	<p>-Song/TPR -Voice</p>	<p>-Date</p> <p>Answers Expected answers : 1. a school leaver 2. reasons for living the village : droughts, floods, backbreaking work, hardships (students should come up with 2 words or expressions from the above list)</p> <p>Unité 5 : CITY OR VILLAGE Leçon 3 : Rural Exodus Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (12min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definition or antonyms</p>	<p>I-VOCABULARY Related to rural exodus</p> <p>1-Drawback : consequences</p> <p>2-unemployment : Lack of jobs</p> <p>3-overpopulation : augmentation of the population</p> <p>4-to improve: ameliorate</p> <p>5-disappointment : discourage</p> <p>6-robbery : juvenile delinquencies</p> <p>7-drug addiction: drug dependence</p> <p>8-begging: asking for charity</p>

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQU ES	TEACHING MATERIAL	TRACES ON BOARD
PREPARING						
-Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date QUIZ (10min)
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working in group		<i>Worksheet</i>	Unité 5 : CITY OR VILLAGE Leçon 3 : Rural Exodus Session 3 COMMUNICATION ACTIVITY (See Win Skill p108)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	Task 1: Listen and note down the correct answers. (5mins) Task 2: Listen again and mention two (2) causes of rural exodus mentioned by the speaker (5mins) Task 3: In a 10 lines paragraph tell. (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>workbooks</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: <i>Present your work to the rest of the class?</i> (10min) Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

(Situation d'Evaluation)

You are attending a conference on rural exodus on behalf of your English club. While you are listening to the conference, the organizers share a questionnaire to check your understanding. Do the tasks below.

-Task 1: Listen and note down the correct answers. (5mins)

Expected answer : *the recording is about : c) causes and drawbacks of rural exodus.*

-Task 2: Listen again and mention two (2) causes of rural exodus mentioned by the speaker. (5mins)

Expected answers :

-The causes of rural exodus raised by the speaker are :

(Teacher may accept two among the below proposals)

-Lack of basic facilities in most rural areas

-Less job opportunities in the countryside apart from farm works

-Lack of basic commodities

-Lack of entertainment

Etc.

-Task 3: (5mins)

Expected answers :

The consequence of rural exodus raised by the speaker

(Accept any of the following)

Jobless people; Insecurity; Proliferation of slums

-Task 4: In a 10 lines paragraph tell: (5mins)

-What is rural exodus

-Give 3 causes and 2 consequences of rural exodus;

-Suggestion solutions.

Rural exodus is a serious issue that affects almost every country. This is basically due to a huge difference between cities and the rural areas in terms of living standard. In fact there is a real lack of basic commodities and facilities in most rural areas. You need to go to town to have access to clean water and electricity. Besides, the countryside offers less job opportunities apart from farm works. Another reason why young people leave the village is the lack of entertainment. However once in big cities young people get disappointed for they can't get what they were dreaming of. The few jobs opportunities available demand better qualification and it becomes even a problem for them to get an accommodation. As a result there are more jobless people,

UNIT 6
HUMAN
RIGHTS

FRONT PAGE

UNIT 6: HUMAN RIGHTS

lesson 3

<p>COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Nombre d'élèves :.....</p> <p>Garçons :..... Filles :.....</p> <p>Classe : 3e.....</p> <p>Jours de cours :</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>Unité 5 : HUMAN RIGHTS</p> <p>Leçon 1 : rural exodus</p> <p>Session 1</p> <p>Duration : 55mins</p> <p>Skill : LISTENING</p> <p>Source : WIN SKILLS</p> <p>SITUATION D'APPRENTISSAGE</p> <p>During an English Club meeting, the students of 3ème listen to an</p>	HABILETES		CONTENUS	
	Connaître		- Les mots et expressions liés à l'exode rural - Les mots et expressions pour décrire les changements liés à l'exode rural - Les mots et les structures grammaticales appropriés pour : <ul style="list-style-type: none"> • faire des suggestions • exprimer des conséquences 	
	Ecouter		- Les prononciations des mots et expressions relatifs à l'exode rural	
	Identifier		- Les mots-clés d'un message oral - Une information précise dans un message oral	
	Distinguer		- L'intonation correcte	
	Comprendre		- Un message oral relatif à l'exode rural	
	TEACHING POINTS			
	VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1			
	School leavers - drought - lack of - flood - manpower - hardship - backbreaking - to find a job		Expressing consequences	<ul style="list-style-type: none"> • I want a good job ; as a result, I'm going to the city • I want a good job. Therefore, I'm going to the city
Session 2				

FICHES PEDAGOGIQUES

<p>audio recording from the British Broadcasting Corporation (BBC) about rural exodus in order to sensitize their friends on its consequences.</p>	<p>Drawback – unemployment – overpopulation – to improve – disappointment – robbery – drug addiction – begging</p>	<p>Making suggestions</p>	<p>- What about going back to the village ? - How about going back to the village ?</p>
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STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-What can see on this picture? -Now read the Learning context. -Ask question about the Learning context -Where are the students? -Who are they? -What are they doing? -Why for? -What do they do so?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context -expected answers <i>-They're at a EC meeting</i> <i>-They're the students of 3è</i> <i>-they listen to an audio recording on rural exodus</i> <i>-In order sensitize their friends on its consequences</i></p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p><u>Unité 5 : CITY OR VILLAGE</u> <u>Leçon 3 : rural exodus</u> <u>Session 1</u></p>

FICHES PEDAGOGIQUES

<p>II-INPUT PHASE A- VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/ realias/ demonstrations</p>	<p>1-School leavers: students who abandon school 2-drought : arid soil 3-lack of : deficiency 4-flood : inundation 5-manpower : exploitable hands 6-hardship : difficulty 7-backbreaking : difficult job 8-to find a job: search for employment</p>
<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask stdts to highlight the differences in the sentence and make them understand</p>	<p>-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Stdts give the highlight words</p>	<p>demonstration -individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION : Expressing consequences</p> <ul style="list-style-type: none"> • I want a good job ; as a result, I'm going to the city • I want a good job. Therefore, I'm going to the city
<p>II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 99</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers</p>	<p>-Do the activity -they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES Correction (5mins)</p> <p><u>Activity 1 p105 (5mins)</u> 1-hardships 2-harvest 3-As a result 4-school leaver 5-backbreaking</p> <p><u>Activity 2 p105 (5mins)</u> 1. I want better job opportunities ; as a result,</p>

FICHES PEDAGOGIQUES

ACTIVITY 2 Activity 2 99 Homework					I move to the city. 2. There are regular floods. Therefore, my cousins in the village have abandoned farming. 3. Her father wanted her to marry Babou ; as a result, Aisha left the village. 4. Akou finds farm work backbreaking. Therefore, he goes to Abidjan. 5. The company needs new workers ; as a result, it is hiring. <p style="text-align: right;">Homework</p> WS page 99 <i>Let's take home</i>
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIE S	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION a- Warm Up (2min) b- Revision (3min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date <p style="text-align: center;"><u>Answers</u></p> <p style="text-align: center;"><u>Unité 5 : CITY OR VILLAGE</u></p> <p style="text-align: center;"><u>Leçon 1</u> : Life in the city</p> <p style="text-align: center;"><u>Session 2</u></p>

FICHES PEDAGOGIQUES

<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definition or antonyms</p>	<p>I-VOCABULARY Related to rural exodus</p> <p>1-Drawback : consequences</p> <p>2-unemployment :</p> <p>3-overpopulation : augmentation of the population</p> <p>4-to improve: ameliorate</p> <p>5-disappointment : discourage</p> <p>6-robbery : juvenile delinquencies</p> <p>7-drug addiction: drug dependence</p> <p>8-begging: asking for charity</p>
<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/ sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-pronounce the question and ask the students repeat</p> <p>-Ask a student to put him the question</p> <p>-provide the answer and</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Std repeat the question</p> <p>Sir What about going back to the village?</p>	<p>- demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p style="text-align: center;">Expressing purposes</p> <p>B- What about going back to the village ?</p> <p>B- How about going back to the village ?</p>

FICHES PEDAGOGIQUES

FRONT PAGE lesson 1

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 3e Contact days : </p> <p>Unité 7 : HYGIENE AND HEALTH Leçon 1: Endemic diseases Session 1 Duration : 55mins Skill : LISTENING Source : WIN SKILLS</p> <p><u>SITUATION D'APPRENTISSAGE</u></p> <p>On the occasion of the World Health Day, celebrated in your school, you are asked to read a text in English about endemic diseases, in order to be well-informed on risky behaviours.</p>	<p>HABILETES</p> <p>Connaître</p> <p>Identifier</p> <p>Deviner</p> <p>Lire</p> <p>Démontrer</p>	<p>CONTENUS</p> <ul style="list-style-type: none"> - Les techniques de lecture - Les sens des mots relatifs aux maladies endémiques - Les relations entre les mots - Les relations entre les phrases - Les relations entre le titre et le contenu - Les relations entre les paragraphes - Les structures grammaticales et les expressions relatives aux maladies endémiques - Les structures grammaticales pour exprimer la forme passive. <ul style="list-style-type: none"> - Les mots et expressions désignant les maladies endémiques - Les structures grammaticales pour décrire les symptômes des maladies - L'idée générale d'un texte - Les idées secondaires d'un texte <ul style="list-style-type: none"> - Les mots et expressions désignant les maladies endémiques - Les structures grammaticales pour décrire les symptômes des maladies <ul style="list-style-type: none"> - Un texte sur les maladies endémiques <ul style="list-style-type: none"> - Sa compréhension d'un texte relatif aux maladies endémiques
TEACHING POINTS		
VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
Session 1		
<p>endemic - epidemic - pandemic - disease - outbreak - infectious - spread - malaria - chicken pox.</p>	<p>Expressing passive</p>	<p>-WHO declared: "Malaria is an endemic disease." -Malaria is declared an endemic disease by WHO</p>
Session 2		
<p>symptoms - preventive measures - diagnosis - mosquito spray - tablets - syrup - blood test - cure</p>	<p>Expressing passive</p>	<p>-Malaria is said to be preventable - It is said that malaria is preventable</p>

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I-INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date -What can see on this picture? -Now read the Learning context. -Ask question about the Learning context -Where are the students? -Who are they? -What are they doing? -Why for? -What do they do so?</p>	<p>-Participate to the activity -Answer to their names -Give the date -Answer the questions after identification -read the learning context -expected answers <i>-They're at a EC meeting</i> <i>-They're the students of 3è</i> <i>-they listen to an audio recording on rural exodus</i> <i>-In order sensitize their friends on its consequences</i></p>	<p>-Song/TPR -Voice Pictures/ realias -voice</p>	<p>-Date</p> <p>Unité 7 : HYGIENE AND HEALTH Leçon 1: Endemic diseases Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definitions or synonyms</p>	<p>I-Vocabulary related diseases</p> <p>1-Disease: Malady</p> <p>2-Endemic disease: malady constantly present in a population or region: malaria/paludism</p> <p>3-epidemic: a malady that spread through one or more population: polio/Yellow fever</p> <p>4-pandemic: malady that spread worldwide: COVID19</p> <p>5-outbreak: come out</p>

FICHES PEDAGOGIQUES

					<p>suddenly</p> <p>6-infectious : contagious</p> <p>7-spread : expand</p> <p>8-chicken pox: Varicella</p>
<p>B-LANGUAGE FUNCTION OR GRAMMAR (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-Ask a Std to read the sentences on the board</p> <p>-ask them to identify the underline words</p> <p>-explain the sentence</p>	<p>-listen carefully</p> <p>-Read the sentence</p> <p>-“is declared” and “by”</p> <p>-Notify the difference</p>	<p>demonstration</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Expressing consequences</p> <p>-WHO declared: “Malaria is an endemic disease.”</p> <p>-Malaria is declared an endemic disease by WHO</p>
<p>II-ACTIVATION PHASE (15min)</p> <p><u>Activity 1 Win Skills p133</u></p> <p><u>Activity 2 Win Skills p133</u></p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES Correction (5mins)</p> <p><u>Activity 1 p133 (5mins)</u></p> <p>1-b</p> <p>2- a</p> <p>3- d</p> <p>4- e</p> <p>5- c</p> <p><u>Activity 2 p133 (5mins)</u></p> <p>1- Infections are caused by poor sanitations.</p> <p>2- Malaria is declared an endemic by The World Health Organisation.</p> <p>3- Diseases can be caused by poor sanitation.</p> <p>Teacher's Book 3e</p> <p>4- Millions of people are infected in Africa</p> <p>5- Breeding site for malaria is provided by heavy rains. Homework WS page 133 <i>Let's take home</i></p>
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (5min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date <u>Answers</u> <u>Unité 7 : HYGIENE AND HEALTH</u> <u>Leçon 1:</u> Endemic diseases <u>Session 2</u>

FICHES PEDAGOGIQUES

<p>II-INPUT PHASE A- VOCABULARY (11min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the words throughout a context and make students repeat -Write the words and its definition or synonym</p>	<p>-repeat</p>	<p>Definition or antonyms</p>	<p>I-VOCABULARY Related to diseases</p> <p>1-Symptoms : manifestations</p> <p>2-preventive measures: method to avoid a malady</p> <p>3-diagnosis: medical conclusion</p> <p>4-mosquito spray:</p> <p>5-tablets: medicine/drugs</p> <p>6-syrup: liquid medicine solution</p> <p>7-blood test: laboratory analysis of the blood</p> <p>8-cure: treatment</p>
<p>B-LANGUAGE FUNCTION (12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the sentences -make students read -Ask students to identify the difference in each sentences -Explain that they are used to express the passive personal and impersonal</p>	<p>-listen carefully -read the sentence -they identify "is said to be" And "it is said"</p>	<p>- demonstration -individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Expressing purposes</p> <p>People say malaria is preventable -Malaria is said to be preventable (personal) - It is said that malaria is preventable (impersonal)</p>

FICHES PEDAGOGIQUES

II- ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 107 (5mins) Activity 2 p 107 (5mins)	Check students' comprehension	-Give the page of the exercises and set the timing -Asks for the answers	-Do the activity -they provide answers	Exercisebook blackboard	BLACKBOARD TRACES <u>Feedback (5mins)</u> <u>Activity 1 p135(5mins)</u> 1- preventive 2- mosquito nets 3- symptoms 4- diagnose 5- blood test 6- syrup <u>Activity 1 p135 (5mins)</u> 1- The test results are said to be available within a few hours. 2- It is considered that malaria is an endemic disease. 3- A blood test is said not to be necessary to diagnose a disease. 4- It is said that sleeping under a mosquito net is a preventive measure. 5- Malaria is said to be frequently found in Africa and South America. 6- Typhoid fever and cholera are considered to be endemic diseases like malaria. <p style="text-align: right;"><u>Homework</u> WIN SKILLS page p135 (let's take home)</p>
NOTE TAKING (10min)					










FRONT PAGE lesson 2		
COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :/...../..... Number of pupils : Boys :..... Girls :..... Class : 3e Contact days :	Connaître	<ul style="list-style-type: none"> - Les techniques de lecture - Les sens des mots relatifs a l'hygiène à l'école - Les relations entre les mots - Les relations entre les phrases - LES relations entre le titre et le contenu - Les relations entre les paragraphes - Les structures grammaticales pour donner des conseils sur l'hygiène
	Identifier	<ul style="list-style-type: none"> - Les mots et expressions désignant les mesures d'hygiène - Les structures grammaticales pour donner des conseils sur l'hygiène - L'idée générale d'un texte - Les idées secondaires d'un texte

FICHES PEDAGOGIQUES

<p>Unité 7 : HYGIENE AND HEALTH Leçon 2: Hygiene at school Session 1 Duration : 55mins Skill : LISTENING Source : WIN SKILLS</p> <p>SITUATION D'APPRENTISSAGE</p> <p>During an English class the teacher wants to help his students of 3è keep their environment safe. For that he asks them to read some leaflets on the importance of hygiene at school.</p>	Deviner	- les mots et expressions désignant les mesures d'hygiène - les structures grammaticales pour donner des conseils sur l'hygiène		
	Lire	Un texte sur les mesures d'hygiène		
	Démontrer	Sa compréhension d'un texte		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	Session 1			
	To weed the schoolyard - to sweep the floor - to collect rubbish - to throw rubbish in the dustbin - to dirty hands - to wash hands - to wipe one's nose - to spit - to sneeze in a handkerchief	Giving advice	- Students should wear masks before sweeping the dust. -Students shouldn't sneeze without a handkerchief	
	Session 2			
	to cough - to scrub - to rinse - to dry your hands with a towel - a sanitizer - to kill/eliminate germs - to sneeze	Expressing objectives	- I wash my hands so that I can eat safely -wash your hands with soap so as to avoid diseases. -wash your hands before eating in order to stay healthy	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
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FICHES PEDAGOGIQUES

<p>I-INTRODUCTI ON a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date -What can see on this picture? -Now read the Learning context. -Ask question about the Learning context -What is the context? -What does the teacher wants? -What does he do for that?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context -expected answers -an English class -he wants to.....safe. -He asks them to read...school</p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p>Unité 7 : HYGIENE AND HEALTH Leçon 2: Hygiene at school Session 1</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/realias/</p>	<p>I-VOCABULARY Related to hygiene at school</p> <p>1-To weed the garden </p> <p>2-to sweep the schoolyard </p> <p>3-to collect rubbish </p> <p>4-to throw rubbish in the dustbin </p> <p>5-to dirty hands </p> <p>6-to wash hands </p> <p>7-to wipe one's nose </p> <p>8-to spit </p> <p>9-to sneeze in a handkerchief </p>

FICHES PEDAGOGIQUES

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I-INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p>	<p>-Initiates the activity -Checks Class list</p> <p>-Asks for the date</p>	<p>-Participate to the activity -Answer to their names</p> <p>-Give the date</p>	<p>-Song/TPR -Voice</p>	<p>-Date</p> <p>Answers</p> <p>Unité 5 : CITY OR VILLAGE</p> <p>Leçon 1 : Life in the city</p> <p>Session 2</p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definition or antonyms</p>	<p>I-VOCABULARY Related to rural exodus</p> <p>1-to cough: <input type="checkbox"/></p> <p>2-to scrub: <input type="checkbox"/></p> <p>3-to rinse: <input type="checkbox"/></p> <p>4-to dry your hands with a towel <input type="checkbox"/></p> <p>5-a sanitizer: <input type="checkbox"/></p> <p>6-to kill germs: <input type="checkbox"/></p> <p>7-to sneeze: <input type="checkbox"/></p>

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LESSON 3

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 3e Contact days : </p> <p>Unité 7 : HYGIENE AND HEALTH Leçon 3 : Stop AIDS ! Session 1 Duration : 55mins Skill : LISTENING Source : WIN SKILLS</p> <p><u>SITUATION D'APPRENTISSAGE</u></p> <p>During his visit to your region, the Ambassador of the USA in Cote d'ivoire attends a meeting of your English Club. Ther, he gives you some booklets written in English, talking about HIV /AIDS. The chairman asks you to read them in order to sensitize your friends who were missing.</p>	HABILETES	CONTENUS	
	Connaître	- Les techniques de lecture - Les sens des mots relatifs au VIH/SIDA - Les relations entre les mots - Les relations entre les phrases - les relations entre le titre et le contenu - Les relations entre les paragraphes - Les structures grammaticales pour sensibiliser sur la pandémie du VIH/SIDA	
	Identifier	- Les mots et expressions relatifs au VIH/SIDA - Les structures grammaticales pour donner des recommandations sur l'hygiène de vie - L'idée générale d'un texte - les idées secondaires d'un texte	
	Deviner	- les mots et expressions relatifs au VIH/SIDA - Les structures grammaticales pour donner des recommandations sur l'hygiène de vie	
	Lire	Un texte sur le VIH/SIDA	
	Démontrer	Sa compréhension d'un texte relatif au VIH/SIDA	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	condition - condom - kissing - pregnancy - skin rash - weight loss - blood transfusion	Using question tag to verify information	-HIV/AIDS is a pandemic disease isn't it ? -AIDS weakens the body's immune system, doesn't it ?
Session 2			
to cough - to scrub - to rinse - to dry your hands with a towel - a sanitizer - to kill/eliminate germs - to sneeze	Making recommendations	- use condoms during sexual intercourse - don't be unfaithful to your partner	

FICHES PEDAGOGIQUES

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>c-Lead in Activity & Learning Context (8min)</p>	<p>Set a stress free atmosphere</p> <p>Prepares students to the learning process</p>	<p>-Initiates the activity -Checks Class list -Asks for the date</p> <p>-What can see on this picture? -Now read the Learning context. -Ask question about the Learning context -Where are the students? -Who are they? -What are they doing? -Why for? -What do they do so?</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context -expected answers <i>-They're at a EC meeting</i> <i>-They're the students of 3è</i> <i>-they listen to an audio recording on rural exodus</i> <i>-In order sensitize their friends on its consequences</i></p>	<p>-Song/TPR -Voice</p> <p>Pictures/ realias</p> <p>-voice</p>	<p>-Date</p> <p>Unité 5 : CITY OR VILLAGE Leçon 3 : rural exodus Session 1</p>
<p>II-INPUT PHASE A- VOCABULARY (13min)</p>	<p>Learning phase introducing new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/ realias/ demonstrations</p>	<p>1-School leavers: students who abandon school</p> <p>2-drought : arid soil</p> <p>3-lack of : deficiency</p> <p>4-flood : inundation</p> <p>5-manpower : exploitable hands</p> <p>6-hardship : difficulty</p> <p>7-backbreaking : difficult job</p> <p>8-to find a job: search for employment</p>

FICHES PEDAGOGIQUES

<p>B-LANGUAGE FUNCTION</p> <p>(12 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p> <p>-ask a student to put him the question</p> <p>-provide the answer and make them repeat</p> <p>-Ask stdts to highlight the differences in the sentence and make them understand</p>	<p>-listen carefully</p> <p>-repeat the question</p> <p>-put the question to the teacher</p> <p>-listen</p> <p>-repeat the answer</p> <p>-Stdts give the highlight words</p>	<p>demonstration</p> <p>-individual and choral repetition</p>	<p>II-LANGUAGE FUNCTION :</p> <p>Expressing consequences</p> <ul style="list-style-type: none"> • I want a good job ; as a result, I'm going to the city • I want a good job. Therefore, I'm going to the city
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>WIN SKILLS Activity 1 p 99</p> <p>ACTIVITY 2 Activity 2 99</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets ./ give the exercises' pages and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activity</p> <p>-they provide answers</p>	<p>Worksheet/ Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES Correction (5mins)</p> <p><u>Activity 1 p105 (5mins)</u></p> <p>1-hardships 2-harvest 3-As a result 4-school leaver 5-backbreaking</p> <p><u>Activity 2 p105 (5mins)</u></p> <p>1. I want better job opportunities ; as a result, I move to the city. 2. There are regular floods. Therefore, my cousins in the village have abandoned farming. 3. Her father wanted her to marry Babou ; as a result, Aisha left the village. 4. Akou finds farm work backbreaking. Therefore, he goes to Abidjan. 5. The company needs new workers ; as a result, it is hiring.</p> <p style="text-align: center;">Homework</p> <p>WS page 99 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

FICHES PEDAGOGIQUES

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIE S	MATERIAL & TECHNICS	BB traces
<p>I- INTRODUCTION a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p>	<p>-Initiates the activity -Checks Class list</p> <p>-Asks for the date</p>	<p>-Participate to the activity -Answer to their names</p> <p>-Give the date</p>	<p>-Song/TPR -Voice</p>	<p>-Date</p> <p><u>Answers</u></p> <p><u>Unité 5 : CITY OR VILLAGE</u> <u>Leçon 1</u> : Life in the city <u>Session 2</u></p>
<p>II-INPUT PHASE A-VOCABULARY (13min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Definition or antonyms</p>	<p>I-VOCABULARY Related to rural exodus</p> <p>1-Drawback : consequences</p> <p>2-unemployment :</p> <p>3-overpopulation : augmentation of the population</p> <p>4-to improve: ameliorate</p> <p>5-disappointment : discourage</p> <p>6-robbery : juvenile delinquencies</p> <p>7-drug addiction: drug dependence</p> <p>8-begging: asking for charity</p>

